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Appendices

1. Need for Project

> The Secretary considers the extent to which the proposed project will provide support, resources, and services; close gaps in educational opportunity; or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project. (2022 FSCS NFP) (10 points)

Introduction: We are resubmitting this application from the previous competition in the Fall of 2022. It was rated close to the rank order cutoff score but missed several points in two sections (Adequacy & Evaluation). The Yakima Consortium members have attempted our best to address these two weaknesses. We also updated all the data in the needs assessment.

Our Communities - Our rural communities on the Yakama Indian Reservation and the Yakima Valley in eastern Washington State are economically distressed, educationally disadvantaged and geographically isolated. Families and youth in these small communities are experiencing learning challenges, unprecedented mental health crisis, high rates of violence and unsafe environments associated with pervasive poverty, cycles of immigration and vast agriculture work. The local economy is driven by an agricultural industry with seasonal farm work, hazardous working conditions, high exposure to pesticides and laborious low-paying jobs. These communities, students, families, and schools are the most underserved with the greatest needs in our state.

Yakima Valley – The fertile Yakima Valley is home to a large Hispanic migrant/ immigrant seasonal farmworker population. The increasing need for intensive farm labor in the 1950-1990s created a continuous cycle of seasonal migration from southern Texas and Mexico bringing many

migrant and immigrant Hispanic farm laborers to work the large agriculture fields and harvest the abundant crops. Many families eventually settled in the Yakima Valley to raise their children in these small rural communities.

A crew of asparagus cutters moves through a field in the fertile Yakima Valley. Hops are in the background. (Jesse Tinsley/ The Spokesman-Review)

Immigrants from Mexico and South America continue the migration cycle.

In the U.S., Yakima County ranks first in the number of all fruit trees, first in production of apples, mint, winter pears and fourth in the value of all fruits. The Yakima Valley alone produces approximately **77%** of the total hops grown in the United States.

These small rural schools serving these communities have been overwhelmed and transformed into a majority low-income, Hispanic, Farmworkers and English Language Learners. Target schools serve a large percentage of minority students, a high percentage of limited English proficient students, and a high number of migrant/ immigrant children with high poverty levels. This rampant poverty, language challenges and harsh working conditions adversely impacts children's and parents' educational attainment, mental health, social, emotional well-being.

Lastly, the assimilation of these migrant/ immigrant children into the local towns/ schools with a different US school system affects their mental health as they encounter a new language, new culture, different norms, and expectations. Many of these factors result in anxiety, stress, fear, anger, violence, isolation, and hopelessness affecting their social and emotional well-being.

Yakama Indian Reservation – This region is also home to the largest and poorest of Washington's **29** Indian Reservations. The **Confederated Tribes and Bands of the Yakama Indian Nation** is made up of **10,081** enrolled tribal members. The Yakama Indian Reservation overlaps onto half of the Yakima Valley, both home to a large Native American and Hispanic migrant/seasonal farmworker and immigrant populations. The Reservation spreads over 1.3 million acres with another 12 million acres of ceded land with the rights to hunt, fish and gather food on this land. There are several small towns on the reservation, which are remotely isolated communities deep into the reservation. The **2** public school districts and **1** tribal school on the reservation have the highest needs and are the poorest in the state with limited resources to address indigenous students' academic, social, and emotional increasing needs.

Similar to other reservations, the Yakamas are experiencing rampant alcohol and substance abuse,

especially among Yakama Native teens. This substance abuse causes and exacerbates other related issues for indigenous families such as high domestic violence, health disparities, rape/sexual assault, suicide, crime, unemployment, and dropouts. All these social ills are directly impacting Yakama students' learning in schools. Historically, Native Americans have experienced a high prevalence of alcoholism with some of the highest rates among minority groups. They also suffer higher rates of suicide and mental illness. Suicide rates among native teens are **2.5** times greater than the national average. They also experience a higher risk of domestic violence. According to a study by the National Institute of Justice, **84%** of American Native women have experienced violence in their lifetime (Rosay, 2016). More than two-thirds (**66%**) say they have been victims of psychological aggression by a partner (Guarnotta, 2018).

The Yakima Valley and Yakama Indian Reservation are in a major drug route for transportation of drugs. "Yakima is one of the principal drug distribution centers in North America," said Steven Freng with the Northwest High Intensity Drug Trafficking Area, a program of the Office of National Drug Control Policy (Boiko-Weyrauch, 2018). This provides students and adults easy access to multiple dangerous illegal drugs.

Broken Promises & Distrust of Government - Early on with the Treaty of 1855 when the US government took away the Yakama Indian Nation's rights to open roaming and hunting lands, confined them to boundaries in a small unwanted reservation land, promised them prosperity, happiness, and sovereignty, many of these promised were broken over the years. Furthermore, when the government converted Fort Simcoe on the reservation into a boarding school for native children and took them away to this school and attempted to forcibly assimilate them into American society by losing their language and culture, a distrust of government was engrained in the history of the Yakama Indian Nation people. For generations, federal policies systematically sought to assimilate and displace Native families and eradicate Native cultures. Over the years, these wrongs and atrocities have caused conflict, tensions, miscommunication, and misinterpretation of the Treaty of

1855 by both parties. It will take decades to rebuild this trust in US governmental institutions. However, in education we are building bridges, regaining their trust and working together to strengthen their tribal control over their children's education, preserve and revitalize their Native language and culture and encourage mutual partnerships.

The following map illustrates the four target communities on the Yakima Indian Nation Reservation and in the Yakima Valley.
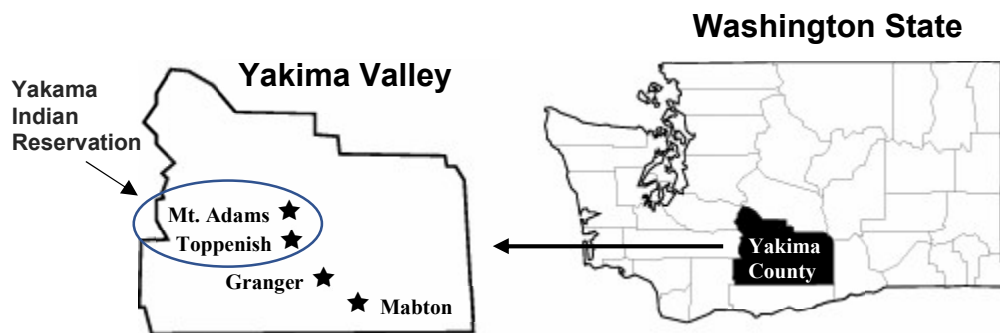
Changing Communities – These evolving demographic changes and overlapping geographic boundaries have converged to transform the **Yakima Valley and Yakama Indian Reservation.** Consequently, these impoverished communities are now home to large Hispanic farmworker and American Indian populations with low educational attainment, extreme poverty, first-generation, limited English-speaking students/ parents, low academic achievement, and high dropout rates. However, they have rich cultures, languages and histories that are strengths and highly valued.

These economically distressed, small, rural communities are faced with immense challenges in educating its population with **36%** of adults having less than a high school diploma. This persistent socioeconomic disadvantage has negative impacts on our families. ***Source*** (U.S. Census 2020)

COVID-19 Disrupts Lives and Learning – In addition to all the above identified educational and health at-risk factors impacting learning and well-being, the pandemic exacerbated these at-risk conditions exponentially. The Coronavirus (COVID-19) unexpectedly disrupted our families' lives and interrupted the learning of our students. Yakima County at its peak had the highest infection and hospitalization rates of any county in the entire west coast (Seattle Times, 2020). The transmission of

COVID-19 into our communities spread rapidly creating havoc across the spectrum of jobs, businesses, hospitals, schools, and churches. As was occurring across the U.S., our students of color, low-income and reservations were disproportionately impacted by this devastating pandemic, economically, educationally, socially, emotionally and their well-being. Communities continue to experience economic hardship.

In transitioning to distance learning, educators, students, and parents experienced insurmountable challenges in adapting to this new remote model of teaching and learning. Consequently, this resulted in enormous student **learning loss** during this dark period, especially for our target low-income, students of color, ELL, immigrant, and American Indian students. Local studies found that this was largely due to one-third **(33%)** of low-income students not having computers or internet at home to access school learning. Furthermore, many monolingual Spanish speaking parents **(45%)** are unable to help students with learning English content. This lack of technology access and English skills in rural communities demonstrates the inequalities compared to more affluent urban families. ***Source*** (School District Parent Survey, 2021-22)

Identifying the Needs – Our **FSCS Yakima Consortium** conducted a comprehensive, participatory and inclusive needs assessment, mapping resources and gap analysis to ensure that all students' and families' needs and the magnitude of those needs were identified. We engaged the assistance of our proposed experienced evaluators to ensure we used reliable and valid methodologies, survey tools and data analysis for a complete and accurate needs assessment to guide our program design and selection of evidence-based programs, curriculum, and activities.

To fully engage all stakeholders in our needs assessment process, parents, students, and teachers were involved along with principals, superintendents, and community partners in identifying the needs and barriers to learning. Our goal was to involve everyone early on to create a sense of ownership in the foundation of the FSCS program design. This assessment involved numerous stakeholders planning meetings, parent focus groups, parent surveys, student surveys, teacher

surveys, input meetings and partnership planning meetings. This strategic and inclusive needs assessment process identified specific needs, created ownership, and informed the foundation of our program design to address the tremendous needs, multiple barriers and formidable challenges to learning and well-being.

Through our needs assessment process and gap analysis, we identified the following four areas of needs within each of the **FSCS Four Pillars** to be addressed for students, families, communities, and neighborhood schools. These findings illustrate the severity/magnitude of the problems, opportunity gaps, academic deficiencies, and mental health conditions to be addressed in the target communities. It further identified the lack of services and the fragmentation in the coordination and delivery of limited services in the schools. Furthermore, our needs assessment data established the **baseline data** benchmarks for the program's objectives and measurable outcomes.

Four Areas of Identified Needs

Pillar 1	Pillar 2	Pillar 3	Pillar 4
Integrated Student Supports at a Community School	Expanded & Enriched Learning Time & Opportunities	Active Family & Community Engagement	Collaborative Leadership & Practices

Assessing the Needs Across All Pillars
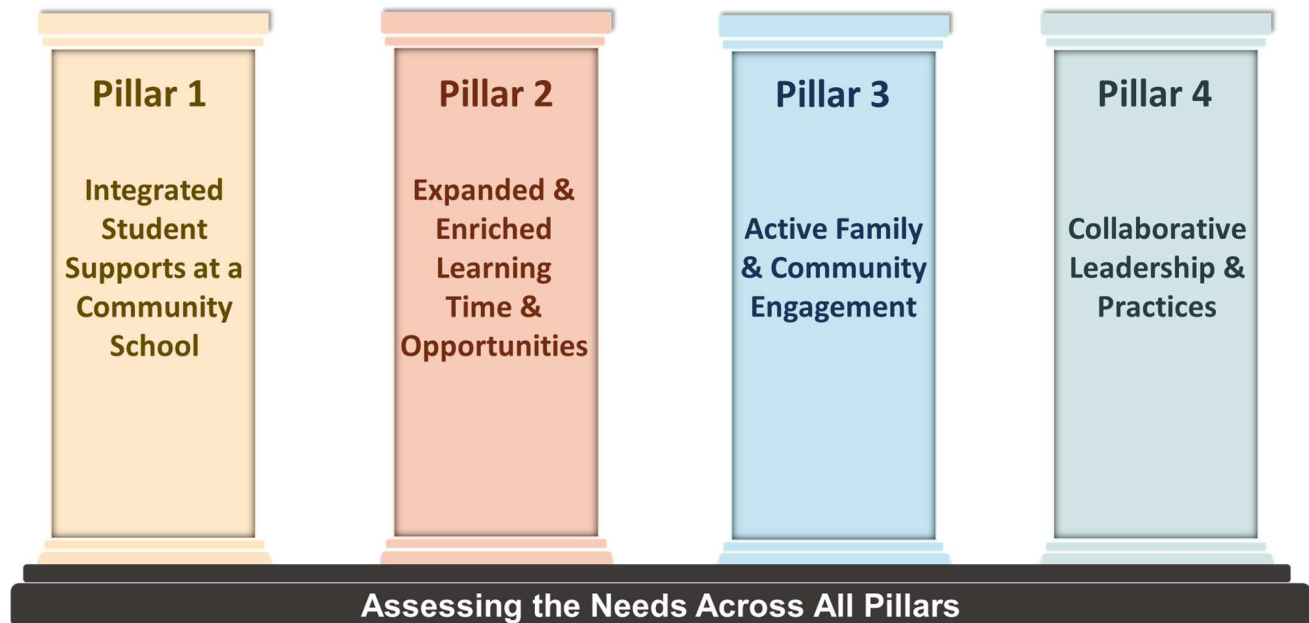
Target Schools/Communities' Demographics & At-Risk Factors

1.a. Diverse Demographics: The following table presents the target students to be served on the Yakama Indian Reservation and in the Yakima Valley. These characteristics include a large percentage of students of color and at-risk factors of high poverty rates, almost half are English Language Learners (ELL) and **19%** are migrant students. These high-poverty small schools have the highest diversity rates and the most needs in the state, receiving less funding than urban schools.

Yakima Indian Reservation Schools Characteristics							
2 School Districts + Tribal School	**Schools**	**Enrollment**	**Ethnicity**		**At-Risk Factors**		
			Native Amer.	**Hispanic**	**FRL**	**ELL**	**Migrant**
Mt. Adams	Harrah Elem	483	46.8%	42.7%	100%	44.9%	19.9%
	Mt. Adams MS	139	48.9%	46.8%	100%	55.4%	16.5%
	White Swan HS	270	58.5%	36.3%	100%	41.5%	20.0%
Toppenish	Garfield Elem	334	8.1%	89.2%	100%	43.4%	14.1%
	Toppenish MS	856	9.0%	88.0%	100%	34.3%	16.7%
	Toppenish HS	979	7.6%	88.8%	98.17%	31.4%	14.7%
Yakama Nation	Tribal School	135	100%	-	100%	-	-
Overall Total/Averages		**3196**	**39.8%**	**56.0%**	**99.7%**	**41.8%**	**17.0%**
Washington State		**1,096,304**	**1.3%**	**25.2%**	**46.7%**	**12.5%**	**2.0%**

Yakima Valley Schools Characteristics							
2 School Districts	**Schools**	**Enrollment**	**Ethnicity**		**At-Risk Factors**		
			Native Amer.	**Hispanic**	**FRL**	**ELL**	**Migrant**
Granger	Roosevelt Elem	600	2.0%	94.7%	100%	50.7%	8.8%
	Granger MS	441	3.6%	95.2%	100%	49.0%	14.5%
	Granger HS	439	2.7%	94.8%	100%	34.4%	15.3%
Mabton	Artz-Fox Elem	411	0.2%	98.3%	100%	43.6%	28.0%
	Jr/Sr High	367	-	97.8%	100%	37.1%	38.1%
Overall Total/Averages		**2,258**	**1.7%**	**96.2%**	**100%**	**43.0%**	**20.9%**
Washington State		**1,096,304**	**1.3%**	**25.2%**	**46.7%**	**12.5%**	**2.0%**
Both Region's Overall Total/ Averages		**2,727**	**20.8%**	**76.1%**	**99.9%**	**42.4%**	**19.0%**

Source (WA State OSPI, School Report Card, 2022-23)

1.b. High Poverty in Communities – Research has shown that poverty negatively affects children's school readiness, their learning, health conditions, crime, drug abuse and other associated conditions such as unemployment, gangs, incarceration, and suicide rates (Brooks-Gunn J. 2012). Unfortunately,

poverty is pervasive in the Yakima Valley and on the Reservation impacting student social development and learning. Poverty here is situational as well as generational with many students not wanting to leave the valley or reservation due to strong cultural family ties, native traditions and helping to support the family unit. Many Natives rely on minimal tribal per capita payments for subsistence. Furthermore, low wages in farm labor are a consequence of many Hispanic families living in poverty. Lastly, other families with limited work skills or disabilities who are struggling economically rely on DSHS state assistance for survival. Yakima County has the largest percentage of families (**57%**) depending on public financial and food stamps assistance in the state (Kids Count 2019). All these adverse factors create a perpetual cycle of poverty in our communities. Accordingly, almost all (**99.9%**) of the target students are low-income. This poverty and its associated at-risk factors cause many students to be at risk of educational failure. These schools with limited resources are experiencing inequities in funding and educational resources.

1.c. Minorities – Students are **96%** students of color in our schools. This transformation has created challenges for schools in teaching Hispanic migrant, immigrant and Yakama Native children arriving unprepared for school by speaking their native language and encountering a new American culture. Learning the English language requires specialized teaching abilities, additional time, and effort in the classroom and beyond the traditional school day and year. *Source* (WA State OSPI, School Report Card, 2022-23)

1.d. English Language Learners (ELL) – Based on survey data, **46%** of parents speak to their children in their native language. This limited English-speaking ability places students at a disadvantage linguistically when entering school resulting in almost half (**42.4%**) considered ELL. Hispanic families speak Spanish at home. Yakama Natives are re-introducing their native Sahaptin language to their children to preserve their traditional way of speaking and for passing on their history by storytelling. Studies have reported that ELL students are considered the most vulnerable populations for academic failure. *Source* (WA State OSPI, School Report Card, 2022-23)

1.e. Rural, Low-Income & Title 1 School-Wide Schools – Based on the Washington state department of education designations, all the target schools are Title 1 School-wide. Two of the 4 school districts are considered Rural and Low-Income Schools (RLIS) based on the USDE Department's website with the following codes – Granger (32) and Mabton (32, 41) School Districts. These rural communities have less local service providers compared to urban communities creating inequalities in accessing needed social, economic and health services.

<p style="text-align:center; color:red;">**Academic Opportunity & Achievement Gaps**</p>

1.f. Low Academic Achievement – An important indicator of academic success is if students are meeting state academic standards as measured by annual state tests. The state administers the Smarter Balanced Assessment (SBA) to measure a student's ability to meet state academic standards in **English** and **mathematics**. These tests are administered to students in elementary, middle and high school. The high school test results serve as the state's graduation requirements and are also used as a predictor of students' academic preparedness for college. Many students in the target schools are not passing the **math** or **Reading** tests. There are significant achievement gaps when comparing target students to their peers (state average) in passing test rates as shown below in schools on the Yakama Reservation and Yakima Valley.

<p style="text-align:center; color:red;">**Yakama Indian Reservation Target Schools (4th grade)**</p>

% of 4th Graders Meeting State Standards READING

- Target Schools: 14.1%
- State Average: 48.9%
- 34.8% Achievement Gap

% of 4th Graders Meeting State Standards MATH

- Target Schools: 11.0%
- State Average: 45.5%
- 34.5% Achievement Gap
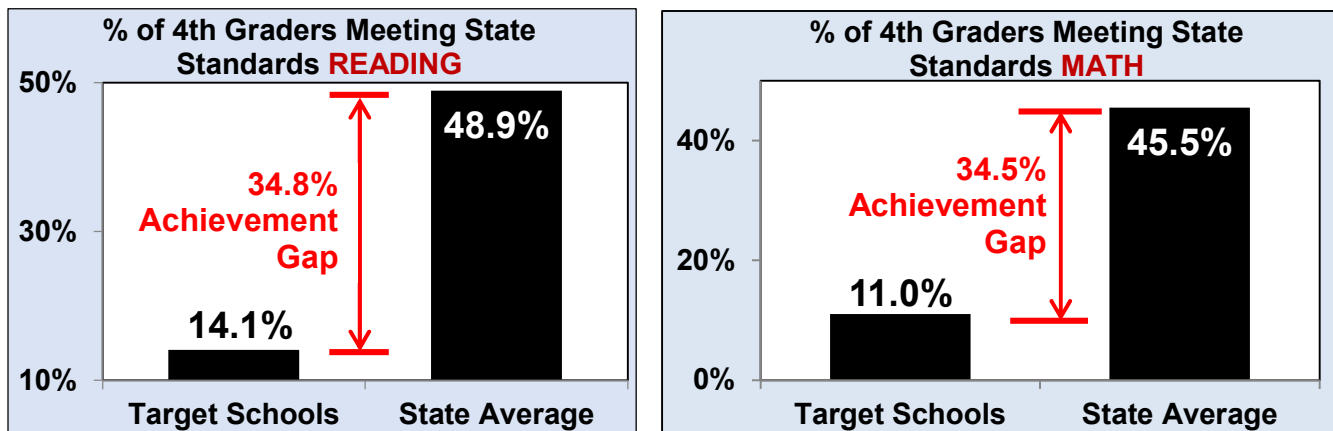
Source (WA State OSPI, School Report Card, 2021-22)

Achievement GAPS by Target Schools on Reservation						
District Name	**School Name**	**Grades Offered**	**Subject**	**All Target Schools Test Scores**	**State Average Test Scores**	**Achievement Gaps**
Mt. Adams	Harrah Elem	Pre-K-6	Math	4.8%	45.5%	**40.7%**
			ELA	8.1%	48.9%	**40.8%**
	White Swan HS	9-12	Math	5.0%	30.8%	**25.8%**
			ELA	25.4%	62.2%	**36.8%**
Toppenish	Garfield Elem	K-5	Math	17.2%	45.5%	**28.3%**
			ELA	20.1%	48.9%	**28.8%**
	Toppenish HS	9-12	Math	11.0%	30.8%	**19.8%**
			ELA	42.0%	62.2%	**20.2%**

Source (WA State OSPI, School Report Card, 2021-22)

Yakima Valley Target Schools (4th grade)
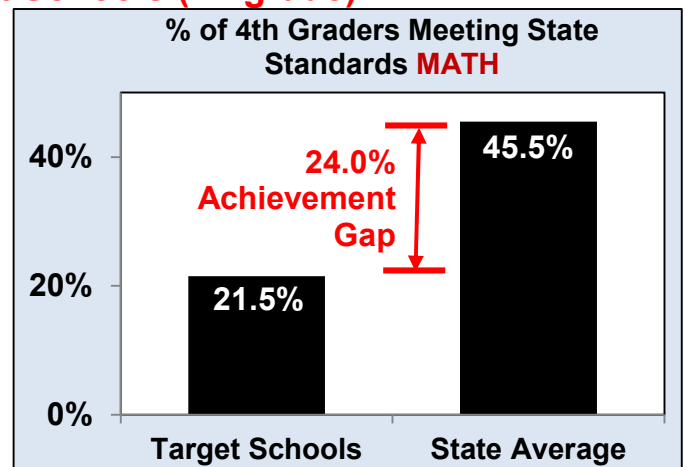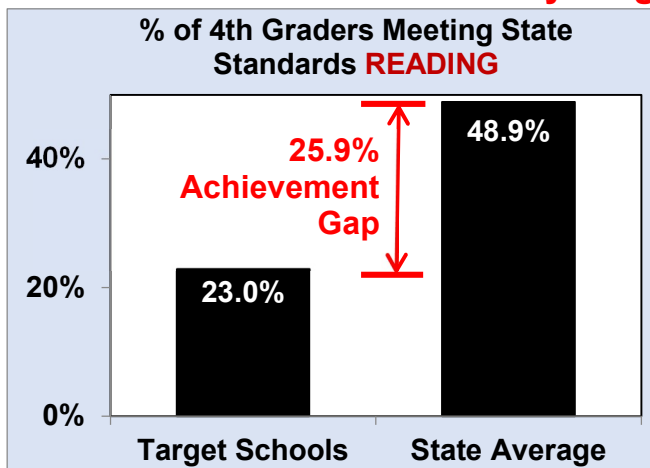
Source (WA State OSPI, School Report Card, 2021-22)

Achievement GAPS by Target Schools in Yakima Valley						
District Name	**School Name**	**Grades Offered**	**Subject**	**All Target Schools Test Scores**	**State Average Test Scores**	**Achievement Gaps**
Granger	Roosevelt Elem	K-4	Math	25.7%	45.5%	**19.8%**
			ELA	24.1%	48.9%	**24.8%**
	Granger HS	9-12	Math	5.0%	30.8%	**25.8%**
			ELA	32.0%	62.2%	**30.2%**
Mabton	Artz-Fox Elem	Pre-K-6	Math	17.3%	45.5%	**28.2%**
			ELA	21.9%	48.9%	**27.0%**
	Jr/Sr High	7-12	Math	4.0%	35.4%	**31.4%**
			ELA	23.7%	51.0%	**27.3%**

Source (WA State OSPI, School Report Card, 2021-22)

These achievement gaps have significant consequences for our communities. The Stanford Center for Policy Analysis found that achievement gaps for racial minorities are correlated with gaps in income, poverty rates, unemployment rates and parents' educational levels.

Well-Being, Mental Health & Behavioral Challenges

1.g. School Safety & Violence – In our needs assessment, we analyzed the state's Healthy Youth Survey (HYS) results to identify students' needs and schools' conditions related to school climate which includes mental health, well-being, violence, and substance abuse. The WA State Healthy Youth Survey is a collaborative effort of the state's education and health agencies. The HYS is an effort to measure health risk behaviors that contribute to morbidity, mortality, and social problems such as alcohol, marijuana, tobacco and other drug use; violence; physical activity; mental health; school climate. Surveys are administered statewide every two years but were suspended during the pandemic.

We analyzed each schools' 8th and 12th grade HYS results to identify high risk behaviors, drug use and school safety indicators. Due to limited table columns space, we selected specific indicators (questions) to present conditions from one school district on the reservation (Mt. Adams) and one district off the reservation (Granger) in the Yakima Valley compared to statewide results. These results are representative of the other target FSCS Consortium schools.

The following table presents risk behaviors including school safety, bullying, and violence. All negative risk factors are above the state averages, which will require intensive interventions.

School Safety & Violence – HYS Results	Grade	Mt. Adams Schools	Granger Schools	State Average
Did not feel safe at school	8	30.9%	26.3%	16.3%
Was in a physical fight in past 12 months	8	32.6%	25.6%	16.7%
Gangs are present in school	8	20.5%	8.9%	6.2%
Bullied in past 30 days	8	26.8%	18.7%	22.7%
Missed school in past 30 days because you felt unsafe at school	8	17.6%	27.3%	9.0%
Did not participate in school activities because felt unsafe in past 30 days	8	35.3%	24.2%	8.5%
Received sexually inappropriate messages online in past 30 days	8	12.5%	3.0%	14.9%
Someone made you engage in kissing, sexual touch or intercourse when did not want to	8	35.7%	-	9.7%
Absent from school in past 30 days	8	74.4%	63.0%	59.3%

Source (Healthy Youth Survey Results, 2021)

1.h. Mental Health – All Mental Health and Well-Being negative risk behaviors in the following table are above the state averages with an alarming rate of (**40%**) attempting suicide in the last 12 months in Mt. Adams's Middle School. Significant prevention/ intervention measures are needed.

Mental Health Well-being – HYS Results	Grade	Mt. Adams Schools	Granger Schools	State Average
Feel sad or hopeless for two weeks or more during the past 12 months	8	56.1%	30.4%	35.0%
Attempted suicide in past 12 months	8	43.7%	12.1%	9.1%
Children are not hopeful	8	20.9%	16.7%	9.2%
Not able to solve problems	8	15.9%	11.9%	6.3%
Worried about parents or guardians losing job(s) due to COVID pandemic	8	55.0%	60.3%	38.8%
Worried right now about not having enough food to eat due to the COVID pandemic	8	47.5%	41.6%	26.0%
No contact with school counselor in past year	8	87.5%	50.0%	64.0%

Source (Healthy Youth Survey Results, 2021)

1.i Substance Abuse – Alcohol and drug use are significantly high, especially on the reservation schools (Mt. Adams) as presented below. The increasing use of prescription **opioid abuse** is higher than the state rates.

Opioid, Alcohol, Tobacco & Other Drugs – HYS Results	Grade	Mt. Adams Schools	Granger Schools	State Average
Used any illegal drug in the past 30 days	8	14.3%	5.0%	3.4%
Smoked a cigarette, even just a puff	8	30.8%	8.7%	8.7%
Used an electronic cigarette, also called e-ciggs, HUUL, or vape pens	8	38.9%	10.0%	10.1%
Drank more than a sip or two of beer, wine or hard liquor	8	36.4%	19.5%	20.8%
Used marijuana	8	22.7%	9.1%	6.4%
Drank a glass, can or bottle of alcohol in past 30 days	8	16.2%	7.1%	3.6%
Used a pain killer to get high in past 30 days	8	2.6%	4.3%	1.0%
Used prescription drugs not prescribed to you	8	9.1%	Not Avail.	1.4%

Source (Healthy Youth Survey Results, 2021)

1.j. Student Discipline Rates – Students attending one of the schools on the reservation, Mt. Adams High School, has a high discipline rate of **6.4%,** double the state rate of **3%**. All other schools are below the state rate. This school is in need of assistance with targeted interventions.

1.k. Low College-Going & Retention Rates – Based on our assessment, we found that only **34.6%** of all low-income students in the target schools attend a postsecondary institution after high school,

compared to **60%** in the state. Of these, approximately **16.2%** attend community colleges and **18.4%** attend four-year universities. ***Source*** (School Building Report 2021-2022)

Pillar 2 – Expanded and Enriched Learning Time and Opportunities . . .

2.a. Limited Out-of-School Learning Opportunities – Through our needs assessment and mapping of services, we identified the **gaps** that exist in out-of-school time (OST) learning opportunities and in-school tutoring at each school. These learning opportunities and tutoring are critical in addressing low achievement and to catch up for the extensive learning loss students suffered during the pandemic. These programs can also provide needed SEL opportunities. The following table illustrates schools that **do** and **do not** have OST learning opportunities.

Gaps in Out of School Time Learning					
	Offers:	**After School**	**Before School**	**Summer School**	**In-School Tutoring**
Mt. Adams	Elem. School	Yes	**No**	**No**	**No**
	Middle School	Yes	**No**	**No**	**No**
Tribal School	K-12	**No**	**No**	Yes	**No**
Mabton	Elem. School	**No**	**No**	Yes	**No**
	Middle School	**No**	**No**	Yes	**No**
Granger	Elem. School	Yes	**No**	**No**	**No**
	Middle School	Yes	**No**	**No**	**No**
Toppenish	Elem. School	Yes	Yes	Yes	Yes
	Middle School	Yes	Yes	**No**	Yes
		No=3 or 33%	**No=7 or 77%**	**No=5 or 55%**	**No=7 or 77%**

Source (ESD 105 Building Survey, Fall 2022)

2.b. Existing After School Programs – As illustrated above, several school sites are offering 21st Century Community Learning Centers After School and Summer Programs provided by Northwest Community Action Center (NCAC), one of our partners. They conducted a need assessment in the development of their program design and the results are below. This provided us with an indication of students' career interests and what fun activities they want offered in addition to the required reading and math instructional and tutoring supports.

Top 3 Student Interests in Careers		
Roosevelt	**Garfield**	**Yakama Nation**
1. Doctor – **35%** 2. Scientist – **6%** 3. Engineer – **6%**	1. Website Designer – **31%** 2. Videogame Designer – **31%** 3. Doctor – **24%**	1. Videogame Designer – **23%** 2. Doctor – **18%** 3. Engineer – **12%**
Top 3 Student Interests in After School/Summer Activities		
Roosevelt	**Garfield**	**Yakama Nation**
1. Sports – **41%** 2. Arts & Crafts – **41%** 3. Computers – **35%**	1. Field Trips – **85%** 2. Building Drones – **54%** 3. Robotics – **52%**	1. Sports – **80%** 2. Clubs – **40%** 3. Leadership – **33%**

2.c. Learning Loss During COVID-19 – The more our region's school districts learned in national studies about wide-spread student learning loss occurring during the pandemic, districts wanted to know more about the severity of their specific students' learning loss. Furthermore, they wanted to identify specific programs and strategies which would assist students with learning loss recovery. Districts used RGI Research Corporation (RGI) to conduct a Learning Loss Study in 2021. RGI Researchers surveyed teachers, the front-line educators, to learn more about the extent of students' learning loss. The extent of learning loss was alarming, but insightful on how to address these devastating conditions. Our students of color have fallen the farthest behind academically during COVID-19 compared other populations.

Learning Loss: Mar 2020-Dec 2020
Average learning loss during remote learning compared to classroom instruction

Math	65%
Reading	68%
Science	70%
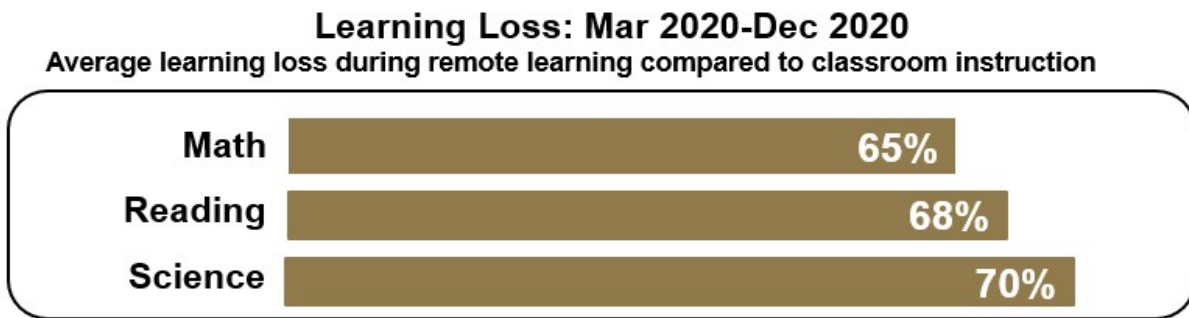
RGI Research Corp Study on Learning Loss Jan 2021

Researchers randomly selected teachers across all the region's school sites and they were asked "What was their students' learning loss from March 2020 to December 2020 during remote learning period compared to in classroom instruction". On average, they indicated the learning loss was **65.3%** for students. Some of the reasons provided were **33%** had insufficient internet/computer access, **70.2%** had difficulty with remote learning and **22.1%** of students did not participate in
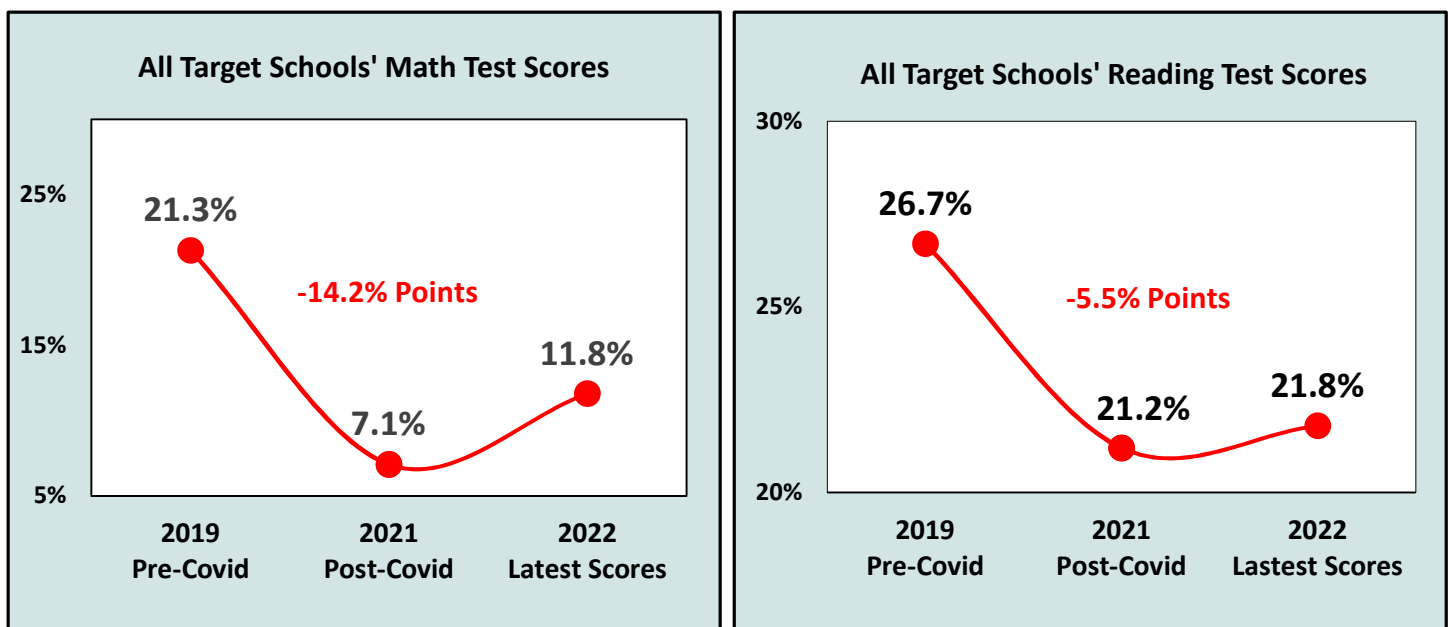
remote learning at all. The results by subject areas were severe as presented below.

Researchers also asked teachers for recommendations on what recovery programs would address their students' severe learning loss. The results are shown in the

Teachers Recommended Recovery Programs	Average
After School	83%
Summer School	68%
High-dosage tutoring	58%
Extended Summer School	48%
Before School	43%
Tutoring using a remote learning model	35%
After school using remote learning model	28%
Learning during school breaks	13%

following table in rank order. These specific recommendations helped our planning team with selecting targeted interventions for our program design.

Updated Academic Learning Loss Data - Most recently in 2023, we analyzed local student test scores to assess current conditions and the lasting impact COVID had on learning loss over the years. We learned that students are slowly recovering academically but have not yet attained pre-pandemic reading and math proficiency levels according to state test scores. The following graphs illustrate the students' learning loss by comparing reading and math proficiency levels to before and after Covid-19 across all the target schools. We also included students' most recent state test scores. This rapid and steep academic decline and slow recovery is unprecedented in modern times. Urgent action is needed to reverse this severe drop ranging from **-14.2 points** in reading to **-5.5** in math in one year.

All Target Schools' Math Test Scores

- 2019 Pre-Covid: 21.3%
- 2021 Post-Covid: 7.1%
- 2022 Latest Scores: 11.8%
- -14.2% Points

All Target Schools' Reading Test Scores

- 2019 Pre-Covid: 26.7%
- 2021 Post-Covid: 21.2%
- 2022 Lastest Scores: 21.8%
- -5.5% Points

Pillar 3 – Active Family and Community Engagement

3.a. Lack of Family Engagement –

Through our needs assessment working with principals, they identified the level of parent engagement in their schools. This consisted of parents coming to school events, parent trainings and other events.

% of Parents Involved in Child's Education		
District	**School**	**%**
Mt. Adams	Elem. School	45%
	Middle School	45%
Mabton	Elem. School	25%
	Middle School	25%
Granger	Elem. School	25%
	Middle School	25%
Toppenish	Elem. School	70%
	Middle School	80%
Tribal School	K-12	50%
	Average	**43%**

Source (Parent Surveys, Oct. 2021)

Some school levels have higher engagement than others. We will prioritize working in schools with lower parent involvement levels.

3.b. Low Educational Attainment Levels – Residents in target communities have <u>low educational attainment levels</u>. In the last decades, the thriving agricultural industry meant that education was not needed to work on farms. In the service area, a staggering **44%** <u>do not</u> have a high school diploma or GED compared to **8.4%** in Washington State and only **4.6%** have a bachelor's degree in target communities compared to **23%** in Washington State. (yakimavalleytrends.org, 2020). However, in today's economy and a growing Agri-Tech sector, a higher level of education is required to earn a living wage.

   3.c. Immigrant Populations – As a result of years of migration cycles from Mexico and South America beginning in the 1950s, our communities have a large immigrant Hispanic population. In the community of Mabton, according to the 2020 Census, **38%** are foreign-born and of those **80%** are not US citizens; in Toppenish **34.9%** are foreign-born and of those **65.7%** are not US citizens; and Granger **27.9%** are foreign-born and of those **77.8%** are not US citizens. Many of these adults/ parents speak limited English, have little education and work in the abundant agriculture industry. Many lack the skills to help their children to learn English, with homework or to answer basic questions about school, homework, or learning.

3.d. Kindergarten School Readiness – The State Education Office developed a Kindergarten **Inventory of Developing Skills Assessment** that measures children's readiness when entering kindergarten. All elementary schools are required to administer this assessment to incoming children. Many children in these communities are not ready/ prepared for school. For example, the percentage of the following students who are **not** school ready include - Garfield at **86%**, Artz-Fox at **75.6%**, Harrah at **65.9%** compared to the state's rate of **49.2%.** Many families are unable to prepare their children for school because of their limited English-speaking abilities, low educational levels, and work long hours in agriculture. (Source: OSPI Sch. Readiness Report 2022)

3.e. Parents' Training Interests Surveys – Northwest Community Action Center operates after school and summer school programs for students and evening parent trainings at some Toppenish and Granger elementary schools and the Tribal School. As part of their planning, they surveyed parents to assess their interests in training topics. They conducted a parent survey in October 2022 with **82** parents responding. Over half of the parents surveyed **(52%)** felt that training on how to help their child with homework was the single most important interest to them, followed by learning computers **(29%)** and parenting skills **(18%)** Source (Parent Surveys, Oct. 2022).

3.f. Parents Lack of College Knowledge – Many parents in the target schools did not attend college and therefore have limited knowledge to assist their children in the college-readiness process. However**, 97%** of parents want their child to go to college. Based on Parent Survey data, **45%** of parents speak Spanish as their primary language, **85%** are unfamiliar with college entrance requirements/ courses and **91%** do not know about financial aid assistance. Lastly, **93%** want more information about how their child can go to college. ***Source*** (Parent Survey, 2020-21)

3.g. Lack of Community Engagement – In mapping of resources in schools, we identified if any external organizations were providing parent education or trainings at their school buildings. The following table illustrates significant gaps with almost no training delivered at schools.

Parent Services Offered at Schools (Gaps)								
District	School	Citizenship Classes	Parent ESL	Parent/ Adult Basic Skills	GED Instructional	Computer Skills	Parent Mental Health	Job Training
Granger	Elem. School	No	No	No	No	No	No	No
	Middle School	No	No	No	No	No	No	No
Tribal School	6-12	No	No	No	No	No	No	No
Toppenish	Elem. School	No	No	No	No	No	No	No
	Middle School	No	No	No	No	Yes	No	No
Mt. Adams	Elem. School	No	Yes	No	No	No	No	No
	Middle School	No	Yes	No	No	No	No	No
Mabton	Elem. School	No	Yes	No	No	No	No	No
	Middle School	No	Yes	No	No	No	No	No

Source (ESD 105 School Building Survey, Fall 2022)

Our resource mapping also identified if schools had any services or information to make referrals for the following needs or services. The following table shows there are minimal medical, housing or transportation services or information at the school sites for families.

Community Resources Offered at Schools and Gaps							
District	School	Housing Resources	Transportation Resources	Nutritional Services	Health Services	Dental Services	Vision Care
Mt. Adams	Elem. School	No	No	No	No	No	No
	Middle School	No	No	No	No	No	No
Mabton	Elem. School	No	No	No	No	No	No
	Middle School	No	No	No	No	No	No
Granger	Elem. School	Yes	No	Yes	No	No	No
	Middle School	Yes	No	Yes	No	No	No
Toppenish	Elem. School	Yes	Yes	Yes	Yes	Yes	Yes
	Middle School	Yes	Yes	No	Yes	Yes	Yes
Tribal School	K-12	Yes	Yes	Yes	Yes	Yes	Yes

Source (ESD 105 Building Survey, Fall 2022)

Given this lack of services offered in school buildings, a coordinated approach is needed to address this fragmentation of services.

USDE's research supporting the successful implementation of a Full-Service Community Schools requires three essential and integrated components working in unison to achieve its goals. (Institute for Educational Leadership, 2017). These components include a **1)** Full-time School Community School Coordinator at each school, **2)** a School-wide Leadership Team in each building and **3)** a Community-wide Leadership Team in each community. In our needs assessment, we asked principals if they had any of these components in their schools or community. The table below shows that almost none have any of these elements in their schools.

Essential Components for a Full-Service Community School				
District	**School**	**4a. School Community Coordinator**	**Leadership Teams**	
			4b. School-Wide	**4c. Community-Wide**
Mt. Adams	Elem. School	**No**	**No**	**No**
	Middle School	**No**	**No**	**No**
Tribal School	K-12	**No**	**No**	**No**
Mabton	Elem. School	**No**	**No**	Yes
	Middle School	**No**	**No**	Yes
Granger	Elem. School	**No**	Yes	**No**
	Middle School	**No**	Yes	**No**
Toppenish	Elem. School	**No**	**No**	Yes
	Middle School	**No**	**No**	Yes

Source (School District Survey, Fall 2022)

Summary of the Needs, Gaps, & Educational Opportunities - The target neighborhood schools are small, rural, and isolated with over **50%** on the Yakima Indian Reservation having limited financial resources. All students' low academic achievement was exacerbated due to COVID-19's severe learning loss resulting in large academic achievement gaps. Based on our needs assessment, many students are considered at risk of educational failure and require supplemental academic and other learning, social and health supports. During the pandemic, many students and families experienced an extraordinary year of social-emotional and mental health challenges resulting in further academic decline and an unprecedented mental health crisis. These schools are responsible for teaching the highest need students with the lowest state funding levels.

All the partners engaged in comprehensive and participatory planning sessions to ensure FSCS academic and wrap-around services address the magnitude of the identified needs with evidence-based, culturally appropriate and the most efficient program design for maximum impact. Connecting the sparsity of school-home-community resources are essential to the well-being of students and for enhancing equity of opportunity for them to succeed at school and beyond (National Initiative for Transforming Student & Learning Supports, 2022). Weaving together school and community resources is critical to increasing the impact of available resources for students. These learning supports also address educational disparities for students of color.

FSCS presents an extraordinary opportunity to support these historically underserved students and families of color in high-poverty neighborhood schools for overcoming multiple identified at-risk factors and the inequality of access to services. This effort will require schools, families and communities working together in a unified, integrated, and holistic approach in addressing these unprecedented educational challenges before us. FSCS proposes to break the generational cycle of poverty by providing greater equality and accessibility to educational, social and health care opportunities. This will provide greater economic opportunity and upward mobility for families. Test scores are down, violence is up - education is facing a crisis unlike anything seen in decades.

The Yakima Consortium has developed an equitable comprehensive program design using the essential four pillars framework targeting interventions for closing the unique achievement gaps, addressing severe learning losses, and addressing their social-emotional well-being. This design promises to be evolutionary and transformative in how schools and community services are accessed and delivered. The next section presents our program design for preparing students and families for academic, college and workforce success. Community partners and schools need to **join forces** and take **swift action** now to stop conditions going in the wrong direction.

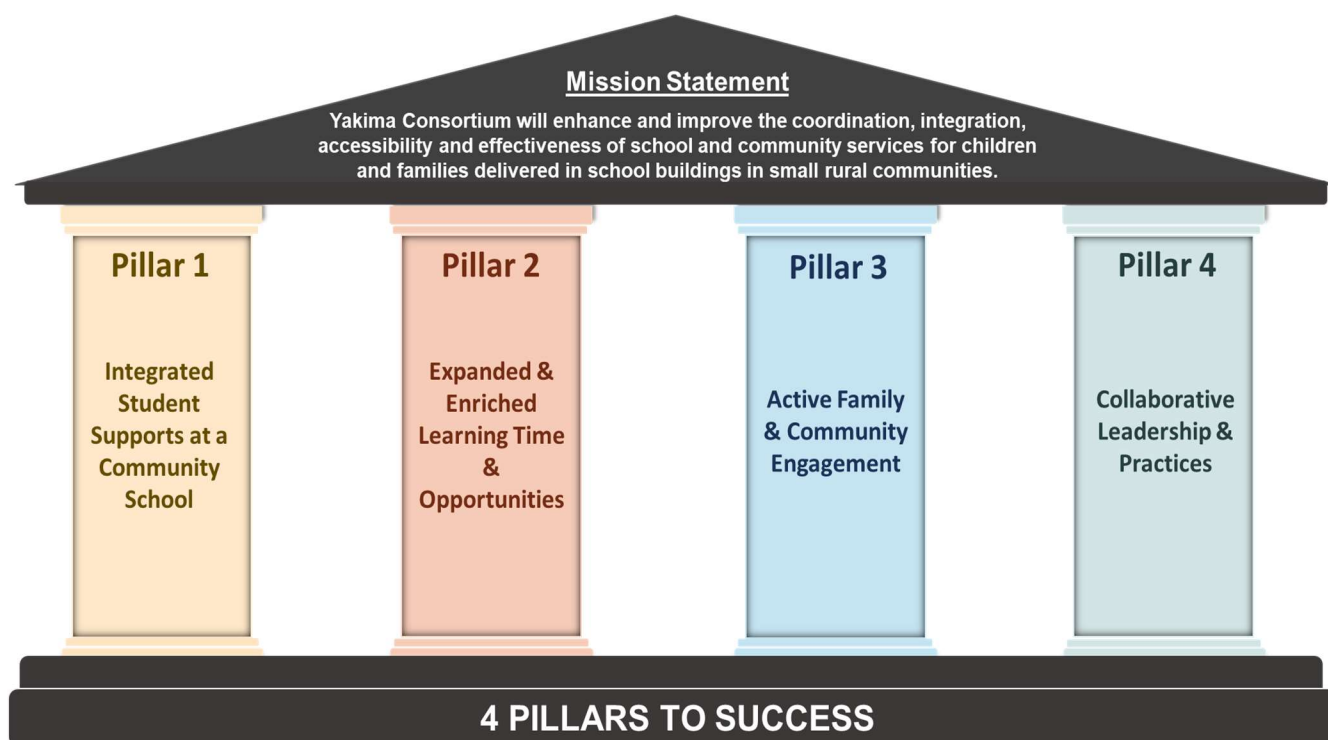## 2. Quality of the Project Design

A)	The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives (15 points.).
B)	The extent to which the proposed project demonstrates a rationale (10 points.).

Who We Are - The **Yakima Consortium** includes **4** small, rural diverse school districts, 1 BIE Tribal School, Educational Service District 105, Communities In Schools (CIS) and community partners. We are proposing to serve **5** schools on the Yakama Indian Reservation and **4** schools in the Yakima Valley located in eastern Washington State for a total of **9** schools in **4** small rural communities. The regional Educational Service District 105 (ESD105) will serve as the applicant and managing organization.

   Why ESD 105 – The Consortium selected ESD 105 as the applicant to lead this effort because of its working history, its track record of effectively managing federal grants, fiscal responsibility, and their established relationship with school districts in this region as the organization providing them professional development, technical assistance, and supportive educational services. The Consortia proposes to use ESD 105's established service delivery infrastructure in partnership with school districts and key community partners to serve 9 schools with Full-Service Community Schools services. The consortium's plan to utilize ESD 105's service delivery infrastructure, in partnership with school districts, Communities In Schools and key community partners, ensures the effective implementation of Full-Service Community Schools services for the benefit of the selected schools.

   Our partners' similarities, problems, demographics, geographic proximity, limited resources, and a desire to take action, united us to form the Yakima Consortia. We recognize that collectively, our synergy, knowledge, experience and leveraging combined resources can better address the range of unprecedented educational, social, emotional, mental health, school safety and behavioral health needs of students and families. We value coordinated collaboration.

Pillars to Success – The Yakima Consortium has embodied the FSCS 4 Pillars to Success and has designed the program accordingly. All the proposed programs, services and activities are organized and presented by each of the 4 pillars. This ensures that there is alignment with identified needs, objectives, and measurable outcomes and that each pillar reinforces each other. This further ensures that the foundation of our program design is solid, integrated, and comprehensive in our approach of service delivery in target schools and communities. The following illustration includes our mission statement and the four pillars to success.

Mission Statement

Yakima Consortium will enhance and improve the coordination, integration, accessibility and effectiveness of school and community services for children and families delivered in school buildings in small rural communities.

Pillar 1	Pillar 2	Pillar 3	Pillar 4
Integrated Student Supports at a Community School	Expanded & Enriched Learning Time & Opportunities	Active Family & Community Engagement	Collaborative Leadership & Practices

4 PILLARS TO SUCCESS

What We Plan Achieve – The Consortium's FSCS proposes to locate a School Community Coordinator in each elementary, middle school and the Tribal School. In partnership with community and educational partners, the Consortia will create a **continuum** of integrated services from **preschool** to **postsecondary** in the target communities. The Consortium's community and educational service providers will fill in the gaps with new services for preschool, middle/ high school and postsecondary. Below is the proposed visual continuum of services showing service providers at each progressive learning level.

Continuum of Services

Preschool	Elementary	Middle School	High School	Post Secondary
Pre-K	K-5	6-8	9-12	4-Year Degree

- Early Child Education
- Inspire Development
- Epic Head Start

FSCS School Community Coordinator

FSCS School Community Coordinator

College Access University of Washington GEAR UP Program

Heritage University Yakima Valley College
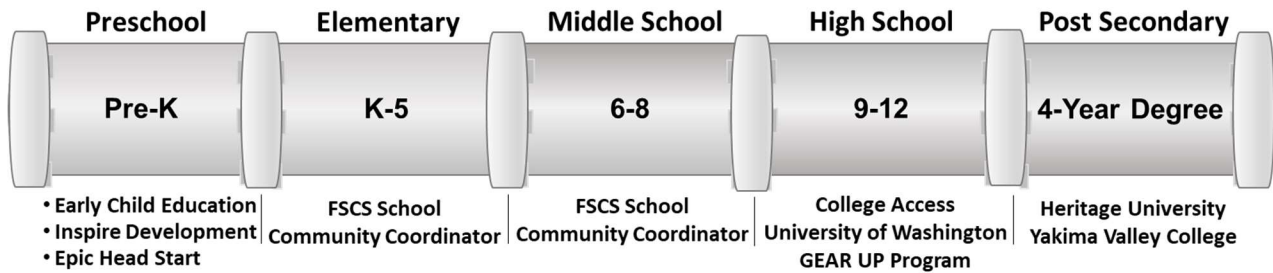
Developing the Program Design – The Consortium conducted a strategic, comprehensive, and participatory approach in developing our program design. Our goal was to ensure that the range of identified needs would be thoroughly addressed using evidence-based, culturally, and linguistically appropriate programs, practices, curriculum and activities for Native American and Hispanic students and families. The plan addresses the many inequalities faced by these diverse rural communities. Furthermore, we developed a plan that operationalizes the 4 Pillars with school-based integrated services. The development of the program design included several strategic steps and processes as illustrated in the following diagram.

Strategic Development Steps for the Program Design

Step 1	Step 2	Step 3
Strategy Formulation Process/Model	Strategic Alignment Matrix	Development of Objectives and Outcomes

Step 4	Step 5
Rationale/ Logic Model	Service Delivery Integrated Plan
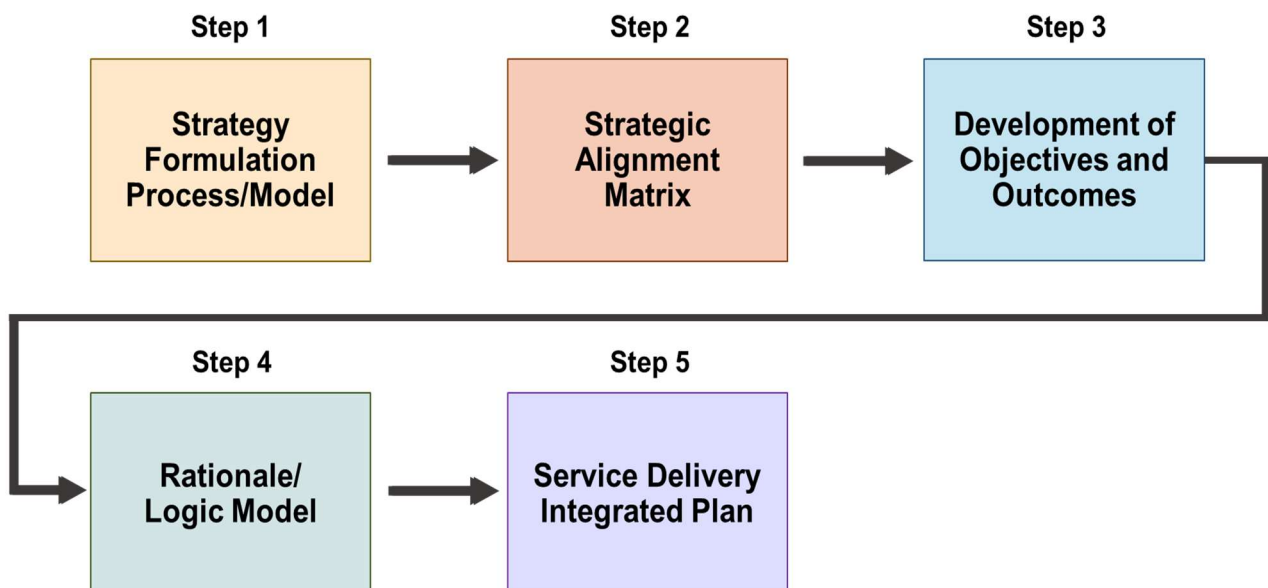
Each of these steps/ processes required intensive and expansive collaborations by all partners to properly address the multiple identified needs and gaps. Our goal was to select the most effective evidenced-based practices, programs, and activities to achieve our objectives.
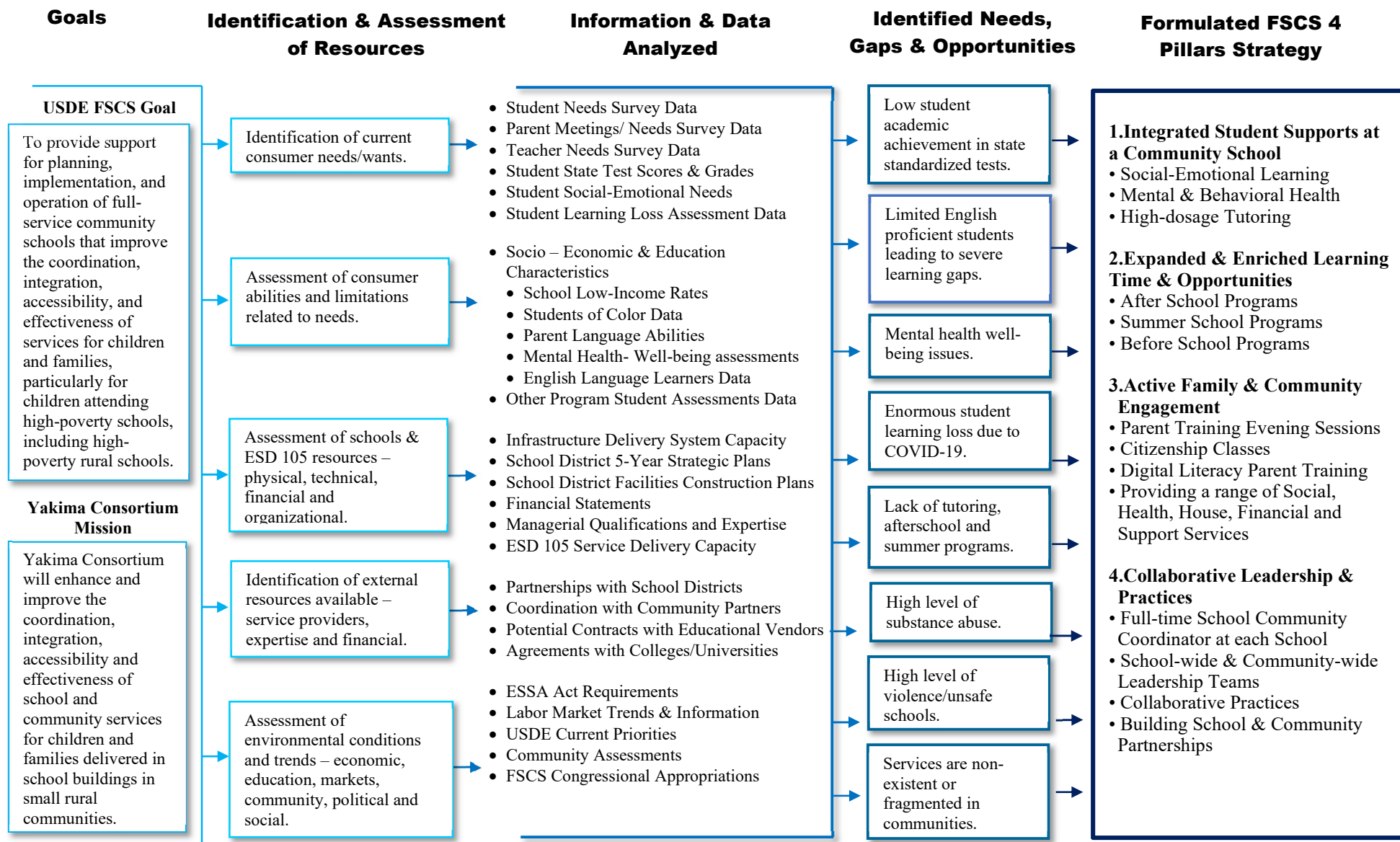
STEP 1 – Strategy Formulation Process/ Model

The Yakima Consortium partners used a Strategy Formulation Model to ensure that the most appropriate strategies, programs, and services would address the identified gaps, opportunities, weaknesses and needs of the students and families. Using all the information accumulated, analyzed, and learned, the Consortium members participated in a strategy formulation planning process. To ensure that the appropriate strategies were selected, we used the "Strategy Process Model" developed by Henry Mintzberg in 1995. This proven management instrument is used as a strategy formulation model for businesses and organizations to select the best course of action given limited resources. The model considers all the necessary variables through a planning formulation process, which results in selecting the best strategy to achieve the desired outcomes. The variables we utilized were consumer needs, consumer wants, consumer capabilities, assets, organizational resources (physical, technical, financial, and organizational), available external resources and local/regional school information. The proposed evaluators participated and assisted in facilitating this process. This ensured that appropriate needs assessment data was analyzed, and evidence-based strategies were selected that align with the intent of FSCS. Furthermore, this process guided us to identify and deploy the most effective and efficient use of resources and strategies to achieve our desired outcomes. The process guided us through the various steps that resulted in identifying four **FSCS Strategies**. Step Two begins where the strategy formulation model ends and starts with the alignment of services.

The chart on the following page visually illustrates the Step 1 process, assessment of resources, analyzed data, identified needs/gaps, assets and formulated FSCS strategies.

ESD 105 Yakima Consortium – Full-Service Community Schools

STRATEGY FORMULATION PROCESS MODEL*

Goals	Identification & Assessment of Resources	Information & Data Analyzed	Identified Needs, Gaps & Opportunities	Formulated FSCS 4 Pillars Strategy

USDE FSCS Goal

To provide support for planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.

Yakima Consortium Mission

Yakima Consortium will enhance and improve the coordination, integration, accessibility and effectiveness of school and community services for children and families delivered in school buildings in small rural communities.

Identification of current consumer needs/wants.

Assessment of consumer abilities and limitations related to needs.

Assessment of schools & ESD 105 resources – physical, technical, financial and organizational.

Identification of external resources available – service providers, expertise and financial.

Assessment of environmental conditions and trends – economic, education, markets, community, political and social.

- Student Needs Survey Data
- Parent Meetings/ Needs Survey Data
- Teacher Needs Survey Data
- Student State Test Scores & Grades
- Student Social-Emotional Needs
- Student Learning Loss Assessment Data

- Socio – Economic & Education Characteristics
  - School Low-Income Rates
  - Students of Color Data
  - Parent Language Abilities
  - Mental Health- Well-being assessments
  - English Language Learners Data
- Other Program Student Assessments Data

- Infrastructure Delivery System Capacity
- School District 5-Year Strategic Plans
- School District Facilities Construction Plans
- Financial Statements
- Managerial Qualifications and Expertise
- ESD 105 Service Delivery Capacity

- Partnerships with School Districts
- Coordination with Community Partners
- Potential Contracts with Educational Vendors
- Agreements with Colleges/Universities

- ESSA Act Requirements
- Labor Market Trends & Information
- USDE Current Priorities
- Community Assessments
- FSCS Congressional Appropriations

Low student academic achievement in state standardized tests.

Limited English proficient students leading to severe learning gaps.

Mental health well-being issues.

Enormous student learning loss due to COVID-19.

Lack of tutoring, afterschool and summer programs.

High level of substance abuse.

High level of violence/unsafe schools.

Services are non-existent or fragmented in communities.

1. Integrated Student Supports at a Community School
- Social-Emotional Learning
- Mental & Behavioral Health
- High-dosage Tutoring

2. Expanded & Enriched Learning Time & Opportunities
- After School Programs
- Summer School Programs
- Before School Programs

3. Active Family & Community Engagement
- Parent Training Evening Sessions
- Citizenship Classes
- Digital Literacy Parent Training
- Providing a range of Social, Health, House, Financial and Support Services

4. Collaborative Leadership & Practices
- Full-time School Community Coordinator at each School
- School-wide & Community-wide Leadership Teams
- Collaborative Practices
- Building School & Community Partnerships

* Modification of Strategy Process Model by Henry Mintzberg, 1995

Step 2 – Strategic Alignment of FSCS Program Design Components

In our next planning process, the Consortium Partners wanted to ensure that all FSCS components were aligned with identified needs, services, and objectives for achieving our proposed outcomes. Also, we wanted to ensure that selected services were evidence-based. In this next planning process, we used a Strategic Alignment Process undertaken by businesses and public organizations. We selected a science-based management approach with a proven methodology framework to align all our FSCS components for maximum impact. This framework connects all critical components to be in strategic alignment to achieve the intended results.

The **Strategic Alignment Matrix** was completed together with all the Consortium partners engaged in a robust working session. This process engaged partners in critically reviewing how programs and services impact learning, achievement, behaviors, families, students, and communities. This exercise allowed the Consortium partners to review all the components and identify specific gaps in programs/ services, find misaligned objectives/ outcomes and make necessary adjustments to our program design to maximize alignment and impact. This also identified where community resources were needed. Furthermore, it made partners review the level of evidence of effectiveness for each service in deciding which to select (rationale) for our FSCS Program.

At the end of the working session, we ensured that all FSCS components were strategically aligned with our intended objectives and measurable outcomes and that all had **relevant and evidence findings of their effectiveness.** Results from this rigorous process included a **Strategic Alignment Matrix** that clearly shows all the key relationships and alignment between all FSCS components directly addressing the identified needs. Once completed, we asked the partners to share the matrix with their school educators to validate this alignment. After validation by the educators, our partners are confident that we reached a high level of programmatic alignment ensuring an effective FSCS program design. We simultaneously developed our logic model with this Strategic Alignment Matrix found on the next pages.

Strategic Alignment Matrix for the 4 Pillars of FSCS Program Design

Needs Identified	Services selected to address needs	Evidence Standard	Grade Levels	Objectives to be achieved
Pillar 1. Integrated Student Supports at a Community School				
1a. Diverse Demographics 1b. High Poverty 1c. High # of Minorities 1d. High # of ELL Students 1f. Low Academic Achievement	21st CCLC Afterschool/Summer Programming, High Dosage Tutoring, Social Emotional Learning (ESL), Migrant Services, Early Childhood Education, Citizenship, Digital Learning, Mentoring, MTSS/PBIS, Medical, Dental, Nutritional, Criminal Justice, Food Pantry	Every Student Succeeds Act (ESSA) Tier 1-3 (Strong-Moderate, Promising)	PreK-12	1a. By the end of each year, the integration of new partners delivering school-based services will increase by 10%. 1b. By the end of 4th grade, the percentage of students meeting the standard on the state administered proficiency exams in Reading will increase to 35%.
1g. Need School Safety/ Violence Prevention	Criminal Justice Services, Local Police Department and Sheriff Office trainings, Northwest Justice Project, MTSS/PBIS, SEL, Neighborhood Watch Programs, Housing Programs, Yakama Nation Victim Response Program, The Lighthouse – Domestic Violence Prevention, Educational Advocates – Juvenile Rehabilitation	ESSA Tier 1-3 (Strong-Moderate, Promising)	6-12	1c. By the end of 4th grade, the percentage of students meeting the standard on the state administered proficiency exams in Math will increase to 20%.
1h. Need Mental Health Services	Yakama Nation Behavioral Health, Together 105 Treatment Services, Educational Advocates, FSCSC School-Based Mental Health Counselor & Behavioral Health Specialist, Suicide Prevention & Behavior Health Navigation, Social-Emotional Learning	ESSA Tier 1-4 (Strong-Moderate, Promising, Demonstrated Rationale)	K-12	1d. By the end of 6th grade, the percentage of students meeting the standard on the state administered proficiency exams in Reading will increase to 26%.
1i. Need Substance Abuse Prevention	Together 105 Treatment Services, Yakama Nation Behavioral Health, ESD 105 School Climate Transformation Substance and Opioid Abuse Prevention	ESSA Tier 1-4 (Strong-Demonstrated Rationale)	6-12	1e. By the end of 6th grade, the percentage of students meeting the standard on the state administered proficiency exams in Math will increase to 18%.
1j. High Discipline Rates	MTSS/PBIS, SEL, 21st CCLC, Mentoring, Tutoring, Juvenile Justice, Attendance Follow-up Initiative	ESSA Tier 1-2 (Strong-Moderate)	6-12	
1k. Low College Enrollment	21st CCLC, UW GEAR UP, Career Connected Learning, Tutoring, Mentoring, SEL, Heritage University – HEP/CAMP, YVC- Adult Basic Education	ESSA Tier 1-2 (Strong-Moderate)	6-Post Secondary	1f. Each year, the school climate of each school will improve by 10%.
Pillar 2. Expanded & Enriched Learning Time & Opportunities				
2a. Limited Out-of-School Learning Time	21st CCLC Afterschool & Summer Programming, SEL, High-Dosage Tutoring, Mentoring, Enrichment Activities – Drama, Art, Culinary, Robotics, Drones, Cultural Storytelling, Sahaptin Language Preservation	ESSA Tier 1-3 (Strong, Moderate & Promising)	K-12	2a. By the end of first year, the number of out-of-school opportunities will increase to 75% and maintained.
2b. Lack of After School Programs	21st CCLC Afterschool & Summer Programming	ESSA Tier 1-3 (Strong- Moderate, Promising)	K-12	2b. By the end of first year, the number of tutoring opportunities will increase to 85% of schools.

2c. Significant Learning Loss	High-Dosage Tutoring, 21st CCLC Afterschool & Summer Programming	ESSA Tier 1-2 (Strong-Moderate)	K-12	
Pillar 3. Active Family & Community Engagement				
3a. Lack of Family Engagement	21st CCLC – Family Engagement Activities, Citizenship, Adult Basic Education, Parenting Classes, SEL, Digital Literacy, Financial Literacy, Health & Mental Health Literacy	ESSA Tier 2 (Moderate Evidence)	Adult Family Services	3a. By the end of each year, parent engagement in the schools will increase by 8 points each year from a baseline of 43%.
3b. Low Educational Attainment	Adult Basic Education, English as a Second Language (ESL), Citizenship Training, Parenting, Financial Literacy, High School Equivalency Diploma (HEP)	ESSA Tier 1-3 (Strong- Moderate, Promising)	Adult Family Services	
3c. Immigrant Populations	Citizenship, ESL, Immigrant Legal Services, Domestic Violence Services, Public Housing Authority, Financial Literacy	ESSA Tier 2 (Moderate Evidence)	Adult Family Services	3b. By the end of each year, the number of community services offered at the school buildings will increase by 10 new services from a baseline of 5.
3d. Kindergarten School Readiness 3e. Parents Training Interests	Parenting Training, Early Learning Childhood Services (Inspire, EPIC, Yakama Nation Head Start, HU Early Learning Center), English as a Second Language, Digital Literacy, U.S. Citizenship and Naturalization Services and Training, Financial Literacy	ESSA Tier 1-3 (Strong- Moderate, Promising)	Adult Family Services	
3f. Parents Lack of College Knowledge	UW GEAR UP – FAFSA, College Entrance Requirements, Financial Aid Workshops, College Visits, Parent Training Nights and College Fairs	ESSA Tier 2 (Moderate Evidence)	Adult Family Services	
3g. Lack of Community Engagement	1 School Community Coordinator at each school, Community-Wide Leadership Teams, 21st CCLC	ESSA Tier 2 (Moderate Evidence)	Adult Family Services	
Pillar 4. Collaborative Leadership & Practices				
4a. No School Community Coordinators in schools	Locate 9 School Community Coordinators (1 at each Sch) to provide leadership in collaborating and accessing community services at each of the 9 school buildings.	ESSA Tier 2 (Moderate)	Adult Family Services	4a. By the end of the first year, one School Community Coordinator will be placed in each school building. 4b. By the end of the first year, a School-Wide Leadership Team will be established and functional in each school building.
4b. Lack of School - wide Leadership Teams in schools	Establish a School-Wide Leadership Team at each of 9 schools to coordinate, access and provide services or make referrals for needed services.	ESSA Tier 2 (Moderate)	Adult Family Services	
4c. Lack of Community -wide Leadership Teams in schools	Establish a Community-Wide Leadership Team at each of 4 communities to coordinate, access and relocate services to be delivered at school buildings.	ESSA Tier 2-4 (Moderate-Promising, Rationale)	Adult Family Services	4c. By the end of the first year, a Community-Wide Leadership Team will be established and functional in each community.

Once the alignment was completed, the Yakima Consortium schools, and community partners adopted the following Mission Statement.

Mission Statement

> **Yakima Consortium will enhance and improve the coordination, integration, accessibility and effectiveness of school and community services for children and families delivered in school buildings in small rural diverse communities.**

STEP 3 - Objectives & Measurable Outcomes

To realize this shared mission, the Consortium partners developed the following objectives and measurable outcomes that align with the four FSCS Pillars. These also address the required FSCS activities, four areas of identified needs and Absolute/ Competitive Preferences. These outcomes are also aligned with the FSCS Performance Measures and USDE FSCS objectives. Baseline data was identified and used from the needs assessment to establish ambitious, but achievable project outcome targets.

References to "addressing each need" links are found after each objective below. We have learned that these stated linked relationships result in a more cohesive program implementation and effective strategy execution by project personnel.

Pillar #1	**Objective #1: To integrate school supports through community partnerships to provide a range of academic, social, mental, safety and economic services.**
Objective Addresses Needs: Pillar 1 & 2 – 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c	
Measurable Outcomes	
1a. By the end of each year, the integration of new partners delivering school-based services will increase **10%** from a baseline to be determined as measured by signed community partnership agreements.	
1b. By the end of **4th** grade, the percentage of students meeting the standard on the state administered proficiency exams in **Reading** will increase from a baseline of **18.2%** to **35%** as measured by the State Exam Scores.	
1c. By the end of **4th** grade, the percentage of students meeting the standard on the state administered proficiency exams in **Math** will increase from a baseline of **15.4%** to **20%** as measured by the State Exam Scores.	

1d. By the end of **6th** grade, the percentage of students meeting the standard on the state administered proficiency exams in **Reading** will increase from a baseline of **18.8%** to **26%** as measured by the State Exam Scores.
1e. By the end of **6th** grade, the percentage of students meeting the standard on the state administered proficiency exams in **Math** will increase from a baseline of **11.7%** to **18%** as measured by the State Exam Scores.
1f. Each year, the school climate of each school will improve by **10%** as measured by the Healthy Youth Survey.

Pillar #2	**Objective #2: To increase the out-of-school learning opportunities for all students to address academic achievement gaps, learning loss and social-emotional learning.**
Objective Addresses Needs: Pillar 1 & 2 – 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c	
Measurable Outcomes	
2a. By the end of first year, the number of out-of-school opportunities will increase from a baseline of **55%** to **75%** and be maintained as measured by reviewing each buildings offerings.	
2b. By the end of each year, schools offering tutoring opportunities will increase from a baseline of **77%** to 8**5%** and be maintained as measured by school tutoring attendance rosters.	

Pillar #3	**Objective #3: To increase parent and community engagement to improve academic success, well-being and economic conditions.**
Objective Addresses Needs: Pillar 3 – 3a, 3b, 3c, 3d, 3e, 3f, 3g	
Measurable Outcomes	
3a. By the end of each year, parent engagement in the schools will increase by **8 points** from a baseline of **43**% as measured by parent activities offered and participant rosters.	
3b. By the end of each year, the number of community services offered at the school buildings will increase by **10** new services from a baseline of **5** as measured by a review of each school building's offerings and participation levels.	

Pillar #4	**Objective #4: To increase collaborative and working relationships with school personnel and community service providers.**
Objective Addresses Needs: Pillar 1-3 – 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 3a, 3d, 3e, 3g	
Measurable Outcomes	
4a. By the end of the first year, **one School Community Coordinator** will be placed in each participating school building as measured by personnel records and location assignments.	

4b. By the end of the first year, a **School-wide Leadership Team** will be established and functional in each building as measured by meeting agendas and attendance rosters.

4c. By the end of the first year, a **Community-wide Leadership Team** will be established and functional in each community as measured by meeting agendas and attendance rosters.

STEP 4 – Rationale & Logic Model

Our **rationale** for selecting interventions and services for target students and families is based on U.S. Department of Education's 34 CFR 17.1(c) definition. This definition requires that key components of selected interventions are informed by research or evaluation findings likely to improve relevant outcomes. Accordingly, we have selected evidence-based programs meeting these conditions. Two examples, Social-Emotional Learning and High-Dosage Tutoring are presented below with supporting evidence of their effectiveness. All other programs and activities are presented in the Services Section with information about the level of evidence supporting their success whether it's promising, moderate, or strong evidence. Furthermore, specific evidence was cited for each program or service in the Strategic Alignment Matrix.

Our selection or rationale of programs was further informed by our needs assessment, academic research and other evaluation findings designed to improve project/student outcomes. The selection of our program rationale included all stakeholders engaged in a program development and design process using a proven strong theory for the proposed process, product, strategy, and services that is typically illustrated in a Logic Model linking the relationships between key program interventions, supports, indicators and outcomes - theoretically and operationally. Our logic model is a visual representation of our theoretical assumptions and conceptual framework connecting the proposed rationale or theory of services/ interventions to the intended short, mid, and long-term outcomes (Lawton et al., 2014). Furthermore, it depicts the sequence of events leading to proposed outcomes. According to "Theory-based Evaluation" Harvard researcher Carol Weiss, a rationale or strong theory is often referred to as a Pathway of Change, Logic Model or Theory of Action. Our Consortium partners, with the assistance of our

evaluators, selected to use a Theory of Action Logic Model (on next page) to demonstrate our sequence of actions/ interventions (inputs & process) and our proposed results (outcomes). This change promises to be evolutionary and transformative in the method community services are delivered in schools.

A properly and collaboratively developed Logic Model is a solid foundation for monitoring and thoroughly evaluating the overall program and serves as a conceptual roadmap. In the planning phase, our partners searched for and selected an experienced independent evaluator (RGI Research Corporation) to guide us in selecting our rationale, developing our Logic Model, establishing measurable outcomes, and developing a rigorous evaluation design. This Logic Model also includes an evaluation component and feedback mechanisms to continuously improve our program/ services. Lastly, activities also target Competitive and Absolute Priorities. Additional examples of rigorous research-based and evidence of effectiveness are described in the next Services section.

We believe (theorize) the selected services (inputs) will achieve our outcomes because all our selected services are supported by strong evidence of effectiveness with similar populations. The following are two examples of evidence-based services from the complete list of selected services in the next Service section.

Social-Emotional Learning – Evidence of Effectiveness

Evidence: Over the past two decades, a growing body of research has shown the importance of social and emotional development in a student's short- and long-term academic success, emotional well-being, positive behaviors, and life outcomes (Taylor et al., 2017; Durlak et al., 2011). Use of SEL strategies appears to be a widespread practice in most schools and classrooms, as evidenced by a nationally representative survey from spring 2018 in which **72 percent** of school principals said SEL was one of the school's top priorities (Hamilton, Doss, and Steiner, 2019b). The COVID-19 pandemic has further increased educators' demand for SEL instruction, as shown by the substantial number of districts that have included SEL investments in their pandemic-relief spending plans (DiMarco and Jordan, 2022). One example of an SEL curriculum used in many of

our target community schools, but not well integrated in the continuum of supports is **Connect with Kids**. Connect with Kids aims to promote prosocial attitudes, positive behavior, and strong relationships in elementary (grades 3–5) and secondary (grades 6–12) school students by teaching core character values. One study (Page & D'Agostino, 2005) reviewed by the WWC (What Works Clearinghouse) investigated the effects of the **Connect with Kids** Program. This study used a quasi-experimental design that met WWC evidence (WWC Intervention Report, 2006) standards with reservations and is statistically significant meeting **ESSA Tier 3 – Promising Evidence.**

High-Dosage Tutoring – Evidence of Effectiveness

Evidence: Study after study (Kraft, Falken & Kraft, 2021; Harper & Schmidt, 2016; Powell, Driver & Julian, 2015; Smith et al., 2013) identifies **intensive tutoring** as the most effective intervention to help students who are falling behind in their learning to catch-up and widely used for learning loss recovery. According to recent key findings from National Center for Education Statistics (U.S. Department of Education, 2022), **fifty-six percent** of public schools used high dosage tutoring to support pandemic learning recovery with the most school leaders rating this strategy as **extremely or highly effective**. As a recent Annenberg Institute at Brown University report (2021) concurs, nearly 200 evidence-based studies found that high-dosage tutoring was one of the only school-based interventions that produced large and measurable positive effects. In addition, research shows that high-dosage tutoring: (1) Accelerates learning for a wide range of K-12 students. (2) Effectively combats educational inequities. (3) Is better able to improve outcomes at scale.

Yakima Consortium Partnership FSCS – Rationale Represented by Theory of Action Logic Model

Resources	Activities/Process (Inputs)	Outputs	Short-Term and Mid-Term Outcomes
▪ Personnel	**1. Integrated Student Supports at a Community School**		
▪ Grant Funds	▪ High-dosage Tutoring	▪ Increase Academic Achievement	**1a.** Increase integration of new partners by **10%** each year.
▪ Communities In Schools	▪ Intensive Academic Support	▪ Increase Reading and Math Skills	**1b & c.** Increase % of students passing the 4th grade exam in **Reading** and **Math** to **35%** and **20%,** respectively.
▪ Inspire Development	▪ Social-Emotional Learning	▪ Increase Positive Mental Health	
▪ NCAC	▪ Mental Health Counseling	▪ Increase Family Well-Being	**1d. & e.** Increase % of students passing the 6th grade exam in **Reading** and **Math** to **26%** and **18%,** respectively.
▪ Heritage University	▪ Behavioral Health Services	▪ Increase Community/School Integration	
▪ UW GEAR UP	▪ Range of Social, Health, Housing and Economic Services	▪ Increase High School Graduation	**1f.** Improve the school climate of each school by **10%** each year.
▪ Partners' Resources		▪ Increase School Safety	
	2. Expanded & Enriched Learning Time & Opportunities		
▪ Community Resources	▪ After School Programs	▪ Increase Academic Achievement	**2a.** Increase out-of-school opportunities to **75%** to include before, after, or summer school.
▪ ESD 105 Expertise	▪ Summer School Programs	▪ Increase After School Opportunities	
▪ Communities Expertise	▪ Before School Programs	▪ Increase Summer School Opportunities	**2b.** Increase % of students participating in tutoring programs to **85%** of all schools.
▪ Technology	▪ High-dosage Tutoring	▪ Increase Before School Opportunities	
▪ ESD Service Delivery Infrastructure	▪ Social-Emotional Learning	▪ Increase SEL Opportunities	
	Active Family & Community Engagement		
▪ Materials	▪ Parent Training Evening Sessions	▪ Increase School/Parent Engagement	**3a.** Increase parents' engagement in schools by **8** points each year in providing parent trainings.
▪ Leadership	▪ Citizenship Classes	▪ Increase Parent Training	
▪ Coordination	▪ Digital Literacy Parent Training	▪ Increase Citizenship	**3b.** Increase the number of community services offered at schools by 10 new services each year.
▪ Facilities	▪ Range of Social, Health, Housing and Economic Services	▪ Increase Digital Literacy	
▪ Matching Partners Funds		▪ Increase Social/Health Services	
	Collaborative Leadership & Practices		
	▪ Full-time School Community Coordinator at each School	▪ Locate School Community Coordinator in Schools	**4a.** One School Community Coordinator will be located in each school building.
	▪ School-wide & Community-wide Leadership Teams	▪ Increase School & Community Collaborations	**4b.** Establish a School-wide Leadership Team in each school.
	▪ Collaborative Practices	▪ Increase Community Services	
	▪ Building School & Community Partnerships	▪ Establish School & Community-wide Teams	**4c.** Establish a Community-wide Leadership Team in each community.

Long-Term Outcome: Increase Integration of Community Services

Ongoing Feedback – Program Adjustments ← **Evaluation – Continuous Improvement – Study Findings**

Yakima Consortium

STEP 5 – Service Delivery Integrated Plan

As a result of the previous steps, the Yakima Consortium has developed a Service Delivery Plan that integrates the four pillars and uses the existing service delivery infrastructure of the ESD 105. This infrastructure includes high-speed broadband technology for videoconferencing for meetings with schools, superintendents, principals, and community members for delivering professional development and technical assistance. This system was very useful and constantly used during the pandemic for delivering remote services. Additionally, the ESD has small and large conference rooms for gatherings, meetings, and trainings. Various ESD 105 educational/ curriculum specialists, behavioral specialist and STEM teachers travel regularly to all service area schools to deliver in-person trainings, technical assistance, and other services. The FSCS will use this service delivery infrastructure to coordinate and communicate with schools in FSCS school sites and community-wide networks in the operation and management of the FSCS.

Schools' Integrated Service Delivery Plans

The primary Consortium's local School Service Delivery Integrated Plan framework includes a School Community Coordinator at each school building with a School-Wide Leadership Team. A Community-wide Leadership will also be established for coordinating and accessing community services. Furthermore, the operational plan will adopt the Communities In Schools **Integrated Student Supports (ISS)** as a cornerstone of our FSCS model.

Communities In Schools

In our research and based on our experience in delivering services in our region, the Communities In Schools organization, and its integration of community services in schools is a proven and effective model across the U.S. (MDRC, 2017). They have been implementing this work since 1978 with great success, proven results and evidence supporting their effectiveness. During the 2021-2022 school year, CIS provided services to more than **1.8 million** young people and their families in the US. CIS already has a small presence/footprint in one of our school districts (Yakima

School District). Through their work, we have witnessed their ability to establish strong and lasting relationships with community partners and how they integrate their services into schools to serve families in a holistic approach.

Given their effectiveness, established community partners, and their ability to bring additional new resources to our target schools, the Yakima Consortium selected to use Communities In Schools as a key partner and their proven model.

The Communities In Schools (CIS) model of Integrated Student Supports (ISS) is a whole school approach that aims to increase academic achievement, reduce dropout rates, and increase graduation rates by providing tiers of support to students, schools, and families to help students succeed inside and outside of the classroom. Communities In Schools is the nation's largest and most effective national organization dedicated to keeping kids in school and helping them succeed in life. Communities In Schools works by bringing community resources directly into schools through embedding a trained local coordinator whose sole focus is helping connect students with additional supports to help them learn, advance in grade level and graduate. These highly trained professionals "Site Coordinators" placed in schools, partner with administrators, parents/ guardians, counselors, school mental health/social workers and teachers to assess students' needs and provide resources to help them succeed. Communities In Schools provides high-quality school-based and out-of-school programming, including behavioral and mental health supports, basic needs assistance, and family engagement services and supports.

Communities In Schools is not a program, it's a building relationships model among students, families, educators, community service providers and others that create the environment for integrating services targeting and benefiting students and families. As founder Bill Millken states, "It's not programs that are transforming young people's lives, it's relationships". He continues by affirming that "Young people thrive when adults care about them on a one-to-one level, and when they have a sense of belonging to a caring community". Thus, the presence of CIS Community

Coordinators, driven by their unwavering commitment to building meaningful connections and cultivating a nurturing environment, has been instrumental in bringing about remarkable transformations in schools and the lives of the students they serve. **All students** are eligible to receive Communities In Schools services, including K-12 students who face serious obstacles to succeeding in school and who are recommended for Communities In Schools supports by school staff, family, or community members. All services provided by Communities In Schools are voluntary and free of charge, regardless of income or access to insurance, immigration status, or diagnosis. The Communities In Schools model shown provides the foundation for success while emphasizing the flexibility necessary to understand and address the unique needs of our local students through the intentional coordination of community resources and supports.

Our Successful Model

Communities In Schools collaborates closely with community partners to ensure that every student has an equitable path to education and community resources and tools they need to unlock their potential and thrive. Working inside schools and across communities our student-centered model of intergrated student supports helps create equitable conditions for student learning.
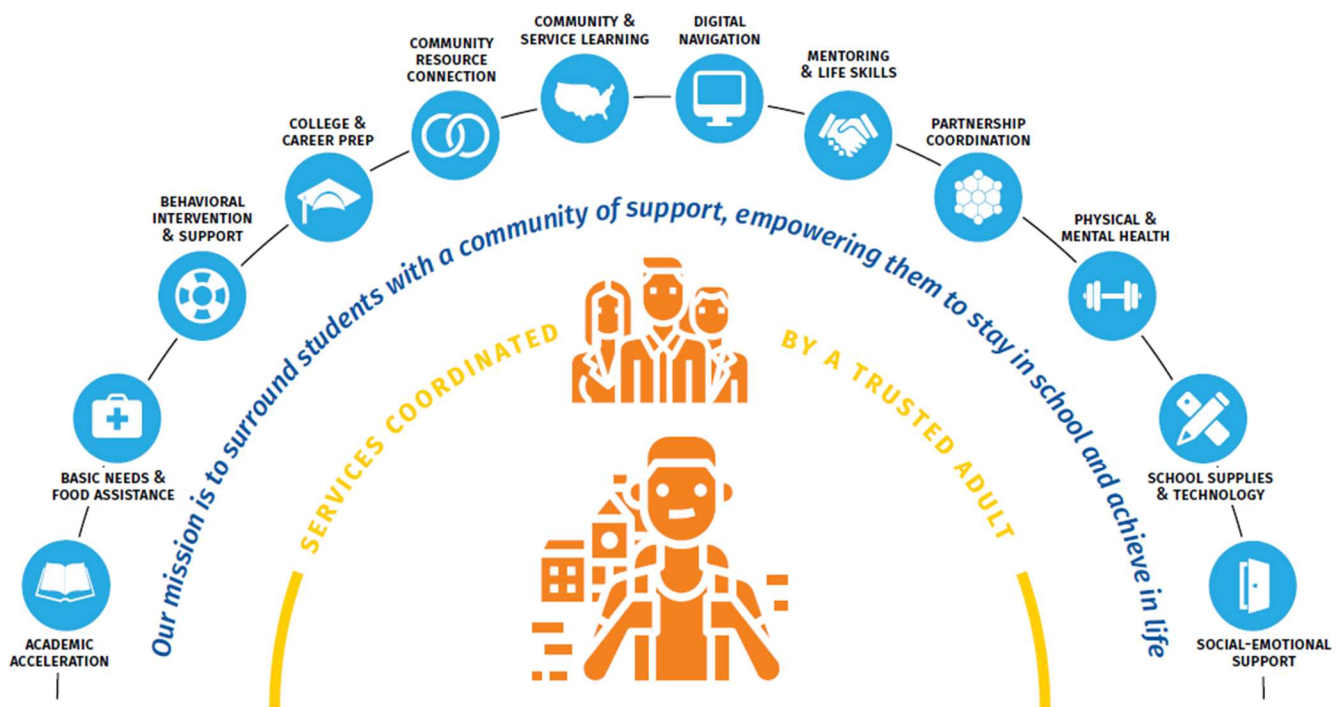
The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school, and achieve in life. In addition to engaging with individual students, CIS staff also support the whole school, helping to ensure school environments are safe and inclusive for all students. Working closely with teachers and school leaders, CIS implements key initiatives that improve school climate, resolve conflicts, and prevent violence, and help students cope with trauma. Communities In Schools empowers young people to set and meet goals, provides parent engagement and support, and helps each child meet their full potential. Specific services include: individual and group supports, crisis intervention, basic needs assistance, mentoring, tutoring, academic and attendance monitoring, parent education, home visits, enrichment activities, college and career exploration, after school and summer programming, and youth leadership development.

Integrated Student Supports at each school are implemented by School Community Coordinators and volunteers; that provide intensive individualized services to case-managed students; and coordinate additional social services and initiatives at each school. For example, Communities In Schools in partnership with University of Washington GEAR UP will serve as mentors and tutors to elementary and middle school students. University interns will provide supportive guidance, counseling, and mentoring to students at all grade levels. Most of CIS's work with students occurs at the school building and during the school day, increasing the accessibility of services.

MTSS, or Multi-Tiered System of Supports, is an evidence-based framework (NASP, 2016) designed to provide students with the necessary resources and interventions to meet their individual academic, behavioral, and social-emotional needs. By collaborating with schools to implement a tiered approach, we aim to ensure that every student receives targeted assistance aligned with their unique needs, allowing them to thrive and succeed. Our 9 rural schools will collaborate with ESD 105, CIS, and other partners to incorporate the following tiered system of integrated supports to the FSCS model:

Tier I Services (school-wide): Considering each school building's unique goals and with input from school personnel, Communities In Schools, Educational Service District 105 and partners completed a comprehensive District-Wide Needs Assessment prior to each school year and used this information to develop a CIS Service Plan for their school. Tier I Services offered include cultivating a positive school climate, school-wide crisis response, campus-wide anti-bullying campaigns, classroom presentations, and teacher support/appreciation strategies. CIS has prepared training addressing a variety of critical topics (e.g., Conflict Management for Professionals, Mental Health Awareness, Peace Culture: Navigating Students Through Internal and External Conflict, Restorative Practices, Trauma Informed Care) and will work with personnel at the nine FSCS schools to identify training for school staff and community partners to better support the Social and Emotional Wellness of students. CIS services are aligned with districts' social-emotional learning (SEL) and multi-tiered system of supports (MTSS) initiatives.

Communities In Schools staff will frequently serve on SEL committees and will participate in restorative practice initiatives. CIS staff will be involved in crisis response, discipline issues, and district-wide behavioral initiatives. Because many CIS staff have strong clinical skills, they will be frequently asked to provide direct, on-campus supports to students and staff during or after a crisis and may provide leadership and oversight of the school's recovery process.

Tier II and III Services (Students with Greatest Needs): Communities In Schools unique position as a full-time school-based model allows CIS Community Coordinators to work closely with teachers, school counselors, and administrators to identify student needs. Through strong working relationships with school personnel and an efficient referral system, CIS staff can respond immediately to students with greatest needs, such as behavior concerns, low attendance, and poor academic performance. Although **all students are eligible** for services, CIS primarily works with students who have serious present issues or are at high risk of dropping out of school.

Once a student is recommended to Communities In Schools, Community Coordinators conduct a thorough assessment of their needs and goals using a standardized assessment process. CIS utilizes its proprietary SHAW (Student Health and Wellness) Assessment, as well as other assessment guides, to determine students' behavioral health needs and strengths. CIS created three age-based versions of the SHAW to ensure students' assessments are developmentally appropriate and accessible. These assessments include academic, attendance, and behavioral information provided by the school, as well as self-reported student information from the SHAW.

Based on this intake information, the Community Coordinator meets with a student, and often the parents, to co-create goals for the student to work toward during their time with CIS. The individualized service plan may include crisis intervention, basic needs assistance, individual counseling, skills development activities, support groups, tutoring, mentoring, classroom support, academic and attendance interventions, enrichment opportunities, and referral to community resources. The duration and frequency of contact for each student depends on their service plan and assessed needs, but students typically engage in four contacts per month. As needs are met and goals achieved, Communities In Schools staff may reduce or end services; however, many students voluntarily stay connected with CIS and continue participation in enrichment programs, mentoring, and tutoring. **Mental Health & Wellness:** Behavioral challenges, which include mental health and emotional needs, are the leading reason students are recommended to Communities In Schools and represent over half of all services hours provided. School personnel look to CIS to help address student behaviors that interfere with learning, including disengagement, mental health challenges, self-regulation, disciplinary issues, and other behavioral issues. Although CIS services are the most accessible behavioral health resource available for many students and their families, significant unmet needs remain. There has been a sharp increase, particularly in elementary schools, in the number and severity of recommendations for students experiencing mental health issues, including students who are actively suicidal, reporting suicidal ideation, or experiencing other acute mental

health issues. As the rate and intensity of behavioral and mental health issues increase, it is critically important for Communities In Schools to have a strong presence from elementary to high school, and throughout vertical teams, to provide appropriate and continuing on-campus support. The CIS model is designed to provide these students with the caring, trusting adult relationships services, and resources they need to fully engage in the classroom, focus on learning, and progress through school toward graduation.

In addition, CIS's role includes serving on school building committees (e.g., School Safety, Mental Health Task Force, and Academic Recovery Workgroups) to match students to appropriate services; coordinating providers' access to students during the day or after school; making referrals; and providing follow-up services.

Communities In Schools leverages support and community resources (formally and informally) to provide necessary supports to schools, students, and families. Current examples of valued community partners include Salvation Army, Habitat for Humanity, Imagination Library, Collective Impact, Team Free2Luv, Life Gate, Community Churches, US Cellular, T-Mobile, Costco, and Opportunity Industrialization Center (OIC).

Evidence of Effectiveness: In 2021-2022, Communities In Schools in Central Washington served **1,405** students in **6** schools within the Yakima School District. Statewide, CIS reached an impressive **90,790** students, with **87%** case-managed students from low-income backgrounds and **69%** representing students of color. The data showed that **93%** of case-managed students met or made progress on behavior goals, and **92%** made progress on social-emotional goals, highlighting the positive impact of CIS's services.

These strategic partners will offer a comprehensive range of Pipeline Services spanning from early childhood to postsecondary education, and ultimately, job and career placement.

FSCS Pipeline Services – The Consortium will serve families and students in a holistic unified approach. We will provide a full range of pipeline of services from birth through

postsecondary and to career attainment. Some services will be new in elementary and middle schools and others are existing services. New services are shaded in blue. The number of students and parents to be served in each service is included in the next Services section. The following illustrates the Pipeline of Services to be provided at the sequential stages of learning and careers.

Pipeline of Services

Preschool	Elementary	Middle School	High School	Post Secondary
Pre-K	K-5	6-8	9-12	4-Year Degree

Preschool (Pre-K)
- Early Child Education
- Inspire Development

Existing Services
- Early Learning Head Start
- Regular Head Start
- Migrant Head Start
- School – Readiness
- Parent Trainings
- Prenatal Training
- Nutritional Services
- Health Services
- Social Services

Elementary (K-5)
FSCS School Community Coordinator

New Services
- Transition Services
- After School
- Summer School
- Mental Health
- Parent Training
- Social Services
- Health Services
- Nutritional Services
- Housing Services
- Violence Prevention

Middle School (6-8)
FSCS School Community Coordinator

New Services
- Transition Academies
- After School
- Summer School
- Mental Health
- Parent Training
- Social Services
- Health Services
- Nutritional Services
- After School
- Summer School
- High-Dosage Tutoring
- Mentoring
- Enrichment Activities
- STEM Programming
- Career Awareness
- Violence Prevention

High School (9-12)
College Access University of Washington GEAR UP Program

Existing Services
- Transition Academies
- Summer Bridge
- College Access
- After School
- Summer School
- Mental Health
- Parent Training
- Health Services
- Job Training
- Internships
- Workplace Training
- Career Advising
- Career Faits
- College Visits

Post Secondary (4-Year Degree)
Heritage University Yakima Valley College

Existing Services
- Associate degree
- Bachelor's degree
- Master's degree
- Career Advising
- Counseling
- Case Management
- Job Placement
- Job Internship

Consortium Key Strategic Partners – The Yakima Consortium consists of the following Key LEAs and Community Partners. MOUs for these Key Consortium Partners are found in the attachments and describe each partner's FSCS roles and responsibilities.

Public School Districts: The **4** public school districts – Mt. Adams, Granger, Toppenish, and Mabton – will each serve two schools consisting of elementary and middle schools, grades K-8. The Tribal School will serve grades 6-12. These schools are located regionally in the Yakima Valley and on the Yakama Indian Reservation.

Role: Through their signed MOUs, each LEA is committed to locating a School Community Coordinator in each school building and establishing a School-wide Leadership Team to integrate school and community services. Furthermore, each LEA is committed to being involved in the planning of the FSCS Program, establishing a Community-wide Leadership Team, provide after /summer school, tutoring and social emotional services. They will also serve on the FSCS Management Team.

Communities In Schools: Communities In Schools (CIS) School Community Coordinators will play a crucial role in providing Tier 1, Tier 2, and Tier 3 Multi-Tiered System of Supports (MTSS) to the schools within the Granger, Mabton, Mount Adams, and Toppenish school districts, all of which are located on the Yakama Indian Reservation. (MOU on appendices pages 124-125.)

Role: Through the signed MOU, in partnership with ESD 105, Communities In Schools will hire, train, and place a School Community Coordinator in each school building and establishing a School-wide Leadership Team to integrate school and community services. Furthermore, CIS is committed to being involved in the continued planning of the FSCS Program, establishing a Community-wide Leadership Team, providing tier 1, 2, and 3 support. In all tiers of support, CIS School Community Coordinators will work closely with school personnel, community partners, and families to establish a collaborative network that promotes student success. They will also actively engage with the Confederated Bands and Tribes of the Yakama Indian Nation, respecting and incorporating cultural sensitivity and responsiveness in their work to ensure that supports align with the unique needs and traditions of the community. They will also serve on the FSCS Consortium.

Tribal School: This Tribal School is operated by the Confederated Bands and Tribes of the Yakama Indian Nation located on the reservation. This school is funded by BIE and serves grades 6-12 with 100% of students considered low-income. (MOU on appendices pages 116-117.)

Educational Service District (ESD) 105's Organizational Capacity – ESD 105's mission is to develop and deliver exceptional, cost-effective service to its school districts by anticipating and responding to needs, nurturing strong relationships and partnerships, and maximizing staff expertise. ESD 105 has 50 years of providing services to schools in its service area. ESDs are public entities that were created by the state of Washington in 1969 and designated as LEAs. ESD 105 supports districts in Yakima County. ESD 105 manages a host of programs including early learning, STEM, math, Head Start and migrant services. ESD 105 is recognized as a regional leader in education, curricula, and training.

ESD 105 Internal Services

Name of Program	Description
Suicide Prevention & Behavior Health Navigation	Coordination of behavioral health resources, supports, service providers, schools, school districts, and communities in the ESD region. Facilitation of partnerships across the multiple systems of behavioral healthcare services and supports for children and families
Together 105 Treatment Services	Wellness promotion and universal mental health literacy, substance use disorder prevention, mental health and substance use disorder early intervention, screening and brief

	intervention, assessments, outpatient treatment, service referral, and ongoing recovery support.
Family Youth System Partner Round Table, Mid Valley Providers Consortium, Yakima Valley Domestic Violence Coalition	Local and regional coalition work, ensuring partnerships and collaboration are continually moving students and community forward.
Open Doors	Alternative High School Option -- Reengagement of students most at risk for not graduation
Attendance Initiative	Staff are housed at district sites to work together with our district partners, increasing our most at risk students' attendance through collaboration and district partnership.
Educational Advocates (Juvenile Rehabilitation)	The purpose of the education advocate is to assist juveniles previously incarcerated in county detention centers or juvenile institutions to successfully transition back to community schools, vocational training, college, GED programs or jobs.
Educational Advocates (High School/Post-Secondary)	We case manage students who have been identified by the school or community members for being at risk of re-offending or dropping out. Examples include students with problems involving truancy, failing several classes, and disciplinary issues because of behavioral issues
21st Century After School	Before/after school and summer enrichment particularly for students from high poverty
Migrant Services	ESD 105's Migrant Office is committed to assisting school districts in the use of data to inform and tailor programs to meet the unique needs of migrant students.
Early Learning	Head Start, Transitional Kindergarten, Migrant/Seasonal Head Start & Early Head Start, ECEAP, Pre-K-3 Alignment, B-3 Family Resource Coordination Training
Career Connected Learning – South Central Washington STEM Network	Network has convened business, workforce development, community, and education to ensure that ALL students have access to a high-quality STEM education that prepares them to succeed in their chosen careers and in life.

Northwest Community Action Center (NCAC) is a local community-based organization located on the reservation providing a range of student and families educational, health and social services in the Yakima Valley and on the Yakama Indian Reservation. Their services include after school and summer schools, employment and training, rental assistance, energy assistance, home weatherization and assistance in locating childcare programs for youths and adults, education to improve parenting skills, mentoring, and tutoring programs. NCAC is a division within the Yakima Valley Farm Workers Clinic. They will also access the range of medical, health, vision, dental, mental health, and nutritional services as needed for FSCS students and families. (MOU on appendix page 129.)

Heritage University is located in Toppenish on the Yakama Indian Reservation and is designated as a Tribal and Hispanic-Serving Institution. It provides local outreach and access for students in the surrounding communities. Its students are **90%** low-income, **80%** of students of color and **67%** are first-generation college students. (MOU on appendix page 130.)

Inspire Development Centers (Inspire) is the Head Start grantee providing Regular Head Start, Migrant/ Seasonal Farm Worker Head Start for children 6 weeks to 5 years old. They also operate Early Head Start for children from birth to 3 years old. The range of early childhood education includes a strong parent training program. Inspire has Head Start Centers in all the 4 target FSCS communities. They also provide children with transportation with a fleet of buses. (MOU on appendix page 128.)

University of Washington (UW) GEAR UP operates a partnership with high schools to provide a range of college-access activities and programs. These include full-time School Site Managers each

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located at each of the FSCS target high schools along with paid tutors and mentors that provide tutoring, advising, financial aid workshops for students and parents. They also provide career fairs, field trips to colleges and college admission support. (MOU on appendix page 131.)

Role: UW GEAR UP will coordinate services with FSCS and serve the 5 high schools with a range of college access activities to support students going to college/university.

Additional Community Partners – Additional partners include the following organizations providing the following services: Enterprise for Progress in the Community, Yakima Valley College, Yakima Valley Farm Workers Clinic, United Way, South Central Workforce Council, Yakima County Sheriff's Office, Toppenish Police Department, Nuestra Casa, Catholic Charities, The Lighthouse, Yakima Valley Community Foundation, Northwest Harvest, People for People, Public Housing Authorities (Yakima Housing Authority, Yakama Nation, Catholic Charities).

Use of Rigorous Evaluation Methods – The Yakima Consortium has selected a highly qualified and experienced local evaluation firm to design and implement a rigorous evaluation plan. This plan includes using reliable and valid methodologies, analysis, and data collection. The evaluation design will include a formative and summative component using qualitative and quantitative data collection instruments to capture all the necessary information. The evaluation design also builds on the logic model by evaluating its outputs and outcomes. The evaluation plan will use carefully vetted instruments to measure program accomplishments, performance indicators, collect data for the USDE Annual Performance Report and implement a model for continuous program improvement as described in the Management and Evaluation sections.

The evaluators will use a cloud-based database system to collect service level and evaluation data for all the project and USDE performance measures. The following table is one example from the complete table in the evaluation section that illustrates an outcome to be measured, what data source

will be used, collection timeframe and how data will be analyzed to draw conclusions if the outcome

was achieved.

Measurable Outcomes & GPRA	Data Source	Collection Timeframe	How Data is Analyzed
1b. By the end of **4th** grade proficiency exams in **Reading** will increase …	Reading Exam Scores	Each Spring	Analyzed every Spring by comparing student current test scores to passing benchmarks to the previous year.

The evaluators will also implement the following Continuous Improvement Management (CIM)

performance feedback model.

Continuous Improvement Management (CIM) & Performance Feedback –

The FSCS Project Director and Evaluator will implement the Continuous Improvement Management

Process Model developed by the USDE. This model will be implemented by measuring academic performance through school data, session evaluations, personal interviews, and parent/student surveys.
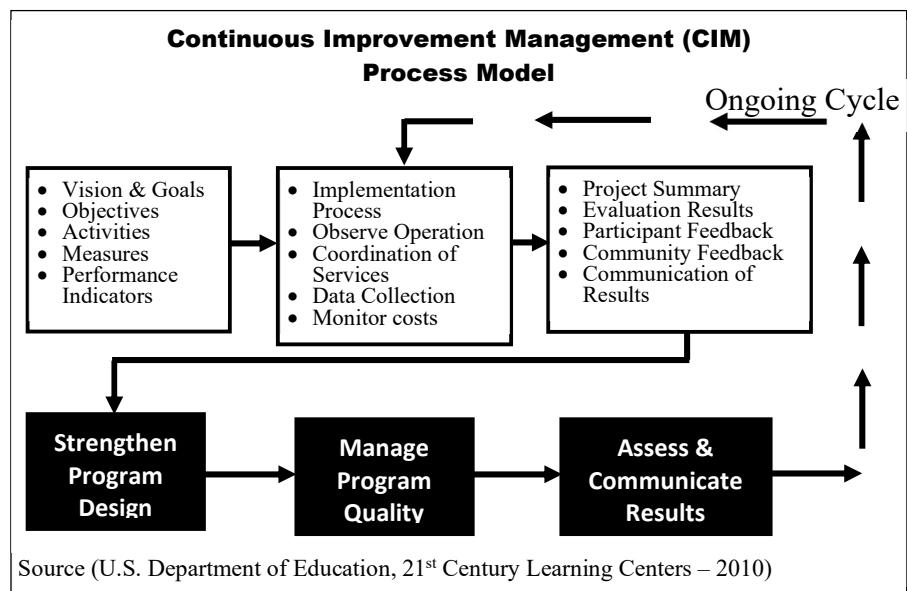
Continuous Improvement Management (CIM) Process Model

Ongoing Cycle

- Vision & Goals
- Objectives
- Activities
- Measures
- Performance Indicators

- Implementation Process
- Observe Operation
- Coordination of Services
- Data Collection
- Monitor costs

- Project Summary
- Evaluation Results
- Participant Feedback
- Community Feedback
- Communication of Results

Strengthen Program Design → **Manage Program Quality** → **Assess & Communicate Results**

Source (U.S. Department of Education, 21st Century Learning Centers – 2010)

FSCS will use the CIM Process Model to ensure that feedback mechanisms are implemented into a

systematic process which results in a continuous improvement to strengthen the quality of the

program design. The ongoing implementation of this CIM self-evaluation process by the Project

Director and Evaluators will ensure the most effective, efficient, and high-quality program is operated

for students, families, and communities to achieve their educational goals and overcome their barriers

to success. The complete evaluation design plan and the evaluator's qualifications are fully described in the "6. Evaluation" section of this narrative.

3. Quality of Project Services

A) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership (5 points).

The **Yakima Consortium** has ensured that a **broad range of diverse perspectives** have been included in the planning, development of the program design, composition of the Consortium membership, the School-wide Leadership Teams and Community-wide Leadership Teams, and in the selection of linguistically and culturally appropriate curriculum, programs and activities. Since most of our schools and communities consist of a substantial percentage of Native Americans and Hispanic students and families, it is only natural for us to include their perspectives in this program similar to other programs we operate. The Consortium implemented the following strategies to ensure that students, families, and communities' diverse perspectives were considered and included in all steps and levels.

Strategy 1: Planning – Our needs assessment involved diverse stakeholder planning processes and meetings including parent focus groups, parent surveys, student surveys, principal input meetings and community partnership planning meetings. We then developed our program design collaboratively with community stakeholders, students and parents of color, teachers, school staff and superintendents. This process ensured that all stakeholders perspectives were considered and included throughout the planning and development of the program design.

Strategy 2: Diverse Consortium Members – The diversity for our FSCS begins at the highest governance levels. The Key Partners' members on the Consortium includes two Superintendents who are Latinos and one that is Native American. Leaders for our Key Community Partners are people of color. For example, the CEO for Inspire Development is a Latino as are the Vice President of Heritage University and the Vice President for the University of Washington both are Latinas. The

membership of the Consortium is majority leaders of color with diverse backgrounds. This will

ensure that diverse perspectives begin at and are included at the highest governance level.

Strategy 3: School-wide and Community-wide Leadership Teams – When establishing these

teams, we plan to ensure that their make-up includes Hispanic and Native American parents, students,

teachers, and community members. Teams in schools on the reservation will include more Native

Americans and teams in the Yakima Valley will include more Hispanic representation.

Strategy 4: Culturally Appropriate Curriculum/Materials – Services and materials will be

vetted by the district curriculum committees that includes parents, teachers, Yakama Nation Tribal

teachers, administrators, elders, and community members to ensure the curriculum includes locally

relevant themes and contributions by marginalized and minority groups. The committee will

periodically update the curricula to ensure it is representative of the diverse populations. For

example, in 2015, the Legislature passed Senate Bill 5433 modifying the original 2005

legislation, now requiring the *Since Time Immemorial: Tribal Sovereignty* in Washington state or

other tribally developed curriculum be taught in all schools. The use of **Since Time Immemorial** has

been endorsed by all 29 federally recognized tribes in Washington State. It is extremely important

that educators understand Native American and Hispanic culture/language and adjust materials and

curriculum that are culturally and linguistically responsive and not offensive.

Strategy 5: Language Appropriateness – Our goal is to build upon, honor and foster the Native

American and Hispanic culture and language in learning activities. When needed, the schools will

provide interpreters for English language learners, and ensure materials are translated into their native

languages such as Spanish and Sahaptin (the most common of the Indigenous languages spoken on

the Yakama Indian reservation). When appropriate, school and community information will be

provided in alternative formats (Braille, large print, tape, electronic) upon request. Most materials

such as program brochures, school events announcements, newsletters, websites, etc. for parents or

the public are produced in English and Spanish language. Every target school has experienced diverse

bilingual/bicultural teachers who can and will address specific student and family language gaps.

Strategy 6: Inequality of Services – All FSCS Personnel will be trained by ESD 105 Diversity Department on how to identify inequalities in the delivery of services for students and families. Low-income and minority students are more susceptible to experiencing inequalities. The FSCS Community Coordinator will provide oversight and advocate for students and families to ensure that equality of access to all needed services occurs at all levels in their assigned schools and community service providers. When inequalities are discovered, the FSCS Community Coordinator will immediately communicate these to the school administrators and School-wide Leadership Teams to resolve these perceived or actual inequalities.

Strategy 7: Personnel (Diverse Recruitment) – Hiring practices of project personnel will include recruitment in non-traditional methods to reach and hire personnel from the target population who aware of the needs, barriers, and academic challenges our students encounter. ESD 105 and Communities In Schools are familiar with effective recruitment strategies and the importance of employing personnel from the target population. Communities In Schools is committed to implementing diverse recruitment strategies for School Community Coordinator positions in proposed schools, including the Yakama Nation Tribal School. Here are some methods ESD 105 and CIS will ensure diversity in their recruitment efforts: **1. Outreach to diverse communities:** We will actively reach out to diverse communities, including the Yakama Nation Tribal School, through targeted advertising, community events, and partnerships with local organizations that serve underrepresented populations. **2. Culturally sensitive job descriptions**: We will ensure that the job descriptions for Community Coordinator positions reflect cultural sensitivity and emphasize the importance of understanding and respecting diverse backgrounds. **3. Diversity-focused recruitment advertising:** We will place job advertisements in media outlets that target diverse communities, including publications or websites that cater specifically to underrepresented populations. This can help ensure that the recruitment efforts reach a wide range of potential applicants. **6. Implementing**

inclusive interview processes: During the interview process, we will incorporate diversity and inclusion considerations. This can include having diverse interview panels and asking questions that assess candidates' ability to work effectively with diverse populations. **7. Providing diversity training and support:** Once School Community Coordinators are hired, ESD 105 will provide additional ongoing diversity training and support to ensure that coordinators are equipped with the necessary knowledge and skills to serve diverse communities effectively. In addition, the ESD 105 will use its existing network of advertisers in publications/newspapers and job lines, such as El Sol de Yakima, a weekly Spanish language newspaper, the Yakama Indian Nation Review newspaper, local Spanish language radio stations such as Radio KDNA and Yakama Indian Nation radio station KYNR 1490-AM, as well as local community-based organizations for recruitment of FSCS (Full-Service Community Schools) personnel such as the Mental Health and Behavioral Health Specialists. Recruitment materials will be translated in the appropriate language of the community members.

For staff recruited at the Yakama Nation Tribal School, the FSCS grant will recognize Yakama Nation Tribal Employment Rights Ordinance to provide Tribal Members Preference in its hiring. It is the Tribal Employment Rights Office mission to create employment and training opportunities for Yakama Tribal Members and other Indigenous people and to eradicate discrimination against Indigenous people.

The FSCS Interview and Selection Committees will include representatives from the target communities, a Native American and farmworker Hispanic parent, teacher, counselor, and a community partner. The interview and selection process will give preference to individuals who are representative of and know the communities and can effectively communicate with the target population. Candidates who meet these criteria will be awarded higher points in the interview rating scale instrument. All these strategies will ensure a diversity of perspectives in the hiring of personnel for the FSCS program.

All these strategies will ensure that diverse perspectives are brought to bear in the design,

operation, and evaluation of the FSCS Program.

> **B)** The extent to which the services provided reflect up-to-date knowledge from research and effective practice (5 points).

The Yakima Consortium through its multi-step program design process has selected a range of targeted services to address the identified needs and to achieve the project objectives and measurable outcomes. Many of these services are evidence-based and are integrated into the FSCS pipeline of services and organized within the four pillars. Because students' needs, community assets, and school system capacities may differ by school, our Consortium adopted a local context for each community school. This differentiation of services among our proposed community schools includes each with varying and customized services.

Primary and Secondary Services – The Consortium identified, based on our needs assessment, which services were more urgently needed and those less urgent, but needed. We identify these as Primary and Secondary Services. Both are very important services. However, in prioritizing the limited resources, this classification assisted us to focus on addressing the highest needs first when allocating grant resources. In other words, our goal was to get the highest Return-On-Investment given limited resources.

Services by Pillars – We have grouped and present the proposed services within each of the four FSCS Pillars. At the beginning of each pillar section, we present a list of primary and secondary services to be offered, whether they are an existing or new service and who will provide the services. This is followed by evidence supporting its effectiveness. Lastly, at the end of each program description, we include which needs the service addresses, target grades, which pipeline service it is, which objective/ measurable outcomes it achieves and which absolute and competitive preferences it meets.

Pillar 1: Integrated Student Supports at a Community School			
School Legend: 1 – Harrah Elementary, 2 – Mt. Adams M.S., 3 – Garfield Elementary, 4 – Toppenish M.S., 5 – Yakama Nation Tribal School, 6 – Art Fox Elementary, 7 – Mabton Jr/HS, 8 – Roosevelt Elementary, 9 – Granger M.S.			
Primary Services	**Existing**	**New**	**Partner**
Social-Emotional Learning (SEL) / MTSS - PBIS	1, 2, 3, 4, 6, 7, 8, 9	5	NCAC 21st CCLC, UW Gear Up, ESD 105 School Climate
Mental & Behavioral Health Services	1, 2, 6, 7	3,4,5,8,9	FSCS Mental Health Counselor, FSCS Behavioral Specialist, Yakama Nation Behavioral Health
High-Dosage Tutoring	3, 4	1, 2, 5, 6, 7, 8, 9	UW Gear Up, NCAC 21st CCLC
Secondary Services	**Existing**	**New**	**Partner**
Mentoring	-	1-9	UW Gear Up, South Central STEM Network
Medical, Dental & Vision	5	1, 2, 3, 4, 6, 7, 8, 9	Yakima Valley Farmworkers Clinic, Yakama Health Clinic, People for People
Nutrition	5, 8, 9	1, 2, 3, 4, 6, 7	Northwest Harvest, NCAC 21st CCLC, USDA school nutrition program
Migrant/Immigrant/Refugee Services	-	1-9	Nuestra Casa, Northwest Justice Project, NCAC,
Criminal Justice Services	1, 2	3, 4, 5, 6, 7, 8, 9	Yakima County Sheriff's Office, Toppenish PD, Granger PD, Yakama Nation Victim Response Program, The Lighthouse

1a. Social-Emotional Learning – According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2021), "SEL programs and approaches are often seen as an important component of universal approaches within **Multi-Tiered System of Supports (MTSS),** because they are designed to promote positive academic and behavioral outcomes in all students.

EVIDENCE OF EFFECTIVENESS – Over the past two decades, a growing body of research has shown the importance of social and emotional development in a student's short- and long-term academic success, emotional well-being, positive behaviors, and life outcomes (Taylor et al., 2017; Durlak et al., 2011). A couple of examples of SEL curriculum used in many of our target community schools, but not well integrated in the continuum of supports is **Connect with Kids and Character**

Strong. Connect with Kids aims to promote prosocial attitudes, positive behavior, and strong relationships in elementary (grades 3–5) and secondary (grades 6–12) school students by teaching core character values. Page & D'Agostino (2005) and published in the **What Works Clearinghouse Intervention Report** (2006) investigated the effects of the Connect with Kids Program and found positive effects on students' behavior **(ESSA Tier 2, Moderate).** Character Strong's goal is to teach students the importance of strengthening one's own character to improve relationships, increase academic achievement and overall improve the climate and culture of their schools. Character Strong has been rated as a **highly effective** program by the Center for Educational Effectiveness (2022) to improve school culture for both students and staff. Curricula and trainings foster the Whole Child with vertically aligned lessons that teach Social Emotional Learning (SEL) and character side-by-side.

Addresses Needs: 1e, 1f, 1g, 1h, 1i, 1j, 3a, 3b
Target Grades: K-12
Achieves Objectives & Outcome Measures: 1,1a, 1f, 2, 4
Targets Competitive Preference Priorities: 1 & 2   **Absolute Priorities:** 2 & 4
Level of Evidence: ESSA Tier 1 & 2 (Strong to Moderate)

1b. School-Based Mental & Behavioral Health Services – Schools are an ideal location to provide mental health services to children and their families to help reduce barriers many low-income families encounter when they attempt to seek mental health services for their children. Children and families who live in rural areas face additional challenges to availability and accessibility of mental health services.

   EVIDENCE OF EFFECTIVENESS – Having a mental health professional who can assess and treat youth mental and behavioral issues on school campuses reduces barriers to traditional referrals out to the community (Mishna, Muskat, & Cook, 2012). Furthermore, school-based mental health services showed **strong effects** on academics (*effect size=0.59, where >.5 is considered large effect for Hedges' G*) in a study by Sanchez et al., (2018) of forty-three controlled trials evaluating 49,941 elementary school-age children. Studies have also shown that students were more likely to seek

counseling services when they were available in schools and that they perceived less stigma when services were provided in a school setting (Slade, 2002; Vernberg, Roberts, & Nyre, 2008).

Addresses Needs: 1e, 1f, 1g, 1h, 1i, 1k, 3a, 3b	
Target Grades: K-12	
Achieves Objectives & Outcome Measures: 1, 1a, 1b, 1c, 1d, 1e, 1f, 3a	
Targets Competitive Preference Priorities: 1 & 2	**Absolute Priorities:** 2 & 4
Level of Evidence: ESSA 1 (Strong Evidence)	

1c. High-Dosage Tutoring – High-dosage tutoring is the most versatile and potentially transformative educational tool in use today and is a highly recommended intervention by our teachers **(58%)** to address learning loss. Structured high dosage tutoring programs will be integrated at all Full-Service Community target schools before school, during the school day, after school and summer programming.

EVIDENCE OF EFFECTIVENESS – Study after study (Kraft, Falken & Kraft, 2021; Harper & Schmidt, 2016; Powell, Driver & Julian, 2015; Smith et al., 2013) identifies intensive tutoring as the **most effective intervention** to help students who are falling behind in their learning to catch-up and widely used for learning loss recovery. According to recent key findings from National Center for Education Statistics (U.S. Department of Education, 2022), **fifty-six percent** of public schools used high dosage tutoring to support pandemic learning recovery with the most school leaders rating this strategy as **extremely or highly effective**. As a recent Annenberg Institute at Brown University report (2021) concurs, nearly 200 evidence-based studies found that high-dosage tutoring was one of the only school-based interventions that produced **large and measurable positive effects.** In addition, research shows that high-dosage tutoring: (1) Accelerates learning for a wide range of K-12 students. (2) Effectively combats educational inequities. (3) Is better able to improve outcomes at scale.

Addresses Needs: 1e, 1f, 2a, 2b, 2c	
Target Grades: 6-12	
Achieves Objectives & Outcome Measures: 1b, 1c, 1d, 1e, 2b	
Targets Competitive Preference Priorities: 1 & 2	**Absolute Priorities:** 2 & 4
Level of Evidence: ESSA 1 (Strong Evidence)	

Secondary Services – Additional community partners will provide a range of secondary in-school integrated services that include **Mentoring** by GEAR UP. **Medical**, **Dental**, and **Nutritional** services will be provided onsite at FSCS by the Yakima Farm Workers Clinic and Yakima Indian Nation Health Departments**. Migrant/Immigrant Refugee, Citizenship Training** will be provided at the school by Nuestra Casa. **Criminal Justice** services will be provided at the FSCS by Northwest Justice Project and the Yakama Nation Victim Resource Program. **Housing** services will be provided by local Housing Public Housing Authorities including the Yakama Nation Housing Authority and Catholic Charities and encouraged to be provided at the school buildings. Many of these community partners have provided a signed MOU or a letter of commitment. FSCS in its first year will work with these community organizations to secure agreements to provide integrated services at the school buildings.

Pillar 2. Expanded and Enriched Learning Time & Opportunities

Pillar 2: Expanded Learning Time & Opportunities			
School Legend: 1 – Harrah Elementary, 2 – Mt. Adams M.S., 3 – Garfield Elementary, 4 – Toppenish M.S., 5 – Yakama Nation Tribal School, 6 – Art Fox Elementary, 7 – Mabton Jr/HS, 8 – Roosevelt Elementary, 9 – Granger M.S.			
Primary Services	**Existing**	**New**	**Partner**
After-School Program (Academic Instruction, Enrichment, and Individualized Support)	1, 2, 3, 4, 8, 9	5, 6, 7	NCAC 21st CCLC, UW Gear Up, South Central STEM Network
Summer Program (Academic Instruction and Enrichment, Real-World Learning)	5, 6, 7	1, 2, 3, 4, 8, 9	NCAC 21st CCLC, UW Gear Up, South Central STEM Network
Secondary Services	**Existing**	**New**	**Partner**
Literacy Programs	3, 4, 5, 8, 9	1, 2, 6, 7	Nuestra Casa, ESD Innovative Approaches to Literacy (IAL), Yakima Valley College
STEM Programs (robotics, coding, drones, computer science)	4, 7, 9	1, 2, 3, 5, 6, 8	UW Gear Up, NCAC 21st CCLC
Community Experiential Learning Activities – Project Based Learning, Makerspace (3-D Design & Build)	0	1-9	UW Gear Up, South Central STEM Network
Art, Music, Dance Programs	3, 4, 5, 7, 9	1, 2, 6, 8	NCAC 21st CCLC, Yakama Nation

2a. Out-of-School Time (Pipeline 2 & 3) – Afterschool and summer learning programs offer critically important opportunities for students to engage with their peers, learn life skills, and build positive relationships with caring adults and mentors.

The following table illustrates <u>an example</u> of operating times at three two elementary schools and the Tribal School, including dates and hrs. per day/week and designed based on input from principals, parents, and students.

Site/ Program	Times Operating	Hours Per Day	Hours Per Week	Days Of Week	Weeks Per Year
Roosevelt Elementary (Granger School District)					
Before School	7:00 - 8:30 am	1.30 hrs.	16 hrs.	Mon -Thurs	32
After	2:30 - 5:00 pm	2.30 hrs.		Mon -Thurs	
Summer	8:00 – 2:30 pm	6.5 hrs.	26 hrs.	Mon - Thurs	6
Yakama Nation Tribal School					
Before	7:30 – 8:15am	.45 min	12 hrs.	Mon-Thurs	32
After	3:15 – 5:30pm	2.15		Mon-Thurs	
Summer	10:00 – 3:00pm	5 hrs.	20 hrs.	Mon-Thurs	6
Garfield Elementary (Toppenish School District)					
Before	7:40– 8:25am	.45 min	13.75 hrs.	Mon-Fri	32
After	3:00 – 5:30pm	2.30		Mon-Thurs	
Summer	10:00 – 3:00pm	5 hrs.	20 hrs.	Mon-Thurs	6

 EVIDENCE OF EFFECTIVENESS – Decades of research shows that students who regularly participate in quality out-of-school time programs develop strong social skills, are more excited about learning, improve their work habits and grades, attend school more regularly, have higher graduation rates, decreases risky behavior, improves physical health, improves foundational skills over time and gain critical workforce skills (Afterschool Alliance, Research Brief 2021). A quasi-experimental study of the Aim High summer program found that program participation resulted in significant benefits during the school year, including a **22 percent** reduction in chronic absenteeism, a **37 percent** reduction in suspension rates, and a **6-point i**mprovement in English language art scores (Pyne et. al., 2020).

Addresses Needs: 1a, 1b, 1c, 1d, 1e, 1f, 1h, 1i, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3e, 3f, 3g
Target Grades: K-8
Achieves Objectives & Outcome Measures: 1b, 1c, 1d, 1e, 1f, 2a, 3a, 3b, 4a, 4b, 4c
Targets Competitive Preference Priorities: 1 & 2   **Absolute Priorities:** 2 & 4
Level of Evidence: ESSA 1-2 (Strong to Moderate Evidence)

Secondary Partners – As part of the pipeline of services that focuses on high school and career readiness, the **South-Central Washington STEM Network** is committed to collaborate with the Communities In Schools Community Coordinators at each site on the development and delivery of **Career Connected Learning** (CCL) activities, events, and workshops for students (letter of support on page 146). CCL is a continuum of career opportunities that starts in early grades (K-8) with career awareness and exploration and continues through high school and beyond with career preparation and **Career Launch**. The STEM Network will partner with FSCS to develop **Career Launch** opportunities resulting in paid work-experiences for underserved students, and seamless career pathways between K-12, college programs and regional employers. **GEAR UP** will provide high dosage tutoring at each school to address learning loss and improve academic achievement. In addition, GEAR UP will coordinate services with NCAC and include integrated enrichment activities during afterschool and summer school that includes drone technology, robotics, coding and other STEM skills. GEAR UP will also provide programs, such **Career Camps and Summer Bridge focused on math.** These camps will be held on a college campus so students can be exposed to an actual university setting. An example of one of these camps is **Microsoft DigiGirlz Summer Camp.** Microsoft will provide their popular DigiGirlz Summer Camp for girls on their campus where Microsoft employees teach girls about careers and skills needed in the fields of technology.

Pillar 3. Family & Community Engagement

Pillar 3: Family & Community Engagement			
School Legend: 1 – Harrah Elementary, 2 – Mt. Adams M.S., 3 – Garfield Elementary, 4 – Toppenish M.S., 5 – Yakama Nation Tribal School, 6 – Art Fox Elementary, 7 – Mabton Jr/HS, 8 – Roosevelt Elementary, 9 – Granger M.S.			
Primary Services	**Existing**	**New**	**Partner**
Parenting Training	0	1-9	Inspire, Nuestra Casa, United Way, YVFWC, EPIC
Digital Literacy	3, 4	1, 2, 5, 6, 7, 8, 9	Yakima Valley College, United Way, South Central Workforce Council, People for People
Citizenship Training	0	1-9	Nuestra Casa

Secondary Services	Existing	New	Partner
English as a Second Language (ESL)	1, 2, 7, 8	3, 4, 5, 6, 9	Yakima Valley College, Nuestra Casa
High School Equivalency (HSE)	-	1-9	HU – HEP, Yakima Valley College
Housing Assistance	0	1-9	NCAC, Yakama Nation Housing Authority, Yakima Housing Authority, Catholic Charities
Energy Assistance	0	1-9	NCAC
Financial Literacy	0	1-9	Yakama Nation Housing Authority, HU – HEP, CAMP
Health & Mental Health Literacy	0	1-9	YVFWC, Yakama Nation Behavioral Health

3a. Parenting Education – Parents are among the most important people in the lives of young children. From birth, children rely on mothers and fathers and other caregivers in the parenting role to care for them and to chart a course that promotes their overall well-being. While parents generally are filled with anticipation about their children's unfolding personalities, many lack information and tools to support them in their parenting role and promote their children's healthy development. Involving parents in their children's education is one of the most important aspects of child development and learning. In fact, research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school" (Brooks, 2019).

The following is the current parent engagement/training schedule offered and the additional needs addressed at local school buildings in 3 of the 9 schools.

Parent Engagement Activities			
Site	Times	Programs	Needs Addressed
Roosevelt Elementary	Monthly: 6:00-8:00pm	Family STEM & Reading Nights, PTA/PTO Night, Relationship Building w/Child	Citizenship, Literacy, Adverse Childhood Experiences (ACEs) Parenting, SEL, Digital Literacy
Garfield Elementary	Monthly: 6:00-8:00pm	Project Presentation Nights, Homework Help, Health & Fitness Night, Family Counseling	Citizenship, Mental and Physical Well-Being, Academic Success, SEL, Digital Literacy

Yakama Nation Tribal	Monthly: 6:00-8:00pm	Sahaptin Language Preservation Workshops, Cultural Activities – storytelling, dance, food, Closing Circles (SEL), Poetry Nights	Educational Development, Civic and Cultural Engagement, Social and Emotional Learning, STEM-Robotics

EVIDENCE OF EFFECTIVENESS – Research has shown the enormous impact that positive parenting practices can have on a child's social, emotional, and intellectual development, particularly during the early years (National Academies of Science, Engineering, and Medicine [NASEM], 2016). A quasi-experimental study **(ESSA Tier 2)** looked at the impact of school-based parent workshops on 335 Title I students' academic achievement. Across all income and education levels, when parents were highly involved in the educational workshops, attending sessions designed to their interests and getting training in how to use learning materials, their children were more likely to gain in reading and mathematics than their peers with less involved parents (Maier et. al., 2017).

Secondary Partners – Yakima Valley College will offer evening English as a Second Language (ESL) courses Tues-Thurs (6pm-8:30pm) and **Yakama Nation Behavioral Health Services (YNBHS)** in coordination with our Community Coordinators will support our Native American families and encourage building supportive healthy family relationships. **Yakima Valley Farm Workers Clinic (YVFWC)** is a community-based center that offers affordable healthcare for migrant and seasonal farmworkers. They offer primary care, behavioral health, women's health, dental, eye and vision care, AIDS/HIV care, and other programs such energy assistance, home weatherization programs, homeless services, and WIC to support the well-being of family. They have committed to partner with our FSCS, offer integrated services at the school buildings and serve on the Community Leadership Team. **Catholic Charities** supports the region's farmworkers and their families who help sustain our agricultural industry. They offer affordable, quality, multi-family rental housing serving low-income individuals and families throughout Central Washington. They also provide affordable rental housing for low-income seniors 62 years of age and older. Senior housing is

supported by social service programs to help create an enriched, community-centered environment. Catholic Charities also help low-income families learn skills to become successful homeowners. These services include establishing/repairing credit, budgeting, mortgage education, and home maintenance. Qualified families invest "sweat equity" during the construction process, which allows them to purchase a home with no down payment. Catholic Charities of Central Washington is committed to providing services to our FSCS and serving on the Community-Wide Leadership Team.

Addresses Needs: 1a, 1b, 1c, 3a, 3c, 3c, 3d, 3e, 3f, 3g	
Target Grades: PreK-12	
Achieves Objectives & Outcome Measures: 1a, 3a, 3b, 4b, 4c	
Targets Competitive Preference Priorities: 1 & 2 **Absolute Priorities:** 2 & 4	
Level of Evidence: ESSA Tier 2 (Moderate)	

3b. Digital Literacy – The information and resources available on the Internet are now integral features of daily life for most Americans. Searching for employment and filling out job applications; researching the availability of government services; social security, citizenship, looking up health information, providers, and insurance options; learning how to fix a home appliance; mapping public transportation routes: these tasks are part and parcel of day-to-day life. In households that do not have a culture of computer use, as is the case with many families in the Yakima Valley and on the reservation, it is often children who teach their parents how to accomplish various tasks on the internet (Hiefield, 2020). These digital inequalities limit families to accessing needed information or services.

EVIDENCE OF EFFECTIVENESS – A Cooney Center report (2016) on digital equity observes that "Children and parents frequently learn with, and about, technology together, especially in families with the lowest incomes and where parents have less education." At Sunset High School in Beaverton, Oregon, a portion of every monthly Latino Parent Night is dedicated to digital learning. These meetings have been going on for the past three years and attendance has increased every year (Hiefield, 2020). As research shows (Rideout & Katz, 2016, Hiefield, 2020, Romero, 2014), when schools explicitly teach digital citizenship and literacy ideas, students, and parents, in

turn, take these ideas home. If parents become more aware of some of the challenges around technology use, both parents and students can work as a team to address those challenges together. According to Rideout & Katz (2016) unless we make concerted, proactive efforts to reduce digital inequality, these remarkable technological advances will have the unintended consequence of exacerbating differences, rather than diminishing them. They go on to state that the solution to this challenge will require "**innovative partnerships and new commitments aligning government, industry, education, and community leaders—including families themselves.**"

Addresses Needs: 1a, 1b, 1c, 3a, 3b, 3c, 3d, 3e, 3f, 3g
Target Grades: PreK-12
Achieves Objectives & Outcome Measures: 1a, 3a, 3b
Targets Competitive Preference Priorities: 1 & 2   **Absolute Priorities:** 2 & 4
Level of Evidence: Katz & Rideout (2016); Hiefield (2020)

3c. Citizenship Training – According to Washington State Department of Commerce (2015), successful integration of immigrant communities is key to the economic and civic health of our state, and access to citizenship, civics instruction, and financial education are crucial components of immigrant integration. Adult citizenship education covers the content knowledge and English language skills needed to prepare for successful naturalization. Such programs help lawful permanent residents who are eligible for naturalization improve their English language skills and learn about the history and government of the United States. Naturalization has always involved the whole family. From children helping their parents study the 100 civics test items at the dining table to new citizens looking forward to reuniting with family members in Mexico or Latin America, the naturalization process itself brings families together and helps build communities.

    EVIDENCE OF EFFECTIVENESS – A comprehensive national study by Huang et. al., (2006) of a large group of children who were US citizens by birth but whose parents had been born outside of the United States showed that these children, often not identified in traditional classifications, **face health care barriers** (e.g., lack of a usual source of care, mental health, and lack of health insurance coverage) **like those faced by foreign-born children**. These findings suggest that **parental**

citizenship status plays a <u>strong role</u> in children's lives. According to the study, a potential reason for this situation is that parents who are undocumented immigrants may perceive that contact with systems or organizations such as health care, education or law enforcement can jeopardize their immigrant status. The study continues to state that US-born children with noncitizen parents were **4 times more likely** than children from native families to lack health insurance coverage and to have not visited a mental health specialist in the preceding year. They were also **80% more likely** to have **not visited** a doctor or dentist in the previous year and **twice as likely** to lack the usual source of care.

Addresses Needs: 1a, 1b, 1c, 3a, 3b, 3c, 3d, 3e, 3f, 3g	
Target Grades: PreK-12	
Achieves Objectives & Outcome Measures: 1a, 3a, 3b	
Targets Competitive Preference Priorities: 1 & 2	**Absolute Priorities:** 2 & 4
Level of Evidence: Huang et. al., (2006)	

Pillar 4. Collaborative Leadership & Practices

Pillar 4: Collaborative Leadership & Practices			
School Legend: 1 – Harrah Elementary, 2 – Mt. Adams M.S., 3 – Garfield Elementary, 4 – Toppenish M.S., 5 – Yakama Nation Tribal School, 6 – Art Fox Elementary, 7 – Mabton Jr/HS, 8 – Roosevelt Elementary, 9 – Granger M.S.			
Primary Services	**Existing**	**New**	**Partner**
Collaborative Leadership	4, 9	1, 2, 3, 5, 6, 7	ESD 105 & all Key Strategic Community Partners
School Community Coordinator	0	1-9	All 9 school buildings
School-wide Leadership Teams	4, 9	1, 2, 3, 5, 6, 7	All 9 school buildings
Community-Wide Leadership Teams	3, 6, 7	1, 2, 4, 5, 8, 9	All community organizations in each community

Collaborative Leadership and Practices – The Yakima Consortium recognizes the importance of working together (teachers, principals, parents, CIS Community Coordinators, and community members) in sharing decisions and responsibilities toward a commonly held vision for the Full-Service Community School sites.

Communities In Schools Community Coordinator – We believe the **School Community Coordinator** positions to be located at each school building is essential in providing leadership to

implementing School-Wide Leadership Teams and Community-Wide Leadership Teams in each building. The Coordinator will build lasting relationships with community organizations to bring needed community services for families and students to the school building. This Coordinator will skillfully manage relationships by creating self-governing structures and activities that support and sustain these interactions over time. The School Community Coordinator at each site will expand collaborations that focus on school governance and program planning, the coordination of services associated with the other three community pillars, and the maintenance of constructive relationships with school staff, families, students, and community partners.

School-Wide Leadership Teams – The Coordinator will work with the school administrators to establish school-wide leadership teams consisting of teachers, principals, counselors, parents, and community service providers. This Leadership Team will have responsibilities to review and recommend the most appropriate and effective curriculum, programs, professional development, and activities to improve student learning and success. They will be a self-governing body with shared decision-making authority and will assist in identifying needed social, emotional, mental health and other services needed at the school. They will also share accountability for student academic improvement. This type of inclusive leadership teams has proven to significantly improve student achievement (Hallinger & Heck, 2010).

Community-Wide Leadership Teams – The Coordinator will work with community service providers to establish these community-wide leadership teams. The local community-wide leadership team will include two representatives from the school-wide leadership teams to identify needs and coordinate services. The membership will also include parents, community members and teachers. Similar to the school-wide teams, they will be a self-governing body with shared decision-making authority and will assist in identifying and accessing needed social, emotional, mental health and other services to be delivered to the schools.

EVIDENCE OF EFFECTIVENESS – In Sanders' 2018 case study **(ESSA Tier 4)** that examined effectiveness in three community schools, the study found that community school coordinators **played critical roles** in developing community partnerships by assisting principals with establishing and maintaining these partnerships. Research also suggests that teachers are affected positively by collaborative teams. In a quasi-experimental study **(ESSA Tier 2)** by Kraft & Papay (2014), teacher effectiveness and outcomes improved when there was a presence of collaborative teams and learning opportunities.

Addresses Needs: 1e, 1f, 1g, 1h, 1i, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 3e, 3f, 3g
Target Grades: Pre-K to Post-Sec.
Achieves Objectives & Outcome Measures: 1a, 1f, 2a, 2b, 3a, 3b, 4a, 4b, 4c
Targets Competitive Preference Priorities: 1 & 2   **Absolute Priorities:** 2 & 4
Level of Evidence: ESSA Tier 2 - 4

C) The extent to which the services to be provided are focused on those with the greatest needs (5 points).

The Yakima Consortium is dedicated to ensuring that our services are targeted to students and families with the **greatest needs** in order to make a meaningful impact on their lives. Our comprehensive needs assessment identified the highest need students/families and through our planning process, all stakeholders ensured the greatest need students will be served first. Our approach was guided by our Strategic Alignment of Services Matrix previously illustrated on pages 27-28. The table below, a subset of our alignment matrix, lists our services that are selected to **address specific needs**. By aligning our services with the identified needs, we will effectively target resources to students and families with the greatest needs for services. For example, the lowest student academic achievers (greatest need) will be referred to high-dosage tutoring, mentoring, and/or after-school programming to increase their academic skills.

Greatest Student Needs Identified	Services Selected to Address Greatest Needs Identified
1a. Diverse Demographics 1b. High Poverty 1c. High # of Minorities 1d. High # of ELL Students 1f. Low Academic Achievement	21st CCLC Afterschool/Summer Programming, High Dosage Tutoring, Social Emotional Learning (ESL), Migrant Services, Early Childhood Education, Citizenship, Digital Learning, Mentoring, MTSS/PBIS, Medical, Dental, Nutritional, Criminal Justice, Food Pantry
1g. Need School Safety/ Violence Prevention	Criminal Justice Services, Local Police Department and Sheriff Office trainings, Northwest Justice Project, MTSS/PBIS, SEL, Neighborhood Watch Programs, Housing Programs, Yakama Nation Victim Response Program, The Lighthouse – Domestic Violence Prevention, Educational Advocates – Juvenile Rehabilitation
1h. Need Mental Health Services	Yakama Nation Behavioral Health, Together 105 Treatment Services, Educational Advocates, FSCSC School-Based Mental Health Counselor & Behavioral Health Specialist, Suicide Prevention & Behavior Health Navigation, Social-Emotional Learning
1i. Need Substance Abuse Prevention	Together 105 Treatment Services, Yakama Nation Behavioral Health, ESD 105 School Climate Transformation Substance and Opioid Abuse Prevention
1j. High Discipline Rates	MTSS/PBIS, SEL, 21st CCLC, Mentoring, Tutoring, Juvenile Justice, Attendance Follow-up Initiative
1k. Low College Enrollment	21st CCLC, UW GEAR UP, Career Connected Learning, Tutoring, Mentoring, SEL, Heritage University – HEP/CAMP, YVC- Adult Basic Education
2a. Limited Out-of-School Learning Time	21st CCLC Afterschool & Summer Programming, SEL, High-Dosage Tutoring, Mentoring, Enrichment Activities – Drama, Art, Culinary, Robotics, Drones, Cultural Storytelling, Sahaptin Language Preservation
2b. Lack of After School Programs	21st CCLC Afterschool & Summer Programming
2c. Significant Learning Loss	High-Dosage Tutoring, 21st CCLC Afterschool & Summer Programming
Greatest Family Needs Identified	Services Selected to Address Greatest Needs Identified
3a. Lack of Family Engagement	21st CCLC – Family Engagement Activities, Citizenship, Adult Basic Education, Parenting Classes, SEL, Digital Literacy, Financial Literacy, Health & Mental Health Literacy
3b. Low Educational Attainment	Adult Basic Education, English as a Second Language (ESL), Citizenship Training, Parenting, Financial Literacy, High School Equivalency Diploma (HEP)
3c. Immigrant Populations	Citizenship, ESL, Immigrant Legal Services, Domestic Violence Services, Public Housing Authority, Financial Literacy
3d. Kindergarten School Readiness 3e. Parents Training Interests	Parenting Training, Early Learning Childhood Services (Inspire, EPIC, Yakama Nation Head Start, HU Early Learning Center), English as a Second Language, Digital Literacy, U.S. Citizenship and Naturalization Services and Training, Financial Literacy
3f. Parents Lack of College Knowledge	UW GEAR UP – FAFSA, College Entrance Requirements, Financial Aid Workshops, College Visits, Parent Training Nights and College Fairs
3g. Lack of Community Engagement	1 School Community Coordinator at each school, Community-Wide Leadership Teams, 21st CCLC

Additionally, our School Community Coordinators play a crucial role in identifying students with the greatest needs. As mentioned earlier, these dedicated professionals work collaboratively with each school building, establishing strong relationships with teachers, counselors, and other staff members.

By actively participating in Multi-Tiered System of Supports (MTSS) meetings, our Community

Coordinators contribute their expertise to identify students who require tier 2 and 3 interventions

(please see pg. 39). These tiers represent the greatest needs, indicating that students require targeted

and intensive support to thrive academically, socially, and emotionally.

By implementing this Strategic Alignment Matrix and involving our schools, stakeholders, and

School Community Coordinators in the identification process, we ensure that our services are

directed to students and families with the greatest needs. Our comprehensive approach aims to

provide tailored support and interventions that address the specific challenges faced by students,

ultimately improving their academic outcomes and overall well-being.

4. Adequacy of Resources

A) The extent to which the grantee has 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. (5 points)

The Yakima Consortium recognizes the importance of a Full-Time Community School

Coordinator located at each school building. Accordingly, a full-time School Community Coordinator

is included in the budget for each of the 9 schools. This position is essential to implementing a full-

service school program in each school/community. The School Community Coordinator will work

with the school-wide leadership team, community-wide leadership teams and community

organizations to collaborate with and bring needed community services for families and students to

the school building. They will further work to integrate community services with school services to

address the family's needs in a holistic and unified approach to provide wrap-around services.

Primary duties for the Communities In Schools Community Coordinator will be to plan, integrate,

coordinate and facilitate programs and services to be delivered at schools. The School Community

Coordinator's key duties and responsibilities will include the following:

1. Establish, support and facilitate the School-wide Leadership Team in assigned school building.

2. The School Community Coordinator will collaborate with School-wide Leadership Teams, school

administrators, teachers, staff, parents, and community partners to identify the specific needs and goals of the school community. They will work closely with all stakeholders to develop a comprehensive plan for the implementation and integration of programs and services that address these needs effectively.

3. Establish, support and facilitate the Community-wide Leadership Team and coordinate efforts with the School-wide Leadership Team.

4. The CIS School Community Coordinator will facilitate the integration of community resources, services, and programs into the school environment. They will establish and maintain strong partnerships with community organizations, local businesses, healthcare providers, and social service agencies to leverage available resources. By fostering collaboration among various stakeholders, the coordinator will ensure a seamless integration of services and promote a holistic approach to education.

5. The School Community Coordinator will oversee the coordination of services and resources within the school, ensuring that programs align with the school's mission and educational objectives. They will develop systems for efficient scheduling, data management, and communication to ensure smooth operations. Additionally, the coordinator will explore and secure funding opportunities to support program initiatives and leverage available resources effectively.

6. The School Community Coordinator will act as a facilitator, ensuring that programs and services are accessible, engaging, and responsive to the diverse needs of students and their families. They will provide support to students, families, and staff by identifying barriers to academic success, social-emotional well-being, and overall student development. The coordinator will work collaboratively with stakeholders to develop and implement strategies to address these barriers effectively.

7. Plan and implement family nights, parental involvement activities, community celebrations and student showcases.

8. Develop focused, creative, and interactive academic and enrichment programs to be delivered during out-of-school learning time.

The complete Job Description for the School Community Coordinator is found on pages 173-174.

Developing a Sustainability Plan – To further ensure that FSCS services continue, the Consortium will implement the proven National & Community Services Sustainability Plan. This plan includes **7** important steps to successful program sustainability. Many of these steps are integrated into our Management, Operational Plan and Timeline. FSCS staff and partners will complete the following proven steps leading to long-term sustainability:

1) **Build Your "Case for Support" Early,** by raising program awareness and gaining broad school and community support;

2) **Create a Clear Vision,** A clear vision has been established by the Consortium, ensuring that the goals and objectives are well-defined;

3) **Establish an Advisory Board,** will be accomplished in year one by establishing the School-Wide and Community-Wide Leadership Teams and the Project Management Team;

4) **Building Relationships,** was begun through the development of this proposal. The FSCS Partners will begin to develop additional relationships with outside entities such as private businesses to assist in supporting project services;

5) **Develop a Specific Sustainability Action Plan,** will be completed in year one, in collaboration with the FSCS Partners and will have specific tasks, a timeline, person responsible, milestones and include a program resource development plan;

6) **Effectively use Evaluation Data,** will be used to demonstrate accountability and evidence about the effectiveness of the FSCS services and their impact on students' academic achievement, mental health, and family/community engagement; and

7) **Continue Reviewing and Revising the Sustainability Plan,** will occur in years 2-5 of the project by the FSCS Partners.

Sustaining the School Community Coordinator Positions: Communities In Schools of Central Washington, part of the network of a nationally recognized organization, is committed to funding these positions after the 5-year grant period. This commitment is demonstrated in the MOA on

appendices pages 124-125, including this commitment. CIS has substantial funding resources and is committed to utilizing this grant to solidify their presence and impact in the proposed communities, including the Yakama Nation. With their extensive experience and established national network, Communities In Schools brings not only financial stability but also a wealth of expertise in community development. By leveraging their organizational strength and resources nationally and locally, they will ensure the longevity and effectiveness of the School Community Coordinator positions in these specific locations. This strategic approach aligns with their mission to empower and uplift communities, making them self-sustaining entities that thrive beyond the grant period. Moreover, Communities In Schools demonstrates their unwavering commitment to long-term engagement and impact within Washington state through their dedicated state office. This local presence allows for direct coordination, collaboration, and tailored support. By being firmly rooted in the region, they can effectively address the unique needs and challenges of these communities, ensuring sustained positive outcomes.

To further enhance their sustainability efforts in communities, Communities In Schools has assembled a team of resource developers who proactively seek out additional funding opportunities. Their comprehensive approach to resource mobilization equips them to tap into various funding sources, including some of the largest foundations in the world located right here in Washington state. The Gates Foundation, philanthropic initiatives of Jeff Bezos and MacKenzie Scott, along with the support from influential entities like Microsoft, Boeing, Costco and Starbucks, present prime targets for funding requests to support the long-term sustainability of the School Community Coordinator positions. Leveraging these robust local resources and partnerships, we can establish a solid foundation for ongoing support, ensuring that the School Community Coordinators continue to thrive and make a lasting difference in the communities they serve.

Through the combination of Communities In Schools national strength, their dedicated Washington state office, and the access to influential local funding sources, the sustainability of the

Community School Coordinator positions are assured. This comprehensive approach not only guarantees the continuation of the positive impact made during the grant period but also fosters sustainable development, empowerment, and growth for individuals and communities for generations to come.

Communities In Schools is committed to continue work in these communities by providing continued funding for the School Community Coordinators after the grant period. They normally start resource development in year 3 and seek incremental funding in years 3-5, so that they are fully funded by year 5. Furthermore, the FSCS budgeted Regional Resource Specialist's responsibilities will be to seek out regional community resources, services, and support for the school Community Coordinator positions.

B)	Potential for continued support for the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support (5 points).

Local ESD 105, School Districts and Community Support for FSCS

The partners are confident that they will sustain these services and community partner relationships beyond the grant, as they are already supporting the project with their services ████████████

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ESD 105 Support & Commitment of Resources – In addition to Communities In Schools, the ESD 105 will provide all its professional development training for FSCS personnel at no cost to the project. Furthermore, they will make available equipment, computer labs, classrooms and its libraries to students, teachers, and parents in support of FSCS grant training activities. It will also make available its existing three mental health counselors to work with each FSCS school site. These ESD 105 Mental Health Counselors focus on working with underserved and high-need communities such as our target schools.

ESD 105 will provide personnel, services, and resources in support of the FSCS grant for the 5-year as summarized in the following table.

ESD 105 Programs Supporting the FSCS School Building Sites	
Program	**Description of Services in Support of FSCS**
Suicide Prevention & Behavior Health Navigation	Coordination of behavioral health resources, supports, service providers, schools, school districts, and communities in the ESD region. Facilitation of partnerships across the multiple systems of behavioral healthcare services and supports for children and families.
Together 105 Treatment Services	Wellness promotion and universal mental health literacy, substance use disorder prevention, mental health and substance use disorder early intervention, screening and brief intervention, assessments, outpatient treatment, service referral, and ongoing recovery support.
Family Youth Round Table, Yakima Valley Domestic Violence Coalition	Local and regional coalition work, ensuring partnerships and collaboration are continually moving students and community forward.
Open Doors	Alternative High School Option -- Reengagement of students most at risk for not graduation
Attendance Initiative	Staff are housed at district sites to work together with our district partners, increasing our most at risk students' attendance through collaboration and district partnership.
Educational Advocates (Juvenile Rehabilitation)	The purpose of the education advocate is to assist juveniles previously incarcerated in county detention centers or juvenile institutions to successfully transition back to community schools, vocational training, college, GED programs or jobs.
Educational Advocates (High School/Post-Secondary)	We case manage students who have been identified by the school or community members for being at risk of re-offending or dropping out. Examples include students with problems involving truancy, failing several classes, and disciplinary issues because of behavioral issues
21st Century After School	Before/after school and summer enrichment particularly for students from high poverty
Migrant Services	ESD 105's Migrant Office is committed to assisting school districts in the use of data to inform and tailor programs to meet the unique needs of migrant students.
Early Learning	Head Start, Transitional Kindergarten, Migrant/Seasonal Head Start & Early Head Start, ECEAP, Pre-K-3 Alignment, B-3 Family Resource Training
Career Connected Learning – South Central Washington STEM Network	Network has convened business, workforce development, community, and education to ensure that ALL students have access to a high-quality STEM education that prepares them to succeed in their chosen careers and in life.

Community Partners' Commitments – In addition to the above ESD 105 services, ESD 105, school districts and community partners are providing in-kind services and resources as described in the following table. These commitments are documented in attached partners' support letters. The Sustainability Plan includes for partners to contribute increasing matching in-kind funds each year in an incremental method as partners embrace and increase delivery of services at the schools. This is one more strategy to support the sustainability of the FSCS in the communities and schools.
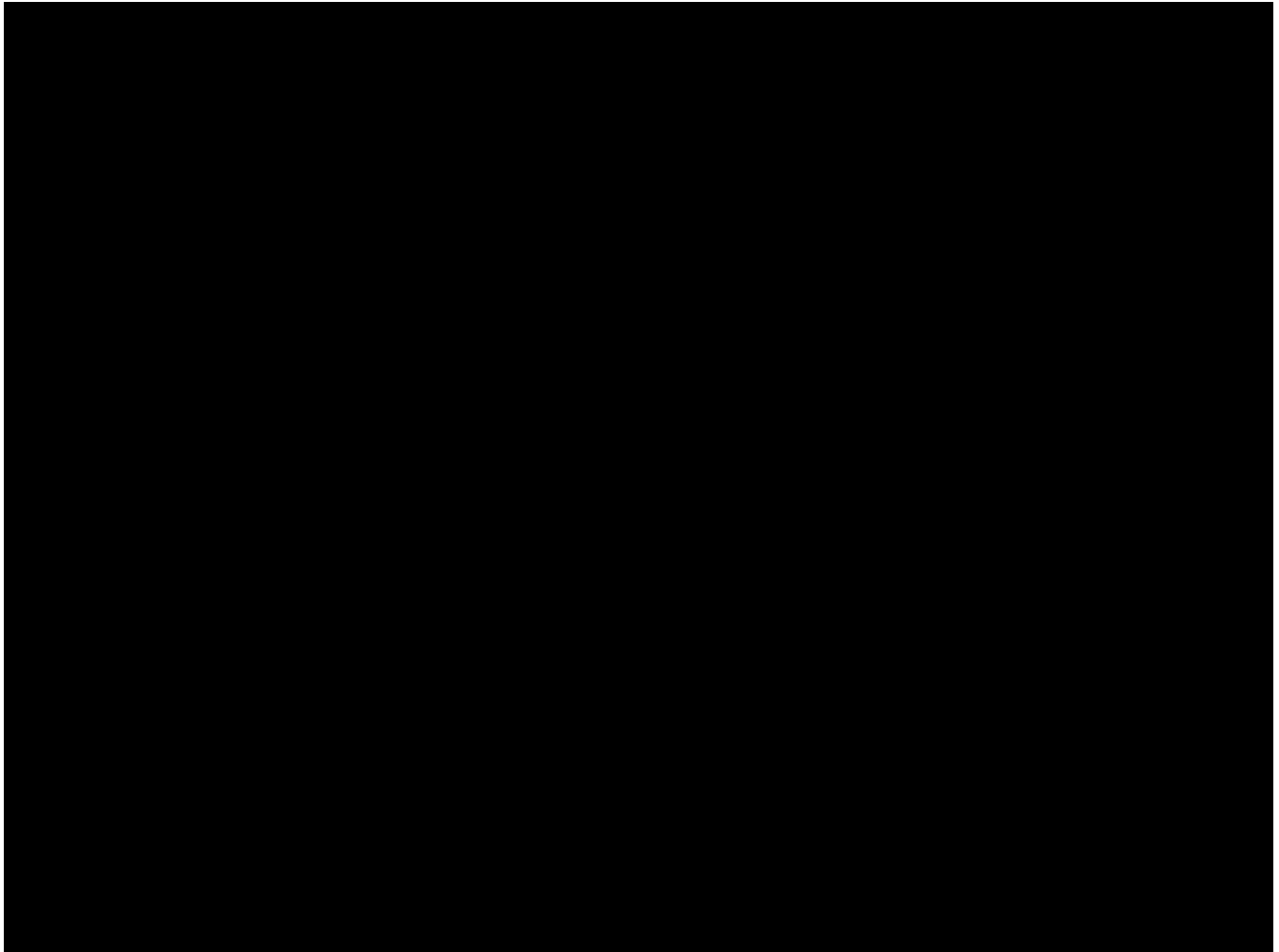
All these community organizations and their resources collaborating and coordinating services promise to transform service delivery in the schools and communities resulting in sustainability. In addition to the following organizations' roles and services described in the Services section of this narrative, the following is a complete list of those supporting organizations. The School Community Coordinator and Regional Resource Specialist will work with all these and other organizations to collect additional in-kind resources as they move delivery of services to the school building

Organization	Summary of Services	MOU on Page
FSCS Key Primary Strategic Community Partners		
Confederated Tribes and Bands of the Yakama Nation	Placement of School Community Coordinator at Tribal School, Establish School-wide and Community-wide Leadership Teams. Provide tutoring, parent training, expand after school and summer school, engage parents in school and to attend trainings and activities.	Tribal Council Letter of Agreement 116

Mabton Sch District	Placement of School Community Coordinator, Establish School-wide and Community-wide Leadership Teams. Provide tutoring and parent training. Support after school and summer programs by providing classrooms, Gym, computer labs, supplies, and administrator's time to oversee and coordinate the programs.	120
Mt. Adams Sch District		121
Toppenish Sch Dist.		122
Granger Sch District		123
Communities In Schools	Recruit, train, and hire full-time School Community Coordinators at each school. The full-time coordinator serves as the primary point of contact for all aspects of the Full-Service Community Schools program within their respective schools. They are responsible for overseeing the program planning, implementation and integration of various programs and services that aim to enhance the educational experience and well-being of students.	124
Inspire Development Centers	Provides comprehensive, culturally appropriate ECE services to families and children in need. Inspire provides Migrant & Seasonal Head Start (MSHS) and Early Head Start (EHS) programs at our target communities. Provides home visiting that provides families with parent coaching. Provide referrals to ensure access to medical services and resources for meeting basic needs, and help partners identify and accomplish goals leading to self-sufficiency. Inspire also provides parent education such as fatherhood classes and parent leadership opportunities such as serving on parent advisory groups, parent meetings and other leadership opportunities	128
Northwest Community Action Center	Provides 21st Century Community Learning Centers After School and Summer School in several school buildings. Currently, these centers provide students with after school opportunities to improve low academic achievement, provide access to nutrition, offer a safe and supervised environment, and provide enrichment activities such as drama, art, music, culinary and STEM activities. Also provide employment and training, rental assistance, energy assistance, home weatherization and assistance in locating childcare programs for youths and adults, education to improve parenting skills, mentoring, and tutoring programs.	129

Heritage University	Provides outreach and recruitment in the target high school and assists with admissions, financial aid/ scholarships. Also offers a range of tutoring and counseling support on campus. Offers High School Equivalency (HSE) for parents interested in attaining their diploma serving migrant and seasonal farm workers with a High School Equivalency (HSE) preparation and support services. For those that complete their HSE diploma, they will have the opportunity to enroll in HU's College Assistance Migrant Program (CAMP). CAMP is designed to help students begin their college careers.	130
University of WA – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)	Provides a range of college access services in middle and high schools. Includes high dosage tutoring at each school to address learning loss and improve academic achievement; afterschool and summer school that includes drone technology, robotics, coding, and other STEM skills. GEAR UP will also provide programs, such Career Camps and Summer Bridge focused on math. These camps will be held on a college campus so students can be exposed to an actual university setting. An example of one of these camps is Microsoft DigiGirlz Summer Camp.	131
Secondary Community Partners		
Enterprise for Progress in the Community (EPIC)	Provides comprehensive, culturally appropriate ECE services to families and children in need. EPIC provides Migrant & Seasonal Head Start (MSHS) and Early Head Start (EHS) programs including parent trainings	132
South Central Workforce Council	Provides workforce employment/ training and placement for adults and youth in Yakima County.	133
Toppenish Police Department	Provides gang/drug education, school safety training, active shooter instruction, and night out events.	134
Catholic Charities	Provides early learning services, behavioral analysis for children, mental health counseling, social services, and housing.	135
The Lighthouse	Provides domestic violence/sexual assault support services, 24-hour crisis line, crisis intervention, legal/medical advocacy, shelters, therapy, and prevention education.	136
Yakima Valley Community Foundation	Provides support for children coalitions, funds number of community educational and social projects.	137
Yakima Valley Farmworkers Clinic	Provides medical, dental, behavioral health, and pharmacy services to farmworkers and low-income.	138
Yakima Valley College	Provides adult ESL/basic skills training, workforce training, high school dual credit, and college degrees.	139

Northwest Harvest	Provides food to 25 food banks, county distribution center, and weekend take-home meals.	140
People for People	Provides transportation, employment/training, food outreach, and Meals on Wheels for seniors and people with disabilities.	142
Yakima County Sheriff's Office	███████████████████████ public safety, training & support services for students/families.	143
United Way	Funding for Dolly Parton's Imagination Library to provide books to all children in all FSCS schools to improve reading and opportunities to imagine the future.	145
South Central STEM Network	Provide Career Connected Learning opportunities for students that include career paths, internships, and job openings. Will provide Career Launch opportunities resulting in paid work experience and career pathways.	146
Nuestra Casa	Provides immigrant families with ELL, citizenship classes, GED classes, voter registration, immigration referrals, and civic engagement.	147

We firmly believe that this collective effort will have a transformative impact on the lives of our students and families, both within the schools and the broader communities we serve. By working together, leveraging our resources, and implementing strategic plans, we aim to create an enduring support system that nurtures the holistic development and success of every student, empowering them to thrive academically, socially, and emotionally. Our unwavering commitment to this endeavor underscores our shared vision of building a brighter future for our schools, our communities, and, most importantly, the students and families we serve.

5. Quality of the Management Plan

Introduction – A comprehensive and high-quality Management Plan is required to administer, monitor, implement and evaluate a successful FSCS Program. The Management Plan must include rigorous financial check and balance systems, a Human Resource Department to allocate appropriate human resources and provide professional development. Additionally, it must include a defined organizational chart and a detailed timeline with clear assigned roles and responsibilities with proven and effective leadership. The Consortium must also include broad representation from parents, students, educators, communities, and all other local vested stakeholders.

> (A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly 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 required preliminary MOU. (FSCS NFP) (5 points)

A Diverse and Broadly Representative Consortium – The overall Yakima Consortium's membership composition was established to include a broad diverse representation reflecting the target communities, parents, students, teachers, small grassroots organizations, and larger Community-Based Organizations. Target schools and communities serve a large percentage of Native Americans on the Reservation and a substantial percentage of Hispanics in the Yakima Valley. Accordingly, the Consortium membership consists of 2 parents, 2 teachers, 2 principals, a counselor, and a student from each of the 4 school districts and the Yakima Nation Tribal School. These parents and students are representative of the ethnicity make up of each district (Native American or Hispanic). These representatives are chosen from and by each of 4 schools' local School and Community-Wide Leadership Teams. When necessary to fully participate, bilingual translators will be used in the meetings.

In addition to these essential stakeholders, Consortium representatives from grassroots organizations will be members such as La Casa Hogar, Nuestra Casa, Lighthouse, etc. The Yakima Nation will also appoint a member from the Tribal Council. School Superintendents and CEOs of CBOs will be members. All these Superintendents are from the local community and fully understand the educational needs of their diverse students, families, and communities. Two of the five Superintendents are Hispanic, and the Superintendent and Principal for the Tribal School are Native Americans.

Other CEOs of Key Strategic Partners also bring diverse representation. These are Inspire Development Centers (Head Start) who has a Latino as their CEO representing children and families, the University of Washington GEAR UP Vice President of Minority Affairs is Latina, and the Heritage University Vice President of Student Affairs is also a Latina. The regional Communities In

Schools Executive Director is also a Latina. These Consortium members will bring a diverse range of perspectives, knowledge and experience representing all their children, students, parents, schools, and communities they serve. All these diverse members will provide a broad representation of the needs, barriers, challenges, and services needed to address the many needs of these underserved populations. The FSCS personnel will also be part of the Consortium to offer support, document and implement recommendations.

Lastly, to ensure that our consortium is truly representative of the community, we have established **subcommittees** and **workgroups** that consist of members from various stakeholder groups. These subcommittees focus on specific areas of concern, such as the School Safety Subcommittee, Mental Health Task Force, and Academic Recovery Workgroup. Each of these groups includes teachers, administrators, and experts in their respective fields, alongside parents, community leaders, Yakama Nation experts and elders, and other relevant stakeholders.

Our consortium's action plans have been developed collaboratively, incorporating the input and recommendations from all stakeholders. For instance, the School Safety Subcommittee has devised strategies for implementing comprehensive safety protocols, including emergency response plans and security enhancements. The Mental Health Task Force is working to provide robust mental health support systems within schools, offering counseling services and promoting awareness programs. Additionally, the Academic Recovery Workgroup is designing targeted interventions and academic enrichment programs to address the learning loss resulting from the pandemic.

The local School-Wide Leader Teams and Community-wide Teams will also have a broad representation of diverse members to include parents, students, educators and community members with knowledge of the needs of their communities.

Each of the Consortium Partners' signed preliminary MOUs include the following minimum language defining their **Roles and Responsibilities:** (all MOUs are attached starting on appendices page 116)

- The FSCS will locate a School Community Coordinator in elementary and middle school buildings to support the integration and coordination of services to be provided in school buildings.
- District will establish a School-based Leadership Team to better coordinate school and community services at participating buildings.
- District will be involved in the planning and fully developing of the FSCS Program and pipe-line services as described in the grant application.
- District will provide schools services as described in the grant application that may include afterschool, summer school, tutoring, social emotional learning, and others supporting FSCS.
- District will be involved in the program evaluation of the program and provide the required data for local and federal reporting.
- District will serve on the Community-Wide Leadership Team and the Consortium to better coordinate community services for our students and families.
- ESD 105 will serve as the applicant and the managing and fiscal agent to implement the FSCS Program and provide its range of professional development, behavioral health, academic, student and district services in support of the 2022 FSCS Program.

These preliminary MOUs will be further refined and modified as needed to strengthen the working relationships and integration of services and they will be submitted at the end of the first grant year to USDE FSCS as required. The Community Partners' MOUs are similar with the addition of providing their specific services at the school buildings.

(B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (FSCS NFP) (5 points)

ESD 105 has an extensive history of success with initiatives that demonstrate commitment to families of color, and a range of diverse stakeholders. ESD 105 recently celebrated its 50th anniversary in providing services to the schools and communities in its service area. ESD 105 has many **key successes and accomplishments** including, but not limited to:

21st Century Community Learning Centers After-School Program: In 2019 and 2020, ESD 105 in partnership with the Yakima School District was awarded an Office of Superintendent of Public Instruction (OSPI) 21st CCLC grants to support after-school and before-school academic enrichment activities at the district. The grants currently provide six Yakima schools with after-school and summer programs to assist students on their reading, English, math, STEM, enrichment, and social emotional learning. According to the evaluation Site Report for 2020, the program was successful in integrating social and emotional learning throughout all the activities provided to youth during the COVID-19 pandemic. This program serves **85%** students of color.

Education Innovation Research (EIR) Grant: Reinforcing the agency's commitment to developing educational innovations through research and practice, ESD 105 was awarded the prestigious **5-year EIR grant in 2020** from the **U.S. Department of Education** to study the impact STEM mentors have on children from farmworker families. A randomized control trial has been completed and according to the technical advisor, evaluators and program officers, implementation of services is on-track. The Virtual STEM Role Model Project will provide 480 farmworker students with eight webinar-style presentations each year for the next three years. This grant is serving **100% Hispanic students.**

School Climate Transformation Grant: In 2019, ESD 105 was awarded a **5-year U.S. Department of Education School Climate grant**. The School Climate Transformation Grant goal is to improve the schools' climate by enhancing MTSS/PBIS in all buildings. The School Climate Transformation Grant funding has been used to provide training for staff and students, and resources for families related to Social Emotional Learning, and other prevention and wellness programs. The explosion of support for district staff related to MTSS and PBIS has been tremendous and all 6 Yakima Valley School Districts including the Yakama Nation Tribal School have been able to grow in this area in the last two reporting periods. These students served are **88%** Hispanics in the target schools and **100%** Native American at the Tribal School.

ECEAP: ESD 105 was awarded a contract by the Department of Early Learning (now DCYF) to operate the Early Childhood Education and Assistance Program (ECEAP). ESD provides high quality, comprehensive preschool services to children ages 3-5. ESD 105 began serving 31 students in two childcare locations and has **grown to serve 217 students in six locations**--four childcare centers, one family childcare home and one school district.

Migrant Education Preschool Initiative: The Office of Superintendent of Public Instruction (OSPI) subcontracts with ESD 105 to lead the Preschool Initiative (PI) Consortium Incentive Grant (CIG). The nine member states; Colorado, Florida, Georgia, Idaho, Maine, Missouri, Oregon, Pennsylvania (lead State), and Washington work to expand the capacity of state and local Migrant Education Programs (MEPs) to serve migrant preschool children; ensure that more services are provided to migrant three- to five-year-old children and that they demonstrate substantial and measurable educational gains; and disseminate evidence-based practice to the national MEP community and other stakeholders.

ESD 105 knows that whole child supports are critical to student success and that this can only be achieved with strong partnerships. An example of this historic work, ESD 105, through our Student Support office has partnered with the Yakima Police Department our local school districts to implement the Handle with Care Project. This project aims to impact the youth in our schools to increase trauma-informed approaches and address Adverse Childhood Experiences to prevent future victimization or criminality. This partnership has allowed a positive growth of our partnership with the Yakima Police Department and had a positive impact on our children and families living in our

community. In addition, our work with local community coalitions has been a critical part of the success model for effective stakeholder engagement that serves communities, students, and their families. Local and regional partnerships with collaborating in meetings and coalitions like local and regional Family Youth System Partner Round Table (FYSPRT) meetings, Mid-Valley Provider's Consortium (MVPC), and Yakima Valley Domestic Violence Coalition meetings.

> (C) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210) (15 points)

Management Plan – The Educational Service District 105 (ESD 105) has 50 years of demonstrated leadership experience in implementing and managing numerous U.S. Department of Education (USDE) and other federally funded, school-based, student, parent, and teacher training programs. Several examples of currently operating USDE projects are the Education Innovation and Research 5-year grant, Innovations in Literacy 5-year grant, two 21st Century After School and Summer Programs 5-year grants and other federal and state grants.

All these programs adhere to EDGAR rules, OMB regulations and USDE FSCS specific policies and procedures in their grants administration.
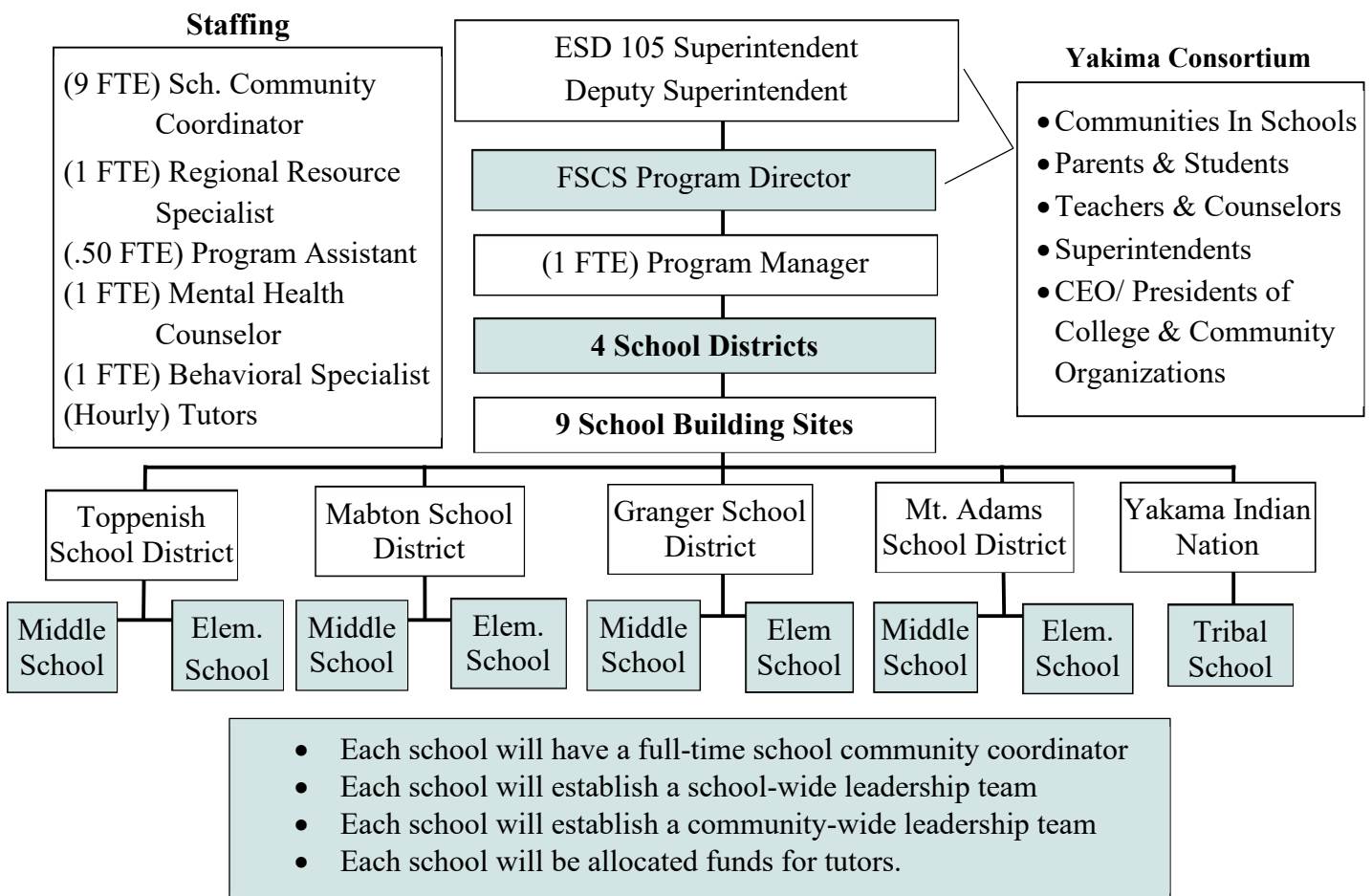
The ESD105 will use its management experience, leadership and institutional USDE grants knowledge in the management of this FSCS Program. The **Management Plan** incorporates all the essential control functions and elements to ensure an efficient and effective program. These include the traditional management functions of planning, budgeting, reporting, management of information, human resources, evaluation, and continuous improvement mechanisms for the delivery of accessible, quality and culturally relevant services for target students and families. This ensures that spending is within budgets and tracking of all accomplishments.

The ESD 105 has specific departments for each of these management functions with specific written procedures, policies, and protocols to ensure that check and balances and accountability occur. For example, ESD 105 Human Resources requires that all new employees receive personnel

training on hiring, compensation, benefits, supervisory policies, sexual/verbal harassment, non-discriminatory policies, etc.

The **Yakima Consortium** will include a broad representation as previously described to ensure a diversity of perspectives in grant management, planning and operations. The Yakima Consortium will have the authority to make decisions on behalf of the partner's organization. The Consortium will meet monthly. They will be the policy and decision-makers for the FSCS Program regarding budgets, contracts, program design changes, review of evaluation results and other program policy matters. They will also monitor and review the accomplishment of project milestones and achievement of project outcomes. The FSCS Project Director will host and facilitate the Consortium Meetings. The management organizational structure of staffing for the **FSCS Program** will be as follows to ensure appropriate lines of authority, responsibility, and communication.

FCSC Organizational Chart

Staffing

(9 FTE) Sch. Community Coordinator
(1 FTE) Regional Resource Specialist
(.50 FTE) Program Assistant
(1 FTE) Mental Health Counselor
(1 FTE) Behavioral Specialist
(Hourly) Tutors

ESD 105 Superintendent
Deputy Superintendent

FSCS Program Director

(1 FTE) Program Manager

4 School Districts

9 School Building Sites

Yakima Consortium
- Communities In Schools
- Parents & Students
- Teachers & Counselors
- Superintendents
- CEO/ Presidents of College & Community Organizations

Toppenish School District — Middle School, Elem. School

Mabton School District — Middle School, Elem. School

Granger School District — Middle School, Elem School

Mt. Adams School District — Middle School, Elem. School

Yakama Indian Nation — Tribal School

- Each school will have a full-time school community coordinator
- Each school will establish a school-wide leadership team
- Each school will establish a community-wide leadership team
- Each school will be allocated funds for tutors.

Local Service Operations – Operationally, a **School-Wide** Leadership Team will be established at each school building and will include the FSCS School Community Coordinator, principal, counselor, community partners, teachers, a parent, two students and others with an interest or responsibility for the FSCS Program. This School-wide Leadership Team will be responsible for reviewing the school building implementation of the FSCS Program and assist in attracting community organization to deliver school-based services and establishing schedules for programs, coordinating local events, and communicating important matters to the Consortium.

Each community will also establish a Community-Wide Leadership Team. This team to be facilitated by the School Community Coordinator and will serve to access, integrate, and deliver needed services at the school building for students and parents. The composition of this team will also include a range of diverse organizations representing their constituents.

Financial Management – As a state public agency, ESD 105 is required to adhere to all state and federal rules, laws, policies, and OMB Circulars governing the accountability and expenditures of all funds. ESD 105 is familiar with the U.S. Department of Education's EDGAR rules and regulations used in its other USDE Programs. Accordingly, ESD 105 has financial systems in place to ensure the proper accountability, check and balances, documentation, and expenditure authority at various levels to facilitate the timely operation and management of all its programs. The FSCS Project Director and Program Assistant will develop an internal budget accounting system and conduct monthly monitoring of project expenditures which will be regularly reconciled in a timely manner with the ESD 105 Business Office project budget reports.

ESD 105 will work closely with Communities In Schools as a trusted and primary partner. CIS has extensive experience in the integration of services into schools. ESD 105 will contract with CIS to hire, train, and supervise the School Community Coordinators on their proven CIS Integration Services in Schools Model. ESD 105 will directly oversee the CIS Program Manager who will supervise the School Community Coordinators. This service delivery model builds on the ESD 105

school relationships and the expertise of the Communities In Schools' work in other local school districts.

Tasks, Responsibilities, Timelines & Milestones/Benchmarks – Successful project management in large community partnership grants require that specific tasks, responsibilities, timelines, and milestones are clearly defined and agreed upon by all the partners. Accordingly, the partners have developed and committed to the following Management Work Plan based upon the objectives and measurable outcomes. Each task has an associated person responsible, timelines/ milestones, related objectives, and due date. These milestones will be used as a management tool to assess progress towards achieving objectives and annual measurable outcomes. Additionally, the FSCS staff will use a Project Management Software (PMS) program to further identify, assign and manage relational tasks, activities, and due dates. This PMS is cloud-based and will be used by the project staff and school site staff to manage and complete all assigned tasks. Each year in July, the Management Team will develop, review and update milestones for the next year based on student academic progress, appropriate activities, new partnerships secured, parents' learning and outcomes achievements.

Management Work Plan: 5 -Year Tasks, Milestones & Timeline			
Legend for Personnel & Project Activities: 1= Project Director, 2= Sch Community Coordinator, 3= Program Assistant, 4= Mental Health Counselor, 5= Behavioral Specialist, 6= Schools, 7= Evaluators, 8= Community Service Providers, 9= Management Team, 10= Community-Wide Leadership Team, 11= School-Wide Leadership Team, 12= Yakima Consortium, 13= ESD 105, 14= Regional Resource Specialist			
Start-Up Phase: (Jan 2024 – Aug 2024) – First Six Months			
Project Tasks & Milestones	**Personnel Responsible**	**Objectives Achieved**	**Due Date**
Recruit & hire Project Director	12, 13	ALL	JAN 2024
Recruit & hire all Project Personnel	1, 6, 13	ALL	FEB-MAR 2024
Consortium Team meets	1, 9, 13, 12	ALL	JAN 2024
Participate in FSCS National Directors' meeting	1, 7	ALL	TBD
Resource Development Begins	1, 14	ALL	FEB-AUG 2024
Finalize Evaluation Design	1, 7	ALL	JAN-MAR 2024
Train all Project Staff on grant, objectives and outcomes	1, 9, 7	ALL	APR 2024
Finalize Management & Operational Plan	1, 13	ALL	MAR 2024
Contact all Community Service Providers	1, 2, 14	ALL	APR 2024

Meet with Partner schools to provide grant orientation	1, 2	ALL	APR 2024
Establish all final baselines for measurable outcomes	7	ALL	FEB 2024
Customize database for data collection	7, 1	ALL	FEB 2024
Develop all evaluation instruments	7, 1	ALL	FEB 2024
Train all staff on use of database & data collection begins	7, 2, 3, 4, 8	ALL	MAR 2024
Develop & train staff & service providers on In-kind Reporting	1, 13, 8	ALL	APR 2024
Establish School-wide Leadership Teams in schools	1, 2	ALL	APR 2024
Establish Community-wide Leadership Teams in communities	1, 2	ALL	APR 2024
School-wide Leadership Teams meets monthly	1, 11, 7	ALL	APR-AUG 2024
Community-wide Leadership Teams meet monthly	1, 10, 7	ALL	APR-AUG 2024
Review and Finalize FSCS MOUs with partners	1	ALL	MAY 2024
Start providing ECE services	2, 8	1	APR 2024
Start providing After School & Tutoring services	2, 8	1, 2	APR 2024
Start providing College-Access services at high schools	2, 8	1,2	APR 2024
Start providing Parent Educational Trainings	2, 8	3, 4	APR 2024
Start of Summer School Programs	2, 8		JUN-JUL 2024
Evaluators provide first 6-month findings/evaluation reports	1, 7	ALL	AUG 2024
Staff participate in End-of-Year Review/Planning for next Year	ALL	ALL	AUG 2024
Staff develops Implementation Service Plan for Year 2	ALL	ALL	AUG 2024
Annual Performance Report submitted to USDE FSCS Office	1, 7	ALL	SEPT 2024
1st Full School Year: Tasks, Milestones & Timeline (Sept 2024 – Aug 2025)			
Staff implements new year Implementation Service Plan	1, 2, 3, 4, 5	ALL	SEPT-AUG 2025
Project budget is reviewed, and projections made for new year	1, 2	ALL	SEPT 2024
Consortium Team meets monthly	1, 7, 9, 13	ALL	SEPT-AUG 2025
Resource Development Begins	1, 14	ALL	FEB-AUG 2025
Participate in FSCS National Directors' meeting	1	ALL	TBD
Train new Project Staff on grant, objectives, and outcomes	1, 7	ALL	SEPT 2024
Continuous Improvement Model is implemented	1, 7	ALL	SEPT-AUG 2025
Contact new Community Service Providers in the area	1, 6, 2, 14	ALL	SEPT-OCT 2024
Provide Partner schools start of year grant orientation	1, 2, 7	ALL	SEPT 2024
In-kind funds collection and reporting continue	1, 2, 8	ALL	SEPT-AUG 2025
Train new staff on use of database & data collection begins	1, 7	ALL	SEPT 2024
Convene School-wide Leadership Teams in schools	1, 2	ALL	SEPT 2024
Convene Community-wide Leadership Teams in communities	1, 2	ALL	SEPT 2024
School-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2025

Community-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2025
Start providing ECE services	8	1, 3	SEPT-AUG 2025
Start providing After School & Tutoring services	8	2	SEPT-AUG 2025
Start providing College-Access services at high schools	8	1, 3	SEPT-AUG 2025
Start providing Parent Educational Trainings	8	3	SEPT-AUG 2025
Start of Summer School Programs	8	2	JUN-JUL 2024
Evaluators provide first EOY Year findings/evaluation reports	7	ALL	AUG 2025
Begin implementing Sustainability Plan phases	1, 2	ALL	SEPT-AUG 2025
Staff participate in End-of-Year Review/Planning for next year	1, 2, 3, 4, 5	ALL	AUG 2025
Annual Performance Report submitted to USDE FSCS Office	1, 7	ALL	SEPT 2025
2nd Full School Year: Tasks, Milestones & Timeline (Sept 2025 – Aug 2026)			
Staff implements new year Implementation Service Plan	1, 2, 3, 4, 5	ALL	SEPT-AUG 2026
Project budget is reviewed, and projections made for new year	1, 2	ALL	SEPT 2025
Consortium Team meets monthly	1, 7, 9, 13	ALL	SEPT-AUG 2026
Resource Development Begins	1, 14	ALL	FEB-AUG 2026
Participate in FSCS National Directors' meeting	1	ALL	TBD
Train new Project Staff on grant, objectives, and outcomes	1, 7	ALL	SEPT 2025
Continuous Improvement Model is implemented	1, 7	ALL	SEPT-AUG 2026
Contact new Community Service Providers in the area	1, 6, 2	ALL	SEPT-OCT 2025
Provide Partner schools start of year grant orientation	1, 2, 7	ALL	SEPT 2025
In-kind funds collection and reporting continue	1, 2, 8	ALL	SEPT-AUG 2026
Train new staff on use of database & data collection begins	1, 7	ALL	SEPT 2025
Convene School-wide Leadership Teams in schools	1, 2	ALL	SEPT 2025
Convene Community-wide Leadership Teams in communities	1, 2	ALL	SEPT 2025
School-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2026
Community-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2026
Start providing ECE services	8	1, 3	SEPT-AUG 2026
Start providing After School & Tutoring services	8	2	SEPT-AUG 2026
Start providing College-Access services at high schools	8	1, 3	SEPT-AUG 2026
Start providing Parent Educational Trainings	8	3	SEPT-AUG 2026
Start of Summer School Programs	8	2	JUN-JUL 2025
Evaluators provide first EOY Year findings/evaluation reports	7	ALL	AUG 2026
Begin implementing Sustainability Plan incrementable phases	1, 2	ALL	SEPT-AUG 2026
Staff participate in End-of-Year Review/Planning for next year	1, 2, 3, 4, 5	ALL	AUG 2026

Annual Performance Report submitted to USDE FSCS Office	1, 7	ALL	SEPT 2026
3ʳᵈ Full School Year: Milestones and Timeline (Sept 2026 – Aug 2027)			
Staff implements new year Implementation Service Plan	1, 2, 3, 4, 5	ALL	SEPT-AUG 2027
Project budget is reviewed, and projections made for new year	1, 2	ALL	SEPT 2026
Resource Development Begins	1, 14	ALL	FEB-AUG 2027
Consortium Team meets monthly	1, 7, 9, 13	ALL	SEPT-AUG 2027
Participate in FSCS National Directors' meeting	1	ALL	TBD
Train new Project Staff on grant, objectives, and outcomes	1, 7	ALL	SEPT 2026
Continuous Improvement Model is implemented	1, 7	ALL	SEPT-AUG 2027
Contact new Community Service Providers in the area	1, 6, 2	ALL	SEPT-OCT 2026
Provide Partner schools start of year grant orientation	1, 2, 7	ALL	SEPT 2026
In-kind funds collection and reporting continue	1, 2, 8	ALL	SEPT-AUG 2027
Train new staff on use of database & data collection begins	1, 7	ALL	SEPT 2026
Convene School-wide Leadership Teams in schools	1, 2	ALL	SEPT 2026
Convene Community-wide Leadership Teams in communities	1, 2	ALL	SEPT 2026
School-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2027
Community-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2027
Start providing ECE services	8	1, 3	SEPT-AUG 2027
Start providing After School & Tutoring services	8	2	SEPT-AUG 2027
Start providing College-Access services at high schools	8	1, 3	SEPT-AUG 2027
Start providing Parent Educational Trainings	8	3	SEPT-AUG 2027
Start of Summer School Programs	8	2	JUN-JUL 2026
Evaluators provide first EOY Year findings/evaluation reports	7	ALL	AUG 2027
Begin implementing Sustainability Plan phases	1, 2	ALL	SEPT-AUG 2027
Staff participate in End-of-Year Review/Planning for next year	1, 2, 3, 4, 5	ALL	AUG 2027
Annual Performance Report submitted to USDE FSCS Office	1, 7	ALL	SEPT 2027
4ᵗʰ School Year: Milestones and Timeline (Sept 2027 – Aug 2028)			
Staff implements new year Implementation Service Plan	1, 2, 3, 4, 5	ALL	SEPT-AUG 2028
Project budget is reviewed, and projections made for new year	1, 2	ALL	SEPT 2027
Resource Development Begins	1, 14	ALL	FEB-AUG 2028
Consortium Team meets monthly	1, 7, 9, 13	ALL	SEPT-AUG 2028
Participate in FSCS National Directors' meeting	1	ALL	TBD
Train new Project Staff on grant, objectives, and outcomes	1, 7	ALL	SEPT 2027
Continuous Improvement Model is implemented	1, 7	ALL	SEPT-AUG 2028
Contact new Community Service Providers in the area	1, 6, 2	ALL	SEPT-OCT 2027

Provide Partner schools start of year grant orientation	1, 2, 7	ALL	SEPT 2027
In-kind funds collection and reporting continue	1, 2, 8	ALL	SEPT-AUG 2028
Train new staff on use of database & data collection begins	1, 7	ALL	SEPT 2027
Convene School-wide Leadership Teams in schools	1, 2	ALL	SEPT 2027
Convene Community-wide Leadership Teams in communities	1, 2	ALL	SEPT 2027
School-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2028
Community-wide Leadership Teams meets monthly	1, 2	ALL	SEPT-AUG 2028
Start providing ECE services	8	1, 3	SEPT-AUG 2028
Start providing After School & Tutoring services	8	2	SEPT-AUG 2028
Start providing College-Access services at high schools	8	1, 3	SEPT-AUG 2028
Start providing Parent Educational Trainings	8	3	SEPT-AUG 2028
Start of Summer School Programs	8	2	JUN-JUL 2027
Evaluators provide first EOY Year findings/evaluation reports	7	ALL	AUG 2028
Begin implementing Sustainability Plan phases	1, 2	ALL	SEPT-AUG 2028
Staff participate in End-of-Year Review/Planning for next year	1, 2, 3, 4, 5	ALL	AUG 2028
Annual Performance Report submitted to USDE FSCS Office	1, 7	ALL	SEPT 2028
Last 6 Months: Tasks, Milestones and Timeline (Sept 2028 – Dec 2028)			
Begin Replication Model steps	1, 2, 6	ALL	SEPT– DEC 2028
Convene School-wide Leadership Teams in schools	1, 11	ALL	SEPT 2028
Convene Community-wide Leadership Teams in communities	1, 10	ALL	SEPT 2028
School-wide Leadership Teams meets monthly	1, 11	ALL	SEPT-DEC 2028
Community-wide Leadership Teams meets monthly	1, 10	ALL	SEPT-DEC 2028
Start providing ECE services	8, 6	3	SEPT-DEC 2028
Start providing After School & Tutoring services	8, 6	1, 2	SEPT-DEC 2028
Start providing College-Access services at high schools	8, 6	1, 2	SEPT-DEC 2028
Start providing Parent Educational Trainings	8, 6	3	SEPT-DEC 2028
Complete full 5-year project evaluation report with lesson learned and best practices	1, 7	ALL	DEC 2028
Refine Sustainability Plan for program to continue in schools	1, 2, 6	ALL	SEPT-DEC 2028
Complete USDE Final Performance Report	1, 7, 9	ALL	DEC 2028

Personnel – The ESD 105, schools and community partners recognize the importance of employing

highly qualified individuals who are representative of and from the target population to be served.

Accordingly, they will recruit staff that know and understand the target communities. This

commitment is reflected in all the ESD 105's employment policies as a state Affirmative Action and

Equal Opportunity Employer.

The ESD 105 Human Resource (HR) Department is very familiar with effective recruitment strategies and the importance of employing personnel from the target population. Accordingly, the ESD 105 HR will use its existing network of advertisers in publications/newspapers and job lines, such as El Sol de Yakima, a weekly Spanish language newspaper, the Yakama Indian Nation Review newspaper, local Spanish language radio stations such as Radio KDNA and Yakama Indian Nation radio station KYNR 1490-AM, as well as local community-based organizations for recruitment of FSCS personnel. Recruitment materials will be translated in the appropriate language of the community members.

The FSCS Interview and Selection Committees will include representatives from the target schools, communities, an American Indian and Hispanic farmworker parent, teacher, counselor and a community partner. The interview and selection process will give preference to individuals who are representative of and know the communities and can effectively communicate with the target population. Candidates who meet these criteria will be awarded higher points in the interview rating scale instrument. When appropriate for schools on the reservation, tribal preference hiring policies will be adhered to.

Once FSCS Personnel are hired, all will receive training on the purpose of the project, the various local cultures, languages, customs, and historical relationships. ESD 105 will use Native American Elders and Senior Hispanic members to share their culture, language, and history.

Key Personnel

Project Director: The ESD 105 and **Yakima Consortium** have selected Ms. Jessica Lara, MBA as the FSCS Project Director. Ms. Lara has a Master of Business Administration and a Bachelor of Arts in Elementary Education. She has many years of relevant and progressive administrative experience working as an Executive Director of Communities In Schools, Director of Community Action Council, a GEAR UP Site Director and managing other programs. Her 14 years of working in

communities, schools, federal and state management positions provide her with a wide-range of experiences in managing all aspects of the proposed FSCS grant program. Being from the local community, Ms. Lara understands the challenges and barriers low-income and underserved students of color encounter in pursuit of their educational goals. (Attached is Ms. Lara's resume on appendix page 155)

Project Director (1.0 FTE) – Minimum qualifications including relevant training and experience are: ♦ B.A. in Education and/or Administration and M.A. in Education, Public Administration, Business or related field required ♦ Three years of experience in program administration with educational or community service programming ♦ Experience with partnership projects and/or Communities In Schools preferred ♦ Ability to work collaboratively with diverse project partners in target communities ♦ Supervisory experience with large partnership grant programs preferred ♦ Experience working with and understanding the needs of the target population required ♦ Demonstrated ability to write and speak clearly to various stakeholders required. The Project Director will manage the overall project, provide oversight of all finances, monitor outcomes achievement, will lead the Management Team and Yakima Consortium and work with all the community partners and be a liaison to USDE's FSCS Office. (Attached is director's job description on appendices pages 163-164)

Non-Key Personnel

Regional Resource Specialist (1 FTE) – Minimum qualifications including relevant training and experience are: B.A. in Education, Social Services or related field, or a commensurate combination of education and related professional experience is required ♦ Three years' experience with school, community organizations or school-based programs required ♦ Experience in working with community organizations ♦ Knowledge of target community and services required. ♦ Experience in working with children, youth and families required ♦ Spanish language proficiency preferred. The Regional Resource Specialist will be responsible for working with community organizations in

bringing more needed resources into the schools and to work with foundations and other funders to secure funding to increase needed resources and to sustain School Community Coordinators in the schools. (Job description on appendices pages 165-166)

Program Manager (1 FTE) - **Minimum qualifications** including relevant training and experience are: B.A. in Management, Administration, Education or related field, or a commensurate combination of management and related professional experience is required ♦ Three years' experience in supervising personnel that worked in non-profits, higher education or school-based programs required ♦ Experience with managing programs targeting underserved student and families preferred ♦ Knowledge of target community and community services required. ♦ Experience in working with youth and adults required ♦ Spanish language proficiency preferred. The Program Manager will be responsible for supervising the FSCS School Community Coordinators in school buildings. (Job description on appendices pages 171-172)

School Community Coordinators (9 FTE total positions – 1 in each school) – **Minimum qualifications** including relevant training and experience are: B.A. in Education or related field, or a commensurate combination of education and related professional experience is required ♦ Three years' experience with school, higher education or school-based programs required ♦ Experience with tutoring, academic and counseling programming preferred ♦ Knowledge of target community and community services required. ♦ Experience in working with youth and adults required ♦ Spanish language proficiency preferred. The School Community Coordinators will be responsible for coordinating/ integrating FSCS school activities in school buildings. (Job description on appendices pages 173-174)

Mental Health Counselor (1 FTE) – **Minimum qualifications** include a Master's-level mental health clinician experienced working with adolescents with mental health, substance use, or co-occurring disorders ♦ Attention to detail and basic computer skills are necessary ♦ Successful completion of on-the-job Cognitive Behavioral Therapy (CBT) training in the first month of

employment ♦ Must possess valid Washington State Driver's license ♦ Licensed in a Mental Health related field ♦ and Substance Use Disorder Professional (SUDP) credential desirable. (Attached is the job description on appendices pages 167-168)

Behavioral Specialist (1 FTE) – Minimum qualifications includes a Master's Degree in appropriate field ♦ Two (2) years of classroom or clinical experience ♦ Professional evidence that demonstrates strong skills for collaborative leadership, coaching effective instructional practices, and supporting students and families ♦ Must be able to work some evenings or weekends ♦ Endorsement in Special Education (preferred) ♦ Strong background in mental health and evidence-based positive behavior intervention (such as Clinical Psychologist, Clinical Social Workers, School Counselors, Special Education Teachers, and School Psychologists) ♦ Board Certified Behavior Analyst (BCBA) Certification (preferred) ♦ Knowledge/awareness of own cultural identity and how this influences behavior, and desire to learn about the cultural identity of others ♦ Ability to establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the district. (Job description on appendices pages 169-170)

Tutors (Teachers and Student Tutors) – Minimum qualifications for teachers and student tutors will vary based on their educational levels. However, all will meet the following qualifications and experience: ♦ B.A. required for teachers and at least one year of college for student tutors ♦ Experience in providing tutoring services and ability to work with target population ♦ Knowledge in specific content areas required ♦ Ability to work flexible hours and attend tutor training sessions as required. Tutoring will be provided to students in class, before, after school and summer programs.

Program Assistant (1.0 FTE) Minimum qualifications, relevant experience and training include: Associate of Arts Degree with skills in business management ♦ Five years' experience in an educational organization or school district ♦ Knowledgeable of operating office machines, MS Office and Windows. The Program Assistant will provide support to the Director and staff.

All complete job descriptions for above positions are on file at the ESD 105 HR Department.

Allocation of Human Resources – The project staff have been allocated sufficient time based on our experience and their assigned responsibilities in relationship to the scope of the overall

project. ESD 105 has developed a staffing allocation model that is used for allocating program positions and percentage of time that correlates with tasks, duties, and level of responsibilities.

Position	FTE	% of Time
Project Director	1	100%
Regional Resource Specialist	1	100%
Program Manager	1	100%
School Community Coordinator	9	100%
Mental Health Counselor	1	100%
Behavioral Specialist	1	100%
Program Assistant	.50	50%
Tutors (Teachers/Students)	Hourly	Part-time

Furthermore, based on years of experience in implementing numerous federal and state grants, the

level of assigned positions and time commitments are appropriate to achieve the proposed objectives

and outcomes.

6. Quality of Project Evaluation

> *(B) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210)*

The Yakima Consortium recognizes the importance of implementing a rigorous evaluation plan to

ensure its successful implementation, continuous improvements and achievement of its objectives

and performance outcome measures. Accordingly, we have selected a local highly experienced and

qualified firm to conduct our program evaluation. RGI Research Corporation (RGI) will conduct the

independent evaluation for the FSCS Yakima Consortium Program. This independent educational

corporation has extensive experience (20 years) in evaluating U.S. Department of Education (USDE)

and National Science Foundation projects. They are currently evaluating a USDE School Climate

Transformation, Education Innovation Research, 21st Century Community Learning Centers,

Innovations in Literacy, Early College Access (GEAR UP) in the region and have evaluated Safe

Schools & Healthy Students grants and others.

Educational Service District 105 followed their procurement process by Requesting Statements of

Qualifications from evaluators and evaluation businesses. After a thorough review and rating process,

RGI Research Corporation was selected to conduct the independent evaluation of this Full-Service Communities In Schools Program. They have extensive experience in the region and work with many of our school districts on other evaluation projects. They have also established trusting relationships with local school districts, which is essential when entering into data sharing agreements for collecting students, parents, and educators' level data.

RGI Research Corporation specializes in evaluation services for projects serving minority and underrepresented populations. RGI is a minority-owned business. The RGI assigned Evaluators will be Robert Ozuna, MPA, a Harvard educated professional with extensive evaluation experience, Ricardo Valdez, Ed.D and Ryan Landvoy, Ph.D. All have broad knowledge of scientifically based experimental designs, formative and summative evaluation methodologies, evaluation design and implementation, and reporting requirements for federally funded programs. Dr. Valdez also holds a *What Works Clearinghouse (WWC) Certification* for Group Design IES standards training. All their resumes are in attachments starting on appendix page 157.

All evaluators were affiliated with universities as professors and administrators. They are supported by a group of six research specialists each holding a master's degree or higher.

RGI's lead evaluators will be members of the Yakima Consortium to provide ongoing formative and summative evaluation results to the team for decision-making, shaping the program, program improvement and review of measurable outcome achievements. This is an essential component of providing ongoing evaluation performance feedback to FCS Program Administrators, staff and local groups to continuously improve the effectiveness of the program.

The FSCS evaluation design was developed to include performance objectives, indicators and measurable outcomes aligned with USDE FSCS GPRA Program requirements. Project performance outcome measures, baseline data and targets were presented in the needs and project design sections. The evaluation design also builds on the logic model by evaluating its outputs and outcomes. The evaluation plan will use carefully vetted validated instruments to measure program accomplishments,

performance indicators, collect data for the USDE Annual Performance Report and implement a model for continuous program improvement as described in the management section. The evaluators, RGI Research Corporation, will be responsible for completing the performance measures/ evaluation sections of the Annual Performance Report in collaboration with the Project Director and FSCS personnel. All reports will be shared with staff and the public.

The evaluation design will include **qualitative** and **quantitative** data collection instruments to capture the necessary information as described below.

Formative evaluation data will include both qualitative and quantitative descriptions of the program's impact on students, families, teachers, and the communities. Structured interviews will assess staff, students, parents, and school personnel perceptions of the program and identify potential improvements (i.e., different intervention approaches, types of services, etc.). Evaluators will examine research-based curriculum and programs to ensure fidelity in program implementation and to suggest adjustments as needed. The formative evaluation will provide ongoing evaluation data to shape the development of the project from start to finish.

Summative evaluation data will include both quantitative and qualitative analysis of the project's impact in terms of numbers of students served, student academic progress, average daily attendance, high school graduation, college enrollment, persistence, and community engagement. The Evaluators will summarize data to provide information to all stakeholders at each Consortium Meeting. Evaluators will use baseline data elements identified in the needs and project design sections to monitor benchmarks, targets, and measure progress. Evaluators will collect updated baseline data in January 2023 prior to providing services.

Measurable Outcomes – The project will evaluate the following project established Measurable Outcomes as presented in the program design and logic model. They have been designed to align with the FSCS GPRA Performance Measures. As required by the USDE, the FSCS project outcomes and GPRA Performance Measures will be tracked through a cloud-based data collection

system, analyzed, and used in written reports. The table below illustrates the type of data to be collected, how often and how it will be analyzed for the project's performance measurable outcomes as noted below in the table.

Project Established Measurable Outcomes			
Measurable Outcomes & GPRA	**Valid Data Source**	**Collection Frequency**	**Summary of How Data is Analyzed**
Pillar 1: Integrated Student Supports at a Community School			
1a. … the integration of new partners delivering school-based services will increase **10%** …	Partnership Agreement	Each Year	Analyze signed partnership agreements each year and compare to previous year's levels to assess increase or decrease.
1b. By the end of **4th** proficiency exams in **Reading** will increase …	Reading Exam Scores	Each Spring	Analyze every Spring by comparing student test scores to passing benchmarks to previous years.
1c. By the end of **4th** proficiency exams in **Math** will increase …	Math Exam Scores	Each Spring	Analyze every Spring by comparing student test scores to passing benchmarks to previous years.
1d. By the end of **6th** proficiency exams in **Reading** will increase …	Reading Exam Scores	Each Spring	Analyze every Spring by comparing student test scores to passing benchmarks to previous years.
1e. By the end of **6th** proficiency exams in **Math** will increase …	Math Exam Scores	Each Spring	Analyze every Spring by comparing student test scores to passing benchmarks to previous years.
Pillar 2: Expanded & Enriched Learning Time & Opportunities			
2a. By the first year, the # of out-of-school opportunities will increase …	Schedule of School Offerings	End of Each Year	Analyze school out-of-school program offerings compared to previous year's programs.
2b. By the end of each year, students in tutoring opportunities in schools will increase …	Participants Sign-in Rosters	End of Each Year	Analyze tutoring programs offered compared to previous year's programs.
Pillar 3: Active Family & Community Engagement			
3a. By the end of each year, parent engagement will increase …	Parent & Principal Surveys	Each Semester	Analyze parent engagement activities or events compared to previous year.
3b. By the end of each year, # of community services at the schools will increase …	FSCS Database	Each Year	Analyze every year the number of services provided compared to the previous year.
Pillar 4: Collaborative Leadership & Practices			
4a. By the end of first year, **one School Community Coordinator** will be placed in each school …	Personnel Records	End of Each Year	Analyze personnel records and onsite observations of personnel at schools.
4b. By the end of the first year, a **School-based Leadership Team** will be in each building …	Team Agenda and Rosters	End of Each Year	Analyze Team Agendas and Sign-in Rosters of participants at each school.

4c. By the end of the first year, a **Community-wide Leadership Team** will be in each community …	Team Agenda and Rosters	End of Each Year	Analyze Team Agendas and Sign-in Rosters of participants at each school.

USDE FSCS Performance Measures and Indicators

The following table includes the USDE - Full-Service Community School performance measures and associated 13 set of indicators. As with the project measurable outcomes, evaluation data will be tracked through a cloud-based data collection system, analyzed, and used for written reports to the Consortium, School-wide & Community-wide Leadership Teams.

Measures & Indicators	Data Source	Collection Timeframe	How Data is Analyzed
1. Student chronic absenteeism rates.	School attendance records	Each semester	Analyze attendance records at all school sites.
2. Student discipline rates, including suspensions and expulsions.	Discipline school reports	Each semester	Analyze discipline school reports to verify all incidents.
3. School climate information.	School Climate Survey	Annually	Administer and analyze Student School Climate Survey.
4. Provision of integrated student support and stakeholder services.	Partnership Agreements	Each semester	Review and analyze Partnership Agreements and services.
5. Expanded and enriched learning time and opportunities.	School schedule of offering	Each semester	Review school schedules of offerings and sign-in participant sheets.
6. Family and community engagement efforts and impact.	Parent Training and Community Meetings	Each semester	Analyze all parent and community events and meetings occurring.
7. Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity and rates of teacher turnover.	School Report Card	Each Year	Analyze each School Report Card that includes staff and teacher demographic and retention rates.
8. Graduation rates.	High School Transcripts	Annually	Analyze high school graduates each year.
9. Changes in school spending information.	Financial Reports	Annually	Analyze district per pupil expenditures compared to previous years expenditures.

10. Collaborative leadership and practice strategies…	Consortium Meeting minutes	Each semester	Analyze meeting minutes to assess collaborations and strategies implemented.
11. Regularly convening or engaging all initiative level partners…	Consortium and Team Meeting minutes	Each semester	Analyze meeting minutes to assess convenings and engagement.
12. Regularly assessing program quality and progress… for improvement.	Fidelity instruments	Each program as it occurs	Use fidelity instrument to assess level of fidelity of programs.
13. Organizing school personnel and community partners into working teams…	Meeting minutes	Each year	Analyze teams' membership, participation, and meeting minutes to assess results.

All the evaluation findings and reports will be shared with ESD 105, Consortium, FSCS Staff, each School-Wide Leadership Team, Community-Wide Leadership Team, Subcommittees, Workgroups, School Districts, Community partners and the public. The frequency and levels of sharing this information with the various groups/ stakeholders is described in the next section to be used as feedback for continuous improvement of the programs, activities and the model.

The Evaluators will also examine the following evaluation questions:

1. Are the evidence-based program and strategies being implemented as proposed with fidelity?

2. Are the selected evidence-informed interventions accomplishing the intended outcomes? (i.e., increasing academic achievement, graduation rates, college going rates and persistence to degree attainment?

3. Is School and Community services integration occurring as proposed?

(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210) (5 points)

Continuous Improvement Management (CIM) & Performance Feedback – As described

in the Management Plan, the Yakima Consortium will implement the Continuous Improvement

Management Process

Model developed by the

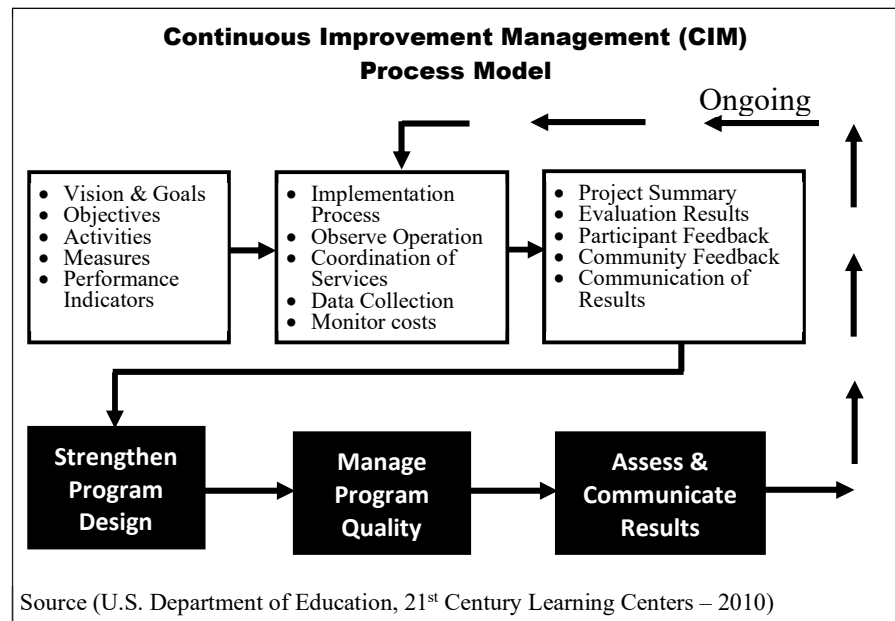USDE. This process model

is the framework that will

be used by the Consortium

and local groups to assess

periodically effectiveness

of all services and make

adjustments and

Continuous Improvement Management (CIM) Process Model

Ongoing

| • Vision & Goals
• Objectives
• Activities
• Measures
• Performance Indicators | • Implementation Process
• Observe Operation
• Coordination of Services
• Data Collection
• Monitor costs | • Project Summary
• Evaluation Results
• Participant Feedback
• Community Feedback
• Communication of Results |

Strengthen Program Design → **Manage Program Quality** → **Assess & Communicate Results**

Source (U.S. Department of Education, 21st Century Learning Centers – 2010)

improvements to achieve their intended outcomes. FSCS will use the CIM Process Model to ensure

that feedback mechanisms are implemented into a systematic process which results in a continuous

improvement to strengthen the quality of the program design. The ongoing participation of this CIM

self-evaluation process by all the groups will ensure the most effective, efficient, and high-quality

program is operated for students and families to achieve their educational goals and overcome their

barriers to success. When changes/ improvements are made, they are also tracked and reviewed to

assess if these changes had the intended outcomes. The CIM is a continuous loop of assessing,

making changes, and assessing. In addition to reviewing the project and USDE performance

measures annually, the groups will review additional local data to systematically make program

improvements. These results will also assist evaluators in answering the evaluation questions. The

following table indicates the valid and reliable data sources, the frequency, level of data and when

each group will receive and review the data to make informed programmatic decisions about

improvement.

Areas of Assessment	Valid & Reliable Data Source	Frequency, Level of Data, & Provided to which Groups	When Groups will review data to make improvements
Integration of Services	• Onsite observation evaluation with fidelity checklist of services being integrated • Educators' validated survey instruments measuring level on service integration in each building • Survey of School/ Community groups to assess integration of services	• Aggregated grant-wide and by district service integration results are provided to Consortium and each School-Wide Leadership Team every semester. • Disaggregated by school building and district service integration results are provided to local School-Wide & Community-wide Leadership Team Groups every semester.	• Consortium will review service integration End-of-Year test results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review service integration results to make program adjustments and improvements.
Student Achievement	• State Reading Smarter Balanced Assessments Test Scores K-12. • State Match Smarter Balanced Assessment Test Scores K-12. • State Next Generation Science Test Scores 9-12. • Graduation/ dropout rates	• Aggregated grant-wide and by district state test score results are provided to Consortium and each School-Wide Leadership Team every August. • Disaggregated by school building and district state test score results are provided to local School-Wide Leadership Team Groups every August. • School Educators have access to individual student test scores and grades. • Graduation & dropout rates are provided to all groups at the end of each year.	• Consortium will review End-of-Year test results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review test score results to make program adjustments and improvements. • All groups review graduation & dropout rates at end of each year.
	• Local Test Scores for DIBELS K-5; Lexile 6-8; STAR Math; iReady, & MAPs K-12	• Disaggregated state test scores results are provided to local School-Wide Leadership Team Groups each semester.	• Local school groups will meet monthly and at end of each semester will review test score results to make program adjustments and improvements.
Student Behavior	• # of student discipline referrals. • # of suspensions based on behavior violations. • State School/Student Climate Survey results. • State Healthy Youth Survey results	• Aggregated grant-wide and by district discipline, suspension, climate survey results are provided to Consortium and each School-Wide Leadership Team at end of every semester. • Disaggregated by school building and district discipline, suspension, climate survey results are provided to local School-Wide Leadership Team Groups every semester.	• Consortium will review End-of-Year test results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review discipline, suspension, climate survey results to make program adjustments and improvements.

		• Healthy Youth Survey results are provided every two years to all groups by school building. • School Educators have access to local individual student results.	• State Healthy Youth surveys results will be reviewed by all groups as provided every 2 years.
Parent Engagement	• Pre/post parent engagement validated survey instrument • Onsite evaluation observation visits • Training sign-in sheets, & CASA test results for adult basis skills and English Learners classes.	• Aggregated grant-wide and by district parent engagement results are provided to Consortium and each School & Community-Wide Leadership Team at the end of every semester. • Disaggregated by school building and district parent engagement results are provided to local School & Community-Wide Leadership Team Groups every semester.	• Consortium will review End-of-Year parent engagement results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review parent engagement results to make program adjustments and improvements.
Out-of-School Time (OST)	• Afterschool/ summer school and day attendance records • Pre/post grades • Local reading and math test results • Behavior surveys	• Aggregated grant-wide and by district OST results are provided to Consortium and each Community-Wide Leadership Team at the end of every semester. • Disaggregated by school building and district OST results are provided to local School-Wide Leadership Team Groups every semester.	• Consortium will review End-of-Year test results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review OST results to make program adjustments and improvements.
Community Engagement	• Consortium meeting minutes, sign-in sheets • Community engagement member surveys • # of new community partners participating • Increased level of services measurement using survey instrument	• Aggregated grant-wide and by district Community engagement results are provided to Consortium and each Community-Wide Leadership Team at the end of every semester. • Disaggregated by school building and district community engagement results are provided to local School-Wide & Community-wide Leadership Team Groups every semester.	• Consortium will review End-of-Year community engagement results for planning and improving programs, activities, and strategies. • Local school groups will meet monthly and at the end of each semester will review community engagement results to make program adjustments and improvements.

(C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210) (5 points)

Ensuring Valid and Reliable Data – Evaluators will measure the projects objectives, outcomes

and the USDE' performance measures for this program as listed in the previous tables 97, 98, 99.

These tables include the valid and reliable data sources to be collected, how frequent data will be

collected, how they will be analyzed and used by the evaluators, and how the Consortium, School-wide Leadership Teams, Community-wide Leadership Teams, and other local groups will be involved in the continuous improvement process. Evaluators will collect, track, and calculate the percentage and number of individuals targeted for services who receive services during each year of the project period. Evaluators will ensure compliance with the Government Performance and Results Acts by submitting data on the Performance Indicators and by participating in USDE National Evaluation. We have included an **Assurance of Participation in the National Evaluation** as required by USDE found in appendix C on page 153. Also, as required by the Department of Education, we will collect data throughout the project period for all indicators established by USDE as listed in the previous tables on pages 98-99.

Data collection processes and systems are in place to ensure adequate collection of this data and the data teams will support the project director to ensure data collection and analysis. Importantly, these indicators align with our project defined goals, objectives, and outcomes. The collection and effective use of both quantitative and qualitative data is essential in demonstrating the efficacy of FSCS, assessing student outcomes, and taking immediate action toward improving student performance. The Yakima Consortium has data sharing agreements with each the school district and key community organizations. These assurances are included in the MOAs that are attached. This makes data more accessible. We will collect a variety of quantitative and qualitative data to provide the information necessary to evaluate the project's success in meeting our specific goals. The collection and effective use of both quantitative and qualitative data is essential in demonstrating the efficacy of FSCS, assessing student outcomes, and taking immediate action toward improving student performance. We will collect a variety of quantitative and qualitative data on participating students, teachers, parents, and schools. Data will provide the information necessary to evaluate the project's success in achieving goals and objectives. The previously presented tables illustrate our data collection timeline and instruments to be used.

The evaluation will study FSCS carefully, both its operation and impact, at different levels of service delivery. These levels range from individual student achievement to quality of instruction to local school capacity to partnership activity. First, the evaluation will carefully monitor the influence of the FSCS on student achievement. Secondly, the evaluation will look at the nature and quality of services, school and community-based, to our students and its correlation with FSCS activities. Thirdly, the summative evaluation will include an assessment of staff, leadership and partnership groups collaboration, leadership practices and performance. The results of the summative evaluation will be utilized to measure efficacy of the FSCS.

Onsite Data Validation Visits – To ensure that valid and accurate data of project services is being collected and reported, evaluators will conduct **Onsite Data Validation Visits** to schools and community organizations. This process will ensure that accurate, valid, and consistent data is being reported and used by all stakeholders. Data will be cross-checked with the original data sources (test results, referrals, etc.) to ensure it accurately reflects data reported in the FACS data collection database. Any discrepancies found will be noted in Onsite Validation Visit Reports, onsite training will be provided and follow up measure will ensure these discrepancies are corrected.

Cloud-Based Data Collection System – RGI Research Corporation has developed a cloud-based data collection system to facilitate consistent, valid, and reliable data collection across all school sites. RGI has successfully developed and implemented this cloud-based Management and Evaluation Data Collection (MEDC) System for other school-based programs. The MEDC System is accessed through a web application that requires a unique log-in identification and password. Each program and partners' staff can enter and view program service data. Service level data is continuously maintained and can be accessed for specific or summary reports to review the number of students/ parents/ teachers served, trainings and services provided, and follow-up needed. This system provides current data accessible at any authorized security level by the Project Director, Community School Coordinators, Evaluators, and school personnel to review specific service data or summarized

reports. This system with appropriate modifications will be used for the proposed FSC program to collect all service and federal required data.
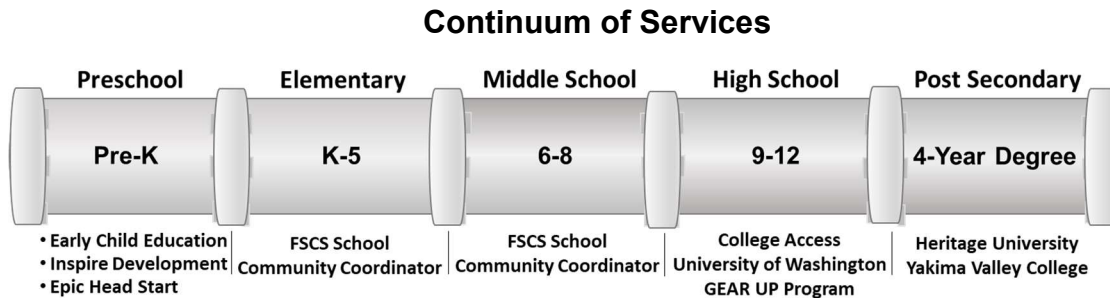
The MEDC System provides immediate information for administrators, managers, and front-line staff to make decisions about program service levels and their impact on students' academic achievement, behavior, and other indicators. It also has reports and functions that conduct statistical correlation analyses. This includes the phi coefficient Association Analyzer, allowing for program staff to determine if there are strong, weak or no associations between service categories and progress outcomes by school site, district or for the entire program. The system may also be requested to conduct t-test and chi-square analyses and has the capacity to collect, track, analyze and report data differentiated by student services received in elementary, middle school, high school, college, and any combination of these.

Additionally, the system is designed to track accomplishments for project objectives, annual measurable outcomes, and benchmarks. This will help Community School Coordinators to monitor progress on an ongoing basis. Lastly, the system has the capability to produce data for the USDE FSCS Annual Performance Report.

Competitive Preference 1: Meeting Student Social, Emotional, and Academic Needs (5 points).

Introduction – The Yakima Consortium's FSCS Program design and service delivery plan integrates interventions/ services to improve students' academic achievement, social emotional and career development opportunities addressing identified needs. Our target populations are underserved consisting of **40%** Native Americans on reservation schools, **96.2%** Hispanic in the Yakima Valley schools, all are **99.9%** low-income, **43%** English Learners and **20.9%** are migrant farmworker students.

To ensure services are targeted to students from Pre-K to postsecondary and beyond, the

Consortium created a **Continuum** of integrated services providing academic, social development,

mental health, career development and learning opportunities beyond the school day.

Continuum of Services

Preschool	Elementary	Middle School	High School	Post Secondary
Pre-K	K-5	6-8	9-12	4-Year Degree

- Early Child Education
- Inspire Development
- Epic Head Start

FSCS School Community Coordinator

FSCS School Community Coordinator

College Access University of Washington GEAR UP Program

Heritage University Yakima Valley College

(1) Creating education or work-based settings that are supportive, positive, identity-safe, and

inclusive - The **Yakima Consortium** has included specific strategies and a broad range of diverse

perspectives in the planning and development of the FSCS program design to ensure there are no

discriminatory practices in all its programs and activities. (Described in Services page 49)

In addition to the range of academic, tutoring, after/ summer schools, the Consortium will provide

the following career development opportunities. South-Central Washington STEM Network is a

committed collaborator that will work in our target schools to integrate their services into the systems

of supports for students. Their goal is to ensure all diverse students receive high-quality career

connected learning opportunities, resulting in an interest driven career path that leads to a family

wage job and economic vitality for the communities in the region. They have many years of

experience working in these diverse communities, have built trusting relationships and their services

are inclusive, positive and identity safe. Furthermore, their services are designed to work with

students of color, English Learners and having disabilities. The STEM Network is committed to

collaborate with the FSCS School Community Coordinators at each school site on the development

and delivery of **Career Connected Learning** (CCL) activities, events, and workshops for students

(partnership letter on appendix page 146). CCL is a continuum of career opportunities that starts in

early grades (K-8) with career awareness and exploration and continues through high school and

beyond with career preparation and **Career Launch**. The STEM Network will partner with FSCS to develop **Career Launch** opportunities resulting in paid work-experiences for underserved students, and seamless career pathways between K-12, college programs and regional employers. This partnership is essential for motivating students to pursue, and successfully navigate career pathways. Other partners committed to supportive, positive, identity-safe, and inclusive career education are University of Washington (UW) Gear Up that will provide career fairs, and career awareness support, and Heritage University Career Services and CAMP services that have summer internship opportunities with large Seattle-based companies such as Costco, Amazon, Microsoft, and Boeing (see pgs. 124 & 125). Lastly, the South Central Workforce Development Council works with target schools to provide a range of youth employment, training, career development, and job placements. (Letter on appendix page 133)

(2) Providing Multi-tiered Systems of Support (MTSS) - In 2019, ESD 105 was awarded a Department of Education School Climate Transformation Grant in partnership with the same FSCS target LEAs including the Yakama Nation Tribal School. The overall grant's goal is to improve schools' climate by introducing and implementing MTSS/PBIS in schools. This includes providing educators professional development on best practices in addressing students' experiencing social, emotional, trauma and related indicators. Although substantial progress has been made on all objectives and goals, the rates of students feeling hopeless and students considering suicide increased, especially on the reservations schools, due to isolation of COVID-19. The School Climate Transformation staff will collaborate with FSCS to integrate mental and physical health providers, Yakama Nation Health and Behavioral Health and community-based organizations to increase access to these services. Currently, each of the proposed full-service community schools integrate some form of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Intervention Supports (PBIS) during school and out-of-school, including afterschool and summer programs. As an example, target schools will implement two evidence-based curriculums "Too Good for Drugs &

Violence" and "Connect with Kids" in the schools recommended and listed on the WWC as having positive effects in teaching students to develop personal relationships, develop determination/ perseverance skills, self-esteem, solving skills and provides a trauma-informed toolkit for educators. The School Community (SC) Coordinator, School Climate Transformation staff, FSCS Mental Health Counselor and FSCS Behavioral Specialist will participate in MTSS team meetings and serve as liaisons between grade-level departments, community resources and MTSS teams. They will also be invited to join the FSCS School-wide Leadership Teams.

(3) Create and implement comprehensive schoolwide frameworks - The Yakima Consortium recognizes the importance of working together (teachers, principals, parents, FSCS Coordinators and community members) in sharing decisions and responsibilities toward a commonly held vision for the FSCS School sites. The primary Consortium's local School Service **Delivery Integrated Plan Framework** (on page 35) includes a SC Coordinator at each school building with a School-Wide Leadership Team. A Community-wide Leadership will also be established for coordinating and accessing community services. Furthermore, the operational plan will adopt Communities In Schools Student-Centered Model of Integrated Student Supports (model on page 35). This model collaborates closely with community partners to ensure that every student has an equitable path to education and community resources and tools they need to unlock their potential and thrive.

Competitive Preference 2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (5 points).

Introduction – Test scores are down, and violence is up! These are two of our FSCS priorities/ outcomes by increasing academic achievement and reducing violence in our schools and communities on the Yakama Indian Reservation and Yakima Valley. As identified in our needs assessment, large achievement gaps range from **34.8 %** in reading and **34.5%** in math for all 4th graders in Yakama Indian Reservation target schools, **26.8%** and **32.6%** respectively in Yakima Valley target schools. Violence is high in our schools/ communities compared to state averages as

reported in Healthy Youth Survey results. This is illuminated in Mt. Adams schools where **30.9%** of students do not feel safe, **26.8%** were bullied and **32.6%** were in a physical fight in the last 12 months.

The Yakima Consortium has developed a program design and **Service Delivery Plan** with integrated services and supports to address low academic achievement, mental health, and school climate, which includes violence prevention and interventions. This plan includes working closely with multiple federal, state, local agencies, and community-based organizations to combat increasing violence in our high poverty school and underserved communities.

The proposed strategies are designed to access, strengthen, and sustain community services delivered at the school building working across agency networks to institutionalize these services resulting in systemic changes in where and how services are delivered to students and families. Consortium Partners selected many evidence-based programs, curricula and activities described in the program design and services sections.

Strategies: In order to make systemic changes to the way schools access social, mental health, housing, financial, law enforcement and juvenile justice services, we will implement the following strategies.

1. Planning: All Consortium community partners, parents and students have been involved in the needs assessment and in the design of the FSCS Program to ensure appropriate programs were selected, including violence prevention and intervention programs. This process resulted in all the stakeholders vested in the FSCS Program and its sustainability.

2. Agency Coordination: Our program service delivery plan includes several essential elements to ensure systemic changes are embraced by partners. First, FSCS will locate a full-time **School Community Coordinator** at each school to work with federal, state, and local community organizations to bring services to the school building for students and parents. Secondly, FSCS will create a **School-wide Leadership Team** responsible for identifying, selecting, and bringing needed

community services to the school building. The membership of the team will include community organizations, parents, students, and educators. Thirdly, FSCS will create a **Community-wide Leadership Team** to work with schools to access, co-locate and deliver their services at school buildings. This membership will include educators, police departments, county sheriff deputies and other community members. The coordinator will assist in creating and facilitating these school-wide and community-wide leadership teams to ensure appropriate coordination of needed services occur. Research has shown that implementing a successful School-Community Integrated Model is effective in increasing academic achievement by removing barriers and reducing violence by providing out-of-school time opportunities and social-emotional learning (Goldberg et al., 2018).

3. Agencies Involved: Yakima Consortium has involved a range of federal, state, and local agencies and community-based organizations who will be part of the local leadership teams and to provide their services at school buildings. Several of the partners include Yakima Valley Farm Workers Clinic (HHS), Northwest Community Action Center, 21st Century Community Learning Centers (USDE). Nutritional snacks in after /summer schools (USDA), county sheriff's deputies, juvenile justice, University of Washington GEAR UP (USDE) and other local partners.

Specific Academic Interventions: A range of evidence-based academic supports are being proposed to increase academic achievement. These include High-Dosage Tutoring, After School, Summer Programs and Mentoring. Some target schools offer after-school and summer programs. Where schools do not have these out-of-school time student learning opportunities available, we have budgeted funds to provide after school and summer programs for students. These programs are evidence-based supported by research as being effective as cited in each program description in the Services Section of this narrative.

Specific Violence Preventions & Interventions: A range of evidence-based programs, curricula and staff are dedicated to implementing prevention and interventions activities. These include Social-Emotional Learning, School Resource Officers in schools, The Lighthouse (Domestic Violence

Prevention), Juvenile Rehabilitation (Educational Advocates), local Police Departments (Night Out Events), County Sheriff's Office (Locating SRO Officers in schools, Active Shooter Training, Violent Prevention Training Communities), Neighborhood Watch Programs, Yakama Nation Victim Response Program, Northwest Justice Project, and MTSS/PBIS. The FSCS is also budgeting a Behavioral Specialist to work with students on violence prevention and interventions. After School and Summer Programs also prevent youth violence by keeping them off the streets and preventing them from gang and violent activities. Lastly, schools are implementing the evidence-based **Connect with Kids** and **Charter Strong**, both violence prevention programs.

Conclusion: All these partners, strategies, programs, and activities working together in an integrated service delivery plan proposes to increase academic achievement and school climate/ safety outcomes in our communities. These are two of our Pillar 1 objectives and outcomes. All these elements working together promise to institutionalize, sustain, and impact systemic changes in schools and for community service providers. Furthermore, schools have included these activities in their school improvement plans to ensure they are funded and sustained in the schools.

Additionally, our proposed innovative use of technology in delivering remote information for students and parents in school buildings promises to fundamentally change the systems on how some services may be accessed and delivered in rural isolated communities on the Yakima Indian Nation Reservation and the Yakima Valley.

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