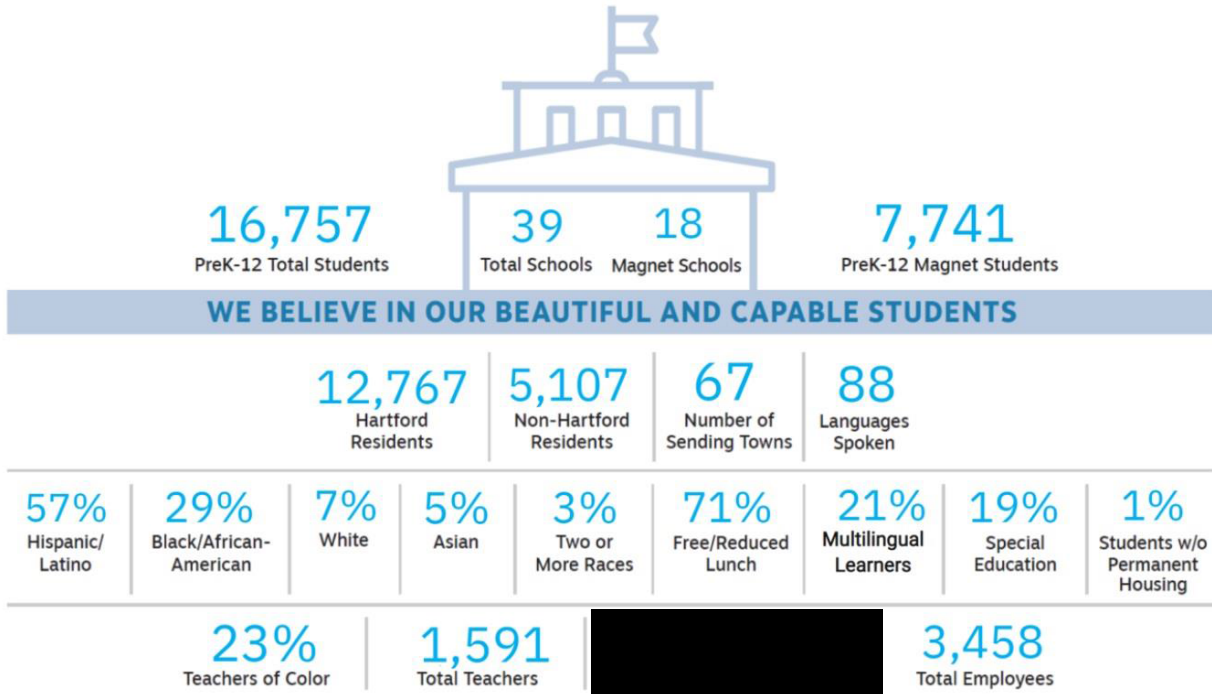


**Reimagining Education: A Student-Centered approach to Deepen Supports in Hartford  
Public Schools Integrating Full-Service Community Schools**

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## **1. NEED FOR THE PROJECT**

Founded in 1635, Hartford, Connecticut is one of the oldest cities in the United States. Hartford is home to over 120,000 residents, 85% of whom are people of color. Per the U.S. Census, Hartford is 46% Hispanic or Latino, 36% Black or African American alone, 12% two or more races, and 3% Asian alone. Over 43% of individuals aged 5 and older speak a language other than English at home, and 22% are foreign born. In addition to welcoming thousands of foreign-born residents, Hartford was a primary resettling location for many Puerto Ricans who were displaced in the wake of Hurricane Maria in 2017. This was due, in part, to the significant Puerto Rican community that had been established in years prior. Over 20, 000 Hartford residents are linguistically isolated (18 % of the population).<sup>1</sup> Linguistic isolation is characterized as speaking English less than “very well”. People who struggle with English proficiency may have difficulty

<sup>1</sup> [https://www.ctdatahaven.org/files/hartford\\_profile\\_v1.pdf](https://www.ctdatahaven.org/files/hartford_profile_v1.pdf)

in school, seeking health care, accessing social services, or finding work in a largely English-speaking community. More than 3,800 students in Hartford Public Schools (22% of the student population) were English learners / multilingual learners in the 2021-2022 school year.<sup>2</sup>

Hartford Public Schools (HPS) is the state of Connecticut's largest public school district, serving 41 magnet and non-magnet schools in the district with a graduation rate of 73.8% where the state graduation rate is 88.9%. It is also home to the second oldest high school, Hartford Public High School, in the United States which was founded in 1638 by Reverend Thomas Hooker (Boston Latin school in Boston Massachusetts being the first high school founded in the United States).

Hartford Public Schools (HPS) has implemented a community schools' policy since 2008 and at the time identified and applied such policy with a pilot of 5 schools in 2009. The district has consistently worked to refine a student-centered approach to learning that addresses the whole student and his/her needs, challenges, and strengths. Today, the district has implemented elements of the community schools' model throughout 41 magnet and non-magnet schools with a tier approach to infuse services that can address the needs of students and school communities. Funding from FY23 Full-Service Community Schools program would provide Hartford Public Schools with the opportunity to pilot in 3 schools, M.D. Fox Elementary School, Burr Middle School and Bulkeley High School, complete implementation of Full Service Community Schools, ensuring fidelity to the model.

This proposal entails implementation at two schools, M.D. Fox Elementary School and Burr Middle School, during the first 3 years of the grant, and adding one additional school,

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<sup>2</sup> [https://edsight.ct.gov/Output/District/HighSchool/0640011\\_202122.pdf](https://edsight.ct.gov/Output/District/HighSchool/0640011_202122.pdf). This is the website of the CT State Department of Education.

Bulkeley High School, during years 4 and 5. This approach will allow an opportunity to study its impact on our students, review lessons learned, and ensure proper accountability strategies with a primary focus on fidelity to the model and performance at the level required by the Department of Education in order to be called Full-Service Community schools. This approach of developing three Full-Service Community Schools (M.D. Fox: PK – Grade 5, Burr Middle School: Grade 6-Grade 8, Bulkeley High School: Grades 9 – Grade 12) that are feeders for each other, will provide an opportunity to offer, track, and evaluate preparation of students at transition points. Each of the schools has at least three pipeline services in place currently, and we will launch at least two additional pipeline services per school during the five-year project period.

Table 1.

<b>Pipeline Services</b>	<b>M.D. Fox Elementary School</b>	<b>Burr Middle School</b>	<b>Bulkeley High School</b>
High Quality Early Childhood education program	X		
High Quality School and out-of-school time programs	X	X	X
Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, from high school into and through post-secondary education and into the workforce	X Need enhancement	X Need enhancement	X Need enhancement
Family and Community Engagement and supports	X	X	X

Activities to support post-secondary and workforce readiness		X Need enhancement	X Need enhancement
Community based support for students	X	X	X Need enhancement
Social, health, nutrition, and mental health services and supports	X	X	X
Juvenile Crime prevention and rehabilitation programs	Need to implement	Need to implement	Need to implement

After more than a decade of implementing many of the elements of community school work in Hartford, district leadership has prioritized Full-Service Community Schools pipelines and has embedded these in our three-year strategic plan or District Model for Excellence (DME) for 2021-2024. HPS has analyzed several years of outcomes data along with feedback from students and families, and has identified the need to strengthen our school programs to:

- Address the social, emotional, and academic deficits caused by the COVID-19 pandemic and other community risk factors (DME Priority 1 & 2),
- Better prepare students for the transition to middle school, high school, and beyond through increased coordination of support services (DME Priority 1), and
- Expand our engagement, communication, and partnership with families and the community (DME Priority 3).



With this grant award, the district, and a broadly representative coalition of community-based partners <sup>3</sup> will collaborate to expand and strengthen the services offered at these three schools and will use the evaluation findings from the project to inform future efforts throughout the district. To ensure an equitable partnership and good working communication among all stakeholders, we are looking to work collaboratively via 3 working groups or networks. These networks will have a representation of student voice, district leadership, school administration and staff, partners, and families and will focus on ensuring a comprehensive academic, social, and health services to improve education outcomes.

Hartford Public Schools, long before any of the recent disruptions due to the COVID-19 pandemic, implemented in all schools of the district elements of Full-Service Community Schools. Such implementation is currently following a tier approach that leadership at the district saw as

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<sup>3</sup> Partners are named in the attached MOU.

the best way, based on current funding allocations, to provide focused community schools services within the schools based on the needs of the students and school. This approach is not equitable at the time as it places a lead community-based organization at most of the schools to coordinate and provide services, and other schools have partnerships with a variety of organizations that go to the school to provide a specific activity or function.

The current approach was an initiative launched in 2009 incorporating a lead agency at 5 schools initially in which each school partners with a CBO that provides and coordinates services. The initiative was supported by the Hartford Partnership for Student Success (HPSS) – a partnership between HPS, the City of Hartford, The Fund for Greater Hartford, the Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut – which was designed to facilitate the continued development of Hartford Community Schools, as well as continue to explore opportunities to expand and increase high-quality out-of-school time programs. Collectively, HPSS members contributed infrastructure support that included funding, dedicated staff effort toward leadership/advisory/planning activities, evaluation, training, and technical assistance.

Reviewing annual student performance and academic achievement data from each of the schools the district has seen that the schools that have embedded a lead community-based organization – which then partners with additional grassroots organizations and additional CBO's – demonstrates evidence of a more inclusive culture of support for students, and families. In addition, school personnel feel more supported during the school day. With the FS23 Full-Service Community Schools Grant, the district intends to pilot the model with fidelity in the 3 identified schools. We believe that adding pipeline programs and tying the components together, integrating services, improving communication across service providers, and strengthening data capture



systems will ensure that our students are better supported and prepared to transition not only from grade level to grade level but beyond high school graduation.

### **A. Students, Families and School Communities That Will be Served**

Today, Hartford is one of the poorest cities in the United States, with a poverty rate more than double the national average (28%) and the state's highest unemployment rate (6.1%) – much higher than the state rate of 4% and the national rate of 3.6%.<sup>4</sup> Connecticut ranks near the bottom (44<sup>th</sup>) for the ability to attract and keep businesses<sup>5</sup> and is ranked second to last in factors conducive to starting a small business.<sup>6</sup> Though the broader metro area has over a dozen colleges and universities, high school completion and post-secondary education remain elusive for many Hartford residents. Over 25% of Hartford adults have not obtained a high school diploma, compared to just 11% of adults nationwide.<sup>7</sup>

The fourth largest city in Connecticut, Hartford's economic challenges stem from low wage growth, racialized inequalities across sectors, and skyrocketing housing costs.<sup>8</sup> Over half (51%) of Hartford's households are cost-burdened, meaning they spend at least 30% of their total income on housing costs.<sup>9</sup> Of Hartford's 46,690 households, only 25% are homeowner households.<sup>10</sup> Low-income neighborhoods in Hartford are also disproportionately impacted by environmental hazards that impact public health.<sup>11</sup> In 2022, Hartford experienced its highest homicide rate in nearly two decades, with many reportedly resulting from petty disputes ending in gunfire. Hartford's 39

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<sup>4</sup> <https://www1.ctdol.state.ct.us/lmi/laus/lmi123.asp>. Both rates are calculated for June 2023.

<sup>5</sup> <http://features.yaledailynews.com/blog/2019/04/12/up-close-picking-up-the-pieces-of-cts-economy/>

<sup>6</sup> <https://wallethub.com/edu/best-states-to-start-a-business/36934>

<sup>7</sup> US Census Data (need citation)

<sup>8</sup> <https://scholar.harvard.edu/coltoneicher/publications/community-and-economic-development-needs-assessment-hartford-ct>

<sup>9</sup> US Census Bureau Quick Facts. <https://www.census.gov/quickfacts/fact/table/hartfordcityconnecticut/PST045222>

<sup>10</sup> US Census Data Quick Facts. <https://www.census.gov/quickfacts/fact/table/hartfordcityconnecticut/PST045222>

<sup>11</sup> <https://www.ctpublic.org/news/2023-01-19/sewage-and-flooding-issues-affect-hartfords-north-end-residents-say-its-environmental-racism>

killings were more than twice those of New Haven and Bridgeport, both larger cities.<sup>12</sup> While this number has decreased in the first half of 2023, crime and violence remain major concerns in the city and frequently impact Hartford's students, either as innocent victims or participants.

A Bulkeley High School student was killed by gunfire in the past month in a home invasion event. These deadly violent events in our communities have a major impact on our students and our community. The district, understanding that such difficult situations are challenging for students, staff and the school community, is committed to providing the best possible support every time they occur. In addition to allowing time to process the tragedy, express emotions, and develop the ability to grieve and cope, the district offers access to the following services.

- **Clinical Psychologists from Connecticut Children's Hospital** who provide services for students, families, and staff by phone to offer emotional health support. They also offer resources to engage in behaviorally appropriate conversations with students about the impact:
- **Mobile Psychiatric Crisis Services** for children are available through 211 services. This service approach offers a team of nearly 150 trained mental health professionals across the state that can respond immediately by phone or face to face within 45 minutes when a child is experiencing an emotional or behavioral crisis, serving children in their homes and communities.
- **Wheeler Clinic HelpLine** staff and volunteers provide telephone support and crisis phone counseling, suicide intervention, and referrals to sources of help, 24 hours/7 days.

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<sup>12</sup> <https://www.ctinsider.com/news/article/hartford-year-deadly-gun-violence-homicide-rate-17757630.php>

- **The Suicide and Crisis Lifeline** is available 24/7 by calling **988**. It offers free, confidential support for people in distress.
- **Say Something Anonymous Reporting** allows you to submit secure, anonymous safety concerns to help someone who may hurt themselves or others.
- **For Staff: Employee Assistance Program (EAP)** [www.AnthemEAP.com](http://www.AnthemEAP.com); or Hartford Public Schools

These multiple, compounding stressors and systemic inequities have taken a weathering toll on residents, particularly those living in high-poverty, high-crime neighborhoods.

Table 2. is a summary of the socio - economic risk factors at all 3 schools, as compared to Hartford and CT.

	National	CT	Greater Hartford	Southside/South End Hartford
<b>Poverty</b>	15%	10%	11%	<b>31%</b>
<b>Young Child Poverty</b>	22%	15%	15%	<b>42%</b>
<b>High School Graduates</b>	87%	90%	90%	<b>67%</b>
<b>Unemployment</b>	7%	7%	7%	<b>16%</b>
<b>Preschool Enrollment</b>	48%	64%	65%	51%
<b>Health Insurance Coverage</b>	90%	94%	95%	<b>88%</b>
<b>Life Expectancy</b>	78.7	80.3	79.9	<b>77.2</b>
<b>Severe Housing Cost Burden</b>	15%	16%	15%	<b>32%</b>

<b>Median Household Income</b>	██████	██████	██████	██████
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Public school students in Hartford are served by Hartford Public Schools (HPS) for pre-kindergarten through grade 12. During the 2022–2023 school year, there were 16,774 students enrolled in the district across 41 schools in four school “zones.” Hartford families may choose from 26 suburban public-school districts through the Open Choice program, and 39 magnet school options. While HPS continues to amplify school choice and inform families of their options, students typically attend school in the neighborhood in which they live.

Based on Connecticut early childhood landscape,<sup>13</sup> an analysis tool for Connecticut schools and districts done by Connecticut State Department of Education and Connecticut Office of Early Childhood of neighborhood assets, community/student needs, and academic baseline data, as well as considering that 5 HPS schools are part of the North Hartford Ascend Pipeline (Promised Zone funding where the proposed approach will also be tested) the district will use SY23 Full-Service Community School funding to focus on the Title I public schools and surrounding neighborhoods in the South End of the city.

**Table 3. Students, Families and Communities to be Served.**

<b>HPS School Name</b>	<b>Grades</b>	<b>Enrolled Students</b>
Michael D. Fox Elementary School	PK-5	493
Alfred E. Burr Middle School	6-8	277
Bulkeley High School	9-12	548
Total Students		1,318

<sup>13</sup> [Portal.ct.gov/SDE/ESSA/EarlyChildhoodLandscapeAnalysis](https://portal.ct.gov/SDE/ESSA/EarlyChildhoodLandscapeAnalysis)

**Table 4. Student Profiles**

**(SY 22-23 Information collected via HPS Power School Data system and entered into the State of Connecticut Public School Information System PSIS)**

	State	District	MD Fox	Burr	Bulkeley
<b>American Indian or Alaska Native</b>	0.25%	0.37%	0.2%	0.3%	0.7%
<b>Asian</b>	5.15%	4.75%	3.0%	2.3%	0.5%
<b>Black or African American</b>	12.64%	29.35%	16.1%	14.3%	10.1%
<b>Hispanic or Latino</b>	28.96%	55.48%	77.9%	80.2%	77.2%
<b>Native Hawaiian or Other Pacific Islander</b>	0.10%	0.16%	0.0%	0.0%	1.0%
<b>Two or More Races</b>	4.27%	2.59%	0.6%	0.6%	0.7%
<b>White</b>	48.64%	7.30%	2.2%	2.3%	9.9%
<b>English Learners</b>	8.81%	22.17%	<b>41.2%</b>	<b>45.1%</b>	<b>48.6%</b>
<b>Free/Reduced Lunch</b>	40.58%	76.32%	<b>82.9%</b>	<b>88.6%</b>	<b>67.5%</b>
<b>Students with Disabilities &amp; IEP</b>	16.65%	20.28%	<b>14.3%</b>	<b>22.7%</b>	<b>15.1%</b>

The map below shows the location of the three schools within the city of Hartford.

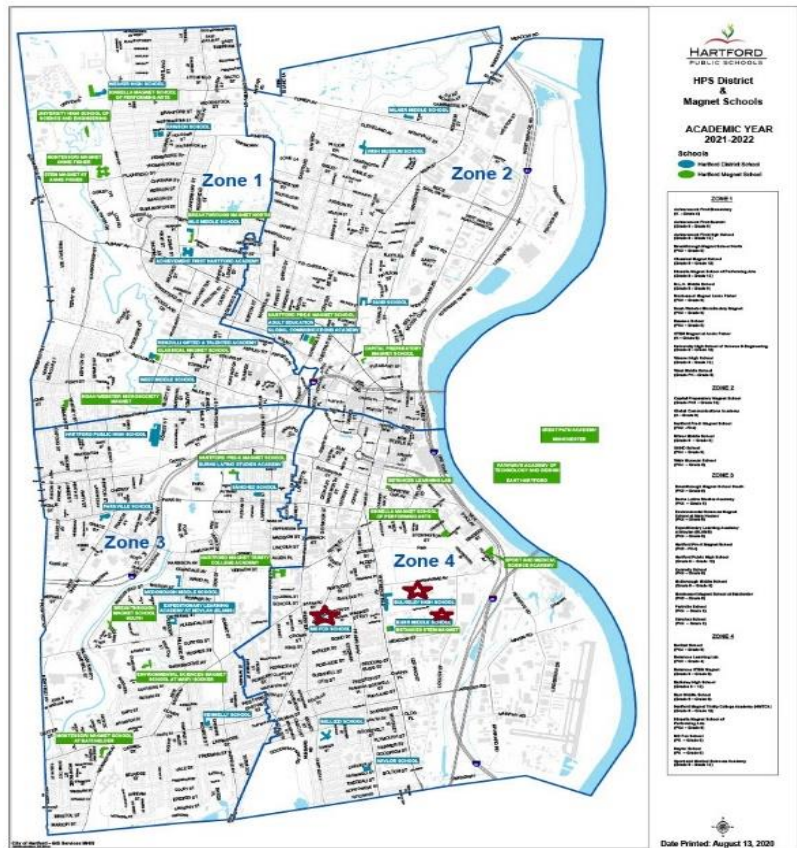


Table 5 demonstrates educational performance of students at the three targeted schools, also compared to the same district and state levels.

Table 5. Performance and Accountability

	State	District	MD Fox	Burr	Bulkeley
SPI ELA <sup>14</sup>	85.6	48.3	44.2	36.2	32.8
SPI Math	78.2	41.5	39.4	28.2	30.9
Chronic Absenteeism	25.1%	46.0%	60.5%	53.0%	65.3
Suspension/Expulsion	6.5%	11.7%	4.9%	25.3%	22.2%

<sup>14</sup> SPI stands for "Student Performance Index,," which is the average performance of students in a particular subject area and is used by the CT State Department of Education to report achievement. It ranges from 0 to 100, with an ultimate state target of 75.

<b>Graduation Rate</b>	88.9	73.8	N/A	N/A	<b>69.7</b>
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## **B. Conducting the Needs Assessment**

A needs assessment will be necessary during the first six months of the proposed project. This will ensure continuity with work laid out by Hartford Public Schools District Model for Excellence (DME) strategic operating plan for 2021 -2024. This plan includes 4 core strategies: 1) High Quality Teaching and Learning; 2) Welcoming Culture and Nurturing Climate; 3) Engaging Family and Community Partners; and 4) Skillful Staff and Effective Operations. The needs assessment will also review and incorporate input provided by parents and family members during 4 community conversations conducted this past school year by the district’s office of Family and Community Partnerships as well as a districtwide youth forum facilitated on May 4<sup>th</sup>, 2023, and will align with the district leadership’s commitment to serving the whole student via fidelity to the implementation of the Full-Service Community Schools model.

A needs assessment group will be established at each of the three targeted schools and will include leadership staff from the HPS Office of Family and Community Partnerships, administrators and teachers from each school, parents and, at the middle school and high school level, student representatives. Their major task will be to further identify student needs and effective ways to address them within the context of Full-Service Community Schools. Also involved in this effort will be our evaluator, the University of Hartford’s Center for Social Research (described in the “Evaluation” section). The needs assessment from each school will guide the work of designing, planning, implementing, coordinating, and evaluating the next steps of this project.

## **C. Support, Resources and Services to Close Identified Educational Gaps**

The data on community and school demographics and achievement level indicate a continued need to boost students' academic success, social-emotional well-being (including programs addressing crime, violence, and safety), attendance and overall planning for life beyond graduating high school, including continued education and careers.

Hartford Public Schools has made a deep commitment to the Full-Service Community Schools concept as a means of improving outcomes for students, and this proposal rests on that commitment. Through collaboration with families and organizations throughout the community, we will improve academic achievement and social-emotional development, increase family engagement, and prepare students for their future beyond high school by ensuring integration of Full-Service Community Schools' four pillars and developing new pipeline services including:

- Building capacity by adding at each identified school a district specialty staff that will focus on ensuring a multi-tiered system of supports that will address learning barriers both in and out of the classroom by aligning curriculum for school and out-of-school-time activities, that will provide opportunities for healthy development and respond to student's needs. This will include trauma-informed practices and professional development and coaching for educator and CBO facilitators to work from a growth mindset approach; (Competitive Preference Priority 1)
- Supporting a Multi-tiered Systems approach by adding to the district specialty staff that will support identified student needs at transition points including PreK to K, K to early elementary which will be the foundation for students' future transition points. (Invitational Priority)
- Developing networks of districtwide cross-sector department representatives, school administrators, community-based organizations, families, and students working together



to design, plan, develop, implement, and evaluate activities that focus on ensuring a holistic approach to academic achievement inclusive of proactive and timely strategies to address juvenile crime prevention and rehabilitation. (Competitive preference Priority 2)

- Working with community-based providers ensuring support and providing experiences for students attending the identified high school (Bulkeley High School) around post-secondary preparation and workforce readiness. (Competitive Preference Priority 1).

For this process the project design will focus the first months of the grant on planning and designing and providing professional development for all 3 identified schools (M.D. Fox Elementary School, Burr Middle School, and Bulkeley High School). Implementation and evaluation will take place at 2 schools (M.D. Fox Elementary school and Burr Middle school) during years 2 and 3. Then, we will use the data and lessons learned around implementation and professional development needs to implement and evaluate during year 4 and 5 at the third school (Bulkeley High school) while continuing to implement Full-Service Community Schools model at the Elementary and Middle School. Funding from SY23 Full-Service Community Schools grant will support all areas just described as well as an independent evaluator to observe, track, evaluate and provide timely findings that will help strengthen fidelity and assist in the creation of a manual or playbook of the process. The manual will provide a how-to guide to ensure fidelity to the model when expanding to other schools within the district as well as when conducting professional development and on-boarding for staff that will be working at the 3 schools that will pilot this approach and the expansion into other schools.

While the preceding pages have focused on issues that face the Hartford community, its schools and its students, Hartford offers a wealth of resources to help address these issues and

improve student outcomes. The city is home to numerous colleges and universities, outstanding museums, theaters and other performing arts venues, neighborhood arts organizations, medical facilities, and a wide range of human service organizations. Many of these organizations already collaborate with the schools in some way. The Memorandum of Understanding that accompanies this proposal describes the partners who are committed to this project, along with their roles and responsibilities.

#### **D. Addressing Needs of Underserved and Highly Impacted Populations**

While the district focus on advancing a student-centered approach to learning at Hartford Public Schools which is inclusive of all our students, the proposed project places a focus on addressing the needs of students that need that additional layer of attention and support in order to transition to the next grade level. Our Multi-Tiered System of Support provides school administrators with the tools and capacity to identify students with specific needs where with the right dosage of resources and support in place such students will thrive.

With the capacity building of this project and the focus of intentional work, right alignment, and collaboration of our partners our project will focus on our tier 2 and tier 3 students based on our Multi-tier system of support definition, which defines Tier 2 students as students who need some additional support to succeed academically and/or behaviorally and tier 3 students as students who experience significant challenges that need individualized support or interventions.

#### **QUALITY OF THE PROJECT DESIGN**

“Reimagining Education” aims to adopt a student-centered approach to deepen support that will improve academic achievement. It will accomplish this goal by ensuring students are well

prepared at key transition points in the targeted schools through a collaborative approach to develop and implement a system rich with initiatives that promote student success, support academic achievement and social-emotional well-being, and provide comprehensive educational opportunities that will prepare students for a successful post-secondary future. The project goals are:

1. To build capacity at the district level via a collaborative leadership and practice style that works toward collective decision-making and innovative practices around academic achievement needs and is the road map for a sustainable, replicable model of integrated supports available to students districtwide;
2. To assess at key transition points (Pre-K to kindergarten, kindergarten to early elementary, elementary to middle school, and middle school to high school) the preparedness of students based on early warning indicators. This will improve the overall academic achievement of students and increase the number of students with a post-secondary placement plan;
3. To align in-school and out-of-school programs and activities with the academic curriculum. Students will experience hands-on learning that helps the learning process and exposure to workforce readiness and expectations. This will increase the number of parents and students actively engaged in student academic achievement.
4. To proactively support students and families with juvenile crime prevention and rehabilitation programs with collaborative leadership, a professional development approach, and development of processes and practices that will support all students succeeding in schools.

#### **A. Annual Performance Objectives and Outcomes**

Through our partnership with the University of Hartford’s Center for Social Research, we will refine, monitor, and report our annual measurable performance objectives and outcomes. Their expertise will be leveraged to incorporate additional strategies that address service gaps and blind spots.

*Table 6. Proposed Annual Performance Objectives and Measures*

<b>Performance Objectives/Outcomes</b>	<b>Proposed Performance Measures</b>
<p><b>Objective 1:</b> Integrated student support</p> <p>Identified tier 2 and tier 3 students’ access to in- and out-of-school supports, inclusive of crime and violence prevention and intervention programs for a period of 3 years to assess continued dosage of services needed for year 4 and 5.</p>	<p>With 2024 as a baseline:</p> <p>Well-Being Service Delivery</p> <ul style="list-style-type: none"> <li>-Decrease the % of students chronically absent by 3 points each year.</li> <li>-Improve outcomes on student motivation, feeling safe and supported on culture and climate survey 15% by 2028.</li> </ul>
<p><b>Objective 2:</b> Expanded and Enriched learning Time</p> <p>Identified tier 2 and tier 3 students will engage in in-school and out-of-school activities and programs to develop competencies and transferable skills aligned</p>	<p>With 2024 as a baseline:</p> <p>Academic Achievement</p> <ul style="list-style-type: none"> <li>-Increased performance by 3% in core academic subjects and evident preparedness at key transition points measured by standardized test score and grade point</li> </ul>

Performance Objectives/Outcomes	Proposed Performance Measures
<p>to the academic curriculum for a period of 3 years to assess impact of activities and programs and recalibrate as needed for year 4 and 5.</p>	<p>average.</p> <ul style="list-style-type: none"> <li>-Increased % of students learning at grade level by 3% per year.</li> <li>-Increased # of Tier 2 and Tier 3 students engaged in school and out-of-school support services by 3% per year.</li> </ul>
<p><b>Objective 3:</b> Active Family and Community Engagement</p> <p>Identified tier 2 and tier 3 students and families participate in service projects, skill development clubs and 2-generation projects as innovative strategies to education, barrier reduction, and direct meaningful connection to their community for a period of 3 years and assess impact of approach to identify as needed new projects and community areas of support needed. Will be increasingly involved in their children’s education as a result of transition point interviews with Community</p>	<p>With 2024 as a baseline:</p> <p>Engagement</p> <ul style="list-style-type: none"> <li>-Increased parental engagement in decision making process by 3 parents per quarter.</li> <li>-Increased participation in community events by 3% each year.</li> <li>-Decrease % of students that are truant by 3% per year.</li> </ul>

Performance Objectives/Outcomes	Proposed Performance Measures
Schools staff and involvement in ongoing Community School activities.	
<p><b>Objective 4:</b> Collaborative Leadership &amp; Professional Development</p> <p>To implement a permanent 3 tier network approach that will include District, School administration, teachers, students, families, and community-based organizations who will be responsible for the design, planning, implementation and evaluation of multi-tier systems and new pipelines to support an innovative approach to academic achievement and student preparedness at key transition points.</p>	<p>With 2024 as a baseline:</p> <p>Collaborative Leadership established processes &amp; practice.</p> <p>-Consistent on-going engagement by district and partners evident by monthly meetings and creation of how-to manual with process and practices by the end of the grant.</p> <p>-Increased # of teachers each year that agree on curriculum and hands-on activities alignment added value to in-school instruction</p>

## B. Evidence Basis and Rationale

The network of Full-Service Community Schools that Hartford Public Schools has in place and the elements we propose to add reflect relevant evidence-based findings as well as input from our students and families, as demonstrated by the components described below.

1. Student-Centered approach: Research consistently shows that a student-centered approach, which focuses on individualized learning experiences and tailoring education to each student's needs, leads to better academic outcomes, increased engagement, and higher retention rates.<sup>15</sup> During the implementation of this project, we will focus on key transition points in children's education which will involve several effective strategies and practices. Here is a visual table of the proposed approach.

Table 7. Proposed Project Pillar 2: Expanded and Enriched Learning Time example

Key Transition Point	Committed Identified Partner	Hands-on Learning Activity
PreK to Kindergarten	The Village for Families and Children	Reading books aloud and listening to books. Focus on comprehension.
Kindergarten to Elementary	The Village for Families and Children	Read books aloud and listen to books. Focus on accuracy, fluency, and comprehension.
Elementary to Middle School	The Village for Families and Children	Reading activity utilizing flip book technology. Focus on culture and customs.

<sup>15</sup> "In a truly student-centered learning environment, teachers and students work collaboratively to co-create a learning plan or pathway that best suits the needs of each individual learner. In a student-centered learning environment, the teacher helps to create an environment that is personal to each student's learning needs. The teacher serves as an architect of each student's learning experience." Green, C. & Harrington, C. (20w20). Student-centered learning: In Principle and in Practice. Lansing MI: Michigan Virtual University: <https://michiganvirtual.org/research/publications/student-centered-learning-in-principle-and-in-practice/>

Middle School to High school	The Village for Families and Children	Reading activity utilizing flip book technology. Focus on equity and inclusion.
High School and post-high school placement	The Village for Families and Children	Reading and Comprehension. Focus on workforce readiness (completion of applications for school or employment and understand what is needed, etc.)

2. Parent and family involvement: studies indicate that active involvement of parents and families in their child's education positively influences academic achievement. Engaging families in the learning process through regular communication, workshops, and involvement in school activities fosters a supportive learning environment.

Table 8. Proposed Project Pillar 3: Active Family and Community Engagement Example

Activity	Identified Partner	Expected Outcome
Family Literacy Engagement Club	The Village for Families and Children	Financial literacy workshop understanding basic concepts of budget, creating a budget and provision of a management tool



Food Distribution Service Project	The Village for Families and Children	Families engaged in the planning, execution, and participation of healthy eating items to school families in need. This will create a sense of belonging and support
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The above table is an example of what is proposed to not only provide wraparound support but to also establish a recruitment pipeline for more families to want to be connected to the school and see the added value to all that the school community can offer. HPS has actively worked on meaningful engagement of parent and family and has established the Family and Community Educational Supports (F.A.C.E.S) as an opportunity to create a seat at the table where parents are actively involved in decision-making around policies and practices that impact their child's education. This group has provided input to the district and participated in events like district Policy Committee and advisory council meetings with the superintendent and has been trained to host family focus groups to gather feedback on innovative education. Through the family focus groups and community conversation, F.A.C.E.S has provided valuable information that is part of the controlled pipeline approach and curriculum alignment strategy.

3. Staff professional development – Pillar 4: Collaborative Leadership and Professional Development: High-quality teacher and direct staff professional development programs have been shown to enhance teaching practices and improve student outcomes. Providing ongoing training and support for educators enables them to implement innovative and effective instructional strategies.

In order to ensure effective delivery of the newly aligned school-day and extended-day learning curriculum, there would be a need to provide professional development that will assist with competency development and shared knowledge and best practices between teachers and community-based providers around the development of personalized learning plans for students that will cater to each student's unique needs, strengths, and weaknesses. The project will also ensure that there is professional development for both teachers and community-based organization staff on differentiated instruction, trauma-informed teaching, culturally responsive teaching, and other relevant areas. This will empower educators (both teachers in the classroom and CBO's facilitating hands-on activities) to better meet the diverse needs and learning styles of their students.

4. Multi-tier system support teams – Pillar 1: Integrated Student Support: This team will include teachers, counselors, administrators, and the district specialty staff to help identify and address academic and social-emotional challenges prior and during transition points where targeted re-allocation of resources, support, and interventions will be key.

The proposed new services (early warning indicators throughout the student experience and evaluated at transition points, aligning the school and out-of-school curricula, career readiness, and crime and violence prevention and intervention) were specifically included in our program design to reinforce current activities that focus on the academic, mental health, and post-secondary supports needed for students to succeed in elementary, middle, high school, and beyond. These strategies are supported by a wealth of evidence-based findings from existing literature on high-quality schools and more specifically on long-term transformation to build more resilient, effective, and equitable education systems as a post-pandemic response as many of the challenges that we are addressing today were heightened and widely recognized as challenges that black and

brown communities have been facing for decades. For example, a February 2017 report by Hanover Research called *School-based Strategies for Narrowing the Achievement Gap* says, “Many studies find that tutoring, especially when administered one-to-one, is an effective method for improving at-risk students’ (including those who are struggling, minority, ELL, or special education students) proficiency in core subject areas including reading and math.” Similarly, a September 2017 report from What Works Clearinghouse called *Preventing Dropout in Secondary Schools* recommends schools “Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.” Finally, many findings show that explicitly teaching social emotional learning skills supports both short-and long-term success of students, with SEL participants demonstrating significantly improved social and emotional skills, attitudes, behavior, and academic performance. A fuller list of the evidence-based findings linked to each of our new pipeline services is demonstrated in the table below.

*Table 9. Evidence-Based Findings in our Project Design*

<b>Proposed Pipeline Service</b>	<b>Evidence-Based Findings and Source</b>
SEL activities (e.g. crime and violence prevention and intervention)	<p>Explicitly teach and support social emotional learning skills as a universal approach for all students. Promoting social and emotional learning supports short-and long-term success of students. SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance.</p> <p><u><i>Durlak, J., Dymnicku, A., Taylor, R., Weissberg, R., Schellinger, K. The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, January/February 2011. Volume 82, Number 1, Pages 405-432.</i></u></p>

Proposed Pipeline Service	Evidence-Based Findings and Source
<p>Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school and from high school into and through post high school placement</p>	<p>-Multi-tier system of support coordinator who serves as an advocate for intensive, individualized support to students. Assigned primary advocate, develop a menu of support options and support advocates with on-going collaborations and tools for tracking the work.</p> <p><u><i>Preventing Dropout in Secondary Schools, Institute of Education Sciences, Recommendation 2, (NCEE 2017-4028).</i></u></p> <p>-Coordinators initiate face-to-face discussions with parents of children at transition points. Build the capacity of staff and families to implement a dual capacity framework through systemic, integrated, and sustained family- school partnership initiatives.</p> <p><u><i>Weiss, H. B., Lopez M. E., &amp; Rosenberg, H. (2011). Beyond random acts: Family, school, and community engagement as an integral part of education reform. Cambridge, MA: Harvard Family Research Project.</i></u></p>
<p>Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling</p>	<p>Understanding that college readiness is not a one size fits all and our students need as many exposures and opportunities as possible to assist with the connection that placement post high school is doable and can offer livable wages even if it is not a 2- or 4-years degree option.</p> <p><u><i>Barnes, W. B., &amp; Slate, J. R. (2013). College-Readiness Is Not One-Size-Fits-All. Current Issues in Education, 16(1). Retrieved from https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1070</i></u></p>
<p>High-quality school and out-of-school time programs and strategies</p>	<p>Provide information and training for families to support high expectations for their children's education. Parents' high academic expectations for their children's education — which include developing and maintaining communication with them about school activities and schoolwork and promoting reading habits — are strongly related to academic achievement.</p> <p><u><i>Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. &amp; Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64.</i></u></p> <p><u><i>S. Wilder. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review, 66, 377-397.</i></u></p>

Proposed Pipeline Service	Evidence-Based Findings and Source
Develop networks that plan, guide, and assess Community School activities that include a broad cross-sector of stakeholders.	<p>Network of community-based organizations to support juvenile crime prevention and rehabilitation programs.</p> <p><i>Richard Mendel (March 1, 2023), Why youth incarceration fails: An updated review of the evidence, The Sentencing Project. Mendel, Richard. (2022).</i>  <a href="https://www.researchgate.net/publication/370341045_Why_Youth_Incarceration_Fails_An_Updated_Review_of_the_Evidence">https://www.researchgate.net/publication/370341045_Why_Youth_Incarceration_Fails_An_Updated_Review_of_the_Evidence</a></p>

The **rationale** for the proposed project is described in the logic model that accompanies this proposal. The logic model provides a comprehensive overview of context and factors that provide the background for this proposal; strategies and practices that guide the project’s development and implementation; intermediate-term impacts (outputs and outcomes); and the long-term impact of the project.

### C. Implementation of Full-Service Community Schools Model

The design of our proposed project reflects not only the expectation of the Department of Education on implementation of Full-Service Community Schools Programs in 3 Hartford Public Schools but is also anchored in the evidence-based findings from the Institute for Educational Leadership and Coalition for Community School’s *Community School Standards*. These 10 strategies all align to the pillars of Full-Service Community Schools and are the areas in which we measure the success of our proposed project. The table below demonstrates how we have connected these pillars and standards to the design of this project.

*Table 10. Integration of FSCS Pillars and Community School Standards in the Project Design*

<b>Pillars of FSCS</b>	<b>Community School Standards</b>	<b>Proposed Project Design</b>
Integrated student supports	8. Integrated Health and Social Supports	Well-Being Service Delivery via student-centered learning approach through MTSS and focus on transition points
Expanded and enriched learning time opportunities	7. Powerful Learning	Academic Achievement via Curriculum alignment between classroom, in-school, and out-of-school programs  Career Competency Development Program  Crime and violence prevention and intervention activities
Active family and community engagement	9. Authentic Family Engagement  10. Authentic Community Engagement	Engagement  Parent inclusion on planning workgroup  Outreach to parents to join decision making process.  A strong system of collaboration with community partners
Collaborative leadership and practices	1. Collaborative Leadership 2. Planning 3. Coordinating Infrastructure 4. Student-centered data 5. Continuous Improvement 6. Sustainability	Memorandum of Understanding that details the roles and responsibilities of partners in this project and defines areas of collaboration.  3 Network workgroups that include representation of a variety of stakeholders (students, families, district, school administrators,

Pillars of FSCS	Community School Standards	Proposed Project Design
		teachers, CBO's, etc.)

Our comprehensive project plan blends existing pipeline services with these new offerings that align to the pillars of FSCS, Community School Standards, and the needs of Hartford Public Schools students. We are focused on creating a sustainable system and process that can provide a long-term expansion guide to implementing the Full -Service Community Schools model to all schools in the district with fidelity to the model.

We are proposing that the first 6 months of year 1 we will hire 3 district specialty staff (Community Schools Integrated Support Coordinators) to be placed at each of the identified schools for this project (M.D. Fox Elementary School, Burr Middle School, and Bulkeley High school) and provide professional development around understanding Full-Service Community Schools, pillars, pipelines and long-term impact of fidelity to the model implementation. We will also finalize the contract process with our independent evaluator from the University of Hartford – Center for Social Research, who will also need an in-depth overview of the project and thorough information on Full-Service Community Schools model. We will establish planning teams that will incorporate district leadership, school leadership, school administrators and staff, partner community-based organizations, parents and, at the middle school and high school level, students to review the services that are in place at the school, recommend additional services, and provide input on how to design and implement the proposed new services.

These teams will also need professional development that will ensure full understanding and commitment to the Full-Service Community School model and fidelity to the model needed

for effective implementation. During the next six months we will complete school-based needs assessment at each of the identified schools, which will be managed and completed by each school's administrators. A district specialty staff (Community Schools Integrated Support Coordinators) will be hired and placed at each school with the oversight of the District Wide Community Schools Manager and independent evaluator hired to assess from start to end the implementation of this project. After the initial planning period, the planning groups will come together quarterly to review progress and suggest improvements. At the same time, three guiding networks (further described in subsequent proposal sections) will analyze data from the schools, working with the project evaluator, and review progress in implementing the new services, as well as overseeing the curriculum alignment effort.

#### **D. Plans and Infrastructure for Annual Evaluation**

The University of Hartford's Center for Social Research (CSR) is the identified independent evaluator to support our efforts during the 5-year period of the grant. The independent evaluator will support our efforts by:

- Indicating the overall success of the project and its various components in meeting its goals
- Guiding ongoing implementation through the examination of data
- Serving as a source of learning as we develop best practices districtwide.

HPS will work with the University of Hartford's Center for Social Research (CSR) to conduct evaluation activities, a neighbor in our city that understands our unique challenges. The Center for Social Research supports faculty members' collaborative research opportunities that address challenges in the local communities they serve. For instance, U of H faculty have worked closely



with HPS on continuous improvement in two of our Montessori magnet schools. The Center for Social Research is included in the attached letter of intent.

CSR researchers will work closely with HPS staff in all phases of evaluation activities. They will support the initial school-level planning committees, will familiarize themselves with previous research related to Community Schools, and will provide data and analysis to the three district networks that will oversee this project. While they will hold primary responsibility for an annual evaluation of the project, they will also offer ongoing data that will allow for adjustments in the project components.

### **3. QUALITY OF PROJECT SERVICES**

#### **A. Pipeline of Services and Plan for Developing Additional Services**

Reimagining Education is a multi-level strategy supporting measurable transformation in student outcomes. It is a comprehensive, integrated, and coordinated cross-sector, K-12 pipeline that engages staff, students, and families in three schools in evidence-based services without disruption over the course of students' progress from Pre-K to high school graduation. The project incorporates the 4 domains that align to the 4 pillars of Full-Service Community Schools and our 4 performance objectives: 1) Integrated Student Supports; 2) Expanded and Enriched Learning time and Opportunity; 3) Active Family and Community Engagement; and 4) Collaborative Leadership and Practice. While some pipeline services are universally accessible to everyone in the schools identified in this grant, others are targeted based on individual and familial strengths, risks, needs, and preferences, reflecting HPS's commitment to student-centered education. The proposed project will have at the end of the grant period 4 new pipelines that will impact the students and families in the school directly and leverage existing resources from the district,

partners, and the community. The table below includes a summary of proposed pipeline services and is followed by a more detailed description of each service.

*Table 11. Pipeline Services and Providers*

<b>Objective</b>	<b>Pipeline Services (* indicates a new service)</b>	<b>Provider</b>
<b>Objective 1:</b> Integrated student support Identified tier 2 and tier 3 students' access in- and out-of-school supports, inclusive of crime and violence prevention and intervention programs for a period of 3 years to assess continued dosage of services needed for year 4 and 5.	On-site mental health services On-site health care clinics	HPS, The Village, School-based health centers
	Juvenile crime prevention and rehabilitation programs*	The City Department of Families, Children, Youth and Recreation (DFCYR) COMPASS Youth Collaborative Connecticut Children's Office for community child health
	Attendance/Truancy Prevention Program	HPS (MTSS)
	High-dosage Social Emotional Learning (SEL)	HPS, The Village
	Early Warning Indicator System throughout the student experience and assessed at key transition points*	HPS (MTSS)
<b>Objective 2:</b> Expanded and Enriched learning Time  Identified tier 2 and tier 3 students will engage in school and out of school activities and programs to develop competencies and transferable skills aligned to the academic	Extended-day enrichment/homework help	HPS, The Village
	Summer programming	HPS, The Village
	Programming to address juvenile justice, crime and violence prevention and intervention*	HPS, The Village, Compass Youth Collaborative & Connecticut Children's

Objective	Pipeline Services (* indicates a new service)	Provider
curriculum for a period of 3 years to assess impact of activities and programs and recalibrate as needed for year 4 and 5.		Hospital
	Career readiness programming*	HPS, The Village
	Curriculum alignment between school and out-of-school programs to advance student learning. *	HPS, The Village, Service Integration Network
<p><b>Objective 3:</b> Active Family and Community Engagement</p> <p>Identified tier 2 and tier 3 students and families participate in service projects, skill development clubs and 2-generation projects as innovative strategies to education, barrier reduction, and direct meaningful connection to their community for a period of 3 years and assess impact of approach to identify as needed new projects and community areas of support needed. Will be increasingly involved in their children's education as a result of transition point interviews with Community Schools staff and involvement in</p>	<p>Home visits</p> <p>Family and community engagement via professional development</p> <p>Involvement in Network/workgroups *</p>	HPS (FCSSPs), Village

Objective	Pipeline Services (* indicates a new service)	Provider
ongoing Community School activities.		
<p><b>Objective 4:</b> Collaborative Leadership &amp; Professional Development</p> <p>To implement a permanent 3 tier network approach that will include District, School administration, teachers, students, families, and community-based organizations who will be responsible for the design, planning, implementation and evaluation of multi-tier systems and new pipeline services to support an innovative approach to academic achievement and student preparedness at key transition points.</p>	<p>3 Network/workgroups to design, plan, and implement programs and services *</p>	<p>HPS, The Village, Other partners as described in MOU</p>

- **On-site mental health services:** Clinicians meet one-on-one to teach students coping strategies to deal with issues that affect their everyday lives. Clinicians who provide in-school mental health services are licensed and trained in a variety of evidence-based models which may be used in individual and family therapy in accordance with the student's identified needs. Some of the models used with students and families include Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Eye Movement

Desensitization and Reprocessing (EMDR), Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH), and Relational Motivational Interviewing.

- **On-site health care clinics:** On-site health clinics are available at eight schools across the district, including one at MD Fox. All HPS students can access health care services at any of these clinic sites regardless of insurance status. A range of telehealth services (including medical advice, virtual clinical appointments, prescription services, and counseling) are available to all students, and information on how to access these services is provided to families at the beginning of the school year, on the HPS website, and through ongoing parent communication throughout the year.
- **Attendance/Truancy Prevention Program:** At the end and beginning of each school year, and during regular attendance team meetings, staff representing the partner community-based organization providing services at the school, work closely with the attendance team to identify chronically absent youth. Staff reach out to chronically absent students and their parents/guardians to build relationships through regular check-ins, absence home visit follow-ups, and a range of possible case management interventions including resource, referral, and linkage assistance.
- **High-dosage Social Emotional Learning (SEL):** Master's level clinicians conduct weekly academic and social skills support activities in collaboration with teachers. By targeting whole classrooms for push-in activities, partners expand the number of students who participate in activities designed to promote healthy behaviors, reduce barriers to accessing support, and improve overall school climate/culture.

- **Extended-day enrichment/homework help:** Each site provides a safe space during high-risk after-school hours and offers academic enrichment, homework help, and tutoring; learning activities that foster positive behaviors, social-emotional development, and strong relationships between students and program staff; and learning, engagement, and volunteer opportunities to parents. Intentional community partnerships expand the variety of experiential learning opportunities available to students and might include sports conditioning, self-care, yoga or meditation, poetry, dance, equestrian activities, music production, literacy programming, and STEAM activities such as robotics. Enrichment activities are designed to complement, rather than duplicate, school-day activities and incorporate literacy, math, and STEAM learning.
- **Summer programming:** Daily academic enrichment and recreational activities will be provided during summer months. Programming at neighborhood schools during the summer months encourages students to maintain social connections and sustain academic gains they have made throughout the school year to ensure they are on target to move into the next grade.
- **Early Warning Indicator System\*:** Staff at transition points (Pre-K to K, K to 1<sup>st</sup> grade, elementary to middle school and middle school to high school) collect data on grades, attendance, standardized test scores, and discipline to pass on to the next level before transition. This practice will be strengthened to support demonstrative preparedness of students transitioning to high school through an analysis to identify eighth- and ninth-grade students at risk of falling behind on the path to graduation and will also incorporate meetings with parents of children identified as at-risk in order to gain further insight on student needs and engage families in educational planning.

- **Home visits:** HPS Family and Community Service Support Providers (FCSSPs) along with staff from the lead community-based organizations partnering with the schools, develop and strengthen the district's relationship with children and families. FCSSPs support the community and promote academic achievement for all students by making collaborative home visits with the staff from the partner community-based organization providing services at the school to current and potential students to build relationships with parents/caregivers and make the necessary referrals to appropriate community resources.
- **Programming to address juvenile justice, crime and violence prevention and intervention:**\* A significant number of Hartford students have experienced the trauma of witnessing and hearing shootings and losing friends and family, and also the family and community disruptions caused by crime and substance abuse. These experiences can keep them in fight or flight mode, which is not conducive to learning, and may often lead them to become agents of violence themselves. In order to help these students and provide resources to relieve trauma, we will work with partners to support students at risk or already involved with the juvenile justice system and provide training to help students work through trauma and find nonviolent ways to deal with situations.
- **Career Readiness Programming:**\* To help students plan for their post high school placement, the project will identify and coordinate experiences that will give them exposure and experience in workplace settings and also work with partners to develop programs to address gaps in current offerings and provide credentials and certifications that will develop and enhance transferable skills at the time of graduation.
- **Curriculum alignment between school and out-of-school programs to advance student learning:**\* In order for our students to gain the maximum benefit from in school

and out-of-school programs, a major thrust of this project is to ensure that these programs provide hands-on learning experiences and real life opportunities that closely reflect what they are learning in the classroom and develop workforce competencies and transferable skills.

- **Strengthening collaborative leadership and practices in our Full-Service Community Schools:\***

We will build on our long history of collaboration with our community partners by working together on three networks that will guide and evaluate this project: the strategy and sustainability Network, the service integration network, and the implementation, fidelity, and quality improvement Network. These workgroups (further described below) will ensure that implementation is intentional, has fidelity to the model, and is making an impact on student learning while creating an on-boarding and professional development how-to guide for future expansion into other district schools and/or development of new staff due to staff turnover.

## **B. Services Reflect Research and Effective Practice.**

Some of the research supporting this project was described in Section 2: Quality of Project Design. The following table provides an overview.

Table 12.

<b>Proposed Pipeline Service</b>	<b>Evidence-Based Findings and Source</b>
SEL activities (e.g. crime and violence prevention and intervention)	Explicitly teach and support social emotional learning skills as a universal approach for all students. Promoting social and emotional learning supports short-and long-term success of students. SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance.



Proposed Pipeline Service	Evidence-Based Findings and Source
	<p><u>Durlak, J., Dymnicku, A., Taylor, R., Weissberg, R., Schellinger, K. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, January/February 2011. Volume 82, Number 1, Pages 405-432.</u></p>
Opportunities for college and career readiness	<p>This study used student and counselor survey responses from a nationally representative longitudinal dataset to examine the relationships between students' participation in three core elements of education and career planning during high school and their application, course taking, and enrollment behaviors associated with the transition to college. Students who developed an education or career plan upon first entering high school in grade 9 were no more or less likely to submit the Free Application for Federal Student Aid, complete a college preparatory curriculum, apply to college, or enroll in college than students who did not develop a plan. However, for students who received support from a teacher or a parent to develop their plan and for students who met with an adult in school to review the plan at least once a year, developing a plan was significantly associated with several college-going behaviors.</p> <p><i>Education and Career Planning in High School: A National Study of School and Student Characteristics and College-Going Behaviors. A Publication of the National Center for Education Evaluation and Regional Assistance at IES. (n.d.).</i>  <a href="https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2022127.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2022127.pdf</a>.</p>
Multi-tiered System of Support	<p>Coordinator serves as an advocate for intensive, individualized support to students. Secondary schools can prevent dropouts by providing intensive, individualized support to students. Assign a primary advocate, develop a menu of support options, and support advocates with ongoing professional learning and tools for tracking their work.</p> <p><u>Preventing Dropout in Secondary Schools, Institute of Education Sciences, Recommendation 2, (NCEE 2017-4028).</u></p>
Transition Point interviews with parents	<p>Coordinators initiate face-to-face discussions with parents of children at transition points. Build the capacity of staff and families to implement a dual capacity framework through systemic, integrated, and sustained family- school partnership initiatives.</p>

Proposed Pipeline Service	Evidence-Based Findings and Source
	<p><u>Weiss, H. B., Lopez M. E., &amp; Rosenberg, H. (2011). <i>Beyond random acts: Family, school, and community engagement as an integral part of education reform</i>. Cambridge, MA: Harvard Family Research Project.</u></p>
High-quality out-of-school time activities/experiences	<p>Provide information and training for families to support high expectations for their children’s education. Parents’ high academic expectations for their children’s education — which include developing and maintaining communication with them about school activities and school work, and promoting reading habits — are strongly related to academic achievement.</p> <p><u>Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. &amp; Luis Gaviria, J. (2015). <i>Parental involvement on student academic achievement: A meta-analysis</i>. <i>Educational Research Review</i>, 14, 33-64.</u></p> <p><u>S. Wilder. (2014). <i>Effects of parental involvement on academic achievement: a meta-synthesis</i>. <i>Educational Review</i>, 66, 377-397.</u></p>
Develop networks that plan, guide, and assess Community School activities and that include a broad cross-section of stakeholders.	<p>Why Youth Incarceration Fails: An Updated Review of the Evidence By Richard Mendel...</p> <p>Reducing Incarceration Through Alternatives and Policy and Practice Reforms</p> <p>Part 3 of this report reviews the research documenting programs and policies that reduce incarceration in ways that lessen delinquent behavior and improve young people’s wellbeing.</p> <p>Community Alternatives to Confinement Achieve Equal or Better Outcomes at Far Lower Cost. Our review found several types of community-based alternative programs that are especially promising, with powerful evidence of effectiveness. These include Wraparound programs, Programs led by grassroots neighborhood, civic, and faith-based organizations.</p> <p><i>Richard Mendel (March 1, 2023), Why youth incarceration fails: An</i></p>

Proposed Pipeline Service	Evidence-Based Findings and Source
	<p><i>updated review of the evidence, The Sentencing Project. Mendel, Richard. (2022).</i></p> <p><i><a href="https://www.researchgate.net/publication/370341045_Why_Youth_Incarceration_Fails_An_Updated_Review_of_the_Evidence">https://www.researchgate.net/publication/370341045_Why_Youth_Incarceration_Fails_An_Updated_Review_of_the_Evidence</a></i></p>

### C. Systems of Accountability and Co-Creation

To ensure effective implementation of the grant and fidelity of implementation to the vision of Reimagining Education, three workgroups will meet throughout the life of the program. Each group will have representation of cross-sector project stakeholders (students, families, community-based providers, cross-sector departments of the district, school administration, and teachers) and will reflect the needs of our students, families, schools, and the surrounding communities. These workgroups will include:

- **Strategy and Sustainability Network:** This workgroup will include decision-makers from various district departments (e.g., Finance, Data and Evaluation, Academic Achievement, Family and Community Partnership, Grant Compliance, Special Projects, etc.), school administrators, and student voice (via a representative from the youth advisory board who will provide updates from board meetings and results from student survey around needs). They will assess high-level needs and program opportunities relative to alignment to the district strategic plan and will prioritize social-economic and environmental needs and ways to address these issues. The workgroup will also include the external evaluator, who will provide information on data related to program performance.

- **Service Integration Network:** This workgroup will be represented by content experts both from the identified schools and the community-based organization providing services and activities as well as student representation and other relevant staff (e.g., teachers, attendance and behavior monitor, special education staff, district specialty staff - Community Schools Integrated Support Coordinators, etc.). They will create curriculum content and delivery based on student-specific needs and social-emotional challenges, with a target of short-term and intermediate outcomes and results expected around key transition points, and including the development of materials that strengthen students' hands-on learning through exposure to in-school and out-of-school opportunities.
- **Implementation, Fidelity, and Quality Improvement Network:** This workgroup will include direct service staff from both the identified schools and the community-based organizations that will be implementing services, activities and programming and will include people such as the FCSSPs, Youth Advisory Board members, teachers, guidance counselors, social workers, Community School Directors, District Community Schools Manager, school administrators, etc. They will focus on implementing the program, tracking outcomes, reviewing, and evaluating program contributions, identifying, and implementing programs that will achieve the expected outcomes, ensuring the provision of services and programs that impact social-emotional and environmental needs while reporting back target impacts met and un-met and proposing potential new approach for the strategy and accountability network to approve and the service integration network to develop new content.

Our outside evaluators will be a part of all three groups so that they can observe, document, and evaluate the entire process.

#### **D. Diversity of Perspectives in Planning, Implementation and Evaluation**

The district is committed to ensuring that diversity, equity, and inclusion are key parts of the work that we do and how we plan and provide services to our students. The creation and implementation of the three workgroups described above will ensure a diversity of perspectives as each workgroup will have representation of students, family members, community-based organizations and partnering entities, school administrators and personnel, and district leaders. In addition, the Needs Assessment teams at each school site will bring additional perspectives to bear on the project's development as they will include community members and expand the school personnel that will also be part of the assessment process. All of this will provide a diverse perspective that will be included in the design, planning, implementation, and evaluation process. (The evaluator will also be included in these groups.) Due to the broad level of opinions included in this process the needs assessment will have to be done utilizing a variety of tools to accommodate the needs of the constituents as well as to ensure privacy and confidentiality. We are planning to conduct surveys, focus groups, interviews, observations, SWOT analysis and online platforms.

- Surveys: These will be a good tool for students, parents, teachers, and other staff members to gather their feedback and perspectives on various aspects of the school's needs and challenges.
- Focus Groups: These will be a good tool for representatives from different stakeholders to get a deeper perspective into specific topics and gain qualitative insights.
- Interviews: These will be a good tool for school administrators and community members as one on one interviews will help understand their perspectives and expectations.

- Observations: This will be a good tool to use in classrooms, current extracurricular activities, and school events as it will provide first-hands information on student culture and school climate.
- SWOT analysis: This tool will be a good one to use with both district personnel and school administrators and personnel to information on internal and external factors affecting school performance.
- Online platforms: This tool will be a good way to offer an anonymous option for participants to provide feedback should they feel more open to sharing their opinions using this tool.

#### **4. ADEQUACY OF RESOURCES**

##### **A. Role of Full-time Coordinator at Each School**

The three full-time coordinators (one at each site) and the district Community Schools Manager, who will supervise their work, will be the team to oversee the provision of pipeline services and Full-Service Community School activities overall. The district Community School Manager is already in place and supported by funds from other sources, while the 3 full-time coordinators will be hired at each school and funded by the grant.

The role of the 3 Full time Full-Service Community School Integrated Support Coordinators is to:

- Lead the planning and implementation of curriculum alignment between school day and extended day activities;

- Develop a multi-tiered system of support (MTSS) framework to address the needs of the whole child/student, including academic, social/emotional/behavioral, health, and college and career readiness,;
- Provide information to school-based teams, CBOs Community Schools Director, and district departments, ensuring that MTSS components are established in the district. Such alignment will ensure hands-on learning is consistent throughout the school day and extended day.

## **B. Lead Applicant Capabilities and Commitments**

The lead applicant, Hartford Public Schools, has a long history with Community Schools and a deep commitment to them. As noted previously, the implementation of elements of the Community Schools initiative in Hartford began in 2009 with a strong network of supporters and funders. It has grown through the years since then, and the current superintendent, Leslie Torres-Rodriguez, has set a goal for the district to make every school a Community School and eventually a Full-Service Community School pending funding. Reflecting this commitment, HPS has placed the Community Schools under the leadership of the Office of Family and Community Engagement and employs a full-time Community Schools Manager at the district level. All services are provided on-site at schools, and in addition to areas for school-day activities and larger spaces for after-school and summer programming, HPS has set aside designated offices for community-based provider staff at each site. Private areas for school-based mental health consultations have also been identified at each school that promote student confidentiality during sessions, and implementation of a data tracking system (TransAct) to be utilized by community-based organization staff providing the services to track participation of students and engagement into

program activities. This data system is separate from the data system utilized at the schools (Power School). Providers, school administrators and Community Schools Manager will review and discuss data finding on a quarterly basis to assess impact on academic performance for students engaged in this project.

### **C. Partnerships Across Systems and Settings**

At the root of the Community Schools model is a significant body of research that has demonstrated the connection between school, family, and community factors on student achievement. Community school partnerships collaborate to mobilize the assets of the school and a broad range of community support to positively impact students' academic, social, and social development and set them on a path toward future success. These collaborations strive for a balanced approach that intertwines academic and non-academic factors and prioritizes the development of social-emotional resiliency in students.

A broad coalition of community-based organizations and the city of Hartford will provide a wide range of programs and services for Hartford students and families including in-school behavioral health services, academic supports, a family financial center, parent leadership development, child-parent programs, after-school programs, positive youth development, and individual student/family case management. The Village for Families and Children is a long-standing community-based organization providing these services around the city of Hartford and in several schools across the district. Their history, experience, and knowledge of the Community Schools model positions them as the partner that can play a lead role in the professional development and coaching of the other community -based organizations that are committed to partner with the district on this project. All partners will have a role in pipeline program and service



delivery at each of the schools for this project: MD Fox Elementary School (PK-5), Burr Middle School (6-8), and Bulkeley High School (9-12). They will provide in-school programs (classroom push-ins, Truancy Prevention, Teen Outreach Program, a teen pregnancy prevention model, (TOP), Lunch Bunch, trauma-informed training for teachers/school personnel), after-school activities, summer programming, school-based and mental health care.

Other principal partners in this project, as described in the attached MOU, include cultural, academic, governmental, youth development and human services representatives, specifically: The city of Hartford Department of Families, Children, Youth, and Recreation, Connecticut Children's Office for Community Child Health, Charter Oak Cultural Center; Bring the Hoopla, and COMPASS Youth Collaborative.

Table 13: Explanation of roles, responsibilities and pillar and pipelines supported.

Partners	Roles & Responsibilities	Pillar & Pipelines Supported	
		Pillar	Pipeline
The Village for Families & Children	CBO Community School Director, Skilled & certified staff, family need assessment, Homework Assistance, Literacy-Math & Science tutor support, Pro-social activities, Parent leadership opportunities, Parenting skills training, Positive parent-child activities, Mental Health services, summer program, School Day-Extended learning-after school programing, family resource center	<b>1.Integrated Student Supports</b>  <b>2.Active Family &amp; Community Engagement</b>  <b>3.Collaborative leadership</b> <b>4.Expanded and Enriched Learning Time and Opportunities</b>	1.Social, health, mental health services and supports, juvenile crime prevention and rehabilitation  2.Family & community engagement, Community based support for students.  3.School based leadership team  4.Early childhood education programs, out-of -school time programs, activities

			<p>to support workforce development</p> <p>5. Juvenile crime prevention and rehabilitation</p> <p><b>New Pipeline:</b> Support for child's education transition &amp; Juvenile Crime prevention and rehabilitation programs</p>
<p>The City of Hartford Department of Families, Children, Youth and Recreation (DFCYR)</p>	<p>City programs that focus on the disruption of the pipeline of youth justice. Continued work with the Hartford youth violence prevention and intervention work group, access to the juvenile review board, continued work around tracking the disproportionate involvement of youth of color in the juvenile system and advocate for reform.</p>	<p><b>1. Integrated Student Supports</b></p> <p><b>2. Active Family &amp; Community Engagement</b></p> <p><b>3. Collaborative leadership</b></p> <p><b>4. Expanded and Enriched Learning Time and Opportunities</b></p>	<p>1. Social, health, mental health services and supports, juvenile crime prevention and rehabilitation</p> <p>2. Family &amp; community engagement, Community based support for students</p> <p>3. School based leadership team</p> <p>4. Early childhood education programs, out-of-school time programs, activities to support workforce development</p> <p>5. Juvenile crime prevention and rehabilitation</p> <p><b>New Pipeline:</b> Support for child's education transition &amp; Juvenile Crime prevention and rehabilitation programs</p>

Connecticut Children's Office for community child health	Providing Child Prosperity Lab which will strengthen changemakers and our pipeline services by providing mastermind sessions, training, and education on strengthening families' protective factors and connections to networks that will assist in exposure to opportunities that will address social, behavioral, and environmental challenges that children and families too often face	<b>1.Integrated Student Support</b>  <b>2.Active Family &amp; Community Engagement</b>  <b>3.Collaborative leadership</b>	1.Social, health, mental health services and supports, juvenile crime prevention and rehabilitation  2.Family & community engagement, Community based support for students  3.School based leadership team  4.Juvenile crime prevention and rehabilitation <b>New Pipeline:</b> Support for child's education transition & Juvenile Crime prevention and rehabilitation programs
Charter Oak Cultural center	Art development specialist, skilled & certified staff. Opportunities to expose students to the field of art. The Expressive Art in You, My Emotions via Dancing,	<b>4.Expanded and Enriched Learning Time and Opportunities</b>	1. High quality school and out-of - school time programs  2.High quality early childhood education programs
Bring the Hoopla	Sport counselor. Skilled & certified staff. Student wellness and problem-solving skills through basketball (focus on impact of physical activities and develop team building skills)	<b>4.Expanded and Enriched Learning Time and Opportunities</b>	1. High quality school and out-of - school time programs  2.High quality early childhood education programs
COMPASS Youth Collaborative	Skilled Case management team will work with youth within the COMPASS target population. Focus on students with judicial involvement or	<b>1.Integrated Student Supports</b>  <b>2.Active Family &amp; Community Engagement</b>	1.Family and community engagement and supports

	demonstrating violence risk behaviors. Case management and reconnection to school and school activities, Cognitive Behavioral Skill development, life skills facilitation, goal setting, etc.	<b>3.Collaborative leadership</b>  <b>4.Expanded and Enriched Learning Time and Opportunities</b>	2.Activities that support postsecondary and workforce readiness  3.Social and mental health services and support  <b>4.New Pipeline:</b> Juvenile Crime prevention and rehabilitation programs
Girls Scouts of Connecticut Inc.	Caring adult mentors. Skilled & certified staff. Advocacy and positive expression of oneself. Girls voice matters, the analytical me, collaborating has power, among other	<b>4.Expanded and Enriched Learning Time and Opportunities</b>	1.Family and community engagement and supports  2.Activities that support postsecondary and workforce readiness

#### **D. Key Leadership, Professional Development and School Resources**

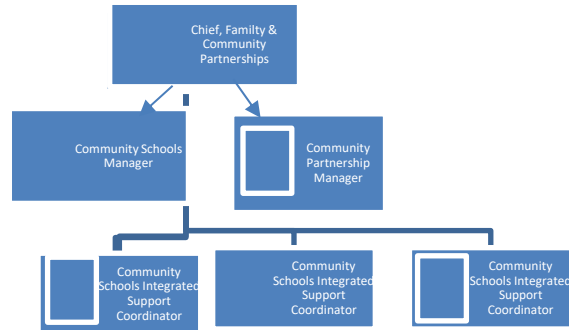
The HPS Chief Family and Community Engagement Officer, Nuchette Black-Burke, oversees the cabinet-level department that holds responsibility for Hartford’s Community Schools. Ms. Black-Burke is an innovative and collaborative community and family engagement professional with over 10 years of experience in education coordination and non-profit program administration. Ms. Black-Burke has extensive communication and relationship -building experience across diverse populations, ranging from work with teenagers and young adult students, to community, civic, educational, and political leaders, via workshop facilitation, board membership, advocacy efforts, and public speaking.

Michelle Szynkowicz, Community Partnerships Manager at HPS, is a learning facilitator and project management specialist with more than a decade of experience in designing and leading adult professional development experiences including retreats, virtual courses, workshops and self-paced modules. Before assuming her current position in HPS, she held various positions with Hartford's Teach for America program, most recently as Managing Director. She is also a consultant with the Social Justice Institute.

Jinelle Hooker joined Hartford Public Schools in March 2023 as the Community Schools Manager. She is a Youth development Professional with over 18 years of experience in social services, post-secondary preparation and workforce development services and key skills in program management and project delivery, policies/process/practice/development, and effective implementation, among other areas. Before coming to HPS, she at Our Piece of the Pie, most recently as Director of Youth Development Services.

Aldwin Allen is the Senior Director of Community Programs at the Village for Families and Children Inc., our primary partner in the proposed project. Since 2008, he has worked in the area of youth services and community programs in Hartford and has gained deep experience with Hartford's schools. He has also been involved with numerous Hartford community groups and is familiar with the people, schools, and neighborhoods of Hartford.

(Resumes are attached for all the above personnel.)



All Community Schools staff receive a comprehensive orientation including a review of program expectations/requirements, roles/responsibilities, appropriate policies/procedures, and emergency plans as well as an overview of their assigned school, its students, and the community. This week-long orientation provides a common baseline of understanding among all staff members and provides a concentrated period for planning and preparation. For this project and the implementation of the Full-Service Community School model at 3 HPS schools we are proposing to offer joint staff trainings which will contribute significantly to the development of strong, trusting relationships between school and community-based organization staff assigned to provide programs and services at the 3 identified schools. Such training will help to create a sense of community among the various staff.

Partnering community-based organizations and school-based staff will participate in district led professional development to ensure knowledge and practice of trauma-informed

practices, SEL programming, and issues of diversity, equity, and inclusion (particularly cultural/language and gender-informed practices). These trainings will provide additional support to staff as well as an opportunity for school and partnering community-based organization staff and leadership to network with their counterparts at other schools.

The HPS Community Schools Manager will lead this project with the supervision and oversight of the Chief Family and Community Engagement Officer, The Community School Managers will monitor the work of program staff and ensure grant and contract requirements are met. The Community-Based Full-Service Community Schools Directors and the 3 District Full-Service Community Schools Integrated Support Coordinators will be responsible for ensuring high-quality service delivery; soliciting student, family, and faculty feedback; and working collaboratively with faculty and partners to meet student needs. The Community Schools Integrated Support Coordinators meet regularly with community partners to review progress, discuss adaptations, and plan future activities.

Table 14. Accountability meeting cadence

Network or workgroup	Cadence of meetings
Strategy & Accountability Network	Bi-Weekly during the planning stages. Then it will change to once a month
Service Integration Network	Bi-Weekly during the planning stages. Then it will change to once a month

Implementation, Fidelity, & Quality Improvement Network	Bi-Weekly during the planning stages. Then it will change to once a month
Networks Lead	In the beginning of the project will meet bi-weekly (opposite to the network meetings) in preparation for meetings. Then this will shift to once a month
Needs Assessment Team	Bi-Weekly during the planning stages. Then it will change to once a month
Partner's meeting	Monthly
Program Coordinator Meeting	Monthly

### **E. Plans for Sustaining Project and Ongoing Partner Commitments**

Hartford Public Schools has sustained its iteration of Community Schools since they were first established in 2009, demonstrating the commitment of the district and its partners and the high priority it places on this approach to education. Though programs and personnel have changed over the years, the Community Schools structure has remained, and the district has set a goal for all schools to be Community Schools. The proposed program employs a multifaceted approach to sustainability, a key component of which is demonstrating success. Our strong evaluation plan and infrastructure will enable us to provide high quality data collection, analysis and reporting to support continuous quality improvement and to document results. In turn, evidence of the project's effectiveness will be used to attract new sources of support for programming.



Sustainability is supported by HPS’s Office of Finance, which is responsible for grant seeking and grants management, and Sr. Advisor for Strategy & Institutional Advancement, Jesse Sugarman, who manages all other philanthropic efforts. Additionally, HPS has helped to create policy conditions at the city level that support the entire Hartford Community Schools initiative. The City of Hartford is one of the few cities in the state that has adopted a school board policy that provides a leverage point for partners to request funding from city or state agencies to support sustainability of Community Schools. The Chief of Family & Community Partnerships and the HPS Community School Manager will meet semi-annually with the mayor and the superintendent to discuss Community Schools and cross-sector partnerships that aid the implementation and sustainability of the initiative.

## 5. QUALITY OF THE MANAGEMENT PLAN

### A. Broadly Representative Consortium

The consortium of partners that support Community Schools in Hartford includes governmental, cultural, academic, youth development and human services representatives. The attached MOU provides detailed information about their roles and responsibilities, which are summarized in the table below:

*Table 15: Partnering Community-based organizations Roles, Responsibilities, and type of organization.*

Partner Name <i>(Organization Type)</i>	Roles & Responsibilities	Pillar & Pipelines Supported	
		Pillar	Pipeline

<p>The Village for Families &amp; Children</p> <p><i>(Community-based Non-profit organization)</i></p>	<p>CBO Community School Director, Skilled &amp; certified staff, family need assessment, Homework Assistance, Literacy-Math &amp; Science tutor support, Pro-social activities, Parent leadership opportunities, Parenting skills training, Positive parent-child activities, Mental Health services, summer program, School Day-Extended learning-after school programing, family resource center</p>	<p><b>1.Integrated Student Support</b></p> <p><b>2.Active Family &amp; Community Engagement</b></p> <p><b>3.Collaborative leadership</b></p> <p><b>4.Expanded and Enriched Learning Time and Opportunities</b></p>	<p>1.Social, health, mental health services and supports, juvenile crime prevention and rehabilitation</p> <p>2.Family &amp; community engagement, Community based support for students</p> <p>3.School based leadership team</p> <p>4.Early childhood education programs, out-of -school time programs, activities to support workforce development</p> <p>5.Juvenile crime prevention and rehabilitation <b>New Pipeline:</b> Support for child's education transition &amp; Juvenile Crime prevention and rehabilitation programs</p>
<p>The City of Hartford Department of Families, Children, Youth and Recreation (DFCYR)</p> <p><i>(Local Government)</i></p>	<p>City programs that focus on the disruption of the pipeline of youth justice. Continued work with the Hartford youth violence prevention and intervention work group, access to the juvenile review board, continued work around tracking the disproportionate involvement of youth of color in the juvenile system and advocate for reform.</p>	<p><b>1.Integrated Student Support</b></p> <p><b>2.Active Family &amp; Community Engagement</b></p> <p><b>3.Collaborative leadership</b></p> <p><b>4.Expanded and Enriched Learning Time and Opportunities</b></p>	<p>1.Social, health, mental health services and supports, juvenile crime prevention and rehabilitation</p> <p>2.Family &amp; community engagement, Community based support for students</p> <p>3.School based leadership team</p> <p>4.Early childhood education programs, out-of -school time programs, activities to support workforce development</p> <p>5.Juvenile crime prevention and rehabilitation <b>New Pipeline:</b> Support for child's education transition &amp; Juvenile Crime prevention and rehabilitation programs</p>
<p>Connecticut Children's Office for community child health</p>	<p>Providing Child prosperity lab which will strengthen changemakers and our</p>	<p><b>1.Integrated Student Support</b></p>	<p>1.Social, health, mental health services and supports, juvenile crime</p>

<i>(Not for Profit Children's Hospital)</i>	pipeline services by providing mastermind sessions, training, and education on strengthening families' protective factors and connections to networks that will assist in exposure to opportunities that will address social, behavioral, and environmental challenges that children and families too often face	<b>2.Active Family &amp; Community Engagement</b>  <b>3.Collaborative leadership</b>	prevention and rehabilitation  2.Family & community engagement, Community based support for students  3.School based leadership team  4.Juvenile crime prevention and rehabilitation <b>New Pipeline:</b> Support for child's education transition & Juvenile Crime prevention and rehabilitation programs
Charter Oak Cultural Center  <i>(Cultural Center Non-profit organization)</i>	Art development specialist, skilled & certified staff. Opportunities to expose students to the field of art. The Expressive Art in You, My Emotions via Dancing,	<b>4.Expanded and Enriched Learning Time and Opportunities</b>	1. High quality school and out-of -school time programs  2.High quality early childhood education programs
Bring the Hoopla  <i>(Community-based Non-profit organization)</i>	Sport counselor. Skilled & certified staff. Student wellness and problem-solving skills through basketball (focus on impact of physical activities and develop team building skills)	<b>4.Expanded and Enriched Learning Time and Opportunities</b>	1. High quality school and out-of -school time programs  2.High quality early childhood education programs
COMPASS Youth Collaborative  <i>(Community-based Non-profit organization)</i>	Skilled Case management team will work with youth within the COMPASS target population. Focus on students with judicial involvement or demonstrating violence risk behaviors. Case management and reconnection to school and school activities, Cognitive Behavioral Skill development, life skills facilitation, goal setting, etc.	<b>1.Integrated Student Support</b>  <b>2.Active Family &amp; Community Engagement</b>  <b>3.Collaborative leadership</b>  <b>4.Expanded and Enriched Learning Time and Opportunities</b>	1.Family and community engagement and supports  2.Activities that support postsecondary and workforce readiness  3.Social and mental health services and support  4. <b>New Pipeline:</b> Juvenile Crime prevention and rehabilitation programs

## **B. Lead Applicant Capacity and History of Effectiveness**

Hartford Public Schools has operated some elements of Community Schools since 2009. Attesting to the value seen in this approach, the district has committed to ensuring that all schools in the district become community schools and eventually, based on funding, Full-Service Community Schools. Due to this approach the district has a history of partnering with a variety of community-based and grassroots organizations to ensure a plethora of meaningful services and activities are provided at each school based on the school community and student's needs. Due to this effort and the impact of collaborations within the schools, in 2018 the district launched the Office of Family and Community Partnerships to scale processes and protocols to engage community-based organizations and harness meaningful programs and services for students.

This office has been under the leadership of Chief Black-Burke who has led the work of bringing awareness to the district of the Community Schools model and the impact of implementing this model with fidelity. This awareness has opened conversations on what is needed to reimagine education for our students. The Office of Family and Community Partnerships manages a portfolio of over 200 partners annually for the district in various capacities and this list keeps growing. Such partnerships are in place via MOU and/or letters of agreement to ensure levels of accountability and screening of meaningful programs and services to benefit the needs of the students and the school community. The list of providers that are committed to partner on this project is a small representation of the partners that the district currently engages. This office has now implemented an annual Partner Award event to showcase and present to the community the work and accomplishments that the partners have experienced throughout the year related to the students. In May of 2023, the second Partner's Award event was held, which highlighted an unsung

hero – The Gifted Onez. Another award, the Annual Impact Award, was given to ConnectKids Inc., to name a few of the recipients.

This office manages several community conversations and parental engagement events throughout the year to get input and feedback on their experience with the district, the school and partners offering services to their children. Such conversations have led the work of policy revision, transparent information, and training to parents around understanding the school’s budget, and even taking 3 parents to the national Institute of Educational Leadership Community Schools and Family Engagement Conference around the community schools’ model and the impact of implementing this with fidelity on the academic achievement of their children.

### **C. Management Plan: Roles Responsibilities, Timelines and Milestones**

The Reimagining Education project will use a variety of data such as test scores, attendance data, and needs assessment data along with principal input to develop work plans. These work plans are separated by different domains (student, school, and family/community). Under each domain the partnering community-based organizations will outline goals and planned activities/strategies, timeframe for implementation, staff responsible for implementation, and how activities link to the district’s strategic plan and individual School Improvement Plans. The following table is a sample of key staff involved in this work:

*Table 16. Key Staff*

<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Level of Effort</b>	<b>Funding Source</b>
Nuchette Black-Burke	Chief of Family and Community Partnerships	HPS	10%	

Name	Title	Organization	Level of Effort	Funding Source
Michelle Szyrkowicz	Community Partnerships Manager	HPS	40%	
Jinelle Hooker	Community Schools Manager	HPS	40% 10%	
Aldwin Allen	Sr. Dir., School-Based Programs for CBO 1	The Village	25%	
LaToya Adjers	CBO 1 Site Coordinator (MD Fox)	The Village	100%	
Charity Brown	CBO1 Site Coordinator (Burr)	The Village	100%	
TBD	Site Coordinator (Bulkeley)	The Village	100%	
TBD	Integrated Support Coordinator (MD Fox Elementary School)	HPS	100%	
TBD	Integrated Support Coordinator (Burr Middle School)	HPS	100%	
TBD	Integrated Support Coordinator (Bulkeley High school)	HPS	100%	

**Reimagining Education** will be directed by the Office of Family and Community Engagement under the leadership of Chief Nuchette Black-Burke, M, Ed. The Chief's role will be to ensure fidelity to the vision of the proposed project the district cabinet level and ensure continued support from all district departments, as these are the content experts that will support

what is needed at each significant transition point (kindergarten, fifth/sixth grades, eighth/ninth grades, and high school) to meet the needs of the surrounding community with an integrated focus on preparing the whole child for academic achievement and post-secondary success. A commitment of 10% FTE to this project will be made [REDACTED]

**Community Schools Manager** Jinelle Hooker will be instrumental in ensuring symmetry between the work of the Community Schools Integrated Support Coordinators (school curriculum & extended day provider curriculum) and the partnering organizations around proposed project development, management, and implementation. Her work will focus on bridging gaps in our student-centered approach and focusing on what is needed to reach academic achievement. A commitment of at least 10% FTE to this project and [REDACTED]

**Community Schools Integrated Support Coordinators** These staff members will be hired to support the pipeline and will be placed at each of the identified schools with a 100% FTE commitment from the budget [REDACTED] towards ensuring fidelity to the model around curriculum alignment between the classes our students attend during the day and the activities that are being provided during the school day and extended part of the day by community-based providers. They will conduct needs assessments, work in collaboration with the FCSSP and the community-based organizations providing extended learning opportunities at the school to ensure all activities and services implemented are directly aligned to the curriculum, district goals, school's goals, and students needs towards reaching academic achievement. Such alignment will ensure hands-on learning is consistent throughout the school day and with extended learning opportunities.

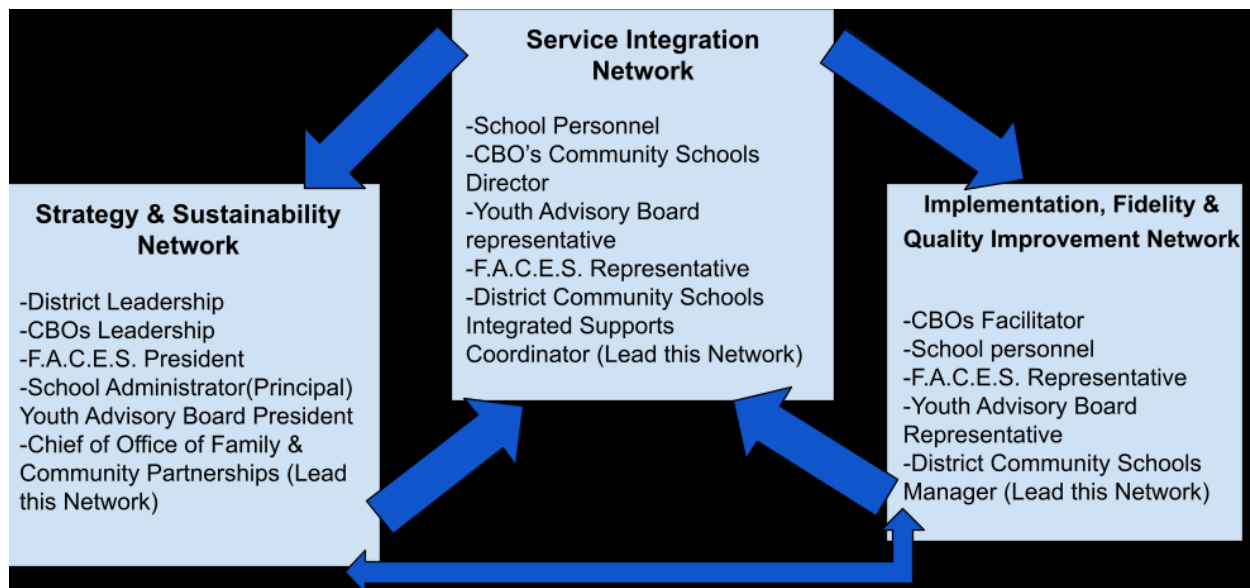
**Community Partners Manager**, Michelle Szykowitz, whose role will be to identify and develop meaningful relationships with partners that will facilitate extended day services and

activities to meet identified needs of the students and align with our Reimagining Education Pipeline towards reaching academic achievement. An [REDACTED] 40 % FTE commitment will be made to the project to ensure proper management of MOU's, commitments, partners personnel capacity and training compliance, etc. needed to ensure fidelity to the vision of the proposed project.

**The Senior Director of School-Based Programs** (or a similar title at the different community-based organizations partnering with us on this project) will provide leadership to and oversight of all site-based Community School initiatives through planning, supervision, and performance monitoring. Site directors, with guidance and support of the school principal and other school staff, directly implement strategies and help promote the needs of the students and their families while ensuring programs and services align with the school's academic mission. Site Coordinators oversee Positive Youth Development Workers who assist with after-school and summer programming. Mental health services are provided by clinical staff from each agency. All partners attest that services included in this project will be provided in and focused on schools eligible for a schoolwide program under section 1114(b) of ESEA.

*Table 17: Project Workgroups*





An evaluator will be assigned to all Networks to document the work.

All 3 Network/workgroups will be responsible for the planning and accountability for the project process. This strategy will ensure knowledge and accountability for the work and cross-sector fidelity to the model. Each network will have a lead person who is responsible for ensuring that all information discussed and decided at the network level is presented, reviewed and processed with the other 2 leads to ensure flow of information, decisions and next steps for each workgroup.

*Table 18: Timeline and Milestones:*

<b>Time frame</b>	<b>M.D. Fox Elementary</b>	<b>Burr Middle school</b>	<b>Bulkeley High School</b>
First Year of the Grant	1.Hiring of Full-Service Community School Integrated Supports Coordinator  2. Identification of staff, family members, school administrator, teacher, support staff to participate	1.Hiring of Full-Service Community School Integrated Supports Coordinator  2. Identification of staff, family members, school administrator, teacher, support staff to participate in	1.Hiring of Full-Service Community School Integrated Supports Coordinator  2. Identification of staff, family members, school administrator, teacher, support staff to participate in 3 Networks/workgroups that will provide oversight

	<p>in 3 Networks/workgroups that will provide oversight</p> <p>3. Initial meeting to provide overview and create norms and expectation of the network as well as creation of cadence calendar for meetings</p> <p>4. On-boarding and professional development to ensure consistent knowledge of new staff and identified staff on Full-Service Community Schools and Project Expectations</p> <p>5. Identification of personnel to create and conduct needs assessment</p> <p>6. Review and analysis of needs assessment findings. Initial planning for implementation at each network/workgroup</p> <p>7. monitoring and data tracking of process by evaluators</p>	<p>3 Networks/workgroups that will provide oversight</p> <p>3. Initial meeting to provide overview and create norms and expectation of the network as well as creation of cadence calendar for meetings</p> <p>4. On-boarding and professional development to ensure consistent knowledge of new staff and identified staff on Full-Service Community Schools and Project Expectations</p> <p>5. Identification of personnel to create and conduct needs assessment</p> <p>6. Review and analysis of needs assessment findings. Initial planning for implementation at each network/workgroup.</p> <p>7. monitoring and data tracking of process by evaluators</p>	<p>3. Initial meeting to provide overview and create norms and expectation of the network as well as creation of cadence calendar for meetings</p> <p>4. On-boarding and professional development to ensure consistent knowledge of new staff and identified staff on Full-Service Community Schools and Project Expectations</p> <p>5. Identification of personnel to create and conduct needs assessment</p> <p>6. Review and analysis of needs assessment findings. Initial planning for implementation at each network/workgroup</p>
Year 2 & 3 of the grant	<p>1. Early Warning Indicator system in place.</p> <p>2. In School and out of school curriculum for programs and activities initial stages of implementation (beginning of year 2)</p> <p>3. New approach to teaching the curriculum</p>	<p>1. Early Warning Indicator system in place.</p> <p>2. In School and out of school curriculum for programs and activities initial stages of implementation (beginning of year 2)</p> <p>3. New approach to teaching the curriculum and hands-on learning starts</p>	<p>1. Community Conversations with students and families to share and get feedback on post-secondary services to be implemented and potential credentials and certificates offerings</p> <p>2. Network/workgroup planning and reviewing lessons learned based on quarterly reports and updates from independent evaluator.</p>

	<p>and hands-on learning starts</p> <p>3. Creation and implementation of calendar of Students' experience and families check points for input and suggestions</p> <p>4. Implementation of Family and community engagement and trainings</p> <p>5. Transition point assessments is created and schedule to be tested at the end of year 2 with a set cadence for year 3 and beyond</p> <p>6. Juvenile crime prevention and rehabilitation programs are implemented</p> <p>7. Monitoring &amp; data tracking of process by evaluators</p>	<p>3. Creation and implementation of calendar of Students' experience and families check points for input and suggestions</p> <p>4. Implementation of Family and community engagement and trainings</p> <p>5. Transition point assessments are created and schedule to be tested at the end of year 2 with a set cadence for year 3 and beyond</p> <p>6. Implementation of Juvenile crime prevention and rehabilitation programs</p> <p>7. Monitoring &amp; data tracking of process by evaluators</p>	<p>3. Building of trust among school admin, students and community-based providers to implement services-based project proposed</p> <p>4. Family and community networking events to build trust and share expectations of programs and services that will be implemented in the school and the need for their support</p> <p>5. Survey families to gather information on training and professional development needs to roll-out these trainings and family events during year 3 as a soft launch and assessment of level of trust and commitment</p> <p>6. Monitoring &amp; data tracking of process by evaluators</p>
Year 4 of the grant	<p>1. Classes, programs and Services are now fully following and implementing new curriculum throughout the school day and extended day.</p> <p>2. New pipelines are rolled out and in full service</p> <p>3. Needs are addressed with support/partners in place.</p>	<p>1. Classes, programs and Services are now fully following and implementing new curriculum throughout the school day and extended day.</p> <p>2. New pipelines are rolled out and in full service</p> <p>3. Needs are addressed with support/partners in place.</p> <p>4. Continue to asses student preparedness at key transition points.</p>	<p>1. Full-Service Community school Integrated Support Coordinator is implementing in School and out of school curriculum for programs and activities.</p> <p>2. New approach to teaching the curriculum and hands-on learning starts</p> <p>3. Needs are addressed with support/partners in place.</p> <p>4. Assessment of student preparedness is in place</p>

	<p>4. Continue to assess student preparedness at key transition points.</p> <p>5. Monitoring &amp; data tracking with evaluator support and report.</p>	<p>5. Monitoring &amp; data tracking with evaluator support and report.</p>	<p>5. Career competency Development trainings are rolled out</p> <p>6. Implementation of Juvenile crime prevention and rehabilitation programs</p> <p>7. Monitoring &amp; data tracking with evaluator support and report.</p>
Year 5 of the grant	<p>1. Classes, programs and Services are now fully following and implementing new curriculum throughout the school day and extended day.</p> <p>2. New pipelines are rolled out and in full service</p> <p>3. Needs are addressed with support/partners in place.</p> <p>4. Continue to assess student preparedness at key transition points.</p> <p>5. Monitoring &amp; data tracking with evaluator support and report.</p> <p>6. Creation of a how -to guide (field guide) is on the way to include all of the lessons learned, steps and processes implemented. This tool will be used for future expansion, on-boarding of new staff to ensure fidelity to the model</p>	<p>1. Classes, programs and Services are now fully following and implementing new curriculum throughout the school day and extended day.</p> <p>2. New pipelines are rolled out and in full service</p> <p>3. Needs are addressed with support/partners in place.</p> <p>4. Continue to assess student preparedness at key transition points.</p> <p>5. Monitoring &amp; data tracking with evaluator support and report.</p> <p>6. Creation of a how -to guide (field guide) is on the way to include all of the lessons learned, steps and processes implemented. This tool will be used for future expansion, on-boarding of new staff to ensure fidelity to the model</p>	<p>1. Classes, programs and Services are now fully following and implementing new curriculum throughout the school day and extended day.</p> <p>2. New pipelines are rolled out and in full service</p> <p>3. Needs are addressed with support/partners in place.</p> <p>4. Continue to assess student preparedness at key transition points.</p> <p>5. Monitoring &amp; data tracking with evaluator support and report.</p> <p>6. Creation of a how -to guide (field guide) is on the way to include all of the lessons learned, steps and processes implemented. This tool will be used for future expansion, on-boarding of new staff to ensure fidelity to the model</p>

#### **D. Qualifications of Key Project Personnel**

**Reimagining Education** will be directed by the Office of Family and Community Engagement under the leadership of Chief Nuchette Black-Burke, M, Ed. The Chief's role will be to ensure fidelity to the vision of the project at the district cabinet level\* and ensure continued support from all district departments. Chief Black-Burke has been with the district since 2018, which was when the district created the Office of Family and Community Partnerships to ensure specific focus on addressing student needs by developing effective partners in the community and creating a formal and consistent space for parents and family voice. Chief Black-Burke has extensive experience and with the community and full understanding of what is needed to implement Full-Service Community Schools in the district.

**Community Schools Manager** Jinelle Hooker has a B.A in Organizational Communications and is currently a graduate student at the University of St. Joseph Management program with a concentration in Contemporary Management. Ms. Hooker possesses over 17 years of experience in programs and over 10 years of program and project management in central and eastern Connecticut around pipeline development, management, and implementation. This role will be instrumental in ensuring symmetry and consistency when implementing the proposed project.

**Community Schools Integrated Support Coordinators** (Position to be hired with funding from this grant) a minimum of a Bachelor's degree and five years of relevant experience with knowledge of MTSS framework.

**Community Partners Manager**, Michelle Szykowitz has more than 13 years' experience in education, project management and adult professional development and joined HPS

one year ago. In her role, she is deeply involved in the development, operation, and maintenance of the district's many partnerships with outside organizations.

**Community Schools Directors:** These are community-based personnel that are or will be assigned to each of the identified schools to have oversight of programs and service implementation as well as to work collaboratively with school administration to ensure two-way effective communication and implementation of the project.

**Senior Director of School-Based Programs** (or similar titles for decision-making personnel at each of the partners), who will work collaboratively in the 3 Network groups and will assign key personnel at each of the schools to provide services.

## **6. QUALITY OF PROJECT EVALUATION**

### **A. The Evaluation is Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of the Proposed Project.**

Throughout the grant period, the Center for Social Research (CSR) at the University of Hartford will collaborate with Hartford Public Schools (HPS), the community-based organizations (CBOs) providing supports and services, and other stakeholders (e.g., families, community members) as part of this project to design and lead an overall evaluation plan that includes the following major components: (a) conducting a needs assessment; (b) identifying key performance outcomes (including result indicators required by the US Department of Education (ED) and other outcomes identified in this proposal and aligned with the project objectives), performance indicators (e.g., programmatic outcomes) and process data from service providers (i.e., HPS and CBOs) for the ongoing evaluation of implementation efforts and their impact on the target population; (c) establishing baseline results and recent trends to determine the “current state” of outcomes and establish future target values for the population to be served; and (d) designing

protocols and systems for ongoing data collection, management, analysis, reporting, and utilization through a Continuous Quality Improvement (CQI) process to monitor, evaluate and improve performance during the project.

The CSR Evaluation Team will be led by the Principal Investigator (PI) and Evaluation Analyst who hold doctoral degrees in Sociology and Human Development and Family Studies, respectively, and together have over 25 years of cumulative experience in conducting applied social research. They will assume responsibility for research design, training, technical support, and management of the evaluation team; and the collection, management and analysis of all project data and authoring of all reports. They will be supported by a Project Data Manager, and a Project Data Coordinator.

The evaluation of Reimagining Education will involve collection, storage, management, analysis, and reporting of (a) administrative data from CSDE and HPS regarding student-level outcomes, (b) survey data regarding student, parent, and staff perspectives on school climate and culture collected bi-annually by HPS, and (c) performance and process data (e.g., recruitment, enrollment, participation and completion for students and families) obtained from community- and school-based service and support programs that are part of the FSCS model. CSR currently serves as the lead evaluator on the North Hartford Ascend Pipeline (Ascend), a parallel project funded by a US Department of Education Promise Neighborhood grant (2022-2026) awarded to Connecticut Children's Medical Center. To support the Ascend project, CSR is in the process of finalizing data sharing agreements with the CT State Department of Education (CSDE) to obtain student-level record data for *all* students attending HPS schools (including the population served by this Full Service Community Schools grant proposal), and CSR will leverage this relationship and the PI's participation in the [Center for Connecticut Education Research Collaboration \(CCERC\)](#) Steering

Committee to obtain much of the administrative data necessary to measure student outcomes. In addition, CSR will enter into data sharing agreements with HPS and the CBOs partnering on this grant to obtain the data necessary for measuring additional result indicators not provided by CSDE (e.g., School Climate and Culture survey responses, Early Warning Indicators), performance and process indicators used to evaluate the implementation and quality of services delivered as part of this grant, and to drive Continuous Quality Improvement processes (each described in more detail below). The research design and all data to be collected to support the evaluation of the proposed project will be reviewed and approved by the University of Hartford IRB prior to the acquisition of any human subject's data.

**B. Methods of Evaluation Will Provide Performance Feedback and Permit Periodic Assessment of Progress Toward Achieving Intended Outcomes.**

CSR will work closely with the Strategy & Sustainability Network, Service Alignment Network, and the Implementation, Fidelity and Quality Improvement Network described in the proposal. To ensure close collaboration between researchers and practitioners and integration of multiple viewpoints in conducting, interpreting, and applying evaluation findings, CSR will support HPS in establishing a Continuous Quality Improvement (CQI) workgroup consisting of representatives of the CSR evaluation team, each Network group, the Community Schools Integrated Support Coordinator(s) responsible for insuring implementation of decisions on the ground at the three schools, and other relevant stakeholders (e.g., representatives of families/students, the HPS district). The CQI workgroup's role will be to use what is learned through ongoing evaluation and focused briefing reports that will outline key findings to date and highlight areas of progress and/or concern to empower the Network groups to make data-informed program adjustments.



At the conclusion of each year of the grant period, CSR will provide an annual process and outcome evaluation report summarizing the programmatic efforts under Reimagining Education, including results on outcomes (e.g., required result indicators, performance measures aligned with project goals), disaggregated by meaningful sub-populations (e.g., race, school, neighborhood) where relevant and possible without the possibility of identifying individuals indirectly; successes/failures in meeting process and outcome goals; opportunities and challenges facing implementation; and recommendations regarding programmatic and system improvement based on the findings and feedback from stakeholders.

### **C. Methods of Evaluation Will Provide Valid and Reliable Performance Data on Relevant Outcomes.**

Based on the objectives of this proposal described in Section 2, the methods of evaluation will provide valid and reliable data for *Result Indicators* to assess the overall impact of the initiative on the population served in terms of results that ED requires grantees to report and/or results that are aligned with the project's objectives, and *Performance and Process Indicators* to assess the effectiveness of programs and services offered through this grant, increase efficiencies, address barriers, and identify opportunities within the initiative. Examples of each type of indicator and relevant data source are provided below each objective.

#### **Objective 1: Integrated student support**

Identified tier 2 and tier 3 students' access to in- and out-of-school supports, inclusive of crime and violence prevention and intervention programs for a period of 3 years to assess continued dosage of services needed for year 4 and 5.

Example *Result Indicators* (source, frequency) include:

- School Climate Survey<sup>16</sup> (HPS, bi-annual): student perceptions of safety (e.g., “I feel safe from harm at school,” “I feel safe on my way to and from school”), who feel welcome at school (e.g., “My school feels welcoming”), and who feel supported in their learning at school (e.g., I can get the help I need to complete my schoolwork”).
- Administrative Data (CSDE, annually): Average Daily Attendance rate and Chronic Absenteeism rate.
- Administrative Data (HPS, at least annually): Behavioral Early Warning Indicators (EWIs), Attendance EWIs

Example *Performance and Process Indicators* include:

- The number of students completing/receiving services and interventions through HPS and CBO providers as part of the FSCS grant.
- Service- and intervention-specific outcomes (e.g., improvement in attendance) to be determined in consultation with providers.
- The numbers of individuals recruited, enrolled, participating in, and completing services and interventions offered through HPS and CBO providers as part of the FSCS grant.

## **Objective 2:** Expanded and Enriched learning Time

Identified tier 2 and tier 3 students will engage in in-school and out-of-school activities and programs to develop competencies and transferable skills aligned to the academic curriculum for a period of 3 years to assess impact of activities and programs and recalibrate as needed for year 4 and 5.

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<sup>16</sup> The items included in the 2022-23 HPS School Climate, Culture and Belonging Survey are attached.

Example *Result Indicators* (source, frequency) include:

- Administrative Data (CSDE, annually): The number of students at or above grade level (i.e., achieving performance level 3 or 4 according to CSDE criteria) on the state required English Language Arts and Math Assessments (Smarter Balanced) in grades 3-8, and the SAT in grade 11; the number of students successfully matriculating to the next grade and/or graduating high school.
- Administrative Data (HPS, at least annually): The incidence of Academic EWIs.

Example *Performance and Process Indicators* include:

- The number of students participating in expanded and enriched learning time and opportunities offered by HPS and CBOs.

**Objective 3:** Active Family and Community Engagement

Identified tier 2 and tier 3 students and families participate in service projects, skill development clubs and 2-generation projects as innovative strategies to education, barrier reduction, and direct meaningful connection to their community for a period of 3 years and assess impact of approach to identify as needed new projects and community areas of support needed. Will be increasingly involved in their children's education as a result of transition point interviews with Community Schools staff and involvement in ongoing Community School activities.

Example *Result Indicators* (source, frequency) include:

- School Climate Survey<sup>17</sup> (HPS, bi-annual): Families’ perceptions that they feel welcome at their child's school (e.g., “My child’s school feels welcoming,” “Our family feels good about visiting our child’s school”) and that they support their child’s learning (e.g., “I read to or encourage my child to read three or more times a week”),

Example *Performance and Process Indicators* include:

- The number and percentage of parents/families participating in transition point interviews
- The number of parents/families participating in community engagement activities.

Example *Result Indicators* (source, frequency) include:

- Administrative Data (CSDE, annually): The number and percentage of students in grades 11 & 12 who participate in at least one of the following during high school: two courses in AP/IB/dual enrollment; or two CTE courses in one of 17 career clusters; or two workplace experience “courses” in any area.; the number and percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits.

Example *Performance and Process Indicators* include:

- The number and percentage of students who participate in and/or complete career readiness opportunities.

#### **Objective 4: Collaborative Leadership & Professional Development**

To implement a permanent 3 tier network approach that will include District, School administration, teachers, students, families, and community-based organizations who will be

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<sup>17</sup> The items included in the 2022-23 HPS School Climate, Culture and Belonging Survey are attached.

responsible for the design, planning, implementation and evaluation of multi-tier systems and new pipelines to support an innovative approach to academic achievement and student preparedness at key transition points. Example *Result Indicators* (source, frequency) include:

- School Climate Survey<sup>18</sup> (HPS, bi-annual): Staff (including school, site, and agency staff that provide services as part of the FSCS grant) report feeling engaged and supported (e.g., “I feel supported by my school community”, “I am supported in meeting the expectations of my role”)
- Visible Networks Lab<sup>19</sup> (annual survey of stakeholders): Social network analysis will be used to measure the extent, quality and gaps in relationships between all stakeholder groups (e.g., HPS district leadership, teachers, support staff, CBOs, evaluators, families), including trust, value, and extent to which practices, norms and values are shared.

Example *Performance and Process Indicators* include:

- The number of individuals and agencies participating in each Network group and the CQI workgroup, attendance at Network group and CQI meetings.

The data described above will be analyzed via (1) cross-sectional analyses, including subgroup analyses separated by various student characteristics (e.g., race/ethnicity, free lunch eligibility, special education status, English Learner status) to describe the current state with respect to each outcome and identify areas of high need; (2) retrospective longitudinal analyses to discern trends over time and establish target values of results in future years; (3) prospective,

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<sup>18</sup> The items included in the 2022-23 HPS School Climate, Culture and Belonging Survey are attached.

<sup>19</sup> Varda, D. M., & Sprong, S. (2020). Evaluating Networks Using PARTNER: A social network data tracking and learning tool. In A. W. Price, K. K. Brown, & S. M. Wolfe (Eds.), *Evaluating Community Coalitions and Collaboratives: New Directions for Evaluation*, 165, 67–89.

longitudinal analyses using an interrupted time-series (or pre-post) design to determine whether the systemic intervention improve results; (4) prospective, longitudinal analyses to assess the extent to which implementing the FSCS model results in better outcomes relative to similar other students/schools in the district. The reliability of administrative and school survey data will be assessed based on compliance (e.g., response rate) information provided by CSDE and HPS, while the reliability of performance and process data will be ensured through training, technical assistance, and monitoring by the CSR project Data Coordinator.

## **7. PRIORITIES ADDRESSED**

**A. Absolute Priority 1 – Title IA Schoolwide Program Eligibility:** HPS proposes to serve three Schools, all of which are eligible for a schoolwide program under Title 1A, as part of a district strategy to make every school a community school and gradually transition all community schools to Full-Service Community schools.

**B. Absolute Priority 3 – Capacity Building and Development Grants:** This project includes initial development and coordination activities, based on a needs assessment, to develop the infrastructure, activities and partnerships to implement the Full-Service Community Schools model in three district schools and to gather data on performance indicators.

**C. Competitive Preference Priority 1 –Meeting Student Social, Emotional and Academic Needs:** This project meets the standards for this priority by implementing consistent early warning indicators throughout the student experience to identify and address social, emotional and academic needs and then assess at crucial transition points students preparedness; offering in school and out-of-school programs and activities that address and support academic, and emotional needs; aligning all programs and activities with academic curriculum; and adding

new programs and a collaborative approach to addressing a) juvenile crime and violence issues and b) career readiness.

**D. Competitive Preference Priority 2 – Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change:** This project addresses this priority with the creation of 3 network groups that not only include student and families’ voices but also a committed broadly represented coalition of partners with history and experience in working with our students and providing juvenile crime prevention and rehabilitation programs as well as career competency development. A preliminary MOU is attached to this proposal including a list of community partners.

**E. Invitational Priority – Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3):** The project addresses the invitational priority (and extends it into the middle grades and high school) by proposing a consistent Early Warning system throughout the student experience designed to identify academic and social-emotional needs starting with students at pre-school and early childhood settings. This is evident in the selection of schools, which are feeder schools to each other, to pilot this project where the project proposes to assess student preparedness at key transition points to evaluate the impact and effectiveness of early warning systems. We are so confident that this approach is the right strategy to implement that this project intends to expand this strategy at four transition points and to communicate general findings about children’s educational status at these transition points to inform educational practices.



## 2022-23 Student, Family and Staff Survey Items

Priority Alignment	Student Survey	Family Survey	Staff Survey
Branching Items	<p>Our records indicate you attended a Summer Program</p> <ul style="list-style-type: none"> <li>- Did you enjoy it?</li> <li>- Would you like to attend again next summer?</li> <li>- Would you recommend it to a friend?</li> </ul> <p>Do you plan to attend Saturday Academy?</p>	<p>1. Only people who have had a home visit according to PowerSchool</p> <ul style="list-style-type: none"> <li>- If Y - the home visit was a positive experience Agree / Disagree</li> </ul> <p>2. I have attended a Family Learning Session</p> <p>@School @District</p> <p>If Y: The Family Learning Session was a positive experience Agree / Disagree</p> <p>3. Do you plan to enroll your child in Saturday Academy?</p>	
1. High Quality Teaching and Learning	<ol style="list-style-type: none"> <li>1. My teacher(s) expect students to discuss classwork with classmates.</li> <li>2. I have the technology I need to do my schoolwork.</li> <li>3. My teachers care about my learning.</li> <li>4. My teachers help everybody follow safety rules.</li> <li>5. My teachers make me feel good about my learning.</li> <li>6. I learn about diverse</li> </ol>	<ol style="list-style-type: none"> <li>1. My child's teachers care about my child's learning.</li> <li>2. My child's teachers help everybody follow safety rules in class.</li> <li>3. My child's teachers help my child feel good about learning.</li> <li>4. My child learns about diverse people and cultures at school.</li> <li>5. I have the information I need to support my child's learning.</li> <li>6. My child has a school-issued device to complete school work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers care about student learning in this school.</li> <li>2. Teachers help everybody follow safety norms in this school.</li> <li>3. Teachers make students feel good about learning in this school.</li> <li>4. I care about student learning.</li> <li>5. Students learn about diverse people and cultures in this school.</li> <li>6. I am supported in meeting the expectations of my</li> </ol>



	<p>people and cultures at school.</p> <p>7. I can get the help I need to complete my schoolwork.</p> <p>8. I like what I am learning in school</p>	<p>7. My child can access the internet from home.</p>	<p>role.</p> <p>7. I have the technology I need to do my work.</p> <p>8. I expect students to collaborate with classmates on classwork .</p> <p>9. All students are capable of meeting grade-level expectations.</p> <p>10. Students feel good about learning in our school/district.</p> <p>11. My Professional Learning experiences are excellent</p> <ul style="list-style-type: none"> <li>a. School-Based</li> <li>b. District-Based <ul style="list-style-type: none"> <li>i. Please share the name of the District PL that you are rating</li> </ul> </li> <li>c. Self-Directed</li> <li>d. Is there a department you would like to recognize for excellent Professional Learning? <ul style="list-style-type: none"> <li>i. Please share the name of the Department that you are rating</li> </ul> </li> <li>e. Do you have recommendations</li> </ul>
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			to improve Professional Learning?
2. Welcoming Culture and Nurturing Climate	<ol style="list-style-type: none"> <li>1. My school feels welcoming.</li> <li>2. My school helps me feel good about who I am.</li> <li>3. I feel safe from harm in my school.</li> <li>4. I feel supported by my school.</li> <li>5. I feel connected to my school.</li> <li>6. There is at least one caring adult I can talk with at my school.</li> <li>7. Adults in my school ask me how I'm doing.</li> <li>8. I have friends at my school.</li> <li>9. There is an adult at my school who will miss me when I'm absent.</li> <li>10. I do not attend school if I don't have a uniform.</li> <li>11. At school I have a sense of control over my actions and their effect on myself and others.</li> <li>12. I feel like I belong at my school.</li> <li>13. Gr 5+ - My school is accepting and</li> </ol>	<ol style="list-style-type: none"> <li>1. My child's school feels welcoming.</li> <li>2. My child's school gives me positive feedback about my child.</li> <li>3. My child feels safe from harm in school.</li> <li>4. My child feels good about being in school.</li> <li>5. There is at least one caring adult my child can talk with at school.</li> <li>6. My child's teacher provides opportunities for my child to socialize with peers.</li> <li>7. My child has made friends at school.</li> <li>8. My child's school is accepting and supportive of students who are LGBTQ+.</li> <li>9. My child does not attend school if they don't have a uniform.</li> <li>10. We know that we can call or visit the Welcome Center for information and assistance.</li> <li>11. I feel supported by my child's school</li> <li>12. I feel connected to my child's school community.</li> <li>13. My child feels supported at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our school feels welcoming.</li> <li>2. Our school gives students and parents positive feedback.</li> <li>3. I feel safe from harm within the school building.</li> <li>4. I feel supported by my school community.</li> <li>5. I feel connected to my school community.</li> <li>6. I help students and families feel supported and connected to our school community.</li> <li>7. There are caring adults in our school that students can confide in.</li> <li>8. I structure time for students to socialize with their friends during school.</li> <li>9. My school leader / supervisor checks in with me regularly to see how I'm doing.</li> <li>10. My school is accepting and supportive of students who are LGBTQ+.</li> <li>11. Sometimes students do not attend school if they don't have a <a href="#">uniform</a>.</li> <li>12. I know I can refer families to the Welcome</li> </ol>

	<p>supportive of students who are LGBTQ+.</p> <p>Gr. 3&amp;4 - My school is accepting and supportive of students who have differences).</p> <p>14. I like coming to school.</p>		<p>Center for information and assistance.</p> <p>13. My school has a positive culture</p> <p>14. All of my students have a least 1 friend at school.</p>
<p><b>3. Engaging Family and Community Partnerships</b></p>	<ol style="list-style-type: none"> <li>1. My family enjoys school events.</li> <li>2. My school talks with my family about things we are doing in school.</li> <li>3. There are activities for students in my school after our day finishes.</li> <li>4. My family feels good about visiting my school.</li> <li>5. My family talks with adults from my school.</li> <li>6. My teacher has talked with my family.</li> <li>7. I know that my family can call or visit the HPS Welcome Center for information and assistance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our family enjoys my child's school events.</li> <li>2. We enjoy HPS online family learning activities that the district has hosted during the pandemic.</li> <li>3. I am satisfied with the amount of contact from my child's school about my child's learning.</li> <li>4. There are activities for students in my child's school after the school day finishes.</li> <li>5. Our family feels good about visiting our child's school.</li> <li>6. Adults from my child's school tell us about our child's strengths.</li> <li>7. My child's teacher has talked with our family, sharing detailed feedback about student work.</li> <li>8. My child learns about career opportunities at school.</li> <li>9. I attend parent-teacher conferences at my child's school.</li> <li>10. My child's school helps me connect to resources that our family needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our students and families enjoy going to events at our school.</li> <li>2. We talk with our families about things students are doing in school.</li> <li>3. After school activities and programs for students in our school are well attended.</li> <li>4. Our students and families feel good about visiting our school.</li> <li>5. We communicate strengths-based and caring messages to our families.</li> <li>6. I have talked with students' families from our school.</li> </ol>

		11. My child feels supported at school.	
4. Skillful Staff and Effective Operations	<ol style="list-style-type: none"> <li>1. Most of my teachers are good at teaching.</li> <li>2. My teachers make students feel safe in class.</li> <li>3. My teachers plan activities that I learn from.</li> <li>4. My teacher's lessons help prepare me for tests.</li> <li>5. I feel safe from the virus at school.</li> <li>6. My school building is clean.</li> <li>7. The rules in my school help keep us safe.</li> <li>8. I feel safe on my way to and from school.<sup>1</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Most of my child's teachers are good at teaching.</li> <li>2. My child's teachers make students feel safe in class.</li> <li>3. My child feels safe from the virus at school.</li> <li>4. My child's school building is clean.</li> <li>5. The rules in my child's school help keep the children safe</li> </ol>	<ol style="list-style-type: none"> <li>1. In our school, most teachers are good at teaching.</li> <li>2. Students feel safe in class.</li> <li>3. Our teachers plan activities that students learn from.</li> <li>4. Student lessons help prepare students to master standards.</li> <li>5. I feel safe from the virus.</li> <li>6. Our building is clean.</li> <li>7. Our norms help keep people safe.</li> <li>8. Our building is well maintained.</li> <li>9. The support I receive from the Finance &amp; Risk Management Office is helpful. (Do you work directly with the budget for your school/department YN (School admin, secretary)</li> </ol>
Open Ended Questions	<p>Would you like to share anything else? (Choose from drop down</p> <ul style="list-style-type: none"> <li>- T&amp;L</li> <li>- Climate and Culture</li> <li>- Family &amp; Community Engagement</li> <li>- Skillful Staff &amp; Effective Operations</li> </ul>	<p>Would you like to share anything else? (Choose from drop down</p> <ul style="list-style-type: none"> <li>- T&amp;L</li> <li>- Climate and Culture</li> <li>- Family &amp; Community Engagement</li> <li>- Skillful Staff &amp; Effective Operations</li> <li>- Other</li> </ul>	<p>Would you like to share anything else? (Choose from drop down</p> <ul style="list-style-type: none"> <li>- T&amp;L</li> <li>- Climate and Culture</li> <li>- Family &amp; Community Engagement</li> <li>- Skillful Staff &amp; Effective Operations</li> <li>- Other</li> </ul>

	- Other		
Additional Promise Zone Questions	1. I eat healthy foods that include fruits and vegetables daily	1.I read to or encourage my child to read three or more times a week. 2.My child reads to themselves three or more times a week 3.I talk with my child about the importance of college and career 4.Together with my child, we plan for their college and career  (Added under Academics)	
Summary	Not Anonymous 42 Items	Anonymous 42 items	Anonymous 42 items