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INTRODUCTION

Communities In Schools of Nevada (CISNV) is pleased to submit this Full-Service Community Schools (FSCS) application to support its 19-year commitment to addressing the holistic needs of students across the Silver State. With federal funding, CISNV will transform six Title I schools in Southern and Northeastern Nevada into full-service community schools in partnership with three Nevada school systems – Clark County School District in Southern Nevada and Elko County and Humboldt County School Districts in Northeastern Nevada. CISNV is a branch of the national nonprofit Communities In Schools, the nation’s leading dropout prevention and school transformation organization. Focusing on social-emotional learning, developmental relationships, and trauma-informed care, the CISNV support model is grounded in the idea that supporting the whole child is required to enable them to thrive in school and life. Given the synergy between the CISNV support model and the four FSCS pillars, this FSCS grant represents an exciting opportunity for CISNV to scale its work for the high-need students and families they serve in two very different regions of the State.

CISNV has longstanding relationships with all three partner school districts. CISNV site coordinators and other staff are already integrated into the fabric of the six target elementary, middle, and high schools, working hard to provide schoolwide resources, targeted offerings, and individual student supports to help students achieve academic and personal success. With FSCS funding from the U.S. Department of Education, CISNV and its expansive network of partners will have a unique opportunity to mobilize their expertise and assets to eliminate barriers to student and family success.

CISNV will serve as the lead agency in the proposed consortium in partnership with Clark County School District, Elko County School District, and Humboldt County School District, along with the services and expertise of three Boys and Girls Club affiliates, Nevada State College, Boys

Town Nevada, Head Start of Northeastern Nevada, Food Bank of Northern Nevada, Clark County through the Department of Juvenile Justice Services, the Harbor and Truancy Prevention Outreach Program Workforce Connections, and other local partners. These Southern and Northeastern Nevada (NV) FSCS partners have crafted a comprehensive plan addressing Absolute Priorities 2 and 4.

ABSOLUTE PRIORITY 2: TITLE IA SCHOOLWIDE PROGRAM ELIGIBILITY AND RURAL DISTRICTS—SMALL AND RURAL OR RURAL AND LOW-INCOME

Led by CISNV, the Southern and Northeastern NV FSCS consortium proposes to enhance the continuum of services collectively provided to six Title I public schools in the state. The four target schools in Elko and Humboldt Counties are in the rural Northeastern region of the state, while the two target schools in Clark County, home to Las Vegas, serve urban children and youth (Table 1). *Note that both Elko and Humboldt School Districts are eligible for the Small Rural School Achievement Program under ESEA section 5211(b)(i)(A), (B), or (C).*

Table 1. Overview of the Nevada FSCS School Districts and Schools

Local Educational Agency	Region	Rural/ Urban	Proposed Full-Service Community Schools
Clark County School District	Southern NV	Urban	Rancho HS, JD Smith MS
Elko County School District	Northeastern NV	Rural	Northside ES, Flag View IS
Humboldt County School District	Northeastern NV	Rural	Grass Valley ES, French Ford MS

ABSOLUTE PRIORITY 4: MULTI-LOCAL EDUCATIONAL AGENCY GRANTS

In keeping with Absolute Priority 4, the proposed Southern and Northeastern FSCS project will coordinate and provide services to two full-service community schools within each of the three partner school districts (as shown in Table 1 above). This innovative, multi-district FSCS

partnership will contribute to the community school knowledge base in urban and rural settings.

In addition, as specified in Absolute Priority 4, CISNV and its partners will meet all application requirements for Multi-Local Educational Agency Grants specified in the Federal Register notice. Below are where the Application Requirements are addressed in this application:

- A description of the eligible entity (Requirement 1) is in the Quality of Management Plan.
- A preliminary MOU (Requirement 2) is included as a grant attachment and described in Section 5, Quality of the Management Plan.
- A description of the capacity of the eligible entity (Requirement 3) is provided in the Quality of Management Plan.
- A description of the students, families, and school communities to be served (Requirement 4A) is presented in Section 1, Need for the Project.
- The plan for conducting a needs assessment, developing annual performance objectives, and describing the FSCS pillars (Requirement 4B, 4C, and 4E) are in Quality of Project Design.
- The plan for identifying and developing pipeline services (Requirement 4D) is described in Section 3, Quality of the Project Services.
- The plans to ensure that each FSCS has a full-time coordinator (Requirement 4F) and that FSCS programs and services are sustained after the grant period (Requirement 4H) are described in Section 4, Adequacy of the Resources.
- The plan for an annual evaluation (Requirement 4G) is in Quality of Project Evaluation.
- The plan for sustaining FSCS services (Requirement 4H) is in Adequacy of Resources.
- The assurance that CISNV and its consortium partners will participate in the national evaluation (Requirement 5) is in the Quality of Evaluation.
- The assurance that CISNV and its partners will focus services on schools eligible for

schoolwide programs under Section 1114(b) of the ESEA (Requirement 6) is included in Need for the Project and Appendix C.

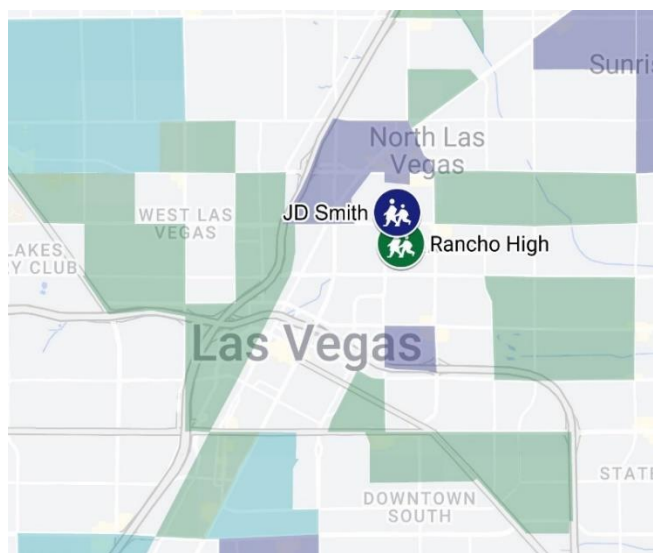
SELECTION CRITERIA

1. Need for the Project

The extent to which the project will provide support, resources, and services; close gaps; or address the needs of the target population.

To plan for the Southern and Northeastern NV FSCS initiative, CISNV formed a multi-partner planning team comprised of Clark County School District (CCSD), Humboldt County School District (HCSD), Elko School District (ECSD), Metis Associates (evaluation partner), and other partners to complete a comprehensive needs and assets assessment. As described in this

Figure 1. Southern NV FSCS Neighborhoods (Clark County)



section, the study documented student, family, and community demographics and assets and assessed academic, physical, health, mental health, safety, and other needs. The Southern and Northeastern NV FSCS partners used these assessment results, best practices, and national community school standards to develop the project design and plan the Southern and Northeastern NV FSCS pipeline services for each district and school.

This thoughtful and comprehensive process will help the proposed FSCS initiative transform six high-poverty schools into high-quality, full-service community schools. Figure 1 shows the target FSCS Southern NV neighborhood of North Las Vegas in Clark County and the schools we propose to transform through the Nevada FSCS initiative: JD Smith MS and Rancho

HS. Figures 2 and 3 show the target Northeastern NV counties of Humboldt and Elko, respectively, and the proposed rural schools: Grass Valley ES and French Ford MS (Humboldt) and Northside ES and Flag View IS (Elko).

Figure 3. Northeastern NV FSCS - Humboldt

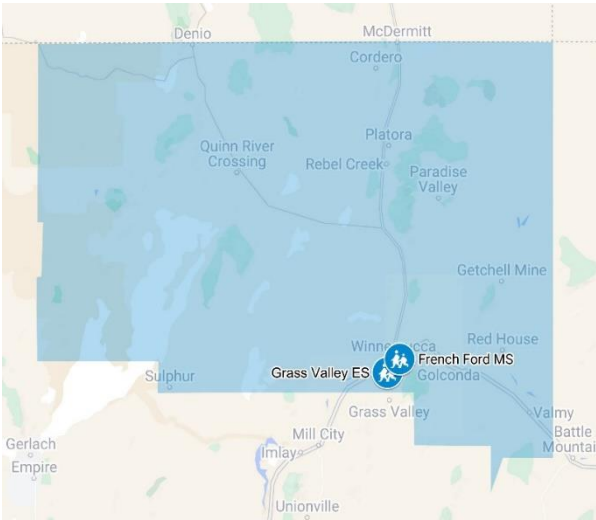
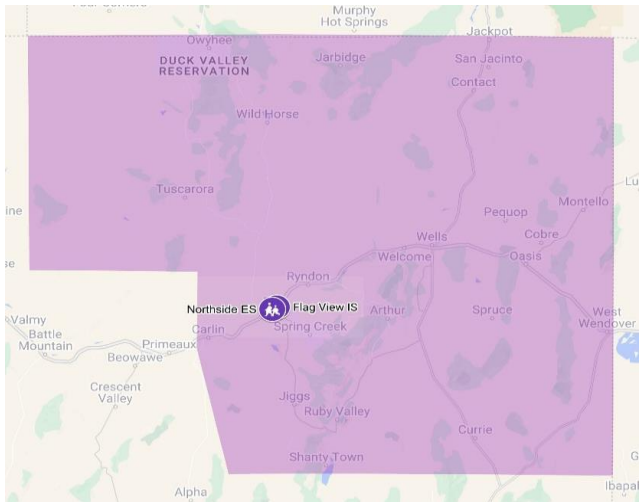


Figure 2. Northeastern NV FSCS - Elko County



COMMUNITY PROFILE

With jurisdiction over the world-famous Las Vegas Strip and an area the size of New Jersey, Clark County is the nation’s 11th-largest county. It provides extensive regional services to more than 2.3 million citizens annually. The Southern Nevada FSCS neighborhoods are substantially more segregated, lower-income, and less educated than Clark County (Table 2).

Table 2. Southern Nevada FSCS Community Demographic Profile

	Las Vegas	North Las Vegas	Clark County	Nevada
African American	2%	1%	15%	11%
Latinx	88%	86%	32%	29%
Foreign-Born	45%	45%	22%	19%
Speak Spanish at Home	79%	80%	23%	21%
Median Household Income	\$57,967	\$36,914	\$64,210	\$65,686

	Las Vegas	North Las Vegas	Clark County	Nevada
Poverty Rate	14.9%	14.5%	14.1%	13.8%
Single Parent with Child	21%	31%	8%	7%
Unemployment Rate (June 2023)	6.0%	7.1%	6.0%	5.7%

Data Sources: American Community Survey 5-Year Estimates, 2022, Neighborhood Scout Comprehensive Neighborhood Reports, Data USA

Together, the Southern Nevada FSCS neighborhoods of Las Vegas (LV) and North LV are predominantly Latinx (88% and 86%, respectively) (American Community Survey 5-Year Estimates, 2020), mostly hailing from Mexico (81%) and speaking primarily Spanish at home (79% and 80%, respectively). While the poverty rates in the southern Nevada FSCS neighborhoods are slightly higher than the state, the median household income for the FSCS households (\$57,967 and \$36,914, respectively) is significantly lower than the median income of all Clark County residents (\$64,210) and Nevada residents (\$65,686). The target Southern NV communities also show higher rates of joblessness than the state as of June 2023 (6.0% and 7.1% vs. 5.7%, respectively).

Located within two rural counties, the Northeastern Nevada FSCS neighborhoods include Winnemucca (Humboldt County) and Elko City (Elko County) (Table 3).

Table 3. Northeastern Nevada FSCS Community Demographic Profile

	Humboldt				
	Winnemucca	County	Elko City	Elko County	Nevada
White	60%	65%	64%	65%	48%
Latinx	35%	27%	27%	24%	24%
Foreign-Born	15%	11%	10%	8%	19%
Speak Spanish at Home	19%	16%	13%	15%	21%
Poverty Rate	14.5%	14.7%	12.4%	11.9%	13.8%

	Humboldt				
	Winnemucca	County	Elko City	Elko County	Nevada
Adults Without College Degrees	67%	74%	82%	77%	67%

Sources: 2020 Data USA, American Community Survey 5-Year Estimates, 2022, and Neighborhood Scout Comprehensive Neighborhood Reports

In contrast to Southern NV, the rural Northeastern FSCS neighborhoods of Winnemucca and Elko City are proportionately more white than the state (60% and 65% vs. 48%, respectively) and have higher rates of Latinx residents (35% and 27% vs. 24% respectively). While these communities rely heavily on the relatively high-paying mining and quarrying industries for employment, there are still pockets of deep poverty and low educational attainment. For example, 15% of the Winnemucca population living below the poverty line is higher than the state rate (13.8%). Rural communities are more likely to be impoverished and often disconnected from the nonprofits and social-service agencies that plug holes in urban schools (Parks, 2021).

TARGET SCHOOL PROFILE

As shown in Table 4, the target FSCS schools collectively served 6,347 students in grades PK-12 as of the 2022-23 school year (Table 4). Within each district, the two schools are part of an elementary to high school feeder pattern that primarily serves the school-age children in the target neighborhoods.

Table 4. Target School Demographic Profile, 2022

	Clark County		Elko County		Humboldt County	
	JD Smith MS	Rancho HS	Northside ES	Flag View IS	Grass Valley ES	French Ford MS
Total enrollment	1,142	3,132	439	781	350	504
Grades served	6-8	9-12	K-6	5-6	PK-4	5-6

	Clark County		Elko County		Humboldt County	
Percent Hispanic	88%	77%	32%	41%	35%	39%
Percent low-income	67%	45%	40%	42%	57%	51%
Percent English language learners	33%	23%	13%	10%	7%	11%
Percent students with disabilities	12%	10%	13%	13%	22%	17%

The Southern schools are predominantly Hispanic (88% and 77%, respectively), while the Northeastern schools also have significant and growing Hispanic student populations, ranging from 32% at Northside ES to 41% at Flag View IS. The neighborhoods that house these schools are home to diverse communities where the main ancestry is Mexican, in addition to those residents with English, Irish, German, and Asian roots. Unsurprisingly, English and Spanish are the most common languages among the six NV FSCS neighborhoods. In fact, schools show English language learner student populations as high as 33% at JD Smith and 22% at Rancho HS, compared to 12% statewide.

As of 2022, over half the students across the six FSCS schools are from low-income families (54%), ranging from 40% at Northside ES to over two-thirds at JD Smith MS (67%). In addition, among the target FSCS schools, the percentage of students who qualify for special education services is highest for French Ford MS (17%) and Grass Valley ES (22%). By comparison, in Nevada, 12% of all students qualify for special education services.

Many students in the FSCS target schools struggle to attend school regularly and need help to meet grade-level reading and math standards (Table 5). While well over one-third of all FSCS target school students are chronically absent, the rates were highest for the schools serving middle grades: Flag View IS (53%), French Ford MS (52%), and JD Smith MS (50%). Student mobility is not unrelated to high student absenteeism, generally defined as students changing schools during

a school year. Among the target FSCS schools, the student mobility rate was highest for JD Smith (28%), followed by Northside ES and Grass Valley ES (both 19%).

Table 5. Target School Academic Profile, 2022

	Clark County		Elko County		Humboldt County	
	JD Smith	Rancho	Northside	Flag View	Grass Valley	French Ford
Total enrollment	1,141	3,132	4-39	781	350	504
Percent chronically absent	50%	46%	34%	53%	46%	52%
Student mobility	28%	14%	19%	15%	19%	5%
Percent ELA proficient	26%	35%	50%	42%	28%	39%
Percent math proficient	7%	19%	45%	29%	36%	29%

Missing school for any reason takes its toll on students' academic performance. As part of the Nevada State Assessment System (NSAS), general education students take the Smarter Balanced Summative Assessments for English language arts (ELA) and math. The data in Table 5 show that the percentage of ELA proficient students was lowest among JD Smith MS (26%) and Grass Valley ES (28%), followed by Rancho HS (35%). Only 7% of students at JD Smith were math proficient, followed by 19% at Rancho HS and 29% at Flag View IS and French Ford MS.

SCHOOL SAFETY. The safety of a school has a tremendous impact on its students' academic performance, physical and emotional health, and overall well-being (Kutsyuruba, Klinger, & Hussain, 2015). Research suggests that students who feel safe in their schools can thrive exponentially, while students who do not feel safe face many challenges to their success. In 2021-22, there were 211 violence- or weapons-related incidents across the six FSCS schools. While over half of these were at Rancho HS (122 incidents), JD Smith MS and Northside ES had 40 incidents each for the school year. For the two Clark County schools (Rancho HS and JD Smith MS), the

most recent school safety survey data showed that JD Smith MS had poorer average physical safety (326) and emotional safety (340) scores than the district (364, 358) and the state (364, 351). At Rancho HS, while all students were on par with state averages, Black/African American students had poorer average physical safety (354) scores than Hispanic (373) or white (386) students.

PARENT ENGAGEMENT. Decades of research establish the importance of effective family engagement in ensuring all children succeed in school, regardless of their surroundings, race/ethnicity, or family income (National Association for Family, School, and Community Engagement, 2022). Still, not unlike many high-poverty schools nationally, the target FSCS schools are characterized by low levels of parent/family involvement and engagement, which research suggests may be attributable to distrust of schools (Hill, 2018), among other reasons. A review of the most current School Improvement Plans for the FSCS target schools revealed the need for greater parent/family involvement and improved home-school communication to help combat chronic absenteeism (Rancho HS and Flag View IS), greater parent engagement to help improve students' overall wellness (Grass Valley ES), and improved communication with parents/families of underserved students, such as those from homeless families or who are in foster care, to bolster student achievement (French Ford MS and Northside ES).

COMMUNITY AND FAMILY SUPPORT NEEDS

EARLY LEARNING. Head Start of Northeast NV offers both Head Start and Early Head Start programs for Elko County families that meet eligibility requirements. Among the 109 young children served by the Head Start program in 2020-21, 29% were from families experiencing homelessness, 12% were from families where Spanish was the primary home language, 8% were in foster care, and 14% had an identified or open concern about a developmental disability. Head Start of Northeast NV assesses their children's development using Teaching Strategies Gold

(TSG)[®]. The most recent fall TSG results showed needs related to six developmental domains: social-emotional, physical, language, cognitive, literacy, and math.

FOOD INSECURITY. Recent data from Feeding America, which collects state-level information on hunger, ranks Nevada eighth nationally among states with the highest projected overall food insecurity rates in 2021 - at 15.2 percent (Nevada Department of Health & Human Services, 2022). The 2022 survey of Nevada community members revealed some challenges that are straining household budgets and making it more difficult to purchase food (Guinn Center, 2022). For example, one-fifth of community members recently receiving food assistance (20%) said they had to choose between paying for food or a utility bill. Even more alarming are the child food insecurity rates for the three FSCS partner school districts: 12.9% for Humboldt, 14.2% for Elko, and the worst for Clark County at 17.4% (Stacker, 2022).

PUBLIC HEALTH. Health-related issues are prevalent in the target counties, such as higher teen births, greater child abuse and neglect, and significantly more obese and smoking adults. For example, Elko and Humboldt Counties showed statistically higher (and more than double) teen birth rates than the state. Public health-related data for the three counties of the FSCS partner school districts and Nevada are presented in Table 6 below.

Table 6. Public Health Profile for the FSCS Counties vs. Nevada

Health Outcomes and Behaviors	Clark	Elko	Humboldt	Nevada
Teen births (per 1,000 live births)	14.0	27.7	29.2	14.5
Percent substantiated cases of child abuse or neglect	21.0	24.0	37.0	23.0
Rate of children in foster care (per 1,000 child population)	9.2	3.1	10.5	9.0
Percent of adult smoking	21.7	19.9	21.7	15.1
Percent of adults with obesity	71.9	70.3	71.9	66.5

Health Outcomes and Behaviors	Clark	Elko	Humboldt	Nevada
COVID-19 case rate (per 100,000 population)	8,524.5	8,445.9	6,210.8	8,333.5

Source: Nevada Community Health Profiles Dashboard, Updated November 2022

CRIME AND VIOLENCE. Numerous studies have shown a relationship between high-crime communities and children’s academic performance (Heissel, Sharkey, Torrats-Espinosa, Grant, & Adam, 2018). This is significant given that all four target geographies reported more crimes per square mile than the state of Nevada (Table 7). The total reported crimes for Las Vegas were approximately seven times higher (144) than Nevada overall, with North Las Vegas’s rate 2.5 times higher (53) and Elko’s almost double (38). Winnemucca had the least reported crimes of the four geographies, slightly higher than the state rate (26).

Table 7. Southern and Northeastern NV FSCS Neighborhood Crime Profile, 2021

Type of Crime	Nevada	North Las Vegas	Las Vegas	Elko City	Winnemucca (Humboldt)
Total Reported Crimes (Per Square Mile)	21	53	144	38	26
Property Crime (Rates per 1,000)	23.01	16.16	25.45	28.48	23.13
Violent Crime (Rates per 1,000)	4.3	3.63	4.89	4.41	5.58

Source: Neighborhood Scout Community Profiles, 2022

Winnemucca’s rate per thousand residents (23.13) for property crimes was similar to Nevada’s (23.01). Las Vegas was slightly higher than the state at 25.45 property crimes per thousand residents. Elko had the highest property crime rate among the four geographies, with 28.48 crimes per thousand residents. Regarding violent crimes, Las Vegas and Elko had rates per thousand residents of 4.89 and 4.41, respectively, similar to the state (4.3). Winnemucca was slightly higher, with 5.58 violent crimes per thousand residents, while North Las Vegas was slightly lower, with 3.63 violent crimes per thousand residents.

BEHAVIORAL HEALTH. Research shows an obvious link between teen substance abuse and school success. Teens who abuse drugs have lower grades, a higher rate of absence from school, and an increased potential for dropping out (Drug Enforcement Administration, n.d.). In January 2021, the NV Department of Health and Human Services, Division of Public and Behavioral Health, issued a 2020 Epidemiologic Profile. Key findings from this report showed the following issues of concern for the state’s youth and adults:

- Regarding youth mental health, statewide, female students at both the high school and middle school levels showed significantly higher percentages of sad or hopeless feelings and suicidal thoughts, including considering, planning, and attempting suicide.
- Among adults and youth, Clark County had significantly higher emergency room encounters for schizophrenia, anxiety, depression, bipolar disorder, and suicide ideation than the state rates. In addition, the Partners Allied for Community Excellence (PACE) region (which includes Elko County) had significantly higher visits for anxiety and depression. The PACE county region also had a significantly higher rate of suicide.
- Regarding substance use/abuse, while Nevada is comparable to the nation with marijuana use among youth, other drug use among teens is higher in Nevada than nationally.
- Since marijuana was legalized in 2017, reported marijuana use during pregnancy has more than doubled and has surpassed all other substances.

ADULT/PARENT LEARNING. In Nevada, 25% of the population statewide has a literacy proficiency at or below Level 1 (APM Research 2022), equivalent to literacy levels at ages 5-7. Adult literacy experts from the University of Georgia assert that while anyone can have low literacy, adults who have poor reading skills tend to live in underserved communities with few resources, like Elko and Humboldt Counties, or what they call “print deserts,” meaning there is

little signage beyond local stores as well as few libraries and bookstores (APM Research, 2022).

A mother's reading skill is the most significant determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income (US Department of Health and Human Services, 2010). Within the target neighborhoods, the American Community Survey estimates that a college degree is the highest educational attainment for 6% in Las Vegas and 9% in North Las Vegas, 18% in Elko City in Elko County, and 33% in Winnemucca in Humboldt County. In comparison, the rate of college-educated adults in Nevada is 33%.

DISCONNECTED YOUTH. Disconnected youth include those under 24 without training, employment, or education. Common reasons for disconnection in Nevada include substance abuse, frustrations with school, and mental health issues (Hendricks, 2023). Statewide, Nevada had 47,400 disconnected youth in 2019, 15% of the total youth population (Lewis, 2021). Congressional District 1, which includes Clark County, had the highest youth disconnection rate in the nation in 2019, at 21% of all youth (Lewis, 2021). CCSD has the highest rate statewide, with 50,000 disconnected youth (Employ NV Youth, 2022). In Elko County, 11% of the county's youth are disconnected, compared to 5% in Humboldt County (US Census estimates, 2022).

NEEDS TO BE ADDRESSED BY THE FSCS PROJECT

The findings and data presented in the needs and assets assessment helped CISNV, its partner school districts, and other consortium partners envision and outline a comprehensive pipeline of services in direct alignment with the critical gaps faced by the communities to be served in the proposed FSCS sites. As shown in Table 8, the pipeline services address the profusion of community needs. They are also collectively aligned with the key purpose of the FSCS to enhance the educational, social, health, and economic outcomes of children and families.

Table 8. Alignment of Needs and Gaps to Proposed FSCS Pipeline

PIPELINE	KEY NEEDS ASSESSMENT FINDINGS	HOW WILL CISNV FSCS WILL RESPOND
<i>High-quality early learning</i>	<p>Low percentages of young children attaining age-appropriate developmental progress</p> <p>Too many young children assessed with developmental disabilities</p> <p>Large numbers of families with two working parents need full-day childcare options</p>	<p>Early Head Start and Head Start Preschool programs in Elko County that use the evidence-based Creative Curriculum</p> <p>Nevada Gold Mine Early Learning Center using the research-informed and developmentally appropriate Pinnacle curriculum</p>
<i>High-quality in-school and OST programs</i>	<p>Too few target FSCS school students proficient in ELA and math</p> <p>High rates of chronic absenteeism</p> <p>Too many FSCS students changing schools mid-year</p>	<p>CISNV-facilitated Student Support Teams</p> <p>Year-round extended school-day programming</p> <p>Academic Coaching and Summer Bridge programming for eight-graders and HS seniors</p>
<i>Community-based support for youth</i>	<p>High rates of disconnected youth, especially in Clark and Elko Counties</p> <p>Many first-generation college students in Clark County</p>	<p>College support programs</p> <p>Postsecondary and workforce readiness support for disconnected youth</p>
<i>Family and community engagement at school or home</i>	<p>Poor parental engagement in and communication across FSCS schools</p> <p>Very few college-educated adults in the FSCS target neighborhoods</p> <p>Significantly high rates of child abuse and neglect and children in foster care in Humboldt County</p>	<p>Common Sense parenting education</p> <p>Parent involvement and engagement workshops</p> <p>Adult education classes</p> <p>FSCS families receiving food and emergency assistance</p>
<i>Social, health, nutrition, and</i>	<p>Too many middle school and high school girls statewide suffering from behavioral and mental health issues</p>	<p>Evidence-based social-emotional learning</p> <p>Integrated Student Support services</p>

PIPELINE	KEY NEEDS ASSESSMENT FINDINGS	HOW WILL CISNV FSCS WILL RESPOND
<i>mental health services</i>	Higher behavior health issues among adults and youth in Clark and Elko Higher percentages of adult smokers and adult obesity in all three FSCS counties than in the state	Telehealth mental health counseling School-based health services School- and community food and nutrition assistance
<i>Juvenile crime prevention and rehabilitation</i>	Significantly higher teen birth rates in Humboldt and Elko than statewide Higher crime rates in all FSCS neighborhoods and counties compared to the state rate Greater rates of violent crime in Humboldt County than statewide	Truancy prevention programming with an early warning system Community Access Center for justice-involved youth School Resource Officers using best practices

2. Quality of Project Design

A. The extent to which the proposed project's design reflects relevant and evidence-based findings from existing literature and includes a plan for implementation integrating the four FSCS pillars and evaluation methods to ensure the achievement of project objectives.

CISNV and its impressive partners have envisioned a comprehensive FSCS model for Southern and Northeastern Nevada that will provide a coordinated and integrated continuum of services to address diverse community needs within the heart of the target communities—their public schools. This plan is based on the assets and needs of the districts' students and families, along with a careful review of the literature on community school best practices, including the four FSCS foundational pillars determined by the USED. The menu of services will include evidence-based practices that have proven to produce positive educational, social, and personal outcomes for children and families in areas of specific needs to community members, including food security, physical and mental health care, and more.

FSCS PILLAR 1: INTEGRATED STUDENT SUPPORTS

RESEARCH BASE: As outlined in the National Center for Community Schools (2011), instructional reforms can be successful only when combined with the comprehensive and integrated approach of the community school strategy. Integrated full-service student supports one of four foundational components of an effective community school (Maier, Daniel, Oakes, & Lam, 2018). Integrated Student Supports (ISS) is a poverty-mitigation strategy (Mavis, 2022) that recognizes that children’s health, social, cognitive, and behavioral development are interconnected. Data show that out-of-school factors can profoundly impact academic success for impoverished students who have experienced adverse childhood experiences (ACEs) such as food insecurity, exposure to violence, or housing instability (e.g., National Assessment of Educational Progress, 2017). ISS emerges as a critical tool to address these holistic challenges. ISS models typically include partnerships with community organizations that provide wraparound services to meet student and family needs, including housing, food assistance, medical and behavioral health care, and extended learning opportunities (Center for Optimized Student Support, n.d.). Unlike traditional methods of individual service providers, ISS encompasses wraparound services, such as social and emotional learning and access to health and nutrition services and form a comprehensive array of individualized services and support networks. These integrated supports are designed to build constructive relationships and address gaps.

Research conducted in the Chicago Public Schools (Bryk et al., 2010) concluded that the integration and mutual reinforcement of student support are critical to achieving “the goal of school improvement and student success” (National Center for Community Schools, 2011). A review of the research on community schools identified 24 studies, including three syntheses concerning ISS, which yielded similar findings (Maier, 2017). The 2017 research review found

that ISS provided through wraparound services promotes academic success and contributes to academic progress. When implemented collectively and with fidelity, studies suggest that community schools with ISS led to significant improvements in outcomes, such as reading and math scores and overall GPA, significant decreases in grade retention, dropout rates, and chronic absenteeism, and improved nonacademic outcomes, such as school attachment and school behavior problems (Maier, 2017).

A large body of research establishes that school-based resources and supports are associated with higher student achievement (Baker, 2018). The literature indicates that predominantly low-income schools, like the Southern and Northeastern NV FSCS schools, improve test scores and graduation rates when integrated, adequate, and equitable school-based resources exist. Furthermore, discussing the interrelatedness of student challenges, Horn and colleagues (2015) indicate that they are effectively addressed through integrated strategies in which schools function as hubs of multi-faceted services. The premise that cognitive, academic, social, and emotional development are inextricably linked—integrated—is also one of eight critical components identified in the science of learning and development literature.

CISNV FSCS PROJECT DESIGN: CISNV and its three district partners recognize that a critical component of creating a safe and supportive community school is making sure that when needed, students and families have access to integrated culturally, linguistically, age, and developmentally appropriate services delivered within a welcoming school culture. Integrating services and supports into a school community “requires an infrastructure where school-based student support staff and community providers can work collaboratively, confidentially, and in a coordinated way” (Trauma Learning Policy Institute, 2018).

At the initiative level, the FSCS Project Director will develop and implement a seamless,

collaborative “one-stop-shop” service model delivered by the right combination of FSCS staff, district leadership, school support staff, and community partners, all using trauma-informed interventions. Effective integration of FSCS comprehensive support services will further be aided by the Southern and Northeastern NV FSCS Leadership Council, ensuring agency-level collaboration among CISNV; Clark, Elko, and Humboldt County School Districts; and other FSCS partners (see the preliminary MOU in Attachments).

At the district and school levels, the FSCS Site Coordinators will coordinate the Southern and Northeastern NV FSCS multi-tiered student support services delivered by school staff, the FSCS Family Engagement Coordinator, and community partners. Community partners will serve on the FSCS school leadership teams to enable ongoing communication and service integration at the school level. This will ensure that all services and supports to an individual student or family are “cohesive, comprehensive, mutually reinforcing, individually tailored to specific needs, and organized around common goals that support the student’s school success” (Trauma Learning Policy Institute, 2018). For example, within Humboldt County, at French Ford MS and Grass Valley ES, the FSCS Site Coordinators and Family Engagement Coordinators will work closely with the partner-run school-based mini-clinics to schedule students’ annual physical exams and immunizations required for timely school enrollment, alleviating health-related challenges.

FSCS PILLAR 2: EXPANDED & ENRICHED LEARNING TIME & OPPORTUNITIES

RESEARCH BASE: This second pillar encompasses in-school learning time, after-school enrichment, and summer school, designed not to replicate school day/year activities but to complement them. In addition to providing increased time for learning, they grow students’ connections to other adults. As summarized below, expanded and enrichment time/opportunities have been shown to develop students’ academic interests, increase academic success, and

contribute to positive youth development, especially in under-resourced communities.

A comprehensive review of the research on community schools identified 24 studies, including six research syntheses concerning expanded and enrichment time and opportunities (Maier, 2017). This review found “significant positive effects of summer and after-school programs and participation in extracurricular activities on a range of academic and other outcomes, including student engagement, educational attainment, and behaviors” (Maier, 2011). Program intensity, student participation, and matching programs with student needs were essential in obtaining these results. Furthermore, Maier and colleagues conclude that “the positive effects found across the array of [after-school] programs were a function of the strong social support, caring relationships with adults, leadership opportunities, and the ‘learning to learn’ atmosphere, and other nonacademic features that were observed across many diverse programs.” (Maier, 2017).

Multiple studies on the impact of expanded learning time and opportunities in community schools have found “consistently positive effects on leading indicators of student success, such as attendance, course completion, and behavior, as well as some impact on student achievement” (Maier, 2017). Another meta-analysis of studies on extended learning opportunities found improved literacy and math achievement when instruction was led by certified teachers, with the most significant effects for low-income students and students performing below standards and on social-emotional skill development (e.g., self-confidence and self-management) among students in programs that used experiential (e.g., hands-on) learning (Kidron & Lindsay, 2014).

CISNV FSCS PROJECT DESIGN: The Southern and Northeastern NV FSCS model includes in-school and afterschool high-quality expanded learning opportunities for students. In school, the Clark, Elko, and Humboldt County FSCS schools will challenge, engage, and support students, emphasizing critical academic skills and meaningful connections to the world and

adhering to college readiness, Common Core, and Nevada state standards.

The Southern and Northeastern NV FSCS model will also bring the time and resources of the Boys and Girls Clubs of Southern Nevada, Elko County, and Winnemucca (serving Humboldt County) to the six FSCS schools to deliver high-quality and sustained afterschool, expanded learning opportunities that are appropriate to their respective elementary, intermediate, middle, or high school students. Through this partnership, the FSCS Extended School Day Program will create learning environments focused on three priority outcome areas: education and academic success, good character and citizenship, and healthy lifestyles. This FSCS-funded programming will expand the focus of learning, build on students' strengths and prior knowledge, and integrate with the work of the other FSCS Pillars to address barriers to learning. The FSCS Extended School Day Program will not be an add-on. The Boys and Girls Clubs' education and academic success programs are designed to complement and reinforce what students learn during school directly. This articulation will occur during the FSCS district and school leadership team meetings. FSCS teachers will communicate regularly with local Club staff to integrate the FSCS Extended School Day Program with the school day curriculum.

FSCS PILLAR 3: ACTIVE FAMILY AND COMMUNITY ENGAGEMENT

RESEARCH BASE: Pillar 3 lifts parents and community members as school partners, engaging them in school decision-making and providing parents and other community members with educational and other opportunities. Decades of studies have demonstrated the impact of family and community engagement on many aspects of student academic success, improved behavior, and healthy development. A comprehensive review of the research on community schools identified 29 studies, including 13 research syntheses concerning active family and community engagement. Such engagement encompasses parental support for learning, family and

community participation in school, and family and community organizing, for example, to improve school and community/social conditions (Maier, 2017). A recent study has shown that “schools with strong family engagement are ten times more likely to improve student learning outcomes” (Winthrop et al., 2020). These include programs and interventions that engage families in supporting their children’s learning at home.

CISNV FSCS PROJECT DESIGN: The Southern and Northeastern NV FSCS model is designed to engage families and community members long-term to accomplish four key objectives: continuously assess the needs of the FSCS families and communities, inform all of the pipeline programs and services offered, increase involvement in their children’s education, and review the progress of the CISNV FSCS strategy. Our approach will focus on relationship building and determining what CISNV, the three partner school districts, and the community can accomplish for the students and families residing in each specific FSCS school neighborhood. The FSCS Site Coordinators and the FSCS-funded school-based Family Engagement Coordinators will use multiple channels to engage parents, caregivers, family members, and community residents in all strategy phases, from planning through evaluation. This will include identifying students, their families, and community members to participate in an evaluation advisory group described below.

To engage residents in FSCS planning and services, they will be recruited from neighborhood association bodies, faith-based groups, local business groups, and virtual or web-based groups, such as Next Door or Facebook. In all cases, specific FSCS family and community engagement methods will consider the capacity and ability of different stakeholders to participate (e.g., working parents). The FSCS Family Engagement Coordinators will also research best practices for and develop outreach strategies for “hard-to-reach” stakeholders (e.g., those that do not typically attend school or community events, parents of poor school attendees, newcomer

residents), socially isolated residents, those with transportation challenges, and residents' cultural and language differences. For example, they might use remote involvement or create designated and welcoming parent/community spaces within the schools.

FSCS PILLAR 4: COLLABORATIVE LEADERSHIP AND PRACTICES

RESEARCH BASE: Collaborative leadership and practices include the creation of a culture of professional learning and shared responsibility. A comprehensive review of 35 studies on community schools included 13 research syntheses concerning collaborative leadership and practices (Maier, 2017). Among these studies' conclusions is that "collaborative leadership and practice have a positive impact on student outcomes because they increase the capacity of a school to improve academically through such mechanisms as peer learning among teachers" (Maier, 2017). An underlying premise is that these strategies increase commitment and relational trust, and build teacher capacity. Multiple studies point to school collaborative practices as facilitating conditions for positive student outcomes. In addition, research on parent and community organizing efforts to improve schools found that initiatives that build parent and community leadership aimed at improving low-performing schools have contributed to changes in policy, resources, personnel, school culture, and educational programs (Henderson & Mapp, 2002).

CISNV FSCS PROJECT DESIGN: CISNV designed the Southern and Northeastern NV FSCS model to include multiple levels of collaborative leadership reflective of best practices for effective school-community partnerships:

An **FSCS CISNV Leadership Council** comprising high-level representatives from key partners, parent/family representatives, youth from the six FSCS schools, and resident leaders will convene monthly to ensure service coordination and integration and discuss any necessary updates to the proposed annual performance objectives. They will also establish program policies, facilitate

cross-partner data-sharing, serve as local champions for the FSCS model, and undertake collaborative planning and fundraising for pipeline sustainability.

An FSCS CISNV Leadership Council subcommittee, the **Evaluation Advisory Group** (EAG), will use a continuous quality improvement process to conduct quarterly and annual data reviews. Under the leadership of the FSCS Data Strategist, the EAG will provide data-supported advice and guidance to the FSCS CISNV Leadership Council and inform and support the local FSCS evaluation being conducted by the evaluation team from Metis Associates.

FSCS School Advisory Teams, composed of district leadership, school principals and assistant principals, teachers, parents, school staff, community members, local businesses, and service organizations, will be formed and operate throughout the project period. Chaired by the FSCS Site Coordinators, the School Advisory Teams will convene monthly to establish, prioritize, and monitor the effectiveness of program services and activities at the school level using a data-informed approach. This group will also conduct annual school-based needs assessments every fall to ensure the FSCS pipeline reflects the most current school-specific needs (described below).

Plan for Annual Needs Assessment and Annual Performance Objectives

Working in distressed neighborhoods within Clark, Elko, and Humboldt Counties, CISNV and its consortium partners are committed to using place-based strategies to help children and families thrive in all aspects of life. To create a fully informed plan for an effective place-based strategy, like community schools, it is essential to understand needs, who are most at risk continuously, and resource changes. A key component of the Southern and Northeastern NV FSCS initiative will be annual community- and school-based needs and resources assessments.

At the initiative level, the FSCS Project Director will work with the CISNV Data Strategist and the project's evaluation partner (Metis Associates) to conduct an FSCS county and school-

level needs and assets study in the summer of each project year. The data sources will include qualitative and quantitative methods, such as interviews with FSCS Leadership Council members, the collection and analysis of community indicator data (e.g., Census estimates and agency datasets), key stakeholder interviews with resident leaders and other community representatives, family surveys, and individual needs assessments completed by each school's FSCS Site Coordinator in collaboration with other key school staff. The results of this initiative-level needs assessment will be used by CISNV, district and school leadership, and FSCS Leadership Council members to:

- ✓ Identify areas of unmet need in the target school communities that could be addressed through new or expanded FSCS services,
- ✓ Prioritize needs to be addressed during each FSCS grant year,
- ✓ Determine gaps in the Southern and Northeastern NV FSCS pipeline for each school and build linkages with partners that can fill these gaps,
- ✓ Identify existing underutilized services and the reasons for this underutilization, and
- ✓ Revise as needed any relevant annual performance objectives.

At the school level, the FSCS Site Coordinators will lead FSCS School Advisory Teams' needs and resource assessments of their school communities. These school-based assessment efforts will also occur annually (in the fall of each project year). The particular school community will determine data sources (e.g., parent/family surveys, school staff surveys). Still, all student-level data (e.g., academic achievement, chronic absenteeism, suspensions, post-secondary plans, and graduation rates) will be disaggregated by student subgroups. The FSCS School Advisory Teams will use the results of the annual school assessments to inform school-level service delivery, such as student/family outreach and recruitment to pipeline services, types/topics of community

and family engagement activities, and afterschool programming offerings.

Plan for Implementation and Integration of the Four FSCS Pillars

The Southern and Northeastern NV FSCS implementation plan will integrate Developmental Relationships Framework approaches and trauma-informed care across all four FSCS pillars and within all pipeline services and programs. All CISNV youth programs use the Framework to build student social, emotional, cognitive, and behavioral competence. Using this approach, CISNV and the consortium partners will establish a coordinated network of supportive adults to foster youth development through the Framework's five key elements: express care, challenge growth, provide support, share power, and expand possibilities.

Trauma-sensitive service delivery is at the heart of the four FSCS pillars within the CISNV community school model. It will ensure that all interactions with children and families promote environments of healing and recovery rather than cause harm. The proposed pipelines of services include an intentional service continuum that scaffolds interventions and supports to build a positive, strength-based culture and climate starting in early childhood through college and career prep. Throughout the FSCS pillars, the Southern and Northeastern NV FSCS interventions will foster resilience and pro-social activities so that participants develop the trust and confidence needed to grow, heal, and prosper. The proposed FSCS model will integrate a continuum of solutions for families in the district, school, and communities. These comprehensive services are designed to promote and provide equitable access to kindergarten readiness and increase student engagement in high-quality school and out-of-school learning and enrichment opportunities. It will also prepare youth to make smooth transitions throughout the K-12 experience and encourage strong connections to healthy, safe, and stable conditions for children and families.

2. The extent to which the proposed project demonstrates a rationale

CISNV, the three partner school districts, the six FSCS schools, and their partners have identified four long-range goals for the Southern and Northeastern NV FSCS initiative:

GOAL 1/PILLAR 1: To provide a fully integrated continuum of student support and services that address the multi-faceted social, emotional, behavioral, physical, and mental health needs of FSCS students and their families (FSCS Indicator).

GOAL 2/PILLAR 2: To prepare young children to enter kindergarten ready to learn and all CISNV FSCS students to excel academically and transition successfully across all levels of education from preschool through high school by providing them with expanded and enriched in-school and out-of-school learning time and opportunities (FSCS Indicator).

GOAL 3/PILLAR 3: To support academic and school success by increasing family and community engagement across the CISNV FSCS pipeline within the Southern and Northeastern NV FSCS neighborhoods (FSCS Program Measure).

GOAL 4/PILLAR 4: To enhance the capacity of the CISNV FSCS consortium to build high-quality, full-service community schools that improve coordination, integration, accessibility, effectiveness, and sustainability during and beyond federal funding. (FSCS Program Measure).

These goals were developed based on a comprehensive needs and resources assessment for the target communities and within the context, resources, and priorities established by CISNV and the USED's expectations of schools receiving FSCS funding. These goals directly support the overarching purpose of the Southern and Northeastern NV FSCS initiative to enhance six Title I public schools in three local school districts by building on CISNV's successful model and making accessible a full continuum of effective and integrated services for children, families, and residents in the FSCS neighborhoods. Table 9 presents each goal's process objectives, measurable outcomes, and associated evaluation methods.

The Southern and Northeastern FSCS initiative Theory of Change is rooted in the idea that when students establish secure developmental relationships with caring adults in their lives and develop social, emotional, and learning skills through the tailored student-level and family-focused supports facilitated by FSCS Site Coordinators, they can address the barriers they face that hinder their ability to stay in school, engage in learning, and ultimately graduate and go on to pursue careers. Together with our partners, we can ensure that school staff, students, and families in our shared communities continue to have access to the high-quality, evidence-based programming and SEL supports that students and schools desperately need. The logic model (Figure 4) for the proposed FSCS initiative follows Table 9.

Table 9. Southern & Northeastern NV FSCS Objectives Outcomes, and & Evaluation Methods

GOAL 1/PILLAR 1: INTEGRATED CONTINUUM OF STUDENT/FAMILY SERVICES AND SUPPORTS	
PROCESS OBJECTIVES	EVALUATION METHODS
1.1 The number of all FSCS students who receive school-based health, dental, or vision care provided by external partners will be at least 1,570 in Y1 and will increase by 5% in Y2-Y5	1.1 Quarterly collection and analysis of partner program enrollment and attendance records
1.2 The number of FSCS students from French Ford MS and Flag View IS referred to mental health counseling through the PRACTICE telehealth program will be at least 257 in Y1 and increase by 5% in Y2-Y5	1.2 Quarterly collection and analysis of UNLV program intake and service delivery records
1.3 The number of FSCS students in Humboldt and Clark Counties receiving social-emotional learning (SEL) instruction will be 5,250 each year, Y1-Y5.	1.3 Quarterly collection of school enrollment records
1.4 The number of all FSCS students receiving healthy lifestyle education will be 190 each year, Y1-Y5.	1.4 Quarterly collection and analysis of Boys and Girls Clubs program enrollment records
1.5 The number of all FSCS students receiving Integrated Student Supports (ISS) delivered by CISNV will be 6,308 each year, Y1-Y5.	1.5 Quarterly collection and analysis of CISNV participation/service records
1.6 The number of FSCS students participating in food and nutrition services	1.6 Quarterly collection and analysis of partner program enrollment and food/resource distribution records

GOAL 1/PILLAR 1: INTEGRATED CONTINUUM OF STUDENT/FAMILY SERVICES AND SUPPORTS	
<p>will be 625 in Y1, 656 in Y2, 688 in Y3, 722 in Y4, and 758 in Y5.</p> <p>1.7 The number of Southern NV justice-involved or chronically truant FSCS students receiving services through The Harbor to support juvenile crime prevention and rehabilitation will be 503 in Y1, 528 in Y2, 554 in Y3, 582 in Y4, and 611 in Y5.</p> <p>1.8 The number of Northeastern NV FSCS students receiving mentorship, youth development, crisis intervention, and de-escalation support by School Resource Officers will be 1,993 yearly, Y1-Y5.</p>	<p>1.7 Quarterly collection and analysis of The Harbor intake, assessment, and program participation records.</p> <p>1.8 Document review of SRO activities, interactions, and service referrals.</p>
MEASURABLE PERFORMANCE OUTCOMES	EVALUATION METHODS
<p>1.9 In Y1-5, the proportion of all FSCS students (grades 3-12) who improve their social-emotional skills (grit, resilience, growth mindset, self-management, self-efficacy, and social awareness) will increase by two percentage points each year compared to the Y1 baseline.</p> <p>1.10 In Y1-5, student expulsion and suspension rates at each FSCS school will decrease by two percentage points, resulting in a 10 percentage-point</p>	<p>1.9 Annual spring administration of the Panorama Social-Emotional Learning Survey with all FSCS students in grades 3-12</p> <p>1.10 Annual collection and analysis of school-level discipline data extracted from the schools' data systems</p>

GOAL 1/PILLAR 1: INTEGRATED CONTINUUM OF STUDENT/FAMILY SERVICES AND SUPPORTS	
<p>decrease by Y5 (FSCS Indicator).</p> <p>1.11 In Y1-5, chronic absenteeism rates at each FSCS school will decline by at least two percentage points (FSCS Indicator).</p> <p>1.12 In Y2-5, at least 80% of all FSCS students will report improved knowledge and skills related to healthy practices and life skills.</p> <p>1.13 In Years 2-5, the proportion of FSCS students (grades 3-12) who report a positive school climate will increase by two percentage points each year compared with a Y1 baseline (FSCS Indicator).</p>	<p>1.11 Annual collection and analysis of school-level attendance data extracted from the schools' data systems</p> <p>1.12 Annual spring administration of the Panorama Survey with all FSCS students in grades 3-12</p> <p>1.13 Annual spring administration of the Panorama Survey with students in grades 3-12</p>

GOAL 2/PILLAR 2: IN-SCHOOL AND OST LEARNING TIME AND OPPORTUNITIES AND TRANSITION SUPPORT	
PROCESS OBJECTIVES	EVALUATION METHODS
<p>2.1 During Y2-Y5, 80 young children from the Northside ES attendance zone will receive high-quality early learning services through Early Head Start and Head Start of Northeastern NV.</p> <p>2.2 During Y1-Y5, 100 infants, toddlers, and young children will receive early learning services from the NV Gold Mines Early Learning Centers.</p>	<p>2.1 Quarterly analysis of Head Start of NENV program enrollment records.</p> <p>2.2 Quarterly analysis of Early Learning Center enrollment records.</p> <p>2.3 Quarterly analysis of Boys and Girls</p>

GOAL 2/PILLAR 2: IN-SCHOOL AND OST LEARNING TIME AND OPPORTUNITIES AND TRANSITION SUPPORT	
<p>2.3 In Y1-Y5, 190 students across the six FSCS sites will participate in expanded and enriched out-of-school-time programming to support improved educational outcomes and school engagement.</p> <p>2.4 In Y1-Y5, 190 students across all FSCS schools will receive workforce and career readiness education provided by three BGC affiliates (all schools), Academy Classes (Rancho HS), and Workforce Connections (Rancho HS, JD Smith MS).</p> <p>2.5 In Y1-Y5, 100 rising juniors and seniors from Rancho HS will receive Academic Coaching Services and attend a Summer Bridge to College transition program.</p> <p>2.6 In Y1-Y5, 100 rising ninth graders from JD Smith HS will attend the Winter/Summer Bridge to HS transition program.</p> <p>2.7 In Y1-Y5, 50 students from Rancho HS will attend the TRIO Upward Bound program to ensure they are prepared for their transition to college.</p>	<p>Clubs' program enrollment and attendance records.</p> <p>2.4 Quarterly analysis of BGC Workforce Connections program enrollment and attendance records.</p> <p>2.5 Quarterly analysis of Academic Coach service records and school-based program enrollment records</p> <p>2.6 Annual analysis of school-based program attendance records</p> <p>2.7 Annual analysis of program records maintained by Nevada State College.</p>
MEASURABLE PERFORMANCE OUTCOMES	Evaluation Methods
<p>2.8 In the fall of Y1-5, the proportion of young children demonstrating preschool readiness will be 65% in Y1, 67% in Y2, 70% in Y3, 73% in Y4, and 75% in Y5.</p>	<p>2.5 Fall and spring administrations of the Teaching Strategies Gold (TSG)[®]</p>

GOAL 2/PILLAR 2: IN-SCHOOL AND OST LEARNING TIME AND OPPORTUNITIES AND TRANSITION SUPPORT

<p>2.9 In the fall of Y1-5, the proportion of kindergarten students entering Northside ES who demonstrate school readiness (FSCS Indicator) will be at least 50% in Y1 (baseline), 53% in Y2, 55% in Y3, 57% in Y4, and 60% in Y5.</p> <p>2.10 In Y1-5, the proportion of FSCS students, including all student subgroups (e.g., students with disabilities, ELLs, and low-income), who meet grade-level ELA and math standards will increase by at least four percentage points.</p> <p>2.11 In Y2-5, the proportion of Rancho HS college- and career-ready students will increase by at least five percentage points compared to a Y1 baseline.</p> <p>2.12 In Years 3-5, graduation rates for FSCS Rancho HS students will increase by at least one percentage point each year, compared with the Year 2 baseline. (FSCS Indicator).</p>	<p>Composite Score.</p> <p>2.6 Fall and spring administrations of the TSG Composite Score.</p> <p>2.7 Annual spring administrations of Nevada’s Smarter Balance Summative Assessments in ELA and math.</p> <p>2.8 Collection and analysis of student-level PSAT/SAT participation rates at Rancho HS.</p> <p>2.9 Collection and analysis of annual graduation rates for Rancho HS.</p>
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GOAL 3/PILLAR 3: COMMUNITY AND FAMILY ENGAGEMENT

PROCESS OBJECTIVES	EVALUATION METHODS
<p>3.1 The number of FSCS parents/caregivers attending family and community workshops, programs, and services delivered by the partner school districts, FSCS</p>	<p>3.1 Quarterly collection and analysis of the district, program, and partner program</p>

GOAL 3/PILLAR 3: COMMUNITY AND FAMILY ENGAGEMENT

Family Engagement Specialists, and community partners will be 942 in Y1, 989 in Y2, 1,038 in Y3, 1,089 in Y4, and 1,143 in Y5 (FSCS Indicator).	enrollment.
3.2 The number of FSCS families and community members who receive food and other resources (e.g., utility and rental assistance, transportation funds, housing supplies, or clothing assistance) through CISNV FSCS partners will be 470 in Y1, 493 in Y2, 518 in Y3, 544 in Y4, and 571 in Y5.	3.2 Quarterly collection and analysis of FSCS referral forms and partner service participation records.
3.3 The number of FSCS parents/caregivers, adult family members, or residents receiving adult education services will be 235 in Y1, 247 in Y2, 259 in Y3, 272 in Y4, and 286 in Y5.	3.3 Quarterly analysis of district adult education enrollment and completion records
3.4 The number of all Clark County FSCS parents receiving parenting education provided by Boys Town Nevada will be 215 in Y1, 226 in Y2, 238 in Y3, 250 in Y4, and 262 in Y5.	3.4 Quarterly collection and analysis of Boys Town Nevada enrollment and attendance records.
3.5 The number of former school youth participating in first-generation college support programs at Nevada State College will be 50 yearly, Y1-Y5.	3.5 Annual collection and analysis of Nevada State College program enrollment records
3.6 The number of disconnected youths receiving services from the Employment and	3.6 Quarterly enrollment records from Workforce Connections

GOAL 3/PILLAR 3: COMMUNITY AND FAMILY ENGAGEMENT	
Training Services Program will be 50 yearly, Y1-Y5.	
MEASURABLE PERFORMANCE OUTCOMES 3.7 In Y2-Y5, the proportion of parents/caregivers actively engaged in their child’s school will increase by five percentage points compared with the Y1 baseline (FSCS Indicator). 3.8 In Y1-Y5, at least 80% of parents/caregivers that complete the Boys Town of Nevada Common Sense training program will increase their knowledge of proven parenting practices. 3.9 In Y1-Y5, 50 parents/caregivers will have obtained a high school equivalency diploma or significantly improved their basic educational skills.	EVALUATION METHODS 3.7 Annual spring administration of the FSCS Family Survey with all parents/guardians of FSCS students 3.8 Annual spring administration of the FSCS Family Survey with all parents/guardians of FSCS students 3.9 Annual collection and analysis of adult basic education assessment data.

GOAL 4/PILLAR 4: FSCS COLLABORATIVE LEADERSHIP, CAPACITY BUILDING, AND SUSTAINABILITY	
PROCESS OBJECTIVES 4.1 In Y1-5, the Southern and Northeastern NV FSCS Leadership Council will convene 10-12 meetings of initiative-level partners to leverage best practices and outcomes for continuous quality improvement (FSCS Indicator).	EVALUATION METHODS 4.1 Document review (e.g., meeting schedules, agendas, sign-in records, and minutes).

GOAL 4/PILLAR 4: FSCS COLLABORATIVE LEADERSHIP, CAPACITY BUILDING, AND SUSTAINABILITY	
<p>4.2 In Y1-5, the FSCS Site Coordinators will establish and convene at 10-12 school-based FSCS leadership team meetings to work on issue-based teams (FSCS Indicator), ensuring integrated service delivery, monitoring changes in school spending (FSCS Indicator), and using CQI data.</p> <p>4.3 In Y1-5, at least 10 Southern and Northeastern NV FSCS school-based educators and leaders from each of the six schools will form a multi-district professional learning community (PLC), including receiving training on well-managed schools delivered by Boys Town (FSCS Indicator).</p> <p>4.4 In Y2-5, FSCS Leadership Council’s EAG members will use evaluation findings at least quarterly to assess and improve program quality.</p>	<p>4.2 Document review (e.g., meeting schedules, agendas, attendance records, minutes, and school-based data-driven action plans).</p> <p>4.3 Collection and analysis of training registration and participation forms, document review (PLC meeting agendas and minutes), and training feedback forms.</p> <p>4.4 Document review and observations.</p>
MEASURABLE PERFORMANCE OUTCOMES	EVALUATION METHODS
<p>4.5 In Y1-Y5, at least 85% of the Southern and Northeastern NV FSCS partners will report an increased understanding of the vision and goals of the FSCS initiative.</p> <p>4.6 In Years 1-5, at least 80% of FSCS service delivery partners will report effective communication, greater trust/connectedness, and improved integration and</p>	<p>4.5 Annual spring administration of the CISNV FSCS Partner Survey</p> <p>4.6 Annual spring administration of the CISNV FSCS Partner Survey</p>

GOAL 4/PILLAR 4: FSCS COLLABORATIVE LEADERSHIP, CAPACITY BUILDING, AND SUSTAINABILITY

coordination of pipeline services.

- 4.7** In Years 1-5, at least 80% of FSCS program and school-based staff will demonstrate strong knowledge and skills of the effective practices addressed in FSCS staff development (e.g, well-managed schools),
- 4.8** In Years 1-5, the Southern and Northeastern NV Leadership Council partners will leverage at least [REDACTED] annually in new resources to sustain the initiative.
- 4.9** In Years 1-5, FSCS school staff retention rates will improve by at least three percentage points, the percentage of fully certified teachers (disaggregated by race and ethnicity) will increase by at least two percentage points, and changes in the average years of teaching experience will be tracked (FSCS Indicator).

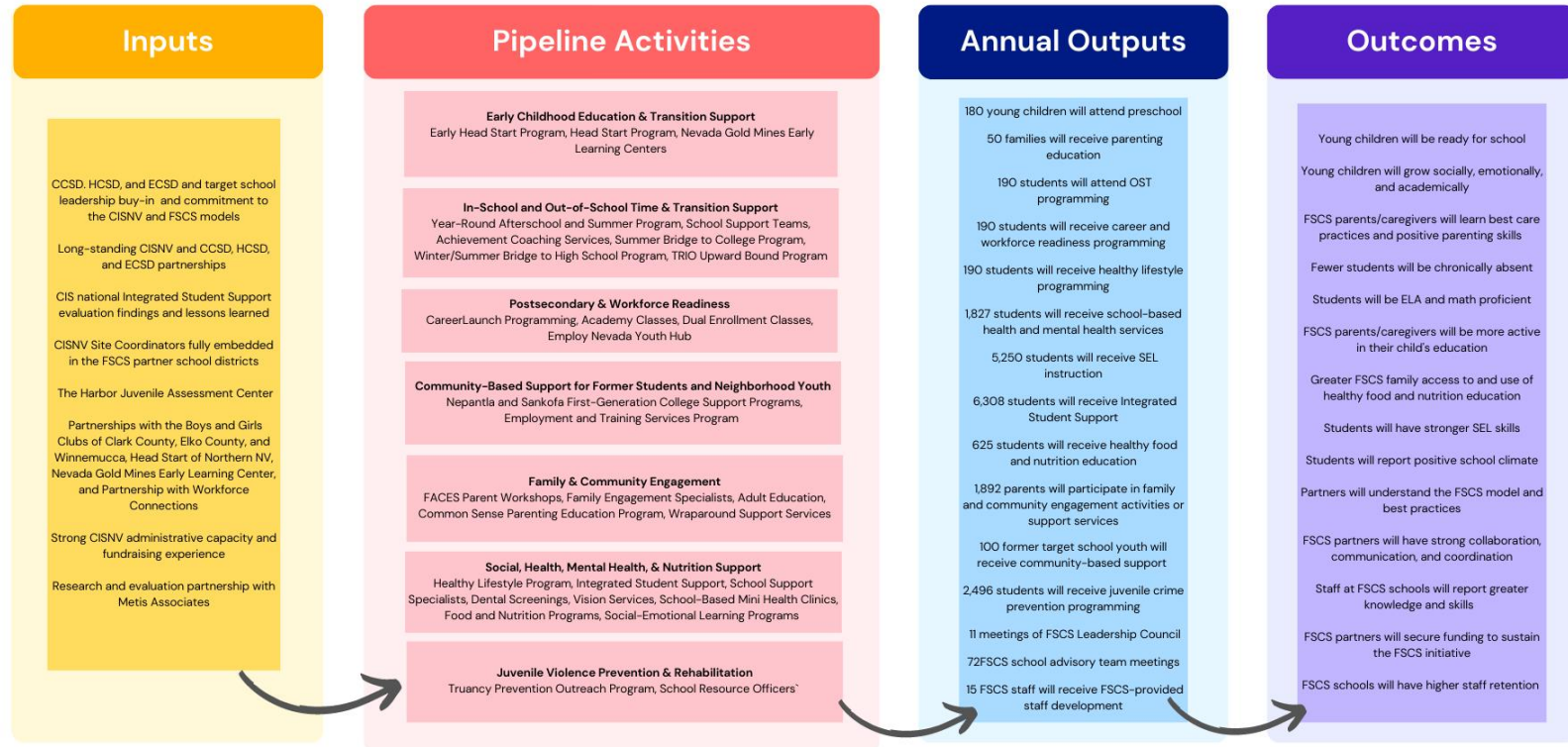
4.7 Annual spring administration of the CISNV FSCS School Staff Survey

4.8 Document review (e.g., grant award letters, resource sharing agreements, donor commitment letters)

4.9 Annual collection and analysis of schools' human resources administration datasets

Figure 4. Proposed FSCS Initiative Logic Model

Southern & Northeastern NV FSCS Logic Model



3. Quality of the Project Services

- A. The extent to which the applicant will ensure a diversity of perspectives is brought to bear in the design and operation of the project, including those of students, youth, families, educators and staff, beneficiaries of services, and school and community leadership.*

CISNV is dedicated to ensuring a diversity of perspectives at all levels of operations, as evidenced by an organization-wide Diversity, Equity, Belonging, and Inclusion (DEBI) effort. This DEBI initiative started two years ago with Board diversification efforts in response to a survey of Board members. CISNV has reviewed board membership and is strategically recruiting members to help fill gaps in representation. Since then, CISNV has developed an educational program to level-set its staff and board's understanding of DEBI as it impacts its work. CISNV has also created a Board Committee to set the vision and an internal Change Team tasked with creating a strategy for organizational and programmatic DEBI targets.

Plan to Ensure Diverse Perspectives in Project Planning and Operations: CISNV, CCSD, ECSD, and HCSD are partners with a documented history of working together to bolster student academic achievement. To prepare for the FSCS application, CISNV organized a community-driven effort to identify and understand further the most current needs of the target neighborhoods, school districts, and schools, including their strengths and opportunities. In each partner school district, the diverse perspectives of school staff, parents, families, youth, and residents were at the heart of this comprehensive planning process.

CISNV worked with the partner school district administrations, including the Superintendents and the school leadership at the target schools. Data were reviewed through regularly scheduled meetings, and the challenges the district students and families struggle with most were discussed. The planning team also sought to understand better the lingering impacts of the COVID-19 pandemic on students and families within the partner school districts and schools.

Plan to Ensure Diverse Perspectives in Project Operation: Building on the momentum of the stakeholder-led planning effort, CISNV designed the Southern and Northeastern NV FSCS initiative to continuously engage diverse stakeholders in implementation. As such, multiple strategies and mechanisms will ensure that different perspectives inform the FSCS initiative's ongoing assessment and planning and implementation/operations. This approach will allow stakeholders to identify opportunities that interest them most. The stakeholder involvement strategies will include the following:

Chaired by the FSCS Project Director, the FSCS Leadership Council membership will include FSCS leadership, consortium partner representatives, district partner leadership, school leaders, and parent leaders. Members of the FSCS Leadership Council will contribute their important perspectives to program policy development, implementation, budget management, sustainability planning, and partner collaboration and coordination.

Co-chaired by the Data Strategist and the Metis evaluation director, the FSCS Evaluation Advisory Group (EAG) will include representation from FSCS consortium partners (e.g., district research and evaluation staff), school-based service delivery partners, FSCS schools (e.g., principals, data coordinators, social workers, and teachers), data-interested FSCS parents, and student leaders. As members of the EAG, these diverse stakeholders will bring their viewpoints, knowledge, and skills to using data to conduct CQI, advising the local FSCS evaluation, supporting the national evaluation, conducting data reviews, and developing data-driven recommendations for program adjustment or improvement. The Metis evaluation team is skilled in participatory approaches involving stakeholders in data- and evaluation-focused conversations. Metis will ensure that parents, students, and others less familiar with data-related work actively engage in discussions and deliberations.

Convened and facilitated by the FSCS Site Coordinators, the FSCS School Advisory Teams will comprise school leaders (principals, assistant principals), teachers, Family Engagement Specialists, non-teaching staff (guidance counselors, social workers), parents/family members, community residents, school partner representatives, and youth/student leaders. The FSCS School Advisory Teams will be responsible for school-based governance and management of the initiative. The FSCS Site Coordinators and school principals will ensure the SLT meetings are inclusive, allowing each stakeholder group to voice ideas, questions, or concerns.

B. The services provided reflect up-to-date knowledge from research and effective practice.

This section presents the proposed Southern and Northeastern NV FSCS pipeline services, including how existing and additional/new services will be coordinated and how the services reflect the most current knowledge of research, evidence-based programs, and effective practices. This section also discusses why the services were selected, how they will improve academic achievement, and how they will address the annual performance objectives and outcomes.

EARLY CHILDHOOD EDUCATION

At the start of the Southern and Northeastern NV FSCS pipeline are high-quality early learning opportunities that feed into the initiative's two elementary schools – Northside ES (Elko) and Grass Valley ES (Humboldt). First, beginning in Year 2, Head Start of Northeastern NV will provide developmentally appropriate and evidence-based preschool education through their Early Head Start and Head Start Preschool programs.

Early Head Start (EHS) is a federally funded comprehensive program designed to meet the unique needs of infants and toddlers under 3, their families, and pregnant women. The Northeastern NV EHS program provides various services, including health and nutrition, social and emotional development, and family support. Because EHS focuses on building strong,

nurturing relationships between children, parents, and caregivers, they also provide resources and services to help low-income families access healthcare, housing, and other needed services. EHS also offers pregnant women the services they need for a healthy pregnancy, including prenatal nutrition and parenting classes. EHS program staff members provide participating women with the proper guidance and information to make informed decisions during and after pregnancy.

Head Start Preschool, a federally funded program, provides comprehensive educational and developmental services to children aged 3 to 5. Like EHS, the program builds strong, nurturing relationships between children, parents, and caregivers. It also links families to the resources and services, such as medical care, housing, food, and other social services. With an emphasis on school readiness, Head Start Preschool uses the evidence-based Creative Curriculum to provide a wide range of activities, including language and literacy, math and science, creative expression, and physical development for all children, including those with special needs. The program also provides transition support to help young children make successful transitions to kindergarten at Northside ES (Elko County).

Secondly, in Years 1-5, the **Nevada Gold Mines Early Learning Centers**, which operate at the Boys and Girls Clubs of Elko and Winnemucca in partnership with the Nevada Gold Mines, will continue to serve infants, toddlers, and young children up to age five. As existing pipeline services, the state-licensed Early Learning Center will provide state-certified childcare and a comprehensive preschool program. Both offerings will use the research-based and developmentally appropriate Pinnacle early childhood curriculum for infants, toddlers, and young children ages two to four. The learning objectives for the Pinnacle curriculum include: social and interpersonal (e.g., listening skills, sharing); logical and mathematical (e.g., counting from 1-30, comparing, basic number concepts, pattern recognition); language and emerging literacy (e.g.,

following directions, writing first name, building vocabulary); gross motor skills (e.g., catching small objects, throwing in the intended direction); and fine motor skills (e.g., using scissors on lines and shapes, using crayons in defined areas). The Early Learning Center will continue to offer extended morning and evening hours to support working families in the mining industry, using a state-of-the-art communication system to share daily events and photos with families in real time.

IN-SCHOOL, OUT-OF-SCHOOL TIME SUPPORT

An extended school day has a statistically significant positive effect on students' academic performance (Hanover Research, 2020). A 2019 research review of afterschool programs found improved student outcomes in mathematics and reading/ELA achievement, physical activity/health, school attendance, promotion and graduation, and social and emotional competencies (Research for Action, 2019). Therefore, as a vital component of the FSCS academic support strategy, CISNV will partner with three Boys and Girls Clubs (BGC) affiliates – **BGC of Southern Nevada, Elko County, and Winnemucca** – to provide a year-round Extended Day Program for K-12 students across all six FSCS schools during each project year.

With FSCS support, the Clubs will increase their service numbers by hiring additional drivers to transport students to and from the program to eliminate the transportation barrier or establish onsite afterschool programs at the FSCS schools. In both settings, they will remain flexible to accommodate any increases in attendance and ensure that staffing levels increase accordingly to maintain a 1:20 staff-to-student ratio. BGC will provide its signature academic success programming, such as its evidence-based Project Learn Program, to complement and reinforce what students learn during the school day. Rooted in social-emotional youth development practices, the BGC academic success programs enable youth to be effective, engaged, adaptive learners on track to graduate with a plan for their future. The BGC year-round programming will

occur as follows in the three partner school districts:

- In Clark County, BCG of Southern NV will launch school-based Club programming at JD Smith MS, serving students year-round. At Rancho HS, the FSCS grant will support additional transportation services to expand service capacity.
- The BGC of Elko County, located directly across the street from Northside ES and Flag View IS, currently provides students with Club-based afterschool programming Monday through Thursday¹ during the school year and full-day in the summer. For Northside ES and Flag View IS students, the FSCS grant will allow BGC of Elko County to establish a full-day Friday program during the school year.
- In Humboldt County, the BGC of Winnemucca will continue to provide its school-based Club programming at Grass Valley ES. Since French Ford MS is within walking distance from the BGC of Winnemucca, middle school students will continue to receive Club-based academic programming after school, Monday through Friday, and during the summer.

In all target schools and partner districts, CISNV will continue to facilitate **School Support Teams**, consisting of school administrators, teachers, and counselors, to identify a subset of the most at-risk students. Students identified by the School Support Teams receive targeted small group and/or individualized interventions (Tiers II and III) based on their academic needs. For example, Tier II targeted support for academic assistance might be a weekly after-school math program for case-managed students below grade level. In contrast, Tier III intensive support would be one-on-one tutoring for a case-managed student.

TRANSITION SUPPORT

¹ ECSD recently enacted a four-day school week (Monday through Thursday) to help accommodate the nontraditional work schedule of its parents, largely working in mining.

The Southern and Northeastern NV FSCS pipeline includes several programs to support educational transitions for Clark County middle and high school students. First, through a partnership with the Fulfillment Fund, rising juniors and seniors at Rancho HS students will receive two new offerings: **Achievement Coaching Services** and a **Summer Bridge to College Program**. The Achievement Coach will work with students and families to help them transition successfully to life after high school, either college or career. Specifically working with juniors and seniors, the Achievement Coach will focus on SAT and ACT preparation, dual credit options, career/workforce options, internships, job searches and applications, financial aid and college applications, scholarships, and college visits/tours. The Achievement Coach will also support first-generation high school/college students working with local colleges and universities and support efforts for students to secure CTE industry certifications aligned with CTE pathways already offered at Rancho HS. The Summer Bridge to College program will feature engaging and informative workshops during the summer months to prepare students for college. Interactive activities and exercises will enhance participating students' personal and academic development. Topics will cover study skills, time management, college readiness, career exploration, and more.

CCSD will continue to conduct a **Winter/Summer Bridge to High School Program** for rising ninth graders from JD Smith MS offered during the winter and summer breaks. The in-person, week-long programs are designed to help rising ninth graders prepare for a successful first year of high school. Students will participate in fun and engaging workshop sessions to foster a smooth transition to high school. Over the three days, students will get to know students from other feeder middle schools, meet teachers, become familiar with the building, participate in mini-workshops on organizational and study skills, get an introduction to the core subjects, and learn about high school expectations.

University of Nevada at Las Vegas (UNLV) will continue to offer the **TRIO Upward Bound Program** at Rancho HS. The UNLV Upward Bound program aims to help Rancho HS students graduate high school and enroll and graduate college. During the school year, students will attend workshops on the UNLV main campus to receive specialized services in math and science disciplines, academic counseling and career exploration, academic instruction and tutoring, ACT and SAT college admission testing workshops, motivation and personal development, and parent workshops. During the summer, the program hosts a six-week program. Participants reside on campus to experience college life in a rigorous academic program emphasizing academic skills, study techniques, and test preparation. They receive extensive tutoring and counseling and can participate in internships, sports, and cultural and recreational activities. Afterward, students participate in a week-long college tour.

FAMILY AND COMMUNITY ENGAGEMENT

To support FSCS family and community engagement, CCSD and ECSD will continue to offer parent-focused valuable resources and learning opportunities through **FACES** (Family and Community Engagement Services) at Rancho HS and JD Smith MS (Clark County) and Northside ES and Flag View IS (Elko County). For example, CCSD focuses its FACES program on empowering and educating its families to support their child's overall well-being and academic achievement. They offer a comprehensive menu of workshops for parents and other adult family members that support student academics, navigating the school system, family wellness, and parent/community leadership and advocacy.

Through FSCS funding, CISNV will staff at least one **Family Engagement Specialist** in the six target schools. Supplementing the work of FACES, the Family Engagement Specialists will develop partnerships between families and schools by building parent capacity, fostering trusting

relationships, and ensuring two-way communication. They will plan and facilitate family engagement activities, such as workshops, courses, advisory committees, and family nights during school and after school hours, provide parents and other adult family members with information about district-sponsored family and community engagement offerings, and promote parent and family involvement in school activities.

A review of several evidence-based studies showed that adult basic education programs can significantly positively impact learners' basic skills, earnings growth, achievement rates, self-confidence, engagement in basic skills-related practices, and outlook and interest in learning and training (Learning and Work Institute, 2019). Clark, Elko, and Humboldt County School Districts will provide **Adult Education** for parents, other adult family members, and community residents at all FSCS target schools. The districts will continue to offer three adult education program types: HSE, where participants will earn Nevada State Certificate of High School Equivalency, a portable credential accepted from state to state as an HSE credential; High School Diploma, an educational program designed to serve adults and out of school youth 18 years of age or older who desire to earn a high school diploma; and English Language Learner classes available both in person and online (depending on ELL level).

Through an expanded partnership with Boys Town Nevada, parents from JD Smith MS and Rancho HS will be offered the **Common Sense Parenting® (CSP) for School-Age Children**, a universal evidence-based prevention training program for parents/caregivers with school-age children. The program is derived from the Teaching-Family Model, listed on the California Evidence-Based Clearinghouse for Child Welfare as having Promising Research Evidence. At the two Clark County FSCS schools, a CSP Parent Trainer will schedule virtual and in-person workshops that run six weeks in two-hour weekly sessions with a maximum of 10 participants.

The CSP program will incorporate experiential learning involving instruction, modeling, practice, feedback, and review. Participants will receive a Parent Manual and CSP Skill Cards that describe skills and provide parenting advice. Participants will practice through roleplays and receive feedback after learning new techniques and viewing both live and videotaped modeling of skills. Session topics include effective discipline, child development, social skills, preventive teaching, and parenting plan development.

In addition, Elko County and Humboldt County FSCS parents and families will have access to **wraparound support services** to help foster family and student success. For example, Frontier Community Action Agency will provide utility and rental assistance for families needing emergency help from Grass Valley ES and French Ford MS. In another example, through FSCS funding, Humboldt County FSCS families will receive **transportation funds** to defray gas costs, assisting families in traveling far distances for medical or behavioral health care.

POSTSECONDARY AND WORKFORCE READINESS

CISNV and its school district partners have planned a comprehensive set of postsecondary and workforce readiness options for FSCS students across the pipeline. First, the Boys & Girls Clubs of Southern Nevada, Elko County, and Winnemucca will offer its **CareerLaunch** workforce readiness program for middle and high school FSCS students as part of its afterschool and summer programming described earlier. CareerLaunch will serve FSCS students aged 13 to 18, helping them to assess their skills and interests, explore careers, make sound educational decisions, and prepare to join our nation's workforce. BGC Club staff or community volunteers will help FSCS teens build their job-search skills and readiness by using the CareerLaunch Facilitator Guide and working with teens individually or in small groups, providing mentoring or job shadowing. The CareerLaunch program page will provide youth, staff, and volunteers with online career

exploration, college and job search information, and interactive activities.

CISNV will continue to offer its **Academy Course**, an intensive college and career readiness course for juniors and seniors at Rancho HS. The CISNV Academy course is a year-long elective class offered to students at the highest risk of failing to graduate. The course follows a curriculum on life skills, academic assistance, and college and career exploration. This curriculum provides students opportunities to receive mentoring and academic tutoring, participate in community service projects, gain workforce readiness training, and engage in job skill building. Certified teachers will provide instruction, and FSCS Site Coordinators will provide case management for all students. Also, at Rancho HS, through an existing partnership with Nevada State College, high school students will have expanded access to **Dual Enrollment Classes** available.

At no cost to the FSCS grant, **Workforce Connections** will offer two services to support postsecondary and workforce readiness for Rancho HS and JD Smith MS students. First, through **My Future NV**, students, parents, and school staff will have access to a full compendium of high-quality, no-cost resources that help further the career readiness conversation with youth of all ages. Resources are divided by school level. For example, the Grades 6-8 resources expose middle school-age youth to the important conversation of education and training beyond high school. They identify occupations across Nevada's key industry sectors requiring different amounts of post-secondary education/training, including exploring financial aid options. The My Future NV resources can be used to support a school's career day or outside the classroom.

Secondly, Rancho HS students will attend the **Employ NV Youth Hub**, a youth-centric center that operates year-round to serve youth over age 16 and up to age 24. Employ NV Youth Hub will offer educational, employment, and training services to assist Rancho HS youth and

former students (e.g., graduates or disconnected youth) in obtaining their education and career goals. The Hub will be staffed with Career Coaches trained to offer youth career exploration, work readiness, employability skills, paid internships and work experience opportunities, leadership development, preparation for college, and training services at no cost.

COMMUNITY-BASED SUPPORT FOR FORMER TARGET SCHOOL STUDENTS

This segment of the Southern and Northeastern NV pipeline will focus on providing services for Clark County former target school youth who are either high school graduates or have disconnected (youth not in school and not in the workforce).

Through an existing partnership with CCSD, Nevada State College (NSC) will continue making two first-generation college support programs available to former Rancho HS students attending NSC. A key component of the NSC First and Fierce suite of programs, **Sankofa** is designed to support the retention and recruitment of Black students at NSC. Rooted in social justice and community advocacy, students can engage in mentorship, receive academic support, and participate in social activities offered by Black faculty and staff, community leaders, and the rest of the NSC community. Secondly, the **Nepantla Program** is a competitive four-year commitment dedicated to empowering first-generation college students through mentorship, academic skills, access to resources, community building, and professional success through self-discovery. Any Rancho HS senior or graduate who will be a first-time, full-time freshman at NSC and identifies as a first-generation college student is eligible to apply for the Nepantla Program.

Former JD Smith and Rancho HS disconnected youth will be targeted for services through a partnership with Workforce Connections designed to help them secure employment or reengage in education. Workforce Connections will offer three service levels for their **Employment & Training Services Program**. At the basic level, disconnected youth will have access to labor

market information and job search technology. The program will provide computer labs for youth to do job research, submit resumes, etc. For the second level, youth will undergo an enrollment process that moves them on to opportunities for job training and industry certification programs. Workforce Connections will use WIOA funds to support Level 2 programming. In the third level, youth will receive supportive services to help remove barriers to successful program participation. This could include obtaining work attire, securing job-related equipment, receiving childcare assistance, financial literacy training, on-the-job training and assistance, and case management.

JUVENILE CRIME PREVENTION AND REHABILITATION

Through an ongoing partnership between CCSD, Clark County through the Department of Juvenile Justice Services the Harbor and Truancy Prevention Outreach Program, chronically absent students from JD Smith MS and Rancho HS will receive **Truancy Prevention Outreach Program** (TPOP) services. Launched in 2020, TPOP's mission is to reduce youth truancy in Clark County by actively engaging youth and families, identifying needs, and connecting services. The TPOP includes an early warning system to identify at-risk students and provide individualized support for such students and families. Interventions for Rancho HS and JD Smith MS students will be offered within a case management model, where families, program staff, and school personnel can work with students on various issues to address the root causes of their absences. In conjunction with FSCS youth, families, the Harbor, CCSD, and community partners, the TPOP will work to eliminate chronic absenteeism by focusing on underlying youth and family needs. The program will provide intensive in-home, in-school, and community-based services to ensure that youth and families receive needed support through a targeted case management approach.

Student success can be impacted by violence and trauma occurring around them (U.S. Department of Education). Based on recommendations of the National Association of School

Resource Officers, the Northeastern NV partner school districts, ECSD and HCSD, will employ a best practice approach to their **School Resource Officer (SRO) Programs** to prevent school crime and violence and ensure overall school safety. SROs will strongly emphasize building positive and trusting relationships with students. Simple strategies will include addressing students by name, greeting them and asking about their day, visiting lunchrooms and classrooms, showing genuine concern, and always ensuring communications remain respectful. Secondly, they will communicate effectively with students, accounting for youths' developmental maturity and considering potential prior trauma and cultural or linguistic differences. A third approach will be delivering student training. SROs will embed targeted violence prevention practices in larger schoolwide prevention efforts.

SOCIAL, HEALTH, MENTAL HEALTH, AND NUTRITION SUPPORT

CISNV has developed a robust set of programs and services that will help address students' social, health, mental health, and nutritional needs. A central role of the FSCS Site Coordinators and the Family Engagement Specialists will be to connect students and families with resources to address basic needs critical to ensuring educational success.

The Boys and Girls Clubs of Southern Nevada, Elko County, and Winnemucca will offer **Healthy Lifestyle Programming** for all elementary, middle, and high school students in all three FSCS partner school districts. The BGC's signature healthy lifestyle programs will be SMART Moves, Positive Action, and Be a Star and will be delivered as part of its afterschool and summer programs described earlier. For example, the SMART Moves prevention and education program addresses problems such as drug and alcohol use and premature sexual activity. FSCS students will engage in discussion and role-playing, practicing resilience and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and peer influence.

The CIS approach is rooted in **Integrated Student Supports (ISS)**, a recognized evidence-based intervention under the Every Student Succeeds Act (ESSA) that leverages and coordinates resources and relationships in schools and communities to level the playing field and ensure that all students have what they need to succeed. As a national leader in ISS, CIS was a member of the working group that developed the first national guidelines to help K-12 schools deliver ISS in a way that addresses both the in- and out-of-school barriers to learning, including hunger, mental health, and basic needs. CISNV is committed to forming and supporting strategic partnerships, which allow scaling up its cost-effective, data-driven program model. CISNV services are targeted and direct; FSCS Site Coordinators will focus on meeting the needs of students where they are.

Given this deep expertise, CISNV will continue to deliver its proven ISS model as part of its existing partnerships with all six FSCS target schools. Specially trained school-based FSCS Site Coordinators will tap into a well-established wide network of community resources (CISNV affiliates and partners) to remove barriers for

vulnerable students at risk of dropping out and create more equitable learning environments. This approach will leverage relationships and local resources to keep students in school and on the path to graduation. The FSC Site Coordinators will collaborate closely with community partners and the local business community to support students and their families.

EXAMPLES OF CISNV

COMMUNITY PARTNERSHIPS:

Northeastern NV includes

Community Coalition Elko,

Frontier Community Action

Agency, Community Coalition

Humboldt, Elko Sheriff's

Department, PACE Coalition, &

Family Resource Center

Southern NV includes Boys

Town Nevada, Nevada State

College, Fulfillment Fund, United

Way of Southern NV, HOPE

Counseling Center, NV

Partnership for Homeless Youth

By mobilizing a network of partners to deliver community- and school-based services, CISNV strengthens equity and access for disadvantaged communities. Because of the wide geographic breadth of the CISNV FSCS initiative, the proposed pipeline services engage with different organizations based on the providers available in each county for each grade level and need. Elko and Humboldt Counties have fewer in-district providers available and must rely more heavily on CISNV's partnerships than Clark County.

The ISS process will begin with using standardized needs assessment instruments to identify school and student needs, described in the previous section. Using the results, the FSCS Site Coordinators will work with the school administrators and support staff to develop a plan to prioritize the supports that address students' academic and non-academic needs. ISS service delivery will use a multi-tiered system of support (MTSS) to meet the needs of students and families. The three tiers of support include whole school support (Tier I), targeted offerings (Tier II), and individualized student and family support (Tier III), including academic assistance and enrichment, basic needs, family engagement, behavioral interventions, life skills, mental health, and physical health. The FSC Site Coordinators, for example, will manage cases for students with identified specific needs, working with the School Support Team to ensure individualized attention. The FSCS Site Coordinators will also conduct family engagement events and regularly contact parents via phone and email.

In Clark County, Boys Town Nevada will staff **School Support Specialists** in JD Smith MS and Rancho HS. The School Support Specialist will provide targeted school-based interventions that help address the challenges impacting a youth's educational achievement before they reach a level where the child is unsafe, not attending school, and failing. The Boys Town Nevada School Support Specialist will provide positive behavior supports (e.g., de-escalation,

bridging communication gaps, and classroom observation/support) with students in the school setting using a behavioral approach based on Boys Town's Education Model®. The School Support Specialist will also contact parents/caregivers to obtain information about the student and to assess their desire and need for supportive services. They will connect the family to resources and support, including referrals to home and/or community-based Boys Town Programs for support.

Children benefit from social-emotional learning at any time, but today it is especially important to help them develop the skills they need to connect and thrive (The Easel Lab, 2021). Research has shown that gaps in achievement and student development outcomes were widened for all students who did not receive SEL compared to counterparts who did (Singletary, 2022). As part of the FSCS initiative, CCSD and HCSD will continue implementing evidence-based **Social-Emotional Learning (SEL) Programs** with students. Implemented within an MTSS framework in both districts, SEL instruction will include the following:

- *Second Step® Elementary Program at Grass Valley ES.* At each grade level, K-5, the SEL curriculum focus will be on developing skills for learning, empathy, emotion management, problem-solving,
- *Wayfinder Middle School Curriculum at French Ford MS.* Sixth grade will focus on building connections through self-awareness and community; the seventh grade will focus on understanding, valuing, and accepting ourselves; and the eighth grade will explore understanding, valuing, and accepting others.
- *RethinkEd Curriculum at JD Smith MS and Rancho HS.* All grades will focus on creating healthy school climates by developing self-awareness, self-management, responsible decision-making and relationships, social awareness skills, and promoting awareness and understanding of mental health and inclusive and healthy environments.

In the Social Determinants of Health in Rural Communities Toolkit (US Department of Health and Human Services, 2022), school food pantries and summer lunch programs are among the effective approaches cited to address food insecurity in school settings. As part of the FSCS initiative, HCSD will continue to offer families from the FSCS schools a **Humboldt County School District Food Pantry**. Housed at the centrally located district office, the food pantry is open one afternoon a week to provide hunger relief for students, families, and staff. The district Food Pantry stocks shelf-stable foods, fruits, and vegetables to help the school community access necessary food items confidentially at no charge.

In Elko County, students and families will receive food and nutrition assistance from FISH Elko (Friends In Service Helping), a local nonprofit, to help the county's less fortunate. As part of the FSCS pipeline, FISH Elko will continue to offer a **Food Bank** three days a week, a **Soup Kitchen** four days a week, which includes a monthly Farmers' Market and daily meals-to-go, and the monthly **Mobile Harvest**, which distributes nutrient-rich perishable foods such as fresh produce, bread, and dairy through a partnership with the Food Bank of Northern Nevada.

The **Summer Lunch Service Program** will address the summer food gap by providing good, nutritious food that's "in" when school is "out." Elko and Humboldt County School Districts will offer the Summer Lunch Programs to ensure that FSCS children and youth can continue to receive nutritious meals during school vacations.

Too many rural children and youth cannot access primary care because their family lacks health insurance or do not have reliable transportation to get to appointments that could be significantly far away (School-Based Health Alliance, 2022). Through an existing partnership with Humboldt General Hospital, HCSD will continue to offer **School-Based Mini-Clinics** at Grass Valley ES and French Ford MS. A hospital pediatrician will provide school-based services,

such as annual flu shots, school and sports physicals, prescription renewals, and referrals for community-based healthcare for students and families at these two FSCS schools. Additionally, **school-based dental exams** will be available at the Elko County and Clark County FSCS schools through a partnership with Future Smiles. **School-based vision services** and vision care referrals will occur at the Clark County FSCS schools through a collaboration with EyeCare4Kids.

The need for mental health resources has always been high in rural areas; however, the COVID-19 pandemic exacerbated the demand for mental health counseling (de Voursney, Arianti, & Marone, 2021). The FSCS pipeline will provide **mental health counseling** through a partnership with the University of Nevada at Las Vegas telehealth program, PRACTICE (Partnership for Research, Assessment, Counseling, Therapy, and Innovative Clinical Education). This service will continue to allow Humboldt and Elko Counties students ages 12 and older to receive counseling services that otherwise would be out of reach. Counselors provide all mental health services using a HIPPA-secure version of Zoom, and the FSCS Site Coordinators and Family Engagement Specialists will ensure students have access to broadband internet and a computer. Additionally, all students participating in this program will be at locations where professional staff are present to ensure student safety during a crisis or an escalated situation.

C. The extent to which the services to be provided are focused on those with the greatest need.

CISNV will prioritize serving students who present with academic, behavioral, or attendance needs. Many students at the FSCS schools have experienced multiple adverse childhood experiences (ACEs), and their basic living and social-emotional needs are often unmet. These students typically live in poverty and are exposed to violence, addiction, and other issues that keep them from being mentally available to focus on learning when they enter a classroom.

CISNV will use its proven approach to ensure FSCS services are focused on those with the

greatest need by applying a multi-tiered system of support (MTSS). Studies have shown that schools implementing MTSS have the potential to provide equitable support across all student demographics, with all students receiving Tier I schoolwide interventions (Mahoney, 2020). Other literature reveals how MTSS supports outcomes including increased academic achievement; positive youth development; improved school climate, safety, classroom instruction, and curriculum alignment; reduced rates of bullying and harassment; improved student physical and mental health; and targeted staff training (National Association of School Psychologists, n.d.).

CISNV will use its evidenced-based MTSS model as part of the Southern and Northeastern NV FSCS initiative, surrounding students with a caring, strengths-based community of support. The FSCS Site Coordinators will facilitate access to critical resources like food, housing, healthcare, homework help, and counseling through the CISNV MTSS model. Through strategic partnerships, FSCS Site Coordinators will combine various community support to provide integrated services that benefit the entire student body (Tier I). Examples of Tier I services include:

- Academic support, such as credit recovery and before- and after-school homework help
- SEL and academic groups open to the whole school, with food provided
- De-escalation strategies during meltdowns, suicide threats, or anxiety attacks that include providing students with emotional support anchored in relationships and familiarity
- Meals provided during crisis intervention as well as school-based food pantries
- Whole-school attendance support, such as creating and operating attendance incentives and contests and making daily attendance calls
- Emergency basic needs, facilitating access to financial assistance and clothing and uniform closets, and providing transportation cards for students and families to access medical care
- Hygiene support, like washing clothing for students, coordinating spaces for students to

bathe, and operating clothing and hygiene pantries at schools

- School supplies, including managing back-to-school supply drives
- Overall school climate, like securing speakers on bullying prevention, planning college and career fairs, holding FAFSA nights, and organizing family engagement activities

Simultaneously, the FSCS Site Coordinators will work with school leaders, students, and families to identify a subset of students to receive targeted and/or individualized interventions (Tiers II and III) based on their identified needs. Tier II and III services are for students who need more individualized services than what is offered at a school-wide level. Tier II services are provided for small groups of students based on a common need or challenge. Weekly group meetings might focus on topics like bullying, divorce, neighborhood trauma, and completing college applications. Tier III or case management services are based on individual student needs and often involve the student's family. These services may be provided directly by the CISNV case manager or connect the students and families to a community provider expertly equipped to respond to the nature of the presenting challenge. Individual student support plans are created for each student in collaboration with the students, their families, and school staff.

4. Adequacy of Resources

A. The plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school.

Full-time Site Coordinators are CISNV's most valuable resource. Trained CIS Site Coordinators are pivotal, trusted, and consistent points of contact for students and their families. Parents and caregivers have shared that CIS staff are "go-to" critical connectors to vital programming, information/services, and school/community resources. CISNV Site Coordinators are already fully embedded within this proposal's six target schools. As full-time FSCS Site

Coordinators, they will continue to bring their knowledge and relationships to the Southern and Northeastern NV FSCS initiative. After the grant period, CISNV is committed to supporting the six FSCS Site Coordinators at the three partner school districts through public funds, private grants, and donations.

As noted earlier, the FSCS Site Coordinators at each school will work with the School Advisory Teams, a subcommittee of the existing School Leadership Teams, to assess the school, community, and student needs, identify gaps in services, and then connect the school and students to an integrated set of resources designed to meet these needs. These school-wide needs assessments will be conducted at the beginning of each school year to establish an FSCS school implementation plan based on the identified needs, strengths, and gaps. The FSCS Site Coordinators will track requests for basic needs by type and cost through the CIS national database to report the reach of FSCS basic needs supports and understand the types of needs students and families have. Through FSCS partners and additional strategic partnerships with local providers, the FSCS Site Coordinators will bring together various community resources to provide ISS benefiting an entire student body (Tier I or whole school supports).

Simultaneously, the FSCS Site Coordinators will convene members of the Student Support Team to identify a subset of the most at-risk students who will receive targeted small group and/or individualized interventions (Tiers II and III) based on their needs. The Student Support Team will identify which students are most at risk and which would be best helped through CISNV case management and support by the FSCS Site Coordinator.

The FSCS Site Coordinators will then contact and meet with the student and family to offer support in a positive approach, using the criteria to help the student understand the challenges they face and to engage them in addressing those challenges with a jointly developed and implemented

plan. Because CISNV and its Site Coordinators have long-standing relationships with local providers in all their areas, they can support warm hand-offs with students and families to ensure they are comfortable accepting care and support.

FSCS Site Coordinators will also administer the Social Emotional and Academic Development (SEAD) assessment with 7th-12th grade students upon enrollment in case management to understand what social-emotional supports each student needs and set appropriate goals. The SEAD assessment is readministered in spring to measure progress. The FSCS Site Coordinators will track the daily attendance of all case-managed students through the school district's Student Information System. They will then establish a plan and goal for students beginning to show signs of chronic absence. Each FSCS Site Coordinator will have a minimum and maximum number of case-managed students. There will be specific, written goals for each student served, including specific programs/services/supports driving toward each goal.

OTHER FSCS STAFF/PERSONNEL

In addition to the full-time FSCS Site Coordinators at each FSCS school, staff at both the initiative and the school levels will support the design and implementation of the Southern and Northeastern NV FSCS program. This robust staffing configuration, the costs of which will be defrayed by both grant and in-kind dollars (see budget narrative), will be more than adequate to ensure the attainment of project goals, objectives, and outcomes. The time commitments of key personnel working on the FSCS grant, their percentages of time on the grant, and whether they are grant-funded or in-kind are shown in the table below. The roles and responsibilities of each key personnel are detailed in the following Quality of Management Plan section.

Table 10. FSCS Initiative Staffing & Funding Plan

Key Personnel	Y1-Y5
FSCS Project Director	100%, Grant-funded

Key Personnel	Y1-Y5
FSCS Data Strategist	
CISNV Director of Grants	
CISNV Director of Programs, Data, and Learning	
CISNV Public Funding Manager	
CISNV State Programmatic Initiatives and Partnership Specialist	
Executive Director (SNV)	
Senior Program Director (SNV)	
Data Management (SNV)	
Program Director (SNV)	
Program Manager (SNV)	
Executive Director (NENV)	
Senior Program Director (NENV)	
Data Management (NENV)	
Community Outreach (NENV)	
Program Director (NENV)	
FSCS Family Engagement Coordinators (N=2)	
FSCS Site Coordinators (N=8)	
Family Attendance Outreach Coordinator	
Social Worker	
School Principals (N=6)	
CIS Academy Specialist	

B. Potential for continued support for the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

As it looks to the future, CISNV continues to strengthen its internal operations and procedures to provide a stable and efficient platform to support the aggressive future growth of its operations. This vision includes sustaining the expansions proposed for this FSCS project beyond

the funding period. CISNV operates on a three-year strategic plan to increase the number of schools served and deepen its impact. Plan highlights that support CISNV growth and sustainability include:

- Create a strategic position and plan in the State Office, focusing on partner school districts, the Nevada Department of Education, and legislative partnerships, strengthening the opportunities for government funding at all levels -- local, state, and federal.
- Expand its Resource and Grant Development work to diversify and grow its donor base.
- Invest in a statewide marketing campaign to grow the CISNV brand across the state.
- Diversify and engage the board of directors, creating a more significant footprint statewide.

CISNV currently utilizes a braided funding model to support 108 schools statewide. This braided funding creates sustainability for its programming and allows it to scale services based on demand. Using this model, CISNV will fund [REDACTED] of all FSCS Site Coordinator positions within the three partner school districts after the grant project. CISNV has always been able to sustain an existing Site Coordinator position in Nevada. CISNV and the three partner school districts will confirm funding availability from all parties by the middle of Year 3 of the FSCS initiative to provide 15 months of planning time if a party's financial position has changed. Currently, [REDACTED] of CISNV revenues are earned through contracts with school districts and state-appropriated funds. CISNV also has a growing robust development strategy that raises the remaining [REDACTED] of revenue through a mix of corporate and private foundation grants, special events, and individual giving. The lion's share [REDACTED] of revenue goes to services, [REDACTED] to management and administration, and [REDACTED] to fundraising.

A key component of CISNV's sustainability strategy is further diversifying funding by increasing public revenue streams. In August 2022, CISNV hired a Public Funding Manager with

over 15 years of experience in the nonprofit sector, emphasizing federal grants and compliance to help achieve this goal. CISNV has also been partnering with Nevada Grant Lab (NGL) for the past two years to build its portfolio of federal grant funds. NGL is a nonprofit organization that works with nonprofits, local governments, and state agencies to help them access and maximize historically underutilized federal funding that can be used to improve the quality of life and opportunities for all Nevadans. The following table is an overview of the current and projected funding streams, many of which are awarded on a multi-year basis, that will be leveraged to support pipeline services.

Table 12. Potential Funding Sources for FSCS Sustainability.

Funding Source	Purpose (FSCS Schools)	Pipeline Services
IDEA, USDE	To ensure students with disabilities receive early intervention, special education, and related services.	In-school academic programs
Head Start, US Department of Health and Human Services	To fund additional Head Start preschool classrooms.	Early childhood education
Title I, USDE	To fund family engagement activities.	Family and community engagement
21st Century Community Learning Centers (NV Department of Education)	To provide academic enrichment opportunities during non-school hours for students.	Out-of-school (OST) time programming
Youth Violence Prevention Program, US Department of Justice (DOJ) Office of Juvenile Justice and Delinquency Prevention	To enhance strategies to prevent youth violence, including gang involvement and gang/group violence.	Juvenile crime prevention

Funding Source	Purpose (FSCS Schools)	Pipeline Services
Summer Food Services Program, US Department of Agriculture	To fund free, nutritious school-based meals and snacks for children and teens in low-income areas when school is not in session.	Healthy food and nutrition support
Today for Tomorrow's Annual CISNV Gala	To provide unrestricted funding to CISNV, including sustaining the FSCS initiative	Integrated Student Supports
Nevada State Budget	To fund the continuation of CISNV wraparound services and case management.	ISS and family and community engagement
Funds for Healthy Nevada	To fund hunger prevention programming in Northeastern NV	Healthy food and nutrition support
Community Development Block Grant	To fund the continuation of CISNV wraparound services and case management.	Integrated Student Supports
Clark County Outside Agency Grant	To fund the continuation of CISNV wraparound services and case management in Clark County.	Integrated Student Supports
Community Funding Project	To fund wraparound services, case management, and services to students transitioning to a postsecondary institution.	Transition services

5. Quality of Management Plan

- A. The extent to which there is a strong plan to have a representative consortium that reflects the needs of the community and its stakeholders and a description of the roles and responsibilities of the broadly representative consortium outlined in the preliminary MOU.*

For more than 19 years, CISNV has been a force for positive change in Nevada's schools. Today, CISNV works with schools and partners to provide a strong, robust, evidence-based continuum of care that reflects the changing needs of each child, individual, and family in its care.

CISNV initiatives leverage a compelling network of organizations and staff whose dedicated work aligns with its mission to surround students with a community of support, empowering them to stay in school and achieve in life. For the proposed FSCS initiative, we will leverage a strong consortium of partners to form a new Southern and Northeastern NV FSCS Leadership Council.

With CISNV serving as the backbone organization, the Southern and Northeastern NV FSCS Leadership Council includes leaders from all six schools and the three partner school districts, the region's three Boys & Girls Club affiliates, Nevada State College, Boys Town Nevada, Clark County through the Department of Juvenile Justice Services' The Harbor and Truancy Prevention Outreach Program, and Workforce Connections. These partners represent local leaders in early learning, PK-12 education, higher education, youth development, juvenile justice, and workforce development. As a group, they possess a wealth of expertise and knowledge. They have designed and will implement a well-tailored, integrated continuum of services to address the specific needs of FSCS children and families.

As documented in the attached and fully-executed preliminary Memorandum of Understanding (MOU), the Southern and Northeastern NV FSCS Leadership Council will be the governing consortium for the proposed FSCS initiative. FSCS Leadership Council members will convene monthly during each project year. The consortium roles and responsibilities will include:

- Providing strategic direction for the FSCS initiative
- Serving as community champions for the community school model
- Contributing external communication support for the FSCS initiative, including website updates, newsletters, social media posts, etc.
- Monitoring FSCS pipeline integrated service delivery and program implementation
- Planning for and ensuring community school sustainability

- Regularly reviewing and using evaluation findings to make data-driven adjustments
- Leveraging resources to maximize services and funding for a more significant impact on students, families, and the target communities
- Work with the external evaluator to facilitate data collection, analysis, and reporting.
- Participate in dissemination activities to share the initiative’s results and lessons learned with the larger educational community

B. The extent to which the applicant demonstrates a history of effectiveness in working with diverse stakeholders, including students and families.

Formed in 2004, CISNV has deep roots in the three partner school districts and the target school communities. CISNV currently works with more than 120 partners across Nevada to serve 108 schools, separating regions into Western NV, Northeastern NV—serving partner districts Elko and Humboldt counties, and Southern NV—serving partner district Clark County. This extensive network supports CISNV’s deep knowledge of service providers in their target communities.

Districts like Elko and Humboldt counties in CISNV’s Northeastern Nevada region are rural and expansive, with specific needs that are largely different from those of urban districts in the state’s Southern region. By engaging all stakeholders involved in the learning process – teachers, parents, students, and families – CISNV can better assess the specific needs of its rural students and families and address them with purpose. When positive relationships are cultivated between each learning stakeholder, they are more equipped to obtain the necessary integrated student supports that fits the needs of students and families. Northeastern CISNV leverages a wide range of service delivery partners to meet those needs, such as Boys & Girls Clubs of Elko and Winnemucca (Humboldt), the University of Las Vegas PRACTICE Telehealth, Family Resource Center, Food Bank of Northern Nevada, the PACE Coalition, and the Frontier Community Action

Agency, among many others. These partners bring knowledge and experience with food nutrition and access, youth development, integrated family health care, K-12 learning, substance and alcohol prevention, and workforce development.

On the other hand, districts like Clark County in CISNV's Southern NV region have multifaceted needs more common to urban youth and communities, including homelessness, greater poverty, newcomer and refugee support, and community violence. As part of its work in Southern NV, CISNV is committed to leveraging the diverse perspectives of its stakeholders and bringing community members together to address issues. For example, CISNV hosted a roundtable with CCSD school personnel, students, Site Coordinators, community members, and elected officials, Former Governor Steve Sisolak, and Congresswoman Dina Titus, to discuss how CISNV might utilize federal relief funds to support students and families (Communities In Schools Nevada, 2023). Additionally, CISNV alums have led CIS-related community initiatives and provided mentorship to current CISNV students as part of the CISNV Alumni Executive Council, placing organizational planning into the hands of CISNV past and current students (Communities In Schools Nevada, 2023). Some examples of CISNV partners in the Southern NV region include No Place for Hate, Nevada Partnership for Homeless Youth, and Eye Care 4 Kids, among others. The full list of CISNV partners for Southern Nevada spans over 95 organizations, ranging from large foundations like the American Lung Association to more targeted and local partners.

Numerous studies support the effectiveness of the CISNV model, ISS, for all students living in poverty – rural and urban. An independent evaluation of CIS national, for example, showed that the program's intensive case management approach had produced the strongest reduction in dropout rates of any existing fully-scaled dropout prevention program that has been evaluated and that the CIS model is effective regardless of state, school locale (urban, suburban,

rural), grade level, and student ethnicity (Parise, et al., 2017). Another independent evaluation found that CIS schools across seven states made statistically significant gains in attendance and fourth-grade math compared to demographically similar non-CIS schools. The study schools that fully implemented the CIS model showed statistically significant improvements in graduation and dropout rates (ICF International, 2008). CIS students also reported doing better on outcomes that contribute to academic achievement, including having a caring adult in their lives, more positive and supportive relationships with peers, and more positive school attitudes.

Statewide graduation rates in Nevada are among the lowest nationwide. As of 2022, only 81% of students graduated high school (Moore, 2023). These rates make the impact of the CIS model on graduation rates an especially critical aspect of their contributions to students and communities. In a rigorous impact study of the CIS model, statistically significant findings show that their services increase on-time graduation rates and decrease dropout rates in CIS high schools. In elementary schools, there were statistically significant increases in attendance rates in CIS schools than in comparable schools, with the CIS model appearing to have improved schools' attendance rates more than they would have with no intervention (Somers & Haider, 2017).

Based on these third-party research and evaluation findings, components of the CIS model have qualified at Tier 1 (strong), Tier 2 (moderate), and Tier 4 (evidence-building) levels using ESSA evidence tiers and criteria. Notably, student-level outcomes ranked in Tier 1 include average daily attendance (9th-grade transition), credit completion/GPA (9th-grade transition), and social-emotional competencies (6th-12th grade). Rated school-level outcomes include average daily attendance (Tier 2 for elementary and Tier 4 for middle and high schools), annual drop-out rate (Tier 4 for high schools), on-time graduation rate (Tier 2 for high schools), and promotion rate (Tier 4 for high schools).

C. The adequacy of the management plan to achieve the project objectives on time and within budget, including defined responsibilities, timelines, and milestones for project tasks.

Lead Partner

CISNV will serve as the lead applicant, fiscal agent, and backbone organization for this FSCS project. Since it was founded in 2004, CISNV has grown from serving one school in Clark County to 108 schools statewide in 2023, with plans to grow to 124 schools by 2024-25. As the only provider in the state using an evidence-based ISS model, CISNV is dedicated to meeting the statewide, regional, and local needs of more than 90,000 students across our partner schools. CISNV has been working diligently to cultivate new partnerships to bring more high-quality wraparound services to an expanded set of school communities. By mobilizing a network of over 120 statewide community partners, CISNV coordinates resources and services—bringing the community into its schools. CISNV partners include but are not limited to healthcare organizations, crisis centers, food banks, counseling services, transportation services, youth service programs, homeless services, basic needs resource centers, and the local school districts to ensure students and their families have access to various wraparound services.

CISNV currently manages nearly [REDACTED] in public and private funding. CISNV was recently acknowledged for its evidence-based model and substantial outcomes through the bipartisan Keeping Kids in School Act. Signed into law by Governor Joe Lombardo, this will provide [REDACTED] in funds for CISNV to continue providing the highest quality wraparound service coordination to students and families in Southern and Northeastern NV (Moore, 2023). Additional recent funding partners include Communities In Schools national branch, the Elaine P. Wynn and Family Foundation, Tesla, Nevada Gold Mines, Windsong, Pennington, Mackenzie Scott Foundation, the Canarelli Foundation, K&K Grimm and Family Foundation, HealthPlan

Nevada, and SilverSummit.

CISNV is headed by a Board of Directors, passionate supporters of the CIS mission, and leaders in various fields, including education, finance, marketing, civil rights, and more. CEO Tami Hance-Lehr joined CISNV in 2017, having served as Senior Vice President with 26 years of experience at Destinations by Design, the largest special event company in Las Vegas. Previously, she was president of Nevada Women's Philanthropy and a Nevada Partnership for Homeless Youth board member. CISNV has a strong administrative and organizational capacity, including human resources, finance, development, public relations, quality assurance, and information technology departments. CISNV has three regional affiliates – CIS of Northeastern NV, Southern NV, and Western NV.

Governance Structure

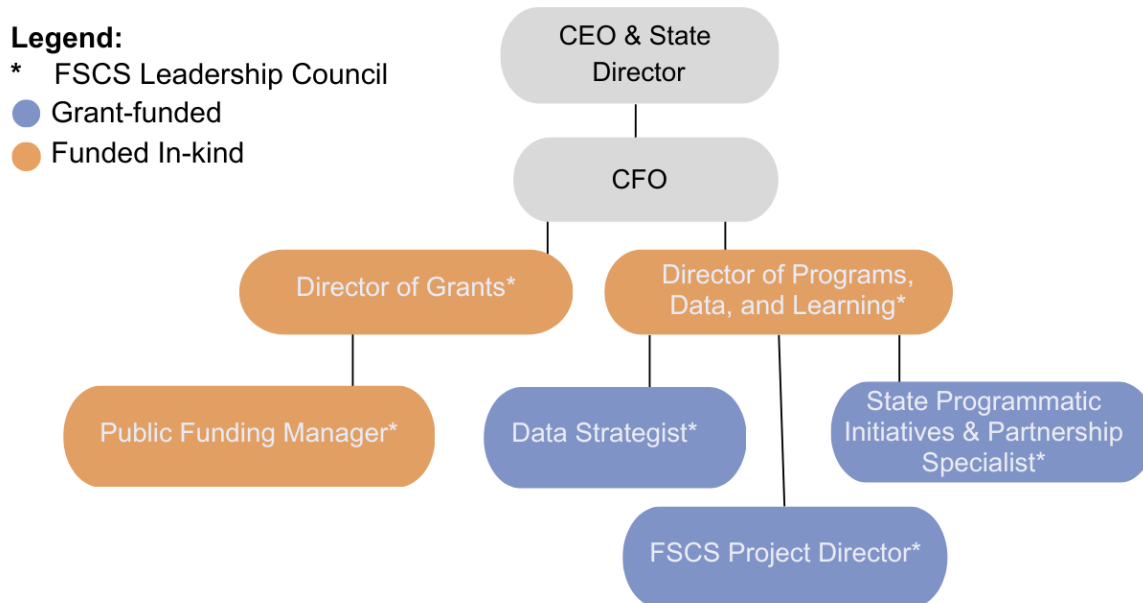
CISNV will develop a shared infrastructure among FSCS partners to ensure the success and long-term sustainability of the Southern and Northeastern NV FSCS service delivery model. As described earlier, the FSCS Leadership Council will serve as the governance structure for the proposed FSCS initiative.

FSCS Executive Leadership Team

As shown in Figure 5, the Southern and Northeastern NV FSCS initiative will be overseen by the CISNV CEO and State Director and the watchful eye of the organization's Chief Financial Officer. Below this executive leadership level is the Director of Grants, Public Funding Manager, and the Director of Programs, Data, and Learning.

A full-time grant-funded **FSCS Project Director** will be hired for the overall management of the project, including liaising with the USED, coordinating and leading partners, chairing the FSCS Leadership Council, supervising members of the project team, and overseeing project

Figure 5. FSCS Executive Leadership Team



implementation, financial and administrative, federal reporting, monitoring, and overseeing the project evaluation. The FSCS Project Director will have an advanced degree in education or a related field and experience with community schools and multi-partner school reform initiatives. The FSCS Project Director will spend 100% of their time on the initiative, reporting directly to the CISNV Director of Programs, Data, and Learning. Additional FSCS Project Director responsibilities will include:

- Organizing and scheduling professional development for FSCS staff (across partners)
- Working with FSCS staff to ensure data are maintained in the CISNV data systems
- Working with the CISNV CFO to manage the FSCS grant budget
- Communicating with CISNV executive leadership and the FSCS Leadership Council on issues related to program development, implementation, evaluation, and sustainability
- Liaise between CISNV and the USED to ensure that grant requirements are met

The CISNV State Programmatic and Partnership Specialist, Data Strategist, and Public Funding Manager will support the FSCS Project Director. Erin Combs, the CISNV **State**

Programmatic Initiatives & Partnership Specialist, will devote 25% of her time to the initiative. Reporting to the Director of Programs, Data, and Learning, in this role, Ms. Combs will support the FSCS Project Director in ensuring that all proposed services are planned and implemented effectively and that there is an open channel of communication between the partner school districts and the target schools, CISNV, and the FSCS consortium partners.

To assist with the FSCS project's evaluation, continuous quality improvement, and data collection efforts, Natalie Allin will provide her services as the **Data Strategist** at CISNV. The Data Strategist will form and co-chair with the Metis evaluation team an Evaluation Advisory Group for the FSCS initiative, including working with all partners to develop data-sharing agreements. Ms. Allin will ensure the sustainability of practices around data-driven service delivery within a results-based framework and regularly provide formative and summative updates to the FSCS Leadership Council. Reporting directly to the Director of Programs, Data, and Learning, Ms. Allin will allocate 20% of her time to Southern and Northeastern NV FSCS. Ms. Allin earned her Bachelor of Arts in Psychology from California State University.

In addition to supervising the FSCS Project Director and Data Strategist, Cristal Porter, the **Director of Programs, Data, and Learning**, will ensure data and program fidelity, state special initiative oversight, state data training, and fidelity, and report to the CFO.

Cory Fuqua, **Public Funding Manager** for CISNV, will devote 20% of her time to the FSCS grant. Reporting to the CISNV Director of Grants, Ms. Fuqua's grant-related responsibilities will be to ensure financial integrity and grant compliance. She will also manage the grant budget and ensure the project adheres to fiscal federal guidelines and regulations.

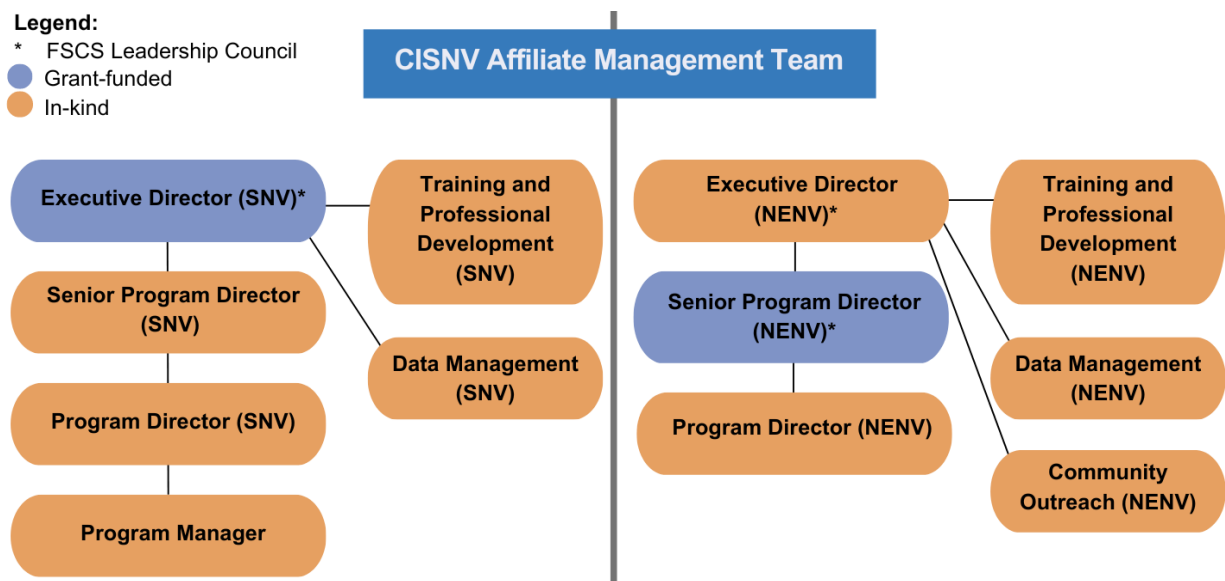
Jamie Chazan, **Director of Grants**, has been with CISNV for over two years, bringing 11 years of successful grant writing, management, and funder compliance experience to the project.

Ms. Chazan will supervise the Public Funding Manager to ensure compliance and support for the project at no cost to the grant (0.10 FTE).

CISNV Affiliate Management Team

A management team from the Southern NV CIS affiliate and the Northeastern NV CIS affiliate will also support the oversight and implementation of the FSCS initiative (Figure 6).

Figure 6. CISNV Southern and Northeastern Affiliate Management Team



The **CIS Southern NV Executive Director**, Debbie Palacios, will support all Southern Nevada project staff and Site Coordinators in target CCSD schools. Ms. Palacios will dedicate 25% of her time in this role, funded through the FSCS grant. Ms. Palacios, a first-generation student herself, has centered educational opportunities throughout her career, making her fully equipped to support the needs of both secondary target schools in CCSD.

Before her role with CISNV, Ms. Palacios had served in various educator roles with CCSD and Sierra Nevada College since 2005, including teacher, Site Coordinator, Project Facilitator for a Title I Family Center, and FACES Director. Since starting at the CISNV, Ms. Palacios has supported community service efforts related to resource coordination, data collection and management, community outreach, partnership development, and driving outcomes. Ms. Palacios

has a Bachelor of Arts in Cultural Studies and Critical Theory and Analysis from Duke University and two Master of Education degrees from the University of Nevada Las Vegas. Reporting to Ms. Palacios and supporting the CISNV FSCS project in CCSD at no cost to the grant is the CIS Southern NV Senior Program Director, the CIS Southern NV Program Director, and the CIS Southern NV Program Manager.

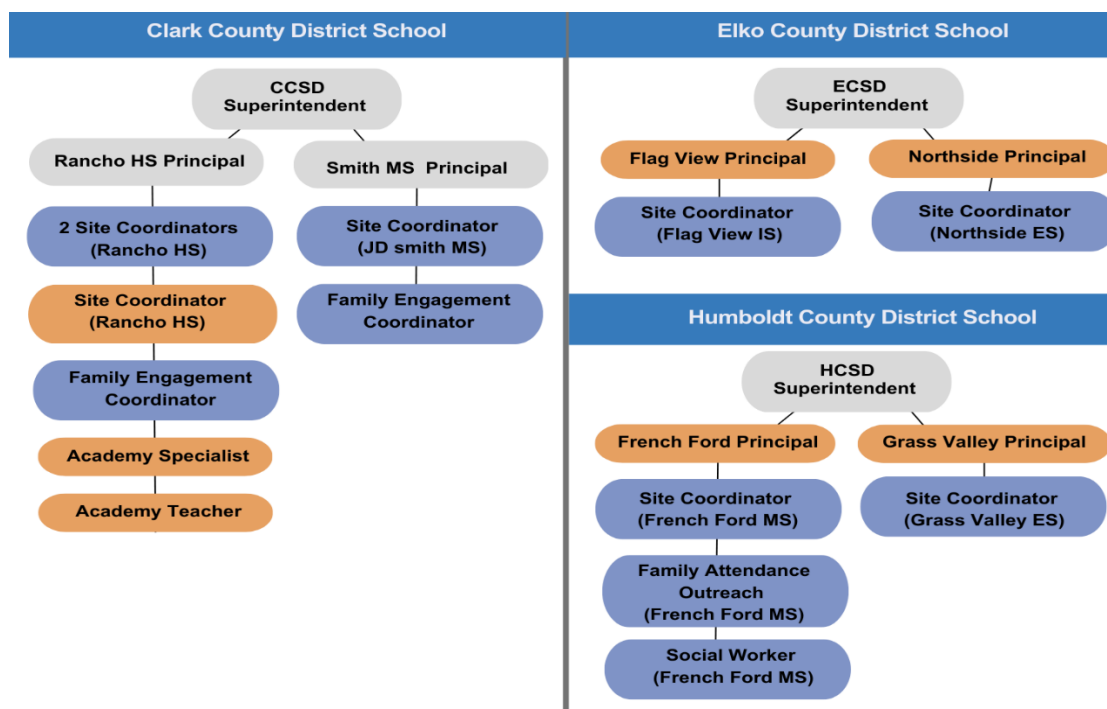
The **CIS Northeastern NV Executive Director**, Sarah Goicoechea, will support all efforts across Humboldt and Elko counties. Ms. Goicoechea will devote 10% of her time at no cost to the grant in this effort. Reporting to Ms. Goicoechea, the **CIS Northeastern NV Senior Program Director**, Trisha Webb, will oversee and support all Northeastern Nevada project staff Site Coordinators in HCSD and ECSD. In addition to providing data management, staff development, and compliance support, Ms. Webb will ensure that every Site Coordinator is supported to promote sustainability. She has 19 years of experience in staff development, agency coordination, data collection supervision, and program management and will devote 25% of her time to the grant.

District- and School-Based FSCS Implementation Teams

The Southern and Northeastern NV FSCS initiative will benefit from the leadership and ultimate oversight of the Superintendents of the three partner school districts – CCSD, ECSD, and HCSD (Figure 7). In keeping with the requirements of the FSCS, CISNV is committed to leveraging funding to ensure the sustainability of all FSCS Site Coordinator positions for two years beyond the five years of the grant.

Because **Rancho HS** in Clark County serves over 3,000 students, the school will be supported by two grant-funded FSCS Site Coordinators in the first year of the grant and will receive a third in-kind FSCS Site Coordinator (to be hired) halfway through Year 1 of the grant. The two grant-funded FSCS Site Coordinators will be Teresita Ruiz and Susan Gonzalez.

Figure 7. District- and School-Based FSCS Implementation Team



Ms. Ruiz is a licensed social worker with significant experience in mental health training and services, coordinating community resources, and youth and family program operations. In addition to being a bilingual (English/Spanish) professional with eight years of experience working with diverse populations, Ms. Ruiz has a Bachelor of Social Work and a Bachelor of Arts in Criminal Justice from the University of Nevada Las Vegas.

Susan Gonzalez brings experience in resource coordination, financial management, and data collection. Before working as a CISNV Site Coordinator at Rancho HS, Ms. Gonzalez gained experience with accurate financial management and field inspections and communications. Ms. Gonzalez has a Bachelor of Arts in Elementary Education from Western Governors University.

Yesenia Gutierrez is the CISNV Site Coordinator at **JD Smith MS**, where she engages with campus planning and school relations, provides case management, and is responsible for data, documentation, and reporting related to wraparound services at the school for students, families, and community members. For the proposed initiative, Ms. Gutierrez will serve as a grant-funded

FSCS Site Coordinator at JD Smith MS. Ms. Gutierrez has a Bachelor of Science in Counseling from the College of Southern Nevada.

In Elko County, the CISNV Site Coordinator of **Northside ES** is Maria Dorado. As a grant-funded FSCS Site Coordinator, Ms. Dorado will work closely with school staff, CISNV, and community partners to expand program and referral services for students, families, and residents. Ms. Dorado has an Associate of Arts in Education from Great Basin College.

Erin Christensen will be the grant-funded FSCS Site Coordinator at **Flag View IS** in Elko County. In addition to her experience as Site Coordinator at Flag View IS, she has three years of experience as a paraprofessional at Adobe MS and substitute classroom teacher in Elko County. Ms. Christensen has 109 credit hours in education from Great Basin College.

In Humboldt County, Todd Hagness will serve as the FSCS Site Coordinator at **French Ford MS**. Mr. Hagness brings over 27 years of public education experience to the project. In addition to his experience as a teacher, Mr. Hagness also provided a variety of functions across Northeastern Nevada school districts, including professional development facilitation and staff instructional coaching and running after-school programs for students from grades 1-8. Mr. Hagness has a Bachelor of Arts in K-8 Education from the University of North Dakota and a Master of Science in Reading Education from the University of Nevada, Reno. Humboldt County will have one additional Site Coordinator at **Grass Valley ES**, who will be grant-funded.

Working directly with the FSCS Project Director and collaborating with CISNV, FSCS Site Coordinators, and other partners, the **FSCS school principals** will also play critical roles in successfully implementing the FSCS initiative within their school communities, including supporting the FSCS School Advisory Team. The principals will oversee all aspects of school-based programming and operations and guide and advise the FSCS Site Coordinators, the FSCS

Family Engagement Coordinators, and other school staff in program planning and service delivery. They will also oversee student learning experiences and communicate strongly with families and community members. Below are brief descriptions of the experience and qualifications of each school leader.

- Henry Rodda is the principal of JD Smith MS. Mr. Rodda has been with the district since 1998, serving as a bilingual second and third-grade teacher before moving to school leadership. Mr. Rodda also served as a CCSD Leadership Development Principal Mentor. He received his Bachelor of Arts in Criminal Justice from the University of Nevada and two Master's degrees from Nova Southeastern University in Elementary Education and Educational Leadership.
- Darlin C. Delgado is the principal at Rancho HS. Ms. Delgado brings 12 years of teaching experience and 15 years of school leadership experience. In her leadership roles, she led school-change initiatives in Title I schools and partnered with Nevada State College to implement Dual Credit courses. Ms. Delgado earned a Bachelor of Science in Secondary Education from the University of Nevada and a Master of Arts in Educational Administration from the University of Phoenix.
- Krista Chamberlin is the principal at Northside ES. She has over 26 years of experience in public education, including teacher and school leadership positions. Ms. Chamberlin is also trained in non-violent crisis intervention and staff development. She received her Bachelor of Arts in Elementary Education from the University of Nevada, Reno, her Master's of Education in Reading from the University of Southern Mississippi, and a second M.Ed. in Educational Administration from Grand Canyon University.
- Travis Monnett is the principal at Flag View IS. Before this position, Mr. Monnett gained

over nine years of teaching experience and three years of school leadership experience at ECSD. Mr. Monnett earned a Bachelor of Education K-8 from Great Basin College and a Master of Education in Education Administration from Grand Canyon University.

- Colby Corbitt is the French Ford MS principal and the current Director of Student Services for HCSD. Before this position, he gained eight years of teaching experience and over 14 years of school leadership experience across Northeastern Nevada. Mr. Corbitt implemented restorative alternatives to traditional discipline and coordinated and sustained MTSS. Mr. Corbitt earned a Bachelor of Arts in Elementary Education and a Master of Arts in School Administration from Grand Canyon University.
- Amber Westmoreland is the principal at Grass Valley ES in Humboldt County, overseeing grades PK-4. Before this position, Ms. Westmoreland gained over seven years of teaching experience and nine years of staff development experience. Ms. Westmoreland received a Bachelor of Science in Education from the University of Nevada, Reno, a Master of Education in Educational Administration from Grand Canyon University, and a Master of Education in Learning and Technology from Western Governors University.

FSCS Professional Learning and Staff Development

To promote full-service integration in Southern NV target schools, Boys Town Nevada will conduct universal and targeted behavioral training based on Boys Town's Educational Model[®] with Clark County FSCS schools' administrators, teachers, and support staff. School training for both staff and administrators aims to provide school personnel with a common language and expectations related to student behavior, assist school administrators in providing equal and appropriate consequences for behaviors that interrupt student learning or school safety, and enhance staff's teaching and reinforcement of youth's social and emotional competencies that

better prepare students for academic and social success.

Universal training will include Boys Town's **Well-Managed Schools**, a two-day workshop where specific teaching interactions proven to promote positive change in the classroom are introduced. The training will feature lectures, videos, demonstrations, group activities, role-plays, feedback sessions, and take-home materials, including an information-packed participant manual and seasoned professional trainers with real-life classroom experience. Strategies taught in the workshop will include social reinforcement, preventing problem behaviors, blending social and academic lessons, and de-escalating student behavior in emotionally intense situations. After training, FSCS teachers will participate in four annual follow-up consultations, including classroom observation, data collection and analysis, coaching, and data reports to administrators and individual teachers to ensure model fidelity and sustainability of desired outcomes. One-on-one coaching throughout the year will also be provided to increase the quality implementation of the model and the strategies and skills learned.

Targeted training will include Boys Town's **Administrative Intervention**, one-day training for FSCS school administrators focused on giving administrators school-wide discipline strategies to reduce the frequency and severity of office referrals. Training will promote an effective referral process for all students that is clear and equitable and supports all students' varying social and emotional needs.

In keeping with the postsecondary access, empowerment, and support provided to secondary students at JD Smith MS and Rancho HS, **Workforce Connections** will reserve Workforce Fellows training positions for all guidance counselors and FSCS Site Coordinators at Rancho HS. Workforce Fellows is a program meant to increase awareness and access to the Workforce Innovation Opportunities Act (WIOA) in Southern NV, an initiative designed to

provide support and access to high-quality careers for youth facing employment barriers. The 28-week training empowers fellows to implement a school-based workforce readiness curriculum that meets the specific needs of the students and families in their target schools.

The robust curriculum Workforce Fellows are empowered to provide a strengths-based, multi-generational career coaching model to connect participants to WIOA resources, engage in peer-to-peer learning, and break down barriers for students and families to prepare them for success in high-quality careers. Some examples of the many WIOA accessible to students and families include mentoring, interest and aptitude assessments, GED courses, dropout prevention, financial literacy, adult education, internships, and work placement. Any school counselors and FSCS Site Coordinators at Rancho HS who have yet to receive this training will do so in Year 1 of the grant.

Project Timeline: The following pages present the proposed project timeline, outlining key project activities, the people/partners responsible, and the critical milestones for each activity.

Table 13. Southern and NE Nevada FSCS Management Timeline

Month/							Staff/Partners Responsible	Milestones
Key Implementation Activities	Frequency	Y1	Y2	Y3	Y4	Y5		
PLANNING AND PROJECT MANAGEMENT								
Recruit, hire, and onboard new FSCS staff.	January – February	✓					CISNV leadership	FSCS is fully staffed.
Engage in program planning.	January – June	✓					CISNV, CCSD, ECSD, HCSD, and other FSCS partners	Programs/services planned.
Establish/convene the FSCS School Advisory Teams.	Bimonthly	✓	✓	✓	✓	✓	FSCS Site Coordinators, FSCS school principals	SAT meetings held; minutes transcribed.
Provide Well-Managed Schools training for Southern NV FSCS staff and leadership.	Monthly/ Quarterly	✓	✓	✓	✓	✓	Boys Town Nevada, FSCS Site Coordinators	Staff received training.
Convene FSCS Leadership Council to advise on the FSCS design and implementation.	Monthly (except for July)	✓	✓	✓	✓	✓	FSCS Project Director, FSCS partners	FSCS Leadership Council meetings held; minutes transcribed and disseminated.
Convene Evaluation Advisory Group to inform the local and national evaluations.	Quarterly	✓	✓	✓	✓	✓	FSCS Data Strategist, Metis Associates	
Participate in the USED FSCS grantee conferences.	Annually	✓	✓	✓	✓	✓	FSCS Project Director, Metis evaluation team, partners	Conference attended; information shared

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Month/							Staff/Partners Responsible	Milestones
Key Implementation Activities	Frequency	Y1	Y2	Y3	Y4	Y5		
								with program staff.
FSCS PIPELINE SERVICE DELIVERY								
Provide childcare and preschool for Elko and Humboldt Counties	Year-round	✓	✓	✓	✓	✓	Nevada Gold Mine Early Learning Center	Programming provided.
Launch Head Start and Early Head Start classes	Year-round		✓	✓	✓	✓	Head Start of NE Nevada	Participants recruited; programs delivered.
Offer afterschool and summer programs for grades PK-12.	Year-round	✓	✓	✓	✓	✓	Boys & Girls Clubs	Participants recruited; programs delivered.
Operate CIS Academy to provide transitional support to Rancho HS students.	Jan – May; August- December	✓	✓	✓	✓	✓	CISNV	Participants recruited, services delivered.
Provide academic coaching services at Rancho HS.	Jan – May Aug – Dec	✓	✓	✓	✓	✓	Fulfillment Fund	Services delivered.
Coordinate and deliver Summer Bridge Programs	May-August	✓	✓	✓	✓	✓	Nevada State College, CCSD, UNLV, Fulfillment Fund	Services delivered.
Provide Healthy Lifestyles programming to PK-12 students.	Year-round	✓	✓	✓	✓	✓	BGC of SNV, Elko County, and Winnemucca	Programming provided.
Provide school-based social, emotional, and mental health interventions.	Jan – May Aug – Dec	✓	✓	✓	✓	✓	Boys Town Nevada, HCSD, CCSD, UNLV, Family Resource Center of NENV	Referrals made; participants recruited, services provided.

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Key Implementation Activities	Month/ Frequency	Y1	Y2	Y3	Y4	Y5	Staff/Partners Responsible	Milestones
Provide medical, physical health, and nutrition-related services to target students,	Year-round	✓	✓	✓	✓	✓	FISH, Food Bank of Northern NV, Future Smiles, Humboldt General Hospital, Eye Care4Kids	Referrals made; services coordinated and provided.
Conduct ISS, providing referrals to wraparound services.	Jan – May Aug – Dec	✓	✓	✓	✓	✓	CISNV, community partnership networks	Services coordinated; referrals made.
Provide career readiness education to all FSCS students	Year-round	✓	✓	✓	✓	✓	Boys and Girls Clubs	Programs coordinated; programs provided.
Offer dual enrollment opportunities at Rancho HS	Jan – May Aug – Dec	✓	✓	✓	✓	✓	Nevada State College	College credits earned.
Train on-site FSCS staff through the Workforce Fellows program	Jan – May Aug – Dec	✓	✓	✓	✓	✓	Workforce Connections	Training provided.
Provide families and target communities with adult education and parenting support.	Jan – May Aug – Dec	✓	✓	✓	✓	✓	CCSD, ECSD, HCSD, CISNV, Boys Town Nevada	Participants recruited; services provided.
Provide community-based support for former students and disconnected youth.	Year-round	✓	✓	✓	✓	✓	Nevada State College, Workforce Connections	Disconnected youth recruited; Programs provided.
Connect families with resources to meet their basic needs.	Year-round	✓	✓	✓	✓	✓	Frontier Community Action Agency	Referrals made; resources received.

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Key Implementation Activities	Month/						Staff/Partners Responsible	Milestones
	Frequency	Y1	Y2	Y3	Y4	Y5		
Provide juvenile crime prevention services.	Jan – May Aug – Dec	✓	✓	✓	✓	✓	The Harbor, ECSD, HCSD	Referrals made; services provided.
PROJECT EVALUATION								
Finalize annual evaluation plan.	January – February	✓	✓	✓	✓	✓	Data Strategist, Metis Associates	Plan finalized; shared with stakeholders.
Develop data collection instruments.	March – June	✓					Metis Associates, Data Strategist	Activities completed.
Collect baseline data.	September – October	✓	✓	✓	✓	✓	Metis Associates, Data Strategies	Data collected.
Conduct site visits and administer stakeholder surveys.	March – June	✓	✓	✓	✓	✓	Metis Associates, FSCS Site Coordinators	Activities completed.
Share formative evaluation results to inform program improvement.	Quarterly	✓	✓	✓	✓	✓	Metis Associates, Project Director, FSCS Leadership Council members	Reports written and shared with Leadership Council.
Prepare annual evaluation reports; report on GPRAs.	July – August	✓	✓	✓	✓	✓	Metis Associates, Data Strategist	Reports written.
Support the national FSCS evaluation.	Year-round	✓	✓	✓	✓	✓	Metis Evaluation Team	Data and information provided.
Disseminate evaluation findings and recommendations.	June – August	✓	✓	✓	✓	✓	Program Director, Metis Associates	Reports shared.

6. Quality of the Project Evaluation

This section describes the plan to conduct an annual evaluation of the Southern and Northeastern NV FSCS initiative. CISNV and its partners are proposing to contract with Metis Associates, Inc., a national consulting firm that delivers highly customized research and evaluation services, to serve as the project's external evaluator (see attached preliminary MOU).

Metis holds deep expertise in evaluating community school implementation and related place-based school reform initiatives. Metis has worked with hundreds of schools and districts on diverse research and evaluation projects related to school and community-based PK-12 educational initiatives and multi-site interventions that rest on collaboration between multiple partners. In addition, Metis brings intentional and value-driven commitments to conducting inclusive, culturally relevant, participatory research and delivering timely, actionable feedback to clients. Over the past few years, Metis has been conducting a comprehensive evaluation of the United Federation of Teachers (UFT) multi-district community school initiative, known as the *United Community Schools*, and evaluating the UFT's USED-funded 2019-24 FSCS grant.

Donna Wilkens, a Managing Senior Associate at Metis, will direct the Southern and Northeastern NV FSCS evaluation. In addition to over 30 years of public education program evaluation, Ms. Wilkens currently directs a 32-school community schools initiative for the UFT in New York City. She also oversees the evaluations of three FSCS projects.

(A) The extent to which the evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project

Metis's evaluation of the Southern and Northeastern NV FSCS initiative will be highly collaborative, thorough, and responsive to the needs of the multiple stakeholders involved in the initiative, including but not limited to children and youth served along the pipeline, school staff, community partners, families, community members, and the leadership and stakeholders

representing each participating school district. Metis will use a systems-lens approach to center evaluation activities within a culturally responsive framework that takes an asset-based approach to achieve equity. A systems-lens process is particularly apt as a means of illuminating the work of community schools, where the complex, multi-tiered relationships between education, health, and youth development providers—among others—warrant an evaluation that takes these points of connection as opportunities to understand better both the challenges and successes such a system engenders. This systems lens will be applied to the tools and methods described below to understand better the broader context influencing indicators and outcomes. This systems lens will also be a valuable tool for navigating the cross-district nature of the Southern and Northeastern NV FSCS initiative, given the importance of understanding how each district’s policies and practices (formal and informal) will directly impact the implementation of the FSCS model.

Metis will also approach the evaluation in a participatory manner, drawing on best practices to include both stakeholders and recipients of services at multiple points during the evaluation life cycle. Once the evaluation begins, participatory activities will be facilitated through an Evaluation Advisory Group, including students, parents, teachers, partner staff, and community representatives from each participating district and school. With the advisement of this committee, Metis will engage multiple constituencies at each stage of the work, including but not limited to the review of data collection instruments, the advisement of data collection methods, and the review of data for collaborative sense-making. Metis will take care to engage community members, given the grant requirement of serving those unaffiliated with an enrolled student.

To the extent possible, Metis will also follow an asset-based approach, drawing on guidance from the Center for Urban Education’s (2020) Asset Mapping Tool, which encourages a focus on identifying community resources as a means of closing achievement and opportunity gaps

and Every Hour Counts (2021) Measurement Framework, which presents a thorough approach to collecting and analyzing local, actionable data while also providing pointed questions to address equity issues aligned with desired outcomes. In addition, throughout the evaluation, Metis will regularly disaggregate findings and conduct subgroup analyses to determine the extent to which services and outcomes are delivered and accrued equitably. Finally, data collection will be conducted in languages and modalities appropriate to those served by the proposed FSCS initiative (e.g., translating surveys into Spanish and utilizing text messaging, social media channels, and other means of contact).

Finally, Metis will work closely with CISNV in Year 1 to identify and provide guidance around building a dedicated data-tracking and management system for the Southern and Northeastern NV FSCS initiative. The chosen information management system will be designed to capture service delivery across each school. It will offer, if possible, multiple levels of access to ensure that external partners can enter student-level attendance data periodically. This system will also mitigate a common challenge faced by participating FSCS districts and schools: calculating unduplicated participant counts when services are distributed across multiple partnering providers.

The evaluation methods are highly feasible based on the evaluator, project team capacities, and available financial resources. The evaluation methods are appropriate because they align closely with the project goals, objectives, and outcomes and minimize the data collection burden on project participants. The evaluation methods include existing data collection efforts and readily available data sources instead of primary data collection whenever possible.

The evaluation will be thorough, including formative/process and summative/outcome evaluation methods. It will consist of data gathered from various qualitative and quantitative sources. It will triangulate data from these multiple sources to determine the extent to which project

objectives and outcomes have been met and elevate the lived experiences and stories of those impacted by the FSCS approach and the model's four-pillar design. In totality, the Southern and Northeastern NV FSCS evaluation will assess the project's implementation and impact on students, adults, family members, community members, school staff, and project partners, as well as broader changes to the nature of collaboration within each participating school. In addition, and consistent with the systems-level approach taken by Metis, the evaluation will dig deeper into the root causes of outcomes, using quantitative and qualitative measures to assess the process indicators included in this grant cycle, such as maturation of within-school and cross-project collaborative practices, efforts to increase staff retention and support, and the development of school-community partnership norms and practices. The evaluation will also regularly collect and analyze outreach, recruitment, and participation data to respond to the FSCS program measure. Data on the numbers and percentages of students, families, and community members targeted for services will be shared with the FSCS Project Director, the Southern and Northeastern NV FSCS Leadership Council, and the Evaluation Advisory Group quarterly, annually, and aggregated over time.

In addition to addressing the grant's performance measures and project-specific outcomes, the evaluation will be guided by three research questions specific to the multi-LEA nature of the program design. These research questions are designed to identify and uplift critical best practices that will immediately apply to program stakeholders, particularly CISNV. They work to build collaboration between CCSD, ECSD, and HCSD.

Evaluation Research Questions

RQ1: To what extent and how does CISNV create a community of practices among the participating schools and three partner school districts?

RQ2: To what extent, and how, is fidelity to the shared FSCS and CIS models agreed upon

and maintained across partnering districts and schools? To what extent are the models adapted to the assets and needs of each community, school, and district?

RQ3: What policies and practices, specific to each participating school district, most impact the successful implementation of the grant?

Evaluation Timeline

Evaluation activities will be sequenced over the five-year grant, with evaluation planning activities front-loaded in Year 1, including identifying and changing baseline measures and co-creating evaluation instruments. During the first project year, the Metis evaluation director will participate in several planning meetings and work closely with the Southern and Northeastern NV Leadership Council and its subcommittee members on the Evaluation Advisory Group to finalize the evaluation design. Evaluation planning will also include developing data collection tools and consent forms, obtaining Metis Institutional Review Board (IRB) clearance, and establishing data-sharing agreements. Metis's duly constituted IRB is registered with the U.S. Department of Health and Human Services and will assure compliance with federal requirements for the Protection of Human Subjects. Metis will also finalize a data analysis plan in Year 1 that includes a CONSORT diagram to identify the participant sample for each data source and the overall evaluation. The finalized data analysis plan will also include data processing rules for treating missing data, outliers/anomalies, and any weighting based on response rates.

In Years 1 through 3, particular emphasis will be given to providing timely feedback relevant to program decision points, with deliberate efforts to instill a culture of data literacy and continuous improvement among initiative staff and leadership. In Years 2 through 5, an increasing focus will be given to outcome measurement (in addition to annual commitments to measure and report on the 13 FSCS Program Indicators). During all project years, the evaluation team will

remain in close communication with project staff to remain updated on program implementation and to share evaluation progress, challenges, and findings.

(B) The extent to which the evaluation methods will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

To assess project outcomes, inform project-level continuous improvement, address the three research questions, and enhance the strategic coordination of each site's community school plan, Metis will draw on an array of evaluation methods, summarized here:

- Student, parent/caregiver, teacher, partner surveys, and community surveys
- Student- and school-level data, including academic, SEL, school climate, attendance, kindergarten/school readiness, attendance, discipline, and other measures
- Program and administrative data provided by the FSCS Site Coordinators, CISNV partners, and partner school district's human resources departments.
- Comprehensive document review
- Interviews/focus groups with key stakeholders

Generally, Metis will seek to develop standardized data collection across all three partner school districts while remaining responsive to each district and community's specific needs and requirements. Where data collection varies, a specific information management and data processing plan will be implemented to ensure that data elements and specific variables are cross-walked and translatable across district sources. While potential challenges may arise if districts utilize different assessments, follow different data collection cycles, or hold different metrics for measuring success, Metis is confident that a combined analytical sample can be developed.

During the first project year, Metis will develop a set of surveys designed to gather feedback about FSCS implementation and impact from families and partners. Each survey will

include a combination of close- and open-ended questions that will be translated into languages appropriate to each school community and written at appropriate reading levels. All surveys will include sufficient background questions to allow for subsequent disaggregation by subpopulation, including race, ethnicity, gender identification, family and household composition, language preference, economic status, and current uptake of local and municipal social services. Finally, measures assessing adherence to trauma-informed, culturally relevant, and equitable school practices will be integrated as appropriate across each survey protocol, allowing for a combined annual assessment of school-level progress in these areas upon data analysis. Surveys will be piloted during the first year of the grant and subsequently modified based on a close review of data quality and validity, as assessed through the feedback of survey recipients and the triangulation of survey data with other complementary data sources.

Survey data will be analyzed using relevant qualitative and quantitative methods. Open-ended responses will be qualitatively coded and merged with closed-ended results for deeper thematic exploration. Coding will be conducted using NVivo by a team of qualified staff, following best practices for inter-rater reliability. Close-ended responses will be descriptively analyzed, and composite measures will be developed across survey items where feasible.

The **CISNV FSCS Family Survey** will be administered annually with parents, caregivers, and other adult family members to collect data related to FSCS family engagement and identify the family's strengths and challenges. This survey will also allow project leadership and school-based coordinators to assess school families' systemic needs better and tailor medical, mental health, legal, and other services accordingly. Outcomes measured will include:

- Engagement with their child's school (Outcome 3.7)
- Improvements in parenting practices (Outcome 3.8)

- Attainment of HSE or GED diplomas (Outcome 3.9)

In addition, the CISNV FSCS Family Survey will be critical in addressing the grant's overarching measure by providing data on family perceptions of the Southern and Northeastern NV FSCS initiative and, by extension, the number and percentage of families effectively targeted for services each year. The FSCS Family Survey will be administered online in the spring of each project year using multiple strategies and languages to ensure the highest and most representative possible response rates. The survey will be modified to meet the requirements of each participating school district while retaining the same core questions and concepts.

The **CISNV/FSCS Partner Survey**, also completed online on an annual basis, will collect input from FSCS partners about understanding the vision and goals of the FSCS model and initiative and communication, trust, connectedness, integration, data sharing, and coordination among FSCS services and partners. Through this survey, partners will also be asked to indicate their satisfaction with the Southern and Northeastern NV FSCS pipeline services, their perception of its impact on the community, and information on sustainability planning. The CISNV/FSCS Partner Survey will provide detailed information on providing services to students, families, and community members. This survey will measure annual evaluation indicators and the following outcomes:

- Shared understanding of the vision and goals of the FSCS project (Outcome 4.5)
- Improved communication, trust, and coordination of pipeline services (Outcome 4.6)
- Strong knowledge of and skills in the effective practices addressed in FSCS staff development (Outcome 4.7)

The **Panorama Social-Emotional Survey** will be administered annually to all CCSD and HCSD students in the predominant languages spoken by the student bodies and at an appropriate

reading level to measure relevant social-emotional learning (SEL) indicators, including emotion regulation, grit, self-efficacy, self-management, and social awareness. The Panorama Social-Emotional Survey is a research-based published bank of survey items for schools and districts to capture students' voices and ensure that students have consistent, individualized support for well-being and social-emotional skills. Results from the Panorama will measure annual evaluation indicators and Outcomes 1.9, 1.12, and 1.13 (improvements in social-emotional development and school climate).

The **CISNV/FSCS Neighborhood Survey**, completed in Years 4 and 5, will be administered to unaffiliated community members (those individuals likely to be served by a community school partner who do not have a child enrolled at participating school). This brief survey will be administered multi-modally using text messages, QR codes, and distribution through partner organizations will collect input from community members on local assets and challenges and perceptions of the community school activities taking place.

Metis will collect **student-level data** on an annual basis to address key grant measures. At the onset of the evaluation, the Metis team will work with CCSD, HCSD, and ECSD to develop data requests and secure data-sharing agreements and procedures. Student-level datasets (e.g., Teaching Strategies Gold and the NV standardized ELA and math assessments) will include measures of academic proficiency, attendance, disciplinary infractions, and four-year cohort graduation rates to assess the following objectives and outcomes are met each year:

- Improved preschool readiness (Outcome 2.5)
- Improved kindergarten readiness (Outcome 2.6)
- Improved school attendance and decreased chronic absenteeism (Outcome 1.11)
- Improved discipline (Outcome 1.10)

- Greater proportion of students meeting ELA and math standards (Outcome 2.7)
- Greater proportion of students who are college and career-ready (Outcome 2.8)
- Higher high graduation rates (Outcome 2.9)

Student-level data will be requested from each partner school district and coordinated through CISNV. A data crosswalk will be developed to ensure the equivalency of datasets, and a merged analytical file will be maintained annually, retaining school, community, and district identifiers as critical, independent variables in any subsequent analysis.

The Metis team will also regularly collect and review **school-level administrative data**. Examples include program enrollment and attendance records, referral forms, school information/data systems, and teacher attendance and retention rates. The analyses of administrative data will assess the extent to which the following objectives are met each year:

- High-quality early learning services for young students
- Students participate in expanded and enriched out-of-school time programming
- Middle school and high school student completion of college and career readiness programs
- Parent/guardian participation in FSCS workshops and classes
- Greater proportion of parents/caregivers engaged in family and community services
- Greater proportion of students who receive medical screenings or preventative care
- Greater proportion of students referred to mental health services
- Improvements in teacher retention, certified teachers, and years of teaching experience

Generally, student-level and administrative school-level data will be requested and processed annually, with descriptive results circulated back to program stakeholders and leadership to inform participatory sense-making and continuous improvement by relevant staff.

School-level data will also be closely analyzed to understand better the district-specific conditions that impact the implementation of the given community school approach (RQ3).

Metis will also review **documentation and program materials** to evaluate the progress that project stakeholders, including the Southern and Northeastern NV FSCS Leadership Council, school staff, community partners, the FSCS Evaluation Advisory Group, parents/guardians, and student leaders, are making in building the capacity and sustainability of the FSCS pipeline. New materials will be reviewed as needed after a comprehensive review in Year 1. The program documentation review will focus on partnership meeting agendas and minutes, data-driven action plans, training participation, feedback forms, grant award letters, resource-sharing agreements, and evidence of continuous improvement efforts and sustainability. Program materials that speak to cross-district collaboration and district-specific conditions will be prioritized to address RQ1 and RQ3. Through document review, Metis will address Goal 4 objectives and outcomes, including:

- Regular convening of the FSCS Leadership Council
- Regular convening of FSCS School Advisory Team meetings
- Regular convening of the FSCS Evaluation Advisory Group and use of evaluation findings to assess program quality and develop data-informed strategies for improvement
- Leverage new funds to support and sustain the FSCS initiative

Metis will also conduct a series of **group and individual interviews** with key stakeholders (e.g., the FSCS Project Director and other members of the program leadership team, the FSCS Site Coordinators, key CISNV partners, students, community members, and LEA representatives) to triangulate emergent findings. Interviews will be conducted remotely or in person using a semi-structured interview protocol. When feasible, interview questions will be circulated before each conversation to shift the interview-interviewee dynamic from an accountability dynamic to a

collaborative reflection. Furthermore, particular attention will be given to elevating the voices of community members and students and understanding the school- and community-level narratives built around the community school approach. The qualitative data collected will provide detailed information regarding program implementation successes, challenges, lessons learned, and recommendations for improvement across the following specific outcomes and objectives:

In addition, the group and individual interviews will be essential for answering the three research questions proposed specifically to address Absolute Priority 4, with attention given to interviewing relatively equivalent stakeholders across schools and participating LEAs.

Finally, Metis will develop and administer a brief fidelity assessment to measure the variation in implementing the community school model across participating schools and the three partner school districts (CCSD, HCSD, and ECSD). The fidelity assessment will be developed in Year 1, guided by the grant's logic model (see the Attachments), review of program documentation, and key stakeholder interviews (described above). Core activities about the community school model will be identified and placed into an assessment framework, which will be completed annually through a participatory process led by Metis researchers (who will first complete the assessment and subsequently share the results with local stakeholders for feedback and revision). Results of the fidelity assessment will be used to address RQ3 and explore any school or district-specific variations in outcomes achieved across the duration of the grant.

Periodic Assessment of Performance/Data Analysis

To ensure the periodic performance assessment, the Metis evaluation team will follow a mixed-method approach that blends the analysis of quantitative and qualitative data to provide a holistic view of factors that shape student outcomes and the impact of the community school model within this context. Analytical decisions will be informed by the W.K. Kellogg Foundation's

(2021) Doing Evaluation in Service of Racial Equity tool kit, which establishes the importance of transparency in data analysis while generating actionable knowledge that can be used not only to assess program success but to further positive outcomes for those in need. Quantitative data will be rigorously analyzed based on data quality and completeness. Quantitative analyses will include generating frequency distributions and crosstabs, calculating means and standard deviations, and conducting inferential statistical tests (e.g., *t*-tests, chi-squares) where possible.

Similarly, data from open-ended survey items, interviews, and document reviews will be content analyzed to identify common themes illuminating the program's critical findings. Analyses centered on grant objectives will be paired with grounded-theory analyses designed to identify new directions for research and reveal the program model's strengths and challenges from the perspective of community members, families, students, and staff. The evaluation team will use NVivo software to organize, code, analyze, and summarize qualitative data.

Performance Feedback

Metis will use participatory evaluation methods to facilitate the systems approach described earlier, involve critical stakeholders in interpreting findings, and ensure ongoing use of performance feedback. As noted earlier, an Evaluation Advisory Group (EAG), a subcommittee of the FSCS Leadership Council, will work with Metis to review and provide feedback on the initial evaluation plan and subsequent data collection instruments to ensure that all evaluation components are responsive to the voices of those delivering and receiving services through the Southern and Northeastern NV community school model. The Metis team may also share preliminary findings with students, parents, and staff representatives, arranged through the FSCS EAG, and engage stakeholders in co-creating findings through interactive sessions facilitated by Metis researchers. In addition to ensuring the resonance of the results, these sessions will also build

community involvement in self-evaluation practices.

The Metis evaluation team will review evaluation findings regularly with the FSCS Project Director, the FSCS Leadership Council, the EAG, and appropriate school and project staff to generate actionable results. Metis will facilitate participatory workshops so staff and stakeholders can make data-driven decisions about program improvements/adjustments and overall implementation effectiveness. When feasible, Metis will support continuous improvement efforts by conducting rapid cycle evaluation activities through a Plan-Do-Study-Act (PDSA) model, which will empower school and initiative-wide stakeholders across the three partner school districts to pilot, and subsequently circulate findings related to innovations within the broader community school framework.

Reporting and Dissemination

A Metis evaluation team member will attend the annual U.S. Department of Education's FSCS grantee meeting and work closely with the FSCS Project Director to prepare the Annual Performance Report and Ad Hoc Report for the USDOE. In these reports, the evaluator will present descriptive and analytic findings, a narrative explanation of the data, and an interpretation of the findings. Each report will document project successes, explore the challenges encountered and strategies to overcome these challenges and provide project staff with data-driven recommendations for program improvements.

Evaluation findings will be released annually (if not more frequently) per grant requirements. Metis will work closely with CISNV, CCSD, HCSD, and ECSD leadership in Year 1 to identify the best platforms for publicly disseminating evaluation results in pursuit of two goals: 1) to participate in and encourage peer learning across FSCS projects nationwide and 2) to provide findings in a transparent and accessible manner to local communities impacted by the Southern

and Northeastern NV community school efforts. Mechanisms for dissemination may include posting reports online, providing hardcopy versions at school and community functions, participating in community forums to share findings, disseminating results to initiative partners, and purposively circulating findings to those who participated in data collection activities. School district-specific priorities notwithstanding, the dissemination of findings will be coordinated through CISNV to allow for the broadest circulation possible.

(C) The extent to which the evaluation methods provide valid and reliable performance data

As described below, the FSCS Project Director and CISNV leadership worked closely with the Metis team to plan to develop or select evaluation methods that align with the project outcomes and yield valid and reliable performance measure data. In addition, Metis has determined that the following methods are applicable across the three partner school districts and other partners.

Teaching Strategies GOLD® (TSG) assesses child development and learning across four developmental domains (social-emotional, physical, language, cognition), five content domains (literacy, math, science/technology, social studies, the arts), and English language acquisition for use with ELLs. Each domain contains a set of objectives, which may be further distributed into dimensions. TSG has 38 objectives called the Objectives for Development and Learning (ODL).

TSG yields performance data for each domain as raw scores, widely held expectation scores (i.e., scores that reflect expected developmental trajectory), scaled scores, and national norm scores (Lambert, 2020). The national sample from which reliability and validity estimates were derived was from children assessed with TSG three times (fall, winter, and spring) during the 2018–19 school year (N=842,336). From this group, stratified samples of 5,000 were selected for each birth to kindergarten age group (e.g., birth to 1 year, preschool 3, etc.) based on Census data for race/ethnicity subgroup in proportion to the US population. From this sample of 32,063

children, reliability and validity estimates were calculated for several scales, including social-emotional (9 items), physical (5 items), language (8 items), cognitive (10 items), literacy (16 items), and mathematics. Chronbach's observed alphas indicated high internal consistency reliability for each scale, ranging from 0.97 to 0.99.

The **Nevada State Assessment System** (NSAS) aligns with Federal and State Education laws. The system is comprised of several assessments and tools, including formative, summative, alternative, and interim assessments, as well as career and technical education (CTE) assessments, end-of-course (EOC) examinations, and the American College Testing (ACT) exam. The Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics are administered annually in the spring under NSAS.

Smarter Balanced summative assessments comprise a computer adaptive test and a performance test. All items in the operational item bank were developed and revised during pilot and field test periods. After that, new items are dynamically developed and field tested by being embedded in the operational tests, with new items added and poorly received/performing items removed annually. Smarter Balanced assessments are administered to grades 3 through 8, with results reported as overall scale scores, claim scores, sub-claim scores, and performance levels derived from scale score cut scores. Of the four performance levels in which students can be classified, levels 3 (proficient) and 4 (advanced) signify that a student met or exceeded grade-level achievement standards (Nevada Department of Education).

Data were examined from the 2020-21 administration of the Smarter Balanced assessments to establish reliability and validity. High internal consistency was established with observed total population reliability estimates (Rho) for scale scores in grades 3 through 8 and 11 ranging from 0.906 to 0.924 for ELA and from 0.895 to 0.949 for grades 3-8 and 11 mathematics (Smarter

Balanced Assessment Consortium, 2022). Further, all observed subgroup (e.g., race/ethnicity) reliability coefficients (Rho) were greater or equal to 0.883 for ELA and 0.837 for mathematics. Finally, the Smarter Balanced Assessment Consortium cites several studies and documents to support the validity of the summative assessment.

The **Panorama Social-Emotional Learning Survey (SEL)** utilizes more than 22 survey topics to measure student social-emotional skills and competencies. The research-backed item bank was designed considering the three crucial domains related to student outcomes: social relationships, motivation, and self-regulation. The instrument includes items in five areas (grit, growth mindset, self-management, social awareness, and self-efficacy) separated for students in grades 3 through 5 and 6 through 12. Responses to all items are provided on five-point Likert-type ordinal scales with descriptors (e.g., *almost never* to *almost all the time*) based on the items' wording (Panorama Education, 2016). Initial evidence of the reliability and validity of the Panorama SEL Survey was provided by data analyzed from three districts with middle and high schools with Free/Reduced Price Meal percentages ranging from 5% to 81% and non-White student percentages ranging from 7% to 79%. From these data, Chronbach alphas were calculated between 0.78 and 0.68, and confirmatory factor analyses confirmed that single constructs underlie each measure for the three district samples.

The Metis team will ensure that all **project-developed tools and instruments** have content validity, face validity, and relevance to the Southern and Northeastern NV FSCS model and target populations. All data collection instruments (e.g., interview/focus group protocols and stakeholder surveys) be carefully reviewed by a cross-section of project stakeholders from the Evaluation Advisory Group, who will serve as project experts to ensure divergent respondent groups will similarly interpret that language. Specifically, they will use an evaluator-developed feedback form

to review each question and document how much it measures the target construct and uses vocabulary appropriate to the respondent groups. The Metis team will collect, analyze, and use data from the expert feedback reviews to make instrument revisions as needed. In addition, item banks explicitly tied to each measurement goal for project-developed surveys will be developed using, to the extent possible, items from published instruments proven to be valid and reliable.

In collaboration with CISNV, the Metis team will implement several strategies to ensure the most reliable instruments are developed for the FSCS project evaluation. These include:

- **Use an adequate number of questions to assess the objective/outcome.** While striving to maintain a sensible balance and avoid instruments being too long, all project-developed tools will have sufficient items because it is well-documented that reliability increases with tool length. For example, Shrock and Coscarelli suggest a rule of thumb of four to six questions per objective, with more for critical purposes (Shrock, 2007).
- **Have consistent data collection environments.** We will ensure the data collection environments are consistent for reliable surveys, interview, and focus group results. For example, all respondents recruited for an individual consultation will have the same time to respond to the protocol questions. All interviews will be conducted similarly (e.g., via Zoom or in person).
- **Ensure respondents are familiar with the survey interface.** If individuals are new to the online survey platform or the question types used, they may not provide accurate responses due to unfamiliarity. The Metis team will use the district data collection platform most familiar to project respondents to ensure increased reliability.
- **Train interviewers well.** Metis will use evaluation staff fully trained in qualitative data collection methods to ensure data are collected uniformly and objectively.

COMPETITIVE PREFERENCE PRIORITIES (CPP)

CPP 1: Meeting Student Social, Emotional, and Academic Needs

(1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive concerning race, ethnicity, culture, language, and disability status through developing trusting relationships between students, educators, families, and partners.

As one of Nevada's leading nonprofits, CISNV is committed to ensuring that all expressions of its work, leadership, and messages continually remind the world of its commitment to diversity, equity, and inclusion and the collective and interconnected reasons it is committed to progress and a more equitable world. This dedicated commitment is evidenced by an organization-wide Diversity, Equity, Belonging, and Inclusion (DEBI) effort. This DEBI initiative started two years ago with Board diversification efforts in response to a survey of Board members. CISNV has reviewed board membership and is strategically recruiting members to help fill gaps in representation. Since then, CISNV has developed an educational program to level-set its staff and board's understanding of DEBI as it impacts its work. CISNV has also created a Board Committee to set the vision and an internal Change Team tasked with creating a strategy for organizational and programmatic DEBI targets.

From systemic opportunity gaps and harsher punishments for students of color and students with disabilities to cyclical income inequality, CISNV understands the challenges students and families face and believes in the power of diversity, equity, and inclusion to make a positive and lasting impact. For its students, being supportive and inclusive means increasing educational opportunities, enhancing student outcomes, reducing exclusionary discipline practices, and fostering feelings of safety and connectedness. The goal must be to ensure equitable conditions for learning in all schools. This work must consider the adverse impacts of poverty on learning, confront historical inequities for black, brown, and indigenous students, and establish long-term

conditions for equitable learning. An equitable learning environment operates within a school climate model that integrates how parents and families, teachers, community partners, and non-instructional staff work together to support students.

For its affiliate organizations, prioritizing diversity and inclusion means creating a diverse workforce, fostering a climate of inclusion, and shaping business practices and policies that promote equity to reduce employee turnover, improve decision-making, and incentivize creativity and fresh thinking. For its communities, CIS partners and stakeholders—including parents, community leaders, educators, policymakers, business leaders, and faith-based organizations—bring people together to find innovative solutions that address issues like systemic poverty and other barriers to equity. Together, they are helping to make more space for diversity, equity, and inclusion to be a part of all youth-focused efforts that create community-level and national impact.

At the core of these efforts is CIS's belief that transformative relationships are key to unlocking a student's potential. CIS was established based on the belief that "relationships, not programs, change children." Using such relationships to support and enhance academic instruction, social-emotional learning, mental health and trauma-informed care, and engagement and inclusion effectively meets all students where they are. In turn, these supports foster equitable conditions for learning that are essential to a positive school climate.

CISNV adopted the Developmental Relationship Framework to deepen its culture of care between Site Coordinators and their students to further its work to ensure inclusivity with its work in schools. Developmental Relationship is an organization-wide initiative that will support the professional development of FSCS Site Coordinators and strengthen the impact of the individual relationships they develop with students. Additionally, this framework will help FSCS Site Coordinators learn the skills they need to build relationships with students to have a lasting

influence on their personal and social development, including feelings of acceptance. The five critical elements of this framework are to express care, challenge growth, provide support, share power, and expand possibilities. Expressing Care, the first element of building Developmental Relationships, for example, includes 10 approaches or actions that will help FSCS Site Coordinators and other CISNV staff show young people that you are there for them, that they are identity-safe and included and that you are accepting no matter their race, ethnicity, culture, language, and disability status. These are learning names, using correct pronouns, listening actively, sharing stories, building trust, checking in, offering advice carefully, smiling and laughing, being a cheerleader, and showing up. Many CISNV students have experienced exclusion based on race, ethnicity, gender, socioeconomic background, or other factors. This approach will help all FSCS students be successful in school and life, regardless of their background.

(2) Providing MTSS that address learning barriers in and out of the classroom, that enable healthy development and respond to student's needs, and which may include evidence-based trauma-informed practices and educator PD on avoiding deficit-based approaches.

CISNV uses a proven approach to helping students succeed in school by applying a multi-tiered system of support (MTSS). Led by its school-based Site Coordinators, the CISNV MTSS approach is designed to mitigate the root problems precluding students from learning both in and outside school. Studies have shown that schools implementing MTSS have the potential to provide equitable support across all student demographics, with all students receiving Tier I schoolwide interventions (Mahoney, 2020). Other literature reveals how MTSS supports outcomes including increased academic achievement; positive youth development; improved school climate, safety, classroom instruction, and curriculum alignment; reduced rates of bullying and harassment; improved student physical and mental health; and more targeted professional development for staff

(National Association of School Psychologists, n.d.)

CISNV will use its evidenced-based MTSS model (Somers and Haider, 2017, Parise et al., 2017) as part of the Southern and Northeastern NV FSCS initiative, surrounding students with a caring, strengths-based community of support. The FSCS Site Coordinators will facilitate access to critical resources like food, housing, healthcare, homework help, and counseling through the CISNV three-tiered MTSS model.

CISNV has already demonstrated success in its use of Tier I (school-wide), Tier II (group case management services), and Tier III (intensive, individual case management services) supports provided by CIS Site Coordinators: during the 2021-2022 school year, CISNV provided 75,697 students with school-wide Tier I supports, and case managed 4,795 students with Tier II and Tier III support. Case management includes support to address attendance, behavior, course performance, social-emotional learning needs, and student progress and well-being check-ins. Through strategic partnerships with local providers, Site Coordinators combine various community supports to provide integrated services that benefit the entire student body (Tier I). Examples of Tier I services include:

- Academic support, such as homework/credit recovery and before- and after-school homework help
- SEL and academic groups open to the whole school, with food provided
- De-escalation strategies during meltdowns, suicide threats, or anxiety attacks that include providing students with emotional support anchored in relationships and familiarity, alongside supporting student visits to on-site or telehealth mental health professionals
- Meals provided during crisis intervention as well as school-based food pantries
- Whole-school attendance support, such as creating and operating attendance incentives and

contests and making daily attendance calls

- Emergency basic needs, facilitating access to emergency financial assistance and clothing and uniform closets, providing transportation cards for students and families to travel to medical care appointments, and securing in-kind supports such as mattresses, furniture, and appliances for families and community members
- Hygiene support, like providing laundry detergent to students or washing machines and dryers to schools, washing clothing for students, coordinating spaces for students to bathe, and operating clothing and hygiene pantries at schools
- School supplies, including managing back-to-school supply drives and ensuring the adequate and timely upkeep of school supplies throughout the year
- Overall school climate and success, like coordinating assembly programs, securing guest speakers on bullying, suicide prevention, and other school priorities, overseeing college and career fairs, operating FAFSA nights, and organizing family engagement activities

Simultaneously, the FSCS Site Coordinators will work with school leaders, students, and families to identify a subset of students to receive targeted and/or individualized interventions (Tiers II and III) based on their identified needs. Tier II and III services are for students who need more individualized services than what is offered at a school-wide level. Tier II services are provided for small groups of students based on a common need or challenge. This can range from weekly group meetings that address topics like bullying, divorce, neighborhood trauma, and math tutoring to completing college applications.

Tier III or case management services are based on individual student needs and can often involve services to the student's family. These services may be provided directly by the CISNV case manager, or the case manager may connect the students and families to a community provider

expertly equipped to respond to the nature of the presenting challenge. Individual student support plans are created for each student in collaboration with the students, their families, and school personnel. For instance, while working with a student's family to handle a home infestation of bed bugs that prevented the student from being able to come to school, a CISNV Site Coordinator located and negotiated a pro-bono home treatment to end the infestation; the Site Coordinator also worked with local businesses to have new furniture donated and purchased food and clothing that the family could not afford to replace. Throughout this, the Site Coordinator worked closely with the school to ensure that relevant faculty understood the home situation and could work together to keep the student on track academically.

Critical to the Southern and Northeastern NV FSCS initiative, trained CISNV professionals will provide trauma-informed interventions that alleviate emotional and behavioral challenges, enhance coping skills, improve student social-emotional well-being, and bolster academic achievement. All FSCS Site Coordinators and other support staff will receive training in the Developmental Relationships Framework. CISNV helps students increase resiliency and improve their ability to manage trauma, grief, loss, and challenging transitions while taking control of their own stories. Recognizing and addressing trauma and developing students' social and emotional competencies and skills, achieved through positive relationships between trained adults and students, is key to increasing positive outcomes for students working through life transitions.

CPP 2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

The Secretary prioritizes projects designed to take a systemic evidence-based approach to improve underserved students' outcomes by coordinating efforts with Federal, State, or local agencies or community-based organizations to address community violence prevention and intervention.

Research on diversion effectiveness has shifted public policy and programming toward prevention and diversion from youth becoming entangled in the juvenile justice system (Petrosino, 2010). This shift has focused on how communities increase their capacity to respond to juvenile crime and conflict. Furthermore, research suggests that limiting youth contact with the juvenile justice system through diversion processes, and programs can benefit the youth, their family, the community, and the taxpayer (Hobbs et al., 2013).

The Early Intervention Diversion Program is a juvenile diversion program implemented by the Los Angeles County (CA) Probation Department. A 2019 rigorous evaluation showed promising evidence. Youths who participated in the diversion program had statistically significantly fewer rearrests compared with youths who did not participate in the intervention.

Launched in October 2016, The Harbor Juvenile Assessment Center uses a community-based model to divert youth from the juvenile justice system. The Harbor Juvenile Assessment Center is a partnership between The Harbor, the Clark County Department of Juvenile Justice Services, the Clark County Department of Family Services, the Nevada Division of Child and Family Services, the CCSD, the CCSD Police Department, and 10 other state and local family, law enforcement, and juvenile justice partners. The Harbor operates in three Clark County cities: Las Vegas, North Las Vegas, and

Henderson, two of which are targeted by the proposed FSCS initiative.

The Harbor provides a safe place to connect youth and their families to necessary services. The program prevents youth from entering the local juvenile justice system by helping families cope with problem behavior before issues potentially escalate into more serious trouble. Services are tailored to the needs of the youth and include court diversion programs, tutoring, educational support, mentoring, substance abuse interventions, conflict management, job development, counseling, cognitive behavioral therapy, and others.

Youth referred to The Harbor are evaluated to identify any mental health and/or therapeutic needs and any concerning behaviors or situations that warrant interventions. Staff members are trained to identify the strengths and assets of each youth and to help families cope with any underlying issues that may be occurring in their households. The Harbor staff use evidence-based assessment tools to identify the youth's presenting issues and provide service referrals appropriate to the youth's and family's immediate needs. Services are family-centered, considering each family's unique needs and wishes concerning treatment and referrals. The Harbor teams support the family by connecting to the appropriate long-term supportive services within the Clark County community.

According to a recent report from the Clark County Department of Juvenile Justice Services, in 2022, 6,133 youths were provided with assessment/evaluation services or transported to The Harbor by law enforcement (Clark County Department of Juvenile Justice Services, 2023). Among these, most were boys (59%) and either Hispanic (43%) or Black/African American (31%). The youths served by The Harbor in 2022 were as young as eight and up to age 15. Almost two out of every three referrals to The Harbor were from a CCSD school or the CCSD Police Department (61%), while parents or guardians referred another 19%.

Through the Southern and Northeastern NV FSCS initiative, CISNV will partner with The Harbor Juvenile Assessment Center, focusing on students and families referred to them by the initiative's two schools within Clark County School District. In the last year alone (2022), The Harbor received 103 referrals from JD Smith and 80 from Rancho HS. FSCS Site Coordinators will facilitate CISNV case management for referred students not to duplicate services. CISNV case managers will follow up on service referrals and recommendations made for target families. They will help families connect with service providers within 60 days and continue engaging with youth and families regularly to ensure services are completed. FSCS-supported case managers will also help The Harbor will youth and family follow-up surveys to help assess outcomes. In addition, during Year 1 of the grant, the CISNV FSCS planning team will seek to bring this model to the two Northeastern NV school districts and communities, either through an expansion of The Harbor's reach or replicating the model with local law enforcement or some combination of both.

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