Logan-Hocking Local School District Full-Service Community Schools
Project Narrative

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Selection Criteria (1) — Need for Project

> The Logan-Hocking Local School District has carefully analyzed data and identified four significant gaps affecting its population, particularly underserved communities. These gaps include academic challenges, attendance issues, non-academic struggles, and lack of systems to effectively provide equitable access to pipeline services. Given these data, Logan-Hocking provides an assurance that the district and its partner entities will **focus services on Chieftain Elementary and Green Elementary**, **both of which are eligible for a schoolwide program** under section 1114(b) of the ESEA (4625(a)(5)). All other schools will receive access to relevant pipeline services and implement the SAP/SAT.

The Logan-Hocking Local School District (Logan-Hocking) covers 422 square miles in southeast Ohio, serving Hocking County and Monday Township in Madison County. The district has one high school, one middle school and five elementary schools, and has an enrollment of 3,487, which is 299 fewer students than in 2018 **(see Table 1 (Logan-Hocking District Demographics))**. Logan-Hocking is designated a Rural and Low- Income School District and serves populations in rural School Locale Codes of 32, 41 and 42.

Hocking County, one of Ohio's 32 Appalachian counties, has a slowly decreasing population. US Census Data from July 2022 show the current population at 27,858. Since 2018, the county's population has decreased 10 percent and Logan-Hocking's student enrollment has decreased by 8 percent. As is typical in Appalachian Ohio, nearly 96 percent of Logan-Hocking students are White and the remaining 4 percent are Multi-racial, Black or Hispanic. Logan-Hocking has significant generational poverty which has risen to such a high level that the state of Ohio now identifies the school district as having a 100 percent community poverty level. Homelessness across Ohio decreased slightly from 1.4 percent (2018) to 1.3 percent (2022), while Logan-Hocking's rate decreased from 2.5 percent to 2 percent.

Table 1: Logan Hocking Local School District - Demographics				
Source:Ohio Department of Education, Ohio Report Card Data, 2021-22				
School	**Enrollment**	**Poverty**	**Diversity**	**Disability**
State Average	*n/a*	*46.6%*	*67.5% White 32.5% Other*	*16.2%*
Logan High School	948	100%	96.1% White 3.9% Other	18.6%
Logan Hocking Middle School	1,096	100%	96.1% White 3.9% Other	23.7%
Central Elementary	406	100%	94.9% White 5.1% Other	24.2%
Chieftain Elementary - FSCS	396	100%	97.3% White 2.7% Other	21.2%
Green Elementary - FSCS	305	100%	95.2% White 4.8% Other	22.4%
Hocking Hills Elementary	142	100%	91.1% White 8.9% Other	21.0%
Union Furnace Elementary	193	100%	95.7% White 4.3% Other	28.3%
District Totals	**3,487**	**100%**	**95.8% White 4.2% Other**	**22.1%**

The percentage of students with disabilities continues to rise. It is possible that this increase is in part due to over-classification of what are otherwise behavioral issues or academic deficiencies caused by lack of early childhood education and related services. The district hopes that by implementing the FSCS Model students will receive the right interventions at the right time and ultimately decrease the percentage of students with disabilities.

The Logan-Hocking Local School District has carefully analyzed data and identified four significant gaps affecting its population, particularly underserved communities. These gaps include academic challenges, attendance issues, non-academic struggles, and lack of systems to effectively provide equitable access to pipeline services.

Gap 1. While Academic Achievement in Logan-Hocking is Improving, COVID-19 learning loss has resulted in Overall Academic Growth of Students that is Significantly Below State Expectations.

In 2018, Logan-Hocking student achievement data demonstrated that K-5 instruction and learning supports were generally meeting student needs, which resulted in academic success for most students, including racial and ethnic minorities and students with disabilities. Unfortunately, achievement gaps broadened by middle school with shocking results by high school. These achievement gaps resulted in the high school being identified by the State of Ohio as a "Focus" school[1] at that time. The district worked hard to improve subgroup achievement which resulted in the high school being removed from Focus status by 2021. But the COVID-19 pandemic exacerbated learning challenges for all students which resulted in achievement below state expectations in literacy.

Overall Achievement and Improvements and Gaps. Since 2018, Logan-Hocking has placed significant emphasis on improving achievement and addressing achievement gaps in all schools and has made great strides in many areas. All Logan-Hocking elementary schools serve children from preschool through Grade 4. The elementary schools are generally performing well, exceeding the state average achievement rates for reading and math at Grades 3 and 4, as well as the average performance of similar districts[2]. Student achievement at Logan-Hocking Middle School (Grades 5 through 8) is somewhat lower than the elementary schools. Fifth graders exceeded state ELA and math standards. Sixth, 7th and 8th graders

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[1] In alignment with federal requirements and Ohio's ESSA state plan, the state's schools that struggle with large achievement gaps among student subgroups are identified as Focus schools. In Ohio, Focus schools — also known federally as Targeted Support and Improvement Schools (TSI) — include schools that struggle with large achievement gaps in student performance and graduation rate.

[2] The Ohio Department of Education compares similar districts based on size and demographic characteristics.

exceeded state math achievement standards, but none of those grade levels met state ELA
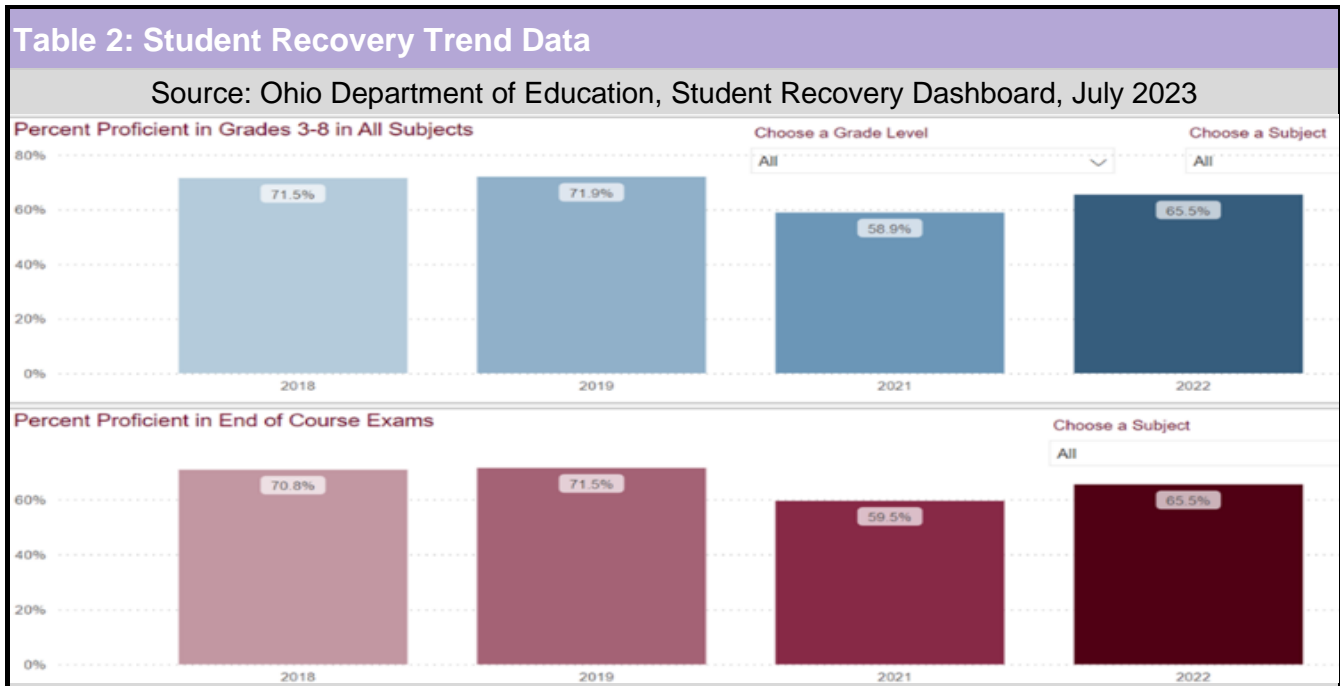
achievement standards.

Table 2: Student Recovery Trend Data

Source: Ohio Department of Education, Student Recovery Dashboard, July 2023

Percent Proficient in Grades 3-8 in All Subjects — Choose a Grade Level: All — Choose a Subject: All

2018	2019	2021	2022
71.5%	71.9%	58.9%	65.5%

Percent Proficient in End of Course Exams — Choose a Subject: All

2018	2019	2021	2022
70.8%	71.5%	59.5%	65.5%

Table 2 (Student Recovery Trend Data) shows that the district is meeting the proficiency

benchmarks for Grades 3 through 8 in all subjects, its performance has declined by 6

percentage points compared to a 6.7 percent change statewide. The high school's end-of-

course exam passage rate declined by 5.3 percentage points, also less than Ohio's slide of

6.9 percentage points.

Early Literacy Improvements and Gaps. Given the community's poverty, it is unsurprising that

children enter Kindergarten underprepared for school. **Table 3 (Kindergarten Reading**

Assessment Proficiency) shows 35 percent of Logan-Hocking children scored

'demonstrating' on the Kindergarten Reading Assessment (KRA-R) before the pandemic and

that rate dropped to 29 percent this past year. Between 2018 and 2022, Kindergartners' early

literacy skills dropped so much that nearly 31.6 percent of children were at the lowest (emerging) skill level for reading. KRA-R scores have always been below state average, but this gap increased to 9.5 percentage points during the last six years.

Table 3: Kindergarten Reading Assessment Proficiency (All K Students Combined)							
Source: Ohio Department of Education School Report Card Data, 2017-18 and 2022-23							
2018 Percent		**All Elementaries**	**Ohio**	**2023 Percent**		**All Elementaries**	**Ohio**
KRA-R	Demonstrating	35.5	41.8	KRA-R	Demonstrating	29.1	38.6
	Approaching	41.3	36.1		Approaching	39.3	34.3
	Emerging	23.2	22.1		Emerging	31.6	29.1

Table 4: Proficiency Trend Data (Elementary Schools)							
Source: Ohio Department of Education, Report Card Data, 2017-18 and Preliminary 2022-23							
2018 Percent Proficient		**All Elementaries**	**Ohio**	**2023 Percent Proficient (Preliminary)**		**All Elementaries**	**Ohio**
3rd Grade	ELA	79.5	65.3	3rd Grade	ELA	81	59
4th Grade	ELA	84	69.7	4th Grade	ELA	77	59
2018 Percent Proficient		**All Elementaries**	**Ohio**	**2023 Percent Proficient (Preliminary)**		**All Elementaries**	**Ohio**
3rd Grade	Math	82.5	68.8	3rd Grade	Math	86	62
4th Grade	Math	90.2	75.3	4th Grade	Math	91	67
Legend	more than 5 percentage points higher than state			slightly lower than state			
	slightly higher than state			more than 5 percentage points lower than state			

While children enter school behind, Logan-Hocking is continually improving literacy and math skills at the elementary level **(Table 4 (Proficiency Trend Data - Elementary Schools))**. Notably, 3rd grade ELA proficiency increased slightly pre- to post- pandemic, and 4th grade

ELA proficiency decreased by seven percentage points. Both grade levels' ELA scores also are substantially higher than the state average. Math scores in Grade 3 increased and Grade 4 math scores slightly improved in the last six years.

Middle School Improvement and Gaps. **Table 5 (Proficiency Trend Data - Middle School)** shows ELA achievement decreased in Grades 5 through 7 but slightly improved in 8th grade. Logan-Hocking Middle School's ELA scores are below the state average in all grade levels except 5th grade.

Table 5: Proficiency Trend Data (Middle School)						
Source: Ohio Department of Education, Report Card Data, 2017-18 and Preliminary 2022-23						
2018 Percent Proficient		**Logan-Hocking MS**	**Ohio**	**2023 Percent Proficient (Preliminary)**		**Logan-Hocking MS**	**Ohio**
5th Grade	ELA	89.4	72.9	5th Grade	ELA	73	68
6th Grade	ELA	77.3	62.8	6th Grade	ELA	52	55
7th Grade	ELA	63.8	66.7	7th Grade	ELA	59	65
8th Grade	ELA	51.3	57.3	8th Grade	ELA	54	58
2018 Percent Proficient		**Logan-Hocking MS**	**Ohio**	**2023 Percent Proficient (Preliminary)**		**Logan-Hocking MS**	**Ohio**
5th Grade	Math	82.2	66.3	5th Grade	Math	71	57
6th Grade	Math	74.8	62.8	6th Grade	Math	53	50
7th Grade	Math	63.2	62.5	7th Grade	Math	55	48
8th Grade	Math	57	57.8	8th Grade	Math	57	46
Legend	more than 5 percentage points higher than state			slightly lower than state			
	slightly higher than state			more than 5 percentage points lower than state			

The color coding in Table 5 indicates how Logan-Hocking Middle School performed in 2017-2018 and 2022-2023 (preliminary) compared to the state. In 2018, ELA and math proficiency was comparable to or above the state in all grades except 8th grade ELA. This past year shows significant achievement decreases compared to 2018 in all areas except 8th grade, in which ELA scores improved slightly and math scores remained the same. Math proficiency at the middle school is now above the state average in all grades.

High School Improvements and Gaps. In 2017, Logan High School was identified as a Focus designation because its two-year data did not demonstrate the school was effectively closing achievement gaps for all students, economically disadvantaged, students with disabilities, and White students. In 2017, high school math scores were also in the lowest 30 percent of the state. None of the identified subgroups met the federal Performance Index (PI) target in math with White/All students scoring nearly 20 points less than federal target. The district received a School Quality Improvement grant in 2019, and by 2022, the only subgroup not to meet the goal was White, Non-Hispanic students in Algebra 1. The subgroup goal was 77.6 percent, but only 72.6 percent of students in this subgroup passed the Algebra 1 state assessment. Since nearly all subgroups exceeded state performance goals for ELA and math, the high school is no longer considered a Focus school.

Table 6 (Proficiency Trend Data - High School) Logan High School's ELA II proficiency rates have declined since the 2017-18 school year. Pre-pandemic scores were slightly below state average (66.1 percent), but by the 2022-2023 school year, only 58 percent of students scored proficient on the ELA II end of course exams, only slightly higher than the state average. Algebra I proficiency increased slightly over time (69.6 percent to 73 percent) but is now well above the state average of 46 percent.

Table 6: Proficiency Trend Data (High School)						
Source: Ohio Department of Education Student Recovery Dashboard, July 2023						
2017-2018 Percent Proficient or Above		**Logan HS**	**Ohio**	**2022-2023 Percent Proficient or Above (Preliminary)**		**Logan HS**	**Ohio**
End of Course Exams	ELA II	66.1	68.9	End of Course Exams	ELA II	58	56
	Algebra 1	69.6	64.6		Algebra 1	73	46
Legend	more than 5 percentage points higher than state			slightly lower than state			
	slightly higher than state			more than 5 percentage points lower than state			

Logan High School has been diligently increasing access for all students to career and college readiness programs and support for the past four years. The Class of 2019 was the first cohort that allowed students to earn industry recognized credentials as part of their graduation requirements. **Table 7 (Career and Post-Secondary Readiness Trends)** shows that no graduates of the Classes of 2019 and 2020 graduated using this option.

In 2021, a little more than 4 percent of graduates had earned 12 industry credential points, and this rose to 11 percent during the 2021-22 school year. Ohio now requires one free ACT administration at school for all high school juniors. The Class of 2020 had 36.7% of graduates score ACT remediation free. But graduating classes that endured the pandemic during two years of high school have lower percentages of students scoring ACT remediation free (2021: 33 percent, 2022: 28 percent).

Table 7: Career and Post-Secondary Readiness Trends
Source: Ohio Department of Education, School Report Cards 2018 - 2022
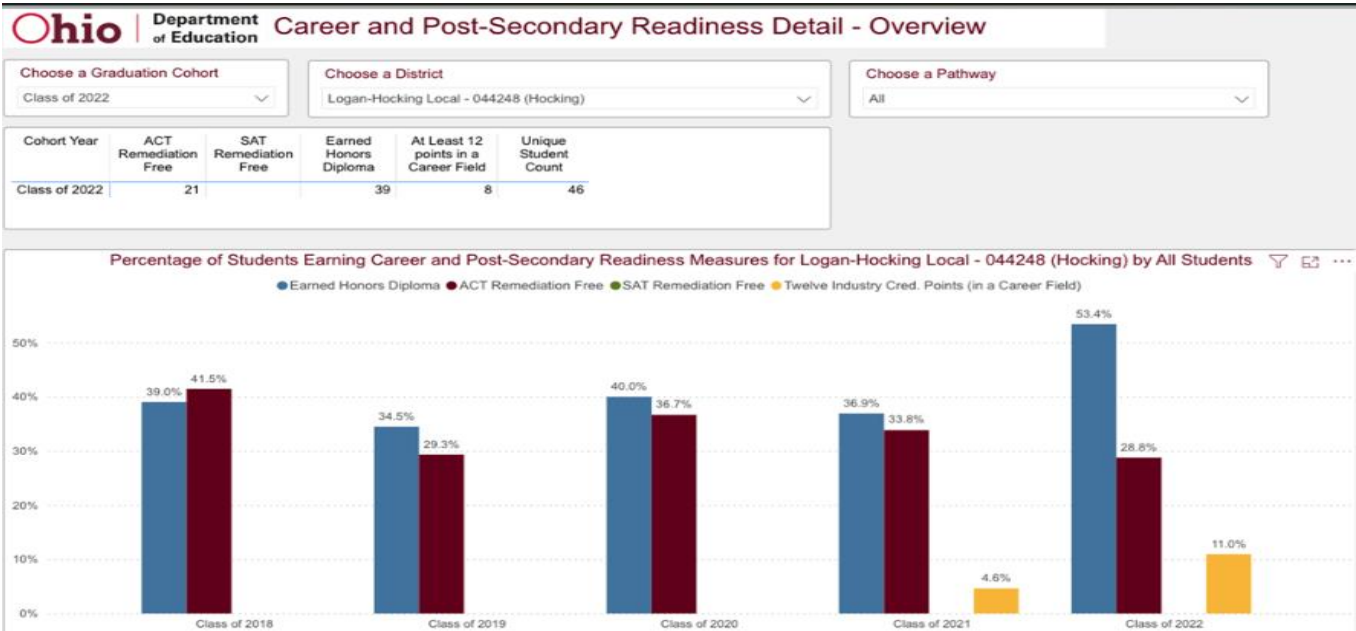
According to Logan High School's 2022 school report card, graduates of the class of 2021 had very limited access to career readiness activity including earning industry credentials (6.7 percent students earned 12 industry credential points); no students enlisted in the military, completed pre-apprenticeships, or apprenticeships. Also, no students earned both the OhioMeansJobs Readiness Seal and 250 hours of work-based learning. College readiness was also problematic. Only 13 percent of students who took the ACT scored remediation free.

Gap 1: Summary of Academic Needs to be Addressed by FSCS Approach
● *Significantly increase the percentage of children who score 'demonstrating' on KRA-R.* ● *Improve K-3 reading for at-risk learners.* ● *Improve student growth expectations across the district.* ● *Increase percent of graduates who are well prepared for careers, college and military.*

Gap 2: COVID-19 Pandemic Exacerbated Attendance Challenges.

As demonstrated by **Table 8 (Chronic Absenteeism Trends),** pre-pandemic chronic

absenteeism was a minor challenge for the district, with 17.6 percent of students considered

chronically absent. This was slightly higher than the state's average of 15.7 percent. The

greatest challenges were at Union Furnace (19.6 percent) and Logan High School (27

percent). In July 2022, the National Center for Education Statistics (NCES)[3] reported that

"Compared to a typical school year prior to the start of the COVID-19 pandemic, 72 percent of

U.S. public schools reported an increase in chronic absenteeism among their students" Also

NCES shared that "Compared to a typical school year prior to the start of the COVID-19

pandemic, 72 percent of U.S. public schools reported an increase in teacher absences during

the 2021–22 school year."

Logan-Hocking's attendance challenges increased just like the rest of the nation during the

pandemic. Unfortunately, attendance challenges have continued to rise even though the

pandemic has ended. Ohio Department of Education report card data for the 2021-22 school

year shows Ohio's chronic absenteeism rate is now 30 percent and that students with

disabilities and African-American youth absenteeism rates are even higher. **Table 8 (Chronic**

Absenteeism Trends) shows that in 2022 Logan-Hocking's chronic absenteeism rate rose to

nearly 30 percent - right about the state average. The chronic absenteeism of homeless

students across the district is 47.5 percent, which is driven by rates at the middle and high

school levels of 47 percent and 63 percent respectively. The chronic absenteeism of students

with disabilities is 36.6 percent districtwide.

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[3] National Center for Education Statistics *New NCES data also show increase in student and teacher absenteeism* (July 2022) https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp (retrieved August 2,2023)

School	2017-18 Chronic Absentee All Students	2021-22 Chronic Absentee All Students	2021-22 Chronic Absentee Students with Disabilities	2021-22 Chronic Absentee Homeless
Table 8: Chronic Absenteeism Trends				
Source:Ohio Department of Education, 2017- 2018 and 2021-2022 School Year				
State Average	*15.7*	*29.9*	*39.5*	*64.5*
Logan High School	27	38.1	42.6	63
Logan Hocking Middle School	17	30	39.9	47
Central Elementary	10	19	27.7	<10
Chieftain Elementary - FSCS	11.7	21.5	32	<10
Green Elementary - FSCS	7.5	19.2	32.2	<10
Hocking Hills Elementary	9.5	25.5	34.3	<10
Union Furnace Elementary	19.6	19.6	23.7	<10
District Average	**17.6**	**28.7**	**36.6**	**47.5**

Gap 2: Summary of Attendance Needs to be Addressed by FSCS Approach
● *Significantly decrease chronic absenteeism in all schools with an emphasis on students with disabilities (K-12) and homeless students (5-12).*

Gap 3. Post-Pandemic Rise in Non-Academic Challenges Negatively Impacts Student Success.

The 2016 National Survey of Children's Health[4] data reports more than two-thirds of US children experienced at least one traumatic event by the age of 16. One in 10 children

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[4] 2016 National Survey of Children's Health https://www.childhealthdata.org/learn-about-the-nsch/NSCH (Retrieved August 2,2023)

nationally has experienced three or more Adverse Childhood Experiences[5] (ACEs)

categorizing them as 'especially high risk." Ohio is one of five states where as many as one in

seven children have experienced three or more ACEs. Evidence suggests that children with

disabilities are up to 10 times more likely to experience trauma than their non-disabled peers.

The 2019 Ohio State Health Assessment[6] documents critical risk factors which cause ACEs.

Suicide is the third greatest cause of premature death in Hocking County, following cancer

and heart disease. The average Ohio suicide mortality rate is 14.8 per 100,000 population, but

Hocking County's rate is 16.2. While the overall crime rate for Hocking County is less than the

state (16.7 vs 27.7), the six-year juvenile arrest rate for the county is 1.5 times higher than

Ohio's juvenile arrest rate. Food insecurity is a daily occurrence for 13.9 percent of Hocking

County families. While 6 percent of Ohioans have limited access[7] to healthy foods, in Hocking

County it is 8 percent. Given these statistics, the district's location in Appalachian Ohio, the

fact that more than 72 percent of students live in poverty and 22 percent have an identified

disability, it is highly likely that nearly all students have experienced at least one ACE, and

more than half of all students have experienced three or more ACEs.

Research has shown that the pandemic significantly increased the number of ACEs. Data

from the 2021 Adolescent Behaviors and Experiences Survey[8] (ABES) indicate that 37.1

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[5] The Centers for Disease Control and Prevention defines ACEs as "the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18" and says ACEs have been linked to risky health behaviors, chronic health conditions, low life potential, and early death.

[6] 2019 Online State Health Assessment. Retrieved July 19, 2019. https://odh.ohio.gov/wps/portal/gov/odh/explore-data-and-stats/interactive-applications/2019-Online-State-Health-Assessment.

[7] Defined as the percentage of low-income individuals (less than 200% of the federal poverty guideline) who live more than 10 miles from a grocery store in rural areas or less than one mile from a grocery store in urban areas.

[8] 2021 Adolescent Behaviors and Experiences Survey https://www.cdc.gov/healthyyouth/data/abes.htm Retrieved August 2, 2022/

percent of U.S. high school students reported poor mental health during the COVID-19 pandemic, with 19.9 percent considering and 9 percent attempting suicide in the preceding year. Through this survey of high school students, it was learned that nearly three quarters (73.1 percent) reported at least one ACE during the pandemic and one in 13 reported four or more ACEs.

District leadership notes the pandemic has taken a serious toll on the mental well-being of school children. This is evidenced by the significant increase in the request and need for mental health services by students and families. The following climate and engagement scan also shows an increase in negative social behaviors in children at all grade levels.

Climate and Engagement Scan: Elevated Concerns Related to Student Well-Being and Motivation

In the past two academic years, the school district has collected climate and engagement surveys to assess the perspectives of students using the Community and Youth Collaborative Institute School Experience Surveys[9] (CAYCI-SES; Anderson-Butcher et al., 2013). The CAYCI-SES is a battery of psychometrically sound instruments that is on the National Center on Safe and Supportive Learning Environment and the U.S. Department of Education's National School Climate Survey Compendium[10].

Third and fourth grade students at Chieftain Elementary (116 in 2020; 136 in 2021; 124 in 2022) and Green Elementary (75 in 2020; 93 in 2021; 67 in 2022) completed these surveys.

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[9] Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.
[10] U.S. Department of Education's National School Climate Survey Compendium (https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium). (Accessed August 2,2023)

Factors such as school climate/connectedness, academic motivation, internalizing and externalizing behaviors, and parent involvement/support were all assessed. Data show growing concerns among students in relation to school climate and engagement. For example, 18 percent of students at Chieftain and 25 percent of students at Green reported they do not enjoy coming to school. At Green, in particular, the number of students reporting that they enjoyed school declined by 15 percent since 2020. In relation to climate, nearly 20 percent of students at both schools reported not feeling like they belonged at their school. Bullying is a growing concern, with 54 percent at Chieftain (as compared to 32 percent in 2020) and 43 percent at Green (as compared to 29 percent in 2020) reported they had been "bullied at school."

Table 9: FSCS Sites Academic Motivation Trends
Source: CAYCI-SES Survey Reports 2020 - 2022

STUDENT ACADEMIC MOTIVATION

- I like the challenges of learning new things in school.
- I have a positive attitude toward school.

CHIEFTAIN: 2020 — 88.6%, 83.5%; 2021 — 89.0%, 83.0%; 2022 — 82.0%, 82.8%

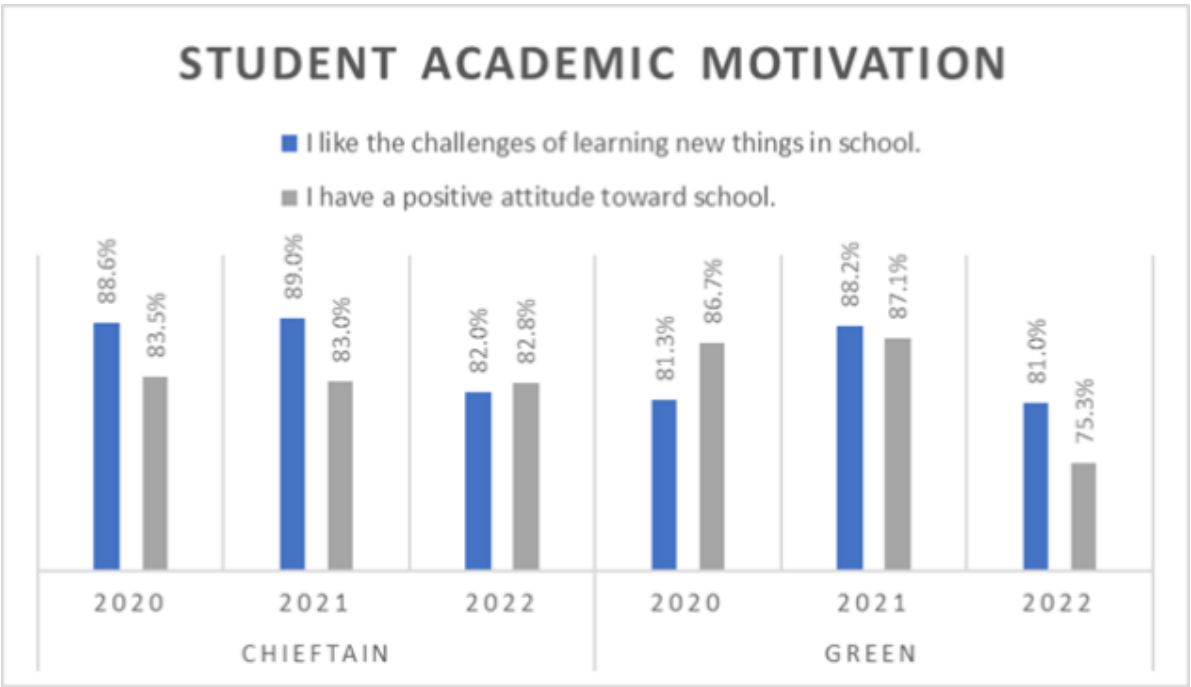GREEN: 2020 — 81.3%, 86.7%; 2021 — 88.2%, 87.1%; 2022 — 81.0%, 75.3%

Table 9 (Academic Motivation) shows that students' academic motivation also has decreased at both schools through the years, with only 83 percent of students at Chieftain and 75 percent at Green reporting they have positive attitudes towards school (rates which have decreased 10 percent at Green since 2020). Mental health concerns also are skyrocketing, especially in relation to student reported internalizing symptoms post-covid. For instance, students were asked to rate the degree to which they had certain feelings in the past week. At Chieftain, 42 percent reported feeling lonely in 2022 (compared to 24 percent in 2020). At Green, 39 percent reported feeling lonely in 2022 (compared to 22 percent in 2020). Data at Chieftain are especially concerning here, as 39 percent of students reported "others don't like me" (up 17 percentage points) and 53 percent had trouble sleeping (up 13 percentage points) in the time period of the past week.

In addition to eliciting feedback from students, 34 teachers and staff at Chieftain and 23 at Green completed the CAYCI-SES in 2022 (representing about an 85-percent response rate). Data collected indicated needs related to climate, engagement, and gaps in the students' learning support systems specific to individual family and building environments.

In the two schools, about 40 percent of teachers expressed concerns that students do not have effective life skills, and 22 percent noted issues related to externalizing behaviors (such as impulsivity). Of concern, as well, and something the school would address is resource and systems level challenges. Specifically, only 63 percent at Chieftain and 61 percent at Green reported student learning problems are identified early and acted up on their school.

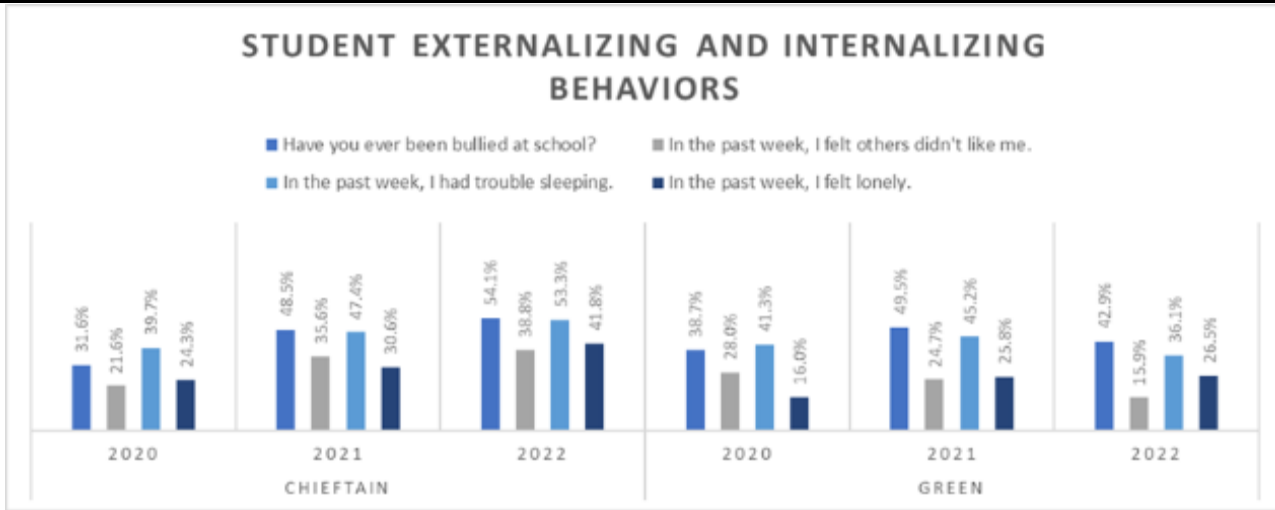| Table 10: FSCS Sites Behavior Trends |
| :---: |
| Source: CAYCI-SES Survey Reports 2020 - 2022 |

STUDENT EXTERNALIZING AND INTERNALIZING BEHAVIORS

Table 11: FSCS Sites Staff Survey Data		
Source: CAYCI-SES Survey Reports 2020 - 2022		
Students in my school…	**Chieftain**	**Green**
are impulsive.	22%	22%
Have attention challenges/hyperactivity.	22%	22%
Have effective life skills.	63%	61%
Families of the students in my school…	**Chieftain**	**Green**
Have their basic needs met.	68%	68%
Help their children with homework.	56%	42%
Offer opportunities/reinforcements to engage their child in positive activities.	40%	44%

Table 11 (FSCS Sites Staff Survey Data) shows that teachers/staff also noted family related

challenges and needs. For instance, 68 percent of respondents at both schools indicated the

families of the students in their school did not have their basic needs met. Family instabilities

make it difficult for parents to be involved in their children's activities. Only 56 percent of

teachers/staff reported parents help their children with homework at Chieftain, as compared to 42 percent at Green. Less than half of the teachers and staff surveyed indicated families provide opportunities and reinforcements for their children to be involved in positive activities (such as sport and extracurriculars).

Out of School Suspension Scan: Disruption and Violence Suspensions Increase Post-Pandemic

Table 12: Student Out-of-School Suspension Trend Data				
Source: Ohio Department of Education, 2020-2023				
School	2017-18	2021-2022	2022-2023	Notes
Logan High School	41	79	62	ATOD, fight, harassment, threat
Logan Hocking Middle School	153	97	113	disruption, threats, fighting, ATOD
Central Elementary	<10	2	2	threat, weapon
Chieftain Elementary - FSCS	4	1	1	aggression, threat, weapon
Green Elementary - FSCS	21	2	0	bully, weapon
Hocking Hills Elementary	<10	0	0	aggression, intimidation
Union Furnace	<10	1	3	threat, weapon, aggression
District	219	182	181	

In 2017-18, most out-of-school suspensions were at Logan-Hocking Middle School (153 out of 219). Chieftain and Green also had suspension rates significantly higher than typical elementary schools. **Table 12 (Out of School Suspension Trends)** shows that by 2021-22 the middle school decreased occurrences to 97, but this year they rose again to 113. Most occurrences were for harassment, threats of violence, fighting and Alcohol, Tobacco or Other

Drugs (ATOD). High School suspension rates nearly doubled between 2017-18 and 2021-22 but declined to 62 this year. While harassment was less of a problem at the high school than the middle school, the other primary offenses were similar. Out-of-School suspensions in all elementaries are now low, but over the last two years, there have been 12 occurrences and each one was for some type of aggressive behavior or threat of violence.

<u>Health and Wellness Scan: School Health Index Data Indicates Inconsistent School Climate and Gaps in Services to Effectively Promote School Health and Wellness</u>**.** Every three to five years, Logan-Hocking's School Health Council completes the School Health Index (SHI) which is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. The SHI was developed by the Centers for Disease Control and Prevention (CDC) in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies to enable schools to identify strengths and weaknesses of health and safety policies and programs; enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan; and engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health. The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors (cdc.gov, 2019).

Table 13 (School Health Index Trends) documents trends over the last three administrations (2015, 2019, 2022). The School Health Council assessed eight areas in 2015. The SHC was updated prior to collection of 2019 data, and now indicates three additional areas.

Table 13: School Health Index Trend Data			
Source: Center for Disease Control and Prevention School Health Index, 2015, 2019 and 2022			
Modules	**2015 Rating**	**2019 Rating**	**2022 Rating**
Mod 1: School Health and Safety Policies and Environment	Medium 61-80%	High 81-100%	High 81-100%
Mod 2: Health Education	High 81-100%	High 81-100%	Medium 61-80%
Mod 3: Physical Education and Physical Activity Programs	High 81-100%	Medium 41-60%	Medium 41-60%
Mod 4: Nutrition Environment and Services	High 81-100%	Medium 61-80%	Medium 61-80%
Mod 5: School Health Services	Medium 61-80%	Medium 61-80%	Medium 61-80%
Mod 6: School Counseling, Psychological and Social Services	Medium 61-80%	Medium 41-60%	Medium 41-60%
Mod 7: Social and Emotional Climate	Medium 41-60%	Medium 61-80%	Medium 61-80%
Mod 8: Physical Environment	Medium 41-60%	High 81-100%	High 81-100%
Mod 9: Employee Wellness and Health Promotion	not scored	Medium 41-60%	Medium 41-60%
Mod 10: Family Engagement	not scored	Low 20-40%	Low 20-40%
Mod 11: Community Involvement	not scored	Medium 41-60%	Medium 41-60%

In 2015, the district received High scores in three indicators, Upper Medium scores (60-80%) in three indicators, and Lower Medium scores (yellow - 41-60%) in two areas. No areas were rated as low (red - 0-40%). In the last two administrations, Family Engagement scored low (20-40%). Out of the 10 criteria for family engagement, the School Health Council only rated 'family access to school facilities' as fully in place. Two areas (family engagement in school decision making and family volunteers) were marked as not in place. Scores for physical

education and nutrition have decreased from High (81-100%) in 2015 to Lower Medium (41-60%) during the last two administrations. All other ratings remained the same.

Gap 3: Summary of Non-Academic Needs to be Addressed by FSCS Approach
● *More students receive mental health services.*   ● *Systemic support to decrease violent and threatening behaviors.*   ● *Increase opportunities to engage families as partners in education and decision making.*

Gap 4. Inadequate Systems to Efficiently and Effectively Provide Equitable Access to Pipeline Services.

Logan-Hocking provides a wide array of FSCS Pipeline services. **Table 14 (Pipeline Services by Pillar)** shows the current breakdown of services by Pillar. This table indicates that many services are within the Integrated Student Support Pillar and that few are focused on the Collaborative Leadership Pillar. No school has fewer than 47 pipeline services available to their children and families.

Table 14: Pipeline Services by Pillar (Pre-FSCS Implementation)				
Source: Prevention Services Tool, August 2023				
	Integrated Student Support	**Expanded/ Enriching Learning**	**Active Family/ Community Engagement**	**Collaborative Leadership**
Logan High School	28	17	3	3
Logan-Hocking Middle School	27	19	6	1
Central Elementary	24	11	11	1
Chieftain Elementary - FSCS	24	11	11	1
Green Elementary - FSCS	24	11	11	2
Hocking Hills Elementary	24	11	11	1
Union Furnace Elementary	24	11	11	1

The challenge for the district is not lack of services, but limited capacity to effectively communicate services and equitably link students and families to services provided by the school district and/or partners. Through its U.S Department of Education School Climate Transformation Grant, Logan-Hocking began to develop, improve, and expand Multi-Tiered Systems of Support (MTSS) at all three MTSS tiers (prevention, early intervention and treatment). The district hired a district-level School Climate Project Director who began mapping community resources and expanding and coordinating partnerships. While district level coordination was a critical first step, Logan-Hocking lacks staffing in the schools to successfully implement a Student Assistance Team (SAT). **Table 15 (Student Support Staffing)** documents the full time equivalent (FTE) staff available to coordinate and/or provide direct support to students and families to address non-academic needs.

Table 15: Student Support Staffing				
Source: Logan-Hocking Student Services, July 2023				
	Administrator FTE	**Counseling FTE**	**Mental Health FTE (contracted)**	**School Psychologist FTE**
Logan High School	4	3	1	1
Logan-Hocking Middle School	4	2	1	1
Central Elementary	1	0.5	0.33	0.5
Chieftain Elementary - FSCS	1	0.5	0.33	0.5
Green Elementary - FSCS	1	0.34	0.33	0.5
Hocking Hills Elementary	1	0.33	0.33	0.25
Union Furnace Elementary	1	0.33	1	0.25
District Totals	**13**	**7**	**4.32**	**4**

In January 2023, the American School Counselor Association reported[11] that the national student-to-school counselor ratio was 408:1 during the 2021-22 school year. This is significantly higher than the recommended 250:1 ratio. Currently, Logan-Hocking's five elementary schools share two counselors/social workers who serve 1,442 elementary students. Given the significant need for mental health support since the COVID-19 pandemic, elementary principals, staff, and families have been advocating to add this service to their schools. Logan High School has four school counselors (316:1 ratio) which is slightly above the recommended ratio; however, the counselors are responsible for data collection required by the state to track student progress towards graduation, which is extremely time intensive. They also manage state testing requirements, resulting in a lack of capacity to coordinate wraparound services and effectively support students as they plan for college and careers. The middle school has two school counselors for 1,096 students (548:1 ratio), nearly double the recommended ratio and well above the national average (408:1).

In some cases, school psychologists could assist in coordination of wraparound services; however, Logan-Hocking's four school psychologists are barely able to manage caseloads related to the more than 770 students with disabilities. The National Association of School Psychologists recommends[12] a ratio of 500:1, but Logan-Hocking's school psychologist ratio is 871:1. This is higher than Ohio's state average for the 2021-22 school year.

Pre-pandemic, Logan-Hocking had three full-time equivalent contracted mental health counselors who provided school-based prevention and intervention services. The district and

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[11] American School Counselor Association website https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios (retrieved 7/28/23)

[12] National Association of School Psychologists State Shortages Database https://www.nasponline.org/about-school-psychology/state-shortages-data-dashboard (retrieved 7/28/23)

partner Hopewell Health Centers have invested significant funds to address the rising student mental health needs and now 6 FTE of contracted mental health counselors are available to serve the more than 3,400 students. Unfortunately, given the lack of internal staff to coordinate services, many students go underserved.

Finally, while Logan-Hocking has implemented MTSS and Positive Behavior Intervention System (PBIS) districtwide, there is no Student Assistance Program (SAP) in place to develop, implement and monitor prevention, early intervention and wraparound services. The Substance Abuse and Mental Health Services Administration (SAMHSA) defines SAP as "a comprehensive, school-based framework designed to provide a variety of services, including (1) education, (2) prevention, (3) early identification, (4) evidence-based intervention, (5) referral processes, and (6) guided support services for students in Kindergarten through Grade 12 who are exhibiting risk factors that interfere with their educational success.[13] Furthermore, SAMHSA reports that "school-based student assistance provides a prominent[14] and effective means to address substance use and mental health concerns through prevention and intervention support. Student assistance services bring mental health promotion, prevention, treatment, and continuing care practices to K–12 school settings. This often includes, but is not limited to, services that address normal developmental issues for students as well as issues related to substance use, psychological distress, suicide, and mental illness."[15]

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[13] Substance Abuse and Mental Health Services Administration: Student Assistance: A Guide for School Administrators. SAMHSA Publication No. PEP19-03-01-001. Rockville, MD, Substance Abuse and Mental Health Services Administration, 2019.
[14] Carlson, K. A. (2001). School-based outpatient treatment for adolescent substance abuse: A review of program models in Washington state. Olympia, WA: Office of Superintendent of Public Instruction.
[15] Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.). Strategic Plan FY2019 – FY2023. Retrieved from https://www.samhsa.gov/sites/default/files/samhsa_

> ### *Gap 4: Summary of System Needs to be Addressed by FSCS Approach*
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> - *Elementary schools lack counselors to communicate and coordinate pipeline service.*
> - *Grades 5-12 lack staffing to promote career and college readiness for all students.*
> - *The district lacks a Student Assistance Program with embedded Student Support Teams at each school to coordinate prevention, intervention and wraparound services.*

All seven buildings in Logan-Hocking are Title I eligible due to community poverty status. To best meet the needs of students and families, the district has chosen to focus its Title I funds and services to support the five elementary schools and uses the Title I Schoolwide program model in each elementary. Therefore, each elementary school is eligible to be identified as the FSCS sites for full implementation, including a full-time FSCS Coordinator. District leadership identified five key data points to determine which two schools would be chosen for full FSCS implementation. **Table 16 (FSCS School Decision Making Matrix)** highlights these data points for comparison. The first decision point was to serve the greatest number of students which are served at Central, Chieftain and Green. While Central was a strong candidate due to the size and percentage of students with disabilities, the academic needs appear to be well met with current services. Central also has the lowest chronic absenteeism rate of all five elementary schools, so the need for FSCS was not as high for this school. Chieftain and Green are the next two largest schools, where more than 65 percent of all students remain off track between kindergarten and 1st grade diagnostic assessments. While off-track percentages decline significantly between kindergarten and 3rd grade ELA tests, large percentages of students at Chieftain and Green remain off-track following 3rd Grade ELA tests. Even though Green's chronic absenteeism rate is one of the lowest, the school's

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attendance catchment area has the most community risk factors for transiency with the largest population of low-income housing and rental units.

Table 16: FSCS School Decision-Making Matrix					
Source: Ohio Department of Education, Report Card Data, 22021-22					
	Total Enrollment	Percent of Students with Disabilities	Chronic Absenteeism	Track K to 1st Grade Diagnostic	Off Track after 3rd Grade ELA Test
Central Elementary	406	24.2%	19.0%	3.7%	12.9%
Chieftain Elementary - FSCS	396	21.2%	21.5%	66.7%	27.7%
Green Elementary - FSCS	305	22.4%	19.2%	65.0%	43.5%
Hocking Hills Elementary	142	21.0%	25.5%	<10	50.0%
Union Furnace Elementary	193	28.3%	19.6%	<10	7.7%

Given these data, Logan-Hocking provides an assurance that the district and its partner entities will **focus services on Chieftain Elementary and Green Elementary**, **both of which are eligible for a schoolwide program** under section 1114(b) of the ESEA (4625(a)(5)). Upon award, the district will hire a full time FSCS Coordinator (see job description Appendix E) for each school, and the FSCS program model will be fully implemented with fidelity at both schools. Each FSCS site will provide support, resources and services to close the four gaps previously identified:

● Gap 1. While Academic Achievement in Logan-Hocking is Improving, COVID-19 learning loss has resulted in Overall Academic Growth of Students that is Significantly Below State Expectations.

● Gap 2: COVID-19 Pandemic Exacerbated Attendance Challenges.

- Gap 3. Post-Pandemic Rise in Non-Academic Challenges Negatively Impacts Student Success.

- Gap 4. Inadequate Systems to Efficiently and Effectively Provide Equitable Access to Pipeline Services.

While the other five schools will not fully implement the FSCS program model, students and families from those schools will also benefit from the addition of a Student Assistance Team in each school and coordination, support, resources and services to close the four identified gaps and otherwise address the needs of the target population at each school. Logan-Hocking will also hire a Career Counselor to help all middle and high school students better prepare for careers, college and life beyond high school. By implementing the SAP model with embedded student assistance teams districtwide, Logan-Hocking will be better able to address the needs of underserved and at-risk populations in each school who are most impacted by the issue, challenge or opportunity that will be addressed through the comprehensive plan described in this proposal.

Selection Criteria (2) — Quality of Project Design. 25 Points.

The proposed project design for the FSCS initiative clearly reflects evidence-based findings from existing literature, integrating the four pillars of FSCS: Integrated Student Support, Expanded and Enriching Learning Time and Opportunities, Active Family and Community Engagement, and Collaborative Leadership. The FSCS Plan includes high-quality implementation strategies, with detailed descriptions of the pillars' services, partners, and targeted outcomes. Additionally, a comprehensive evaluation plan, led by an independent evaluator, will assess progress using relevant performance indicators and outcomes to ensure successful achievement of project objectives.

The proposed project demonstrates a strong rationale by addressing pressing needs identified in the district, such as early literacy and career readiness declines, chronic absenteeism, social-emotional and mental health challenges exacerbated by the pandemic and addressing system gaps through the addition of FSCS Coordinators at Chieftain and Green elementaries, hiring a Career Counselor for the middle and high schools, and implementing SAP and SAT in all seven schools. The rationale for each pillar is supported by comprehensive data and clear justifications for why the selected services have been chosen. The integration of community-based organizations, partners, and stakeholders fosters collaborative leadership and collective problem-solving. By aligning the project with existing literature and evidence-based practices, Logan-Hocking aims to create a holistic support system, targeting students, families, and the community, to improve academic achievement and overall well-being. As evidenced by the Logic Model (Appendix B) Logan-Hocking presents a sound rationale for the project. With support of The Ohio State University College of Social Work (OSU-CSW) evaluation services, Logan-Hocking demonstrates its use of appropriate evaluation methods that will ensure successful achievement of identified project objectives.
[Prog Req a, c, d, e . App Req b, c]

(A) The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives. (2022 FSCS NFP) (15 points)

Literature Review

Community schools allow district and school leaders, parents and caregivers, and community partners to work together to support student learning and development. Within community schools, the educational system is strengthened as both school and community-based

resources are leveraged to support teaching and instruction, provide student-, classroom-,

and school-level interventions; offer positive youth development and health/social services;

foster school climate; improve communication channels; and engage families and the

community (Anderson-Butcher et al., 2018; Maier et al., 2017; Oakes et al., 2017). Schools

become the hubs of the community and places where students, families, and community

members can access services and support during the school day and out-of-school time.

There is growing evidence documenting the value of community schools. In fact, research on

community schools and other partnership models demonstrates improved academic success,

enhanced school climate, improved behavior, and strengthened system-level capacities such

as improved linkage and referral processes (Anderson-Butcher et al., 2018; Blank et al., 2003;

Johnston et al., 2020; Maier et al., 2017).

In 2017, the National Education Policy Center (NEPC) published the report *Community

Schools: An Evidence Based Strategy for Equitable School Improvement*[16] highlights the

evidence base for their potential contribution to equitable school improvement. The review

supports the inclusion of community schools as targeted and comprehensive interventions in

high-poverty schools due to sufficient evidence meeting ESSA's criteria for "evidence-based"

approaches. The report also suggests that community schools are suitable for broader

application beyond high-poverty schools. NEPC offered six recommendations to achieve

successful results and well implemented programs and Logan-Hocking's comprehensive

FSCS Plan integrates each:

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[16] Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for
Equitable School Improvement. Boulder, CO: National Education Policy Center. Retrieved [date]
from http://nepc.colorado.edu/publication/equitable-community-schools

1. *LEAs should take a comprehensive approach to FSCS.* Logan-Hocking will pay close attention to both the technical and cultural aspects of the schools. School and community partners will co-plan and co-implement, so the school culture is collaborative and collegial.

2. *Successful FSCS schools do not all look alike.* Each FSCS site will address its local assets and needs. Since contexts of schools and communities change over time the district will annually use data to inform continuous improvement and modify FSCS plans.

3. *Sufficient planning time is essential to build trusting relationships.* FSCS Coordinators will build trust with service providers as well as promoting trust between families and staff, and families and service providers.

4. *Needs assessment, design, planning and implementation should involve community, families and young people.* The Ohio State University College of Social Work (OSU-CSW), and Logan-Hocking have a strong plan for conducting a needs assessment, program design and implementation that engages the community, families and students.

5. *Evaluation strategies should provide information on both progress toward anticipated outcomes and implementation and exposure to services.* OSU-CSW has extensive experience conducting evaluations that provide both progress towards outcomes and implementation and exposure to services. The evaluation team understands that outcomes often span multiple domains and will take time to be fully realized. The evaluation plan allows time and program refinement for strategies to fully mature.

6. *Support researchers, allow more rigorous studies using methods that enable a stronger understanding of FSCS effectiveness.* Logan-Hocking chose OSU-CSW because Dr. Anderson-Butcher is widely recognized for rigorous research aligned to FSCS that has been informing the field for more than 25 years.

Logan-Hocking's rationale, logic model, and comprehensive FSCS Plan reflect relevant and evidence-based findings from SAMHSA's *Student Assistance: A Guide for School Administrators* (2019). Implementing SAPs yields valuable outcomes appreciated by students, families, educators, and communities. When aligned with best practices and research, SAPs drive improvements in student behavior, attendance, assignment completion, grades, and academic achievement rates (pg. 35). SAMHSA notes that across the country there are many multi-tiered practices that promote positive youth development within prevention, early intervention and intensive support. SAPs complement these practices and can be integrated easily into such frameworks. The adoption and implementation of SAPs results in numerous outcomes highly valued by students, families, educators, and communities. When SAPs align with best practices and research findings, they bring positive changes in student behavior, school attendance, assignment completion, grades, and overall academic achievement (pg. 36).

With training and support provided by Ohio Mental Health Network for School Success (OMHNSS), Logan-Hocking will implement all nine SAP model components in each of the seven schools (school board policy, staff development, program awareness, internal referral process, problem-solving team and case management (SAT), direct services to students, cooperation and collaboration, integration with other school-based programs and program evaluation and improvement). The SAP model will be implemented first in the two FSCS

schools (Chieftain and Green). By the 3rd year of the grant all five elementary schools will be

implementing SAP with the middle and high school before the end of the grant period. The

district is excited for this approach because by linking and partnering with the new school-

based health center, school mental health and substance use services, and other community

partners, Logan-Hocking's SAP implementation will produce valued outcomes for students,

families, educators, and communities. When aligned with best practices and research, it will

improve behavior, attendance, assignments, grades, and academic achievement rates.

In 2021, Miami University's Center for School-Based Mental Health Programs (CSBMHP) in

partnership with the Ohio Department of Education (ODE) and the Ohio Department of Mental

Health and Addiction Services (OhioMHAS), was funded by Governor's Emergency Education

Relief (GEER) funds under Ohio's share of Coronavirus Aid, Relief, and Economic Security

(CARES) funds to pilot the SAMHSA SAP model and then contextualize it for Ohio, align it

with Ohio's Whole Child Framework[17] and develop a manual that can be used across the

state to support ongoing implementation. This decision was based on COVID-19 pandemic

data which showed that compared to the same period in 2019, mental health-related

emergency room visits increased 31 percent for children aged 12-17 and 24 percent for

children aged 5-11 from March 2020 to October 2020 (Centers for Disease Control and

Prevention, 2020).

Logan-Hocking will use the *Ohio Model Student Assistance Program (SAP) Manual*[18] as its

guide to design, implement and sustain the SAP model. The Ohio Model characterizes an

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[17] Ohio Department of Education, Whole Child Framework, https://education.ohio.gov/Topics/Student-Supports/Ohios-Whole-Child-Framework (retrieved 7/28/23)
[18] Ohio School Wellness Initiative. (2021). Ohio student assistance program manual.Ohio School Wellness Initiative.

SAP as an inclusive school-based structure aimed at offering a range of services encompassing awareness-building, prevention, early identification, evidence-based intervention, referral processes, and guided support for K-12 students, particularly those in vulnerable situations. SAP focuses on preventing non-academic barriers to learning, such as mental health, behavior, substance use, and family issues, while also supporting students facing existing non-academic challenges (pg. 8). Ohio's definition emphasizes that the Student Assistance Team (SAT) should manage the referral process, comprising school staff and community partners delivering tailored in-school or community-based services. SAT collaborates closely with families during referral and monitoring to ensure the comprehensive fulfillment of student and family needs. (pg. 12).

Finally, Logan-Hocking will follow the model's three key considerations: 1) program evaluation which includes rapid cycle testing using a process like the Ohio Improvement Process's Plan-Do-Study-Act approach; 2) culturally responsive practices which include understanding local culture, demonstrating cultural humility, using culturally relevant approaches and partnering with students and families to promote student success (Ohio Leadership Advisory Council, 2020); and 3) integrating SAP principles as part of providing a Multi-Tiered System of Support (MTSS) in alignment with state mandated Positive Behavioral Interventions and Supports (PBIS) three tiers of support (pp. 8-10).

Comprehensive, High Quality FSCS Plan that Integrates Four Pillars

Logan-Hocking faces community level challenges with generational poverty, homelessness, and a high percentage of students with disabilities. It will concentrate FSCS services on

Chieftain Elementary and Green Elementary, both eligible for a schoolwide program under section 1114(b) of the ESEA (4625(a)(5)). Given the rural nature of the community, services often cover the entire district, so the district will employ a family-centered approach, aiding not only students at these schools but also their parents/caregivers and their siblings attending the middle and high school. Chieftain and Green, serving a combined 701 students PS-4th grade, were selected for full FSCS implementation based on data points showing students off-track between kindergarten and 1st grade assessments. Significant percentages of students remain off-track after 3rd Grade ELA tests. Green faces unique challenges within its attendance area which has the most community risk factors for transiency due to a large percentage of families living in low-income housing and rental units.

While not all schools will fully implement FSCS, students and families will still benefit from the addition of Student Assistance Teams (SATs) in each school, addressing the identified gaps and catering to the target population's needs. In year two, Logan-Hocking will hire a Career Counselor to support middle and high school students in preparing for careers and higher education. Implementing the SAP model district-wide with embedded SAT will allow the district to better address the needs of underserved and at-risk populations in each school, tackling various challenges identified in the comprehensive plan.

The comprehensive plan includes a plan for conducting the *needs assessment* that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents; (4625(a)(4)(B)) and 2022 FSCS NFP). Each year the district and all the schools will conduct an annual school improvement planning process, whereby they examine academic, behavioral, school climate, non-academic, health and mental health, and other needs of students and their families. We will review various school

data indicators (i.e., Kindergarten readiness/KRA-R, state academic assessment scores, chronic absenteeism, student discipline rates, career readiness, etc.); other FSCS impact indicators (provision of integrated student supports and stakeholder services, expanded/enriching learning time and opportunities, family/community engagement efforts and collaborative leadership); and examine data on climate, non-academic barriers, and other community needs. Foremost, key stakeholders from each building will complete the CAYCI-SES surveys district-wide, including students, teachers/staff, parents/caregivers, partners (such as business leaders, non-profit partners), and community residents. These data will provide important information on perceptions of academic motivation/ learning, school climate, internalizing and externalizing symptomologies, family/community engagement, and the learning support system overall. Additionally, we will explore with our community partners other data indicators on the community, including public health, juvenile justice/ police, economic development, and related census data. Together, needs will be analyzed annually to identify trends at the school, district, and community level that show impact.

Using the Prevention Services Tool to track pipeline services across the district, Logan-Hocking will map the school- and community-based resources by FSCS Pillar available at Chieftain and Green, and for all schools, to identify all the efforts (existing and new). Other FSCS indicators will be tracked such as the number, qualifications and retention/turnover of school staff, number/percent of fully certified teachers, and funding mechanisms and allocations. As we identify needs and map the multiple resources, the district and partners will observe growing needs, trends, resources in place, and gaps in services and support which the FSCS schools (and partners) can address.

The comprehensive plan includes a plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—(i) Prepared for kindergarten; (ii) Achieving academically; and (iii) Safe, healthy, and supported by engaged parents (4625(a)(4)(C) and 2022 FSCS NFP). As a result of the annual expanded school improvement planning process, FSCS plans will be updated that initially determine annual measurable performance objectives and outcomes related to kindergarten readiness, academic achievement, school climate, safety, health/mental health, parent support/engagement and collaborative leadership. In year one, we will determine specifically the number and percentage of families and students involved in services. We will articulate specific objectives for reaching more families and students each year, and clearly articulate goals related to increasing the number and percentage of families and students served each year of the community school adoption and implementation process. The plan will also articulate pipeline services currently in place within the community schools and the community.

The comprehensive plan includes a plan for *identifying and developing pipeline services*, including existing and additional pipeline services, to be coordinated and provided by Logan-Hocking and partners. **Table 14 on page 20 (Pipeline Services, Pre-FSCS Implementation)** summarizes the number of services available at the start of the 2022-23 school year at each school by FSCS Pillar. Most elementary schools have 47 (Green has 48) pipeline services, while Logan High School and Logan-Hocking Middle School have 51 and 53 respectively. Data comes from the Prevention Services Tool maintained by the Director of Student Programs and updated annually. It includes service name and description, FSCS Pillar,

partner, who has access (students, families, community), service type (prevention, intervention), and funding source and is available to all administrators and counselors, but its use has been sporadic.

To improve systems of support, the district needs to increase information accuracy and usage, so it is a helpful - and well used - resource for service coordination and to communicate resources and programs to ensure equitable access. In year two, responsibility for managing the Prevention Services Tool will be transferred to the School Climate Director. The School Climate Director will collaborate with FSCS Coordinators, the Career Counselor, school counselors and psychologists, administrators, social workers and partners to update this data each semester. This resource will be shared publicly with district staff, families and partners to assist with resource referrals. New pipeline services will be communicated to the public through the new monthly Service Spotlights newsletter that will begin during year one.

The treasurer's office will update the financial aspects of this tool at least annually so Logan-Hocking can conduct cost-benefit analyses. Financial data will be shared with the District Leadership Team and the evaluation team at least annually. This tool can later be linked to project outcomes and inform the district and partners as part of ongoing improvement and to better understand the relationship between services, achievement outcomes and financial commitments of the district and partners.

The comprehensive plan includes a *description of the pillars of full-service community schools* (as defined in this notice) that they have *in place or how they will establish these pillars*, or how they will *implement* these pillars with partners, including community-based organizations

and collaborating with school leadership and staff (2022 FSCS NFP), as well as *why such services have been selected.*

PILLAR 1: INTEGRATED STUDENT SUPPORT

Table 14 on page 20 (Pipeline Services, Pre-FSCS Implementation) clearly demonstrates that the integrated student support pillar has been a concerted district and community effort to offset the impact of generational poverty and address the increasing social-emotional and mental health needs exacerbated by the COVID-19 pandemic. Within the Integrated Student Support Pillar, elementary students have access to 24 different support services, middle schoolers have 27 support services and high school students can access 28 different services.

Current Integrated Student Support services include districtwide programs in collaboration with partners across the region. Programs and services without a partner listed are provided internally by district personnel. Highlights include:

- Individualized Learning and Support Plans for preschool through 12th-grade students with special needs, including IEPs, reading improvement monitoring plans, student success plans, and 504 plans.
- Service coordination for those experiencing homelessness (Inspire Homeless Shelter)
- State mandated prevention education (Hopewell Health Centers)
- Graduation Plans for all high school students.
- Opioid abuse prevention (Wright State University and Ohio Department of Education)
- Social-emotional learning and character education (PBIS, Second Step, EAGER, Zones of Regulation, Leader in Me)
- Red Ribbon Week (Health Recovery Services)

- Trauma informed care (Ohio Handle with Care)

- Mental health counseling in school and in community (Hopewell Health Centers)

- School resource officer (Hocking County Sheriff's Office)

- Vision and hearing screenings

- Dental sealants (multiple retired dentists)

- Universal screening for signs of suicide (Nationwide Children's Hospital and Hopewell Health Centers)

- School Based Health Center opens fall 2023 (Hocking Valley Community Hospital)

Every child in the district receives a free breakfast and lunch. Every student who participates in Project SAFE (K-8) or Chieftain Connection (high school) also receives a free after-school snack and dinner. Annually every school provides building and grade level transition support for children and families to help them feel more comfortable and connected.

NEW FCSC Integrated Student Support services (Chieftain and Green). Logan-Hocking will hire *two full-time FSCS Coordinators* (one per building) who will plan, integrate, coordinate, and facilitate the delivery of pipeline services at Chieftain and Green. In collaboration with the Director of Student Programs and the School Climate Director, FSCS coordinators will lead their school and community assessment of needs and assets, oversee planning and implementation process based on our logic model (Appendix B), and identify ways to sustain the services and partnerships beyond the grant. FSCS Coordinators will identify and implement strategies and programs for promoting early childhood education and preventing absenteeism.

During grant year one, FSCS Coordinators will receive training from the Ohio Mental Health Network for Student Success (OMHNSS) on Ohio's Student Assistance Program Model and provide support as they implement the SAP Model with embedded SATs in their schools. This training is fully funded by the Ohio Department of Mental Health and Addiction Services, through a grant provided to OMHNSS to expand the SAP Model throughout the state. FSCS Coordinators will convene a cross-sector team to implement, monitor and plan for the sustainability of the SAP Model. FSCS Coordinators will facilitate weekly SAT meetings that will design care plans for high-risk students and handle case management. SATs will target students with risk factors including chronic absenteeism, below grade level social-emotional skills, lack of connection to school, and behavior challenges.

Non-FSCS Schools NEW Integrated Support Services. Given the significant needs of students at Chieftain Academy (alternative program), SAP and SAT training and startup will also occur during year one. Since the FSCS sites will each have an FSCS Coordinator, the district will restructure the time of the current elementary counselors expanding this support among the three other elementaries. The counselors will be trained to implement SAP and SAT in years two and three, with the middle and high schools beginning implementation in year four. Counselors will convene a cross-sector team to implement, monitor and plan for SAP model sustainability. They will facilitate weekly SAT meetings that will design care plans for high-risk students and case management. SAT will target students with risk factors including below grade level social and emotional skills, chronic absenteeism, lack of connection to school, and behavior challenges.

Currently, Hocking County Juvenile Court meets monthly with middle school and high school principals to ensure strong communication. During the 2023-24 school year, this will be

expanded to school-based case management services at both schools for court involved youth. Once the SAT is in place juvenile court will join SAT, and this case management will occur as part of SAT.

All 5 Elementary Schools NEW Integrated Support Services. Since 71% of all children enter Kindergarten with literacy skills below expectations, Logan-Hocking will expand outreach to increase the number of children who attend its preschool program. Also, the district will implement Preschool to Kindergarten transition services so children and families are better prepared for success. This support will be available to every family regardless of whether the child attended public preschool, private preschool, Head Start or no preschool.

PILLAR 2: EXPANDED AND ENRICHING LEARNING TIME AND OPPORTUNITIES

Table 14 page 20 (Pipeline Services, Pre-FSCS Implementation) shows more expanded and enriched learning opportunities occur at the middle school (19) and high school (17) than the elementary schools (11). This is due to Ohio's graduation requirements for the Class of 2023 and beyond. In order to be well prepared for post-high school success, young people and families in Ohio are now encouraged to begin career and college awareness and exploration no later than middle school. Logan-Hocking has embraced this approach with the goal that all students graduate ready to pursue post-secondary college, training, careers and/or military enlistment.

Current Expanded and Enriching Learning Opportunities include programs in collaboration with partners across the region. Programs and services without a partner listed are provided internally by district personnel. Highlights include:

- Public Preschool for any preschool-age child in all five elementary schools, and Preschool Latchkey is available at all elementary schools except Hocking Hills

- Before- and after-school (but not summer) programming is embedded at all seven schools with academics, SEL programs and clubs, family engagement, snacks and dinner and other support. (Hocking County Soil and Water, The Ohio State University-Extension Office, Logan TaeKwonDo, Move this World, RL Dance Studio, Hocking Hills Paint Company, Hocking College)

- Climate and Engagement surveys of K-12 students, staff and caregivers (OSU-CSW)

- All elementaries use Leader in Me within the Project SAFE program and Green uses it schoolwide (Franklin Covey)

- Graduation Plans for every student in grades 9-12

- Life Planning and Senior Seminar for targeted college and career support for seniors

- Career and College Fairs are offered at least annually for middle and high school students (Ohio Department of Job and Family Services, Workforce Area 20, Hocking College, Building Bridges to Careers, Hocking Valley Community Hospital)

- Career mentoring (7-12), work-based learning including shadowing, internships, and pre-apprenticeships for high school students from many businesses. (Hocking College, ApprenticeOhio, Building Bridges to Careers, Hocking Valley Community Hospital)

- Chieftain Academy, the middle and high school alternative program provides a blended learning environment for students with high risk factors related to on-time graduation.

- Career Technical Education (CTE) is available to middle (2) and high school (33) students to support pipeline transitions to careers. (Tri-County Career Center)

- Advanced coursework, including 14 Advanced Placement courses and 16 college courses for dual credit are available to students in grades 7-12 to support pipeline transitions to college for accelerated learners. (Hocking College)

- Check & Connect academic coaching and study skills is provided to high school students to help keep them on track for graduation.

NEW Elementary Expanded and Enriched Learning. In collaboration with the evaluation team, the FSCS Coordinators, School Climate Director and building administrators, will conduct an annual needs assessment to better understand additional needs for expanded and enriched learning and then will identify and implement pipeline services and programs to address those gaps first at the FSCS sites and then all other elementary schools. Currently, all elementary buildings have strong before- and after-school support programs, but there is a gap during the summer that results in 'summer slide'. Logan-Hocking will add a new Summer Slide learning program in all elementary schools to keep students actively learning - even in the summer.

NEW Middle and High School Expanded and Enriched Learning opportunities. The Class of 2021 graduates faced significant challenges in accessing career readiness activities. Only a small percentage earned industry credentials or the OhioMeansJobs Readiness Seal with work-based learning hours. None enlisted in the military or completed pre-apprenticeships/ apprenticeships. ACT scores showed a low percentage of students scoring remediation-free. Furthermore, middle and high school counselors lacked capacity to fully support students in post-high school preparation. To address this need, at the beginning of year two, the district will hire a full-time Career Counselor (see Job Description, Appendix E) for grades 7-12 to expand business relationships, coordinate career education and work

based learning. Under the direction of the Director of Student Programs, the Career Counselor will design and implement a high-quality career counseling program that supports middle and high school students as they progress toward career readiness. This includes collecting and sharing a wide variety of career information and materials; communicating with students, faculty, parents and community partners to advance career planning and prepare students to succeed in education/training to follow their dreams.

The Career Counselor will play an active role in fostering social-emotional skills, leadership, and professional development within the school community. Collaborating with school principals and partners, they will organize FSCS Pillar-aligned activities focused on career awareness, exploration, and planning. Furthermore, the Career Counselor will collaborate with various groups, including civic, faith-based, and non-profit organizations, to create extended learning programs and family engagement activities that enhance career readiness, leadership skills, and work-based learning opportunities, ensuring all students graduate well-prepared for success in careers, college, or military service.

PILLAR 3: ACTIVE FAMILY AND COMMUNITY ENGAGEMENT

Table 14 on page 20 (Pipeline Services, Pre-FSCS Implementation) shows that the elementary level has double the number of active family and community engagement activities as the middle and high school levels. Eleven activities were identified at the elementary level, compared with six at the middle school and three at the high school.

Current Active Family and Community Engagement includes programs in collaboration with partners across the region. Child Find activities to identify and support children suspected of having a disability, coordination and collaboration with Help Me Grow and both area Head

Start programs to help families access resources, education and support for children from birth through preschool. The public preschool program hosts play groups so any family with preschool age children can come to the preschool classrooms to play and learn about the benefits of preschool education. All elementary schools host family literacy events and other Title I sponsored programs. Project SAFE, at all elementaries, provides regular family engagement activities and collaborates with a variety of small businesses and non-profits to expand services for students and families in the program.

Districtwide, parent and caregiver orientation to familiarize families with each building and grade level occurs at least annually. Big Brothers Big Sisters of Fairfield County provides mentoring that helps students who need additional caring adults in their lives. Community Connection events occur in every building and include clubs and resources for students and families. Superintendent Bainter's Focus Groups engage parents and caregivers to share their thoughts, concerns and offer input on policies and programs. Last year the district's athletic department began offering free admission for all students in the district to every athletic event. This program saved families ▌▌▌▌ last school year. The program is now expanding to include all performances (arts, music, etc.).

NEW FSCS Site Active Family and Community Engagement Activities. FSCS Coordinators at Chieftain and Green will conduct targeted parent/caregiver outreach and relationship building activities including home visits to engage families as partners in learning, promote early childhood education and prevent chronic absenteeism before it begins. Using needs assessment data, FSCS Coordinators will expand outreach activities and build relationships with new community partners to expand services for children, families and the community.

NEW Elementary (all five schools) Active Family and Community Engagement

Activities. The district's preschool program staff will strategically increase coordination among all early learning providers (district, Head Start, private centers) to increase the number of families who access early childhood education and related services. The preschool program will also expand outreach to families across the county to engage in preschool play groups and encourage families with young children to participate in the district's preschool program so they are better prepared for Kindergarten.

NEW Districtwide Active Family and Community Engagement Activities. The Monthly Service Spotlights publication will share updates on services from partners and the district to improve communication and increase equitable access to services. The School Climate Director and FSCS Coordinators will collaborate with Hopewell Health Centers and other partners to facilitate family forums and create parent/caregiver support groups to address gaps identified within the needs assessment. In collaboration with the new school-based health center, the FSCS Coordinators, School Climate Director and student support staff will host family and community engagement activities to communicate the services available at the school based health center and promote use of this new resource. The Career Counselor will engage with students, families and employers to expand access to career awareness, exploration and planning resources and activities for middle and high school students so they are better prepared for success beyond high school.

PILLAR 4: Collaborative Leadership

Table 14 on page 20 (Pipeline Services, Pre-FSCS Implementation) shows that Logan-Hocking is significantly lacking in opportunities for collaborative leadership.

Current Districtwide Collaborative Leadership Activities. The only districtwide activity is the Parent Advisory Group hosted quarterly by the superintendent with stakeholders from all schools and types of families to gain insight and use it to inform decision making.

Current School-Based Collaborative Leadership Activities. Logan High School has two opportunities. First, the superintendent hosts a monthly Student Advisory Group engaging students from all stakeholder groups to better understand their needs and collaboratively develop solutions to problems occurring in the school. Second, the Building Bridges to Careers program facilitates a student-led forum to promote tolerance and acceptance. The only other opportunity is at Green Elementary. As a Leader in Me School, they have a Lighthouse Team that oversees the program and manages its implementation.

New Districtwide Collaborative Leadership Activities. As part of SAP implementation each school will start an SAT team that includes representation from community partners, school and district staff and families of students to be served. While SAT members will be determined by each building based on their needs, it is anticipated the teams will include staff from Hopewell Health Centers, the new school-based health center, Hocking County Sheriff's Office and the school's before- and after-school programs. Other SAT members may include Hocking County Children's Services, Inspire Homeless Shelter, and Health Recovery Services. The SATs in each school will collaborate to identify students' academic, social-emotional, and family needs and interests. They will develop service and case-management plans tailored to the student and family, monitor progress and make adjustments to improve outcomes.

The School Climate Director with support of elementary and middle school principals will use the high school Student Advisory Group as a model to create principal advisory groups in the five elementary schools and the middle school giving leadership and decision-making opportunities to children in all schools. Furthermore, the district leadership is committed to use data from the needs assessment and SAP implementation to identify key areas of need in regards to student and family leadership in decision making at the building and district levels. Based on this data, the superintendent will create relevant student, family and community opportunities for collaborative leadership and conduct outreach to engage students and families from all stakeholder groups to actively participate.

The comprehensive plan explains how such services will improve student academic achievement. **Table 17 (Pipeline Services During FSCS Implementation)** shows the number of NEW pipeline services being implemented during the project. Overall, the two FSCS sites will add 12 new services, while the other elementary schools and the middle school will add nine new services and the high school will add eight.

Table17: Pipeline Services By Pillar (During-FSCS Implementation)				
Source: Logan-Hocking Student Services, July 2023				
	Integrated Student Support	Expanded/ Enriching Learning	Active Family/ Community Engagement	Collaborative Leadership
Logan High School	31	18	6	4
Logan-Hocking Middle School	30	20	9	3
Central Elementary	26	12	15	3
Chieftain Elementary - FSCS	27	12	17	3
Green Elementary - FSCS	27	12	17	4
Hocking Hills Elementary	26	12	15	3
Union Furnace Elementary	26	12	15	3

Based on the annual needs assessments, it is likely that even more pipeline services will be added over time. We anticipate each school will have 55-65 pipeline services available.

To summarize, Logan-Hocking's comprehensive approach focuses on integrated student support, offering health services, individualized learning plans, and social-emotional learning to foster positive youth development and early intervention. They provide enriched learning opportunities like pipeline services from preschool to college/career transitions, out-of-school programs, and summer activities, aiming to expand access to early learning and improve attendance and academic achievement. The district emphasizes family and community engagement strategies, addressing early literacy and non-academic barriers to enhance regular school attendance and preparedness for learning. New collaborative leadership effort will create structures to maximize access to resources, increasing school success, healthy development, and overall academic achievement.

The comprehensive plan includes how such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement (4625(a)(4)(D) and 2022 FSCS NFP). Through expanding the depth and breadth of programs and services aligned to the four FSCS pillars, Logan-Hocking will increase the percentage and number of individuals identified for and receiving services during each year of the project period. Services, including the provision of integrated student support, expanded and enriched learning opportunities, family and community engagement strategies and collaborative leadership opportunities will be tracked using the Prevention/Support Services Tool. In addition, the district will improve critical outcomes central to the 2022 FSCS NFP specific to chronic absenteeism, student discipline rates, school climate, academic achievement,

graduation rates, and student well-being (i.e., internalizing and externalizing symptomologies).

As the FSCS model is implemented and strengthens conditions in our schools and

communities, we expect other systems-level outcomes to occur which are grounded as well in

the FSCS 2022 NFP. For instance, the district will recruit/retain better qualified school staff

over time. Funding changes in school spending will be diversified and expanded, as the

school and its partners work together to align resources to support identified needs. New

process innovations may result, too, such as improved structures (i.e., adoption of new teams

and professional learning communities), processes (i.e., referrals systems to identify learning

challenges early), and data systems that allow for the better systematic monitoring of

academic, social, emotional, health, and family data.

The comprehensive plan ensures that each full-service community school site has a *full-time*

coordinator of pipeline services *at such school,* including a *description of the applicable*

funding sources, plans for professional development for the personnel managing,

coordinating, or delivering pipeline services, and *plans for joint utilization and management* of

school facilities (4625(a)(4)(E)) and plans *for joint utilization and management of school*

facilities. Upon award, Logan-Hocking will hire two full time FSCS Coordinators - one for each

FSCS site (Chieftain and Green). **See Appendix E** for the FSCS Coordinator job description.

Logan-Hocking will use FSCS funds to cover 85% of the costs of these two positions during

the grant period. The remaining 15% will be locally funded. FSCS Coordinators will be

supervised by the School Climate Director who will ensure they receive job-embedded

professional development for personnel management as well as for coordinating, or delivering

pipeline services. Much of this training will be provided by OMHNSS as implementation of the

SAP and SAT is key to each of these areas. Annually, the FSCS budget allocates to cover

professional development costs for the two FSCS Coordinators. This budget will include annual attendance at the national FSCS conferences.

The FSCS Coordinators will be district employees, not contracted service providers. They will have designated space in their schools so they can meet privately with students, families and community stakeholders. FSCS Coordinators will have all rights and responsibilities related to facility usage as any other employee. Following district procedures for securing and caring for district facilities, they will be able to easily access any district property for programs and services (before, during and after school, during breaks including summer). During their initial training, FSCS Coordinators will learn the proper procedures to access spaces and the chain of command to address problems that arise with that process. This means that as long as they properly complete the building use form and the space is available, they will have access. If a problem arises, FSCS Coordinators will problem-solve with the principal or staff person in charge of the space. In the unlikely event that a FSCS Coordinator believes they are not being given equitable access to space, they would discuss it first with their supervisor (School Climate Director) and if needed, consult with the Director of Student Programs.

Evaluation Methods Ensure Successful Achievement of Project Objectives

The comprehensive plan includes specifications fo*r an annual evaluation* based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement. In accordance with the information and assurances required by section 4625(a)(4)(F), a full evaluation plan will be carried out by Dr. Dawn Anderson-Butcher of The Ohio State University College of Social Work, an independent evaluator. The evaluation strategies outlined in the plan allow for the annual examination of both process indicators and

outcomes. Foremost within this plan, annually the district will systematically measure the percentage and number of individuals targeted for pipeline services and who receive said services during each year of the project period at Chieftain and Green. It will measure the percentage and number of students served by their school's SAT as these teams are implemented during the project and the percentage and number of middle and high school students served by the Career Counselor. This will allow us to distill the increased number of students, parents, families, and community members served each year, documenting impacts associated with FSCS adoption and implementation efforts.

As outlined in our logic model (Appendix B), we also will look at key student-level outcomes, including student academic outcomes of academic achievement/learning and career/college readiness, student well-being/behavioral outcomes of discipline rates and internalizing/ externalizing behaviors, school outcomes of school climate and teacher recruitment/retention, family/community outcomes such as parent involvement and support for learning, whether basic needs are met, and community supports for students and the schools, and lastly, systems outcomes such as funding innovations, structures, professional development opportunities, new and improved processes, and data system improvements. Findings from the annual evaluation of progress will be used to refine and improve activities carried out through the grant, allowing us to complete annual reports required by the grant as well as share evaluation findings back with various local stakeholders to allow for continuous improvements and refinements. Results of the evaluation will be publicly available and posted on the Logan Hocking School District website for easy access.

(B) The extent to which the proposed project demonstrates a rationale (as defined in this notice).

Logan-Hocking specifically designed this project, its rationale and all associated programs and practices to be directly aligned with and in support of the district's vision to provide a safe, nurturing, educational environment for all; provide each child with an engaging and rigorous education; provide diverse opportunities that empower all students to learn and succeed; and create honorable, thoughtful citizens capable of leading communities. Informed by qualitative and quantitative data regarding current conditions, needs and available resources, Logan-Hocking has created an FSCS Plan with measurable goals and objectives to address needs and gaps.

Traditionally district- and school-improvement plans across the country, in Ohio, and in Logan-Hocking have been "walled-in", focusing primarily on school-based academic and behavioral data and solely involving district and school leaders in the planning, implementation and evaluation process (Anderson-Butcher et al., 2022). Our FSCS Plan expands these improvement processes by not just focusing on academic-related factors, but incorporating out-of-school time priorities, family and community engagement, integrated student support (school and community based), and other services to address barriers to learning and positive youth development priorities. The Logic Model (Appendix B) provides a graphic representation of the rationale for this project supporting one long-term outcome: <u>All students succeed in school and are prepared for successful transitions.</u>

Chieftain and Green will follow the Ohio SAP Model with embedded SAT as its method for fully implementing all four pillars of the FSCS model. The district will hire an FSCS Coordinator for each school who will lead their school's initiatives. FSCS Coordinators will

receive training and support from the Ohio Mental Health Network for School Success (OMHNSS) so they can use the Ohio SAP Model with embedded SAT providing school-based, wraparound support. While the full FSCS program model won't be fully implemented in the other five schools, students and families from those schools will benefit from having Student Assistance Teams (SAT) in each school. The SATs will provide coordination, support, resources, and services to address the identified gaps and cater to the needs of the target population in each school. Additionally, in the second year of implementation, Logan-Hocking will hire a Career Counselor to enhance college and career preparation for all middle and high school students. Implementing the SAP model with school-based SATs will enable better support for underserved and at-risk populations in each school, addressing the comprehensive plan's issues, challenges, and opportunities.

Through this initiative to assist children, families, and the community, Logan-Hocking aims to enhance student academic performance, well-being, and behavior. Additionally, improvements in school, family, and community outcomes, along with system-level changes, are anticipated. By creating conducive conditions for learning and growth, the school can increase the success of all students in their educational journey and prepare them for successful transitions.

Selection Criteria (3) — Quality of Project Services. 15 Points

Logan-Hocking clearly demonstrates how it will ensure a diversity of perspectives in its plans to actively engage students, youth, families, educators, staff, beneficiaries of services, school leadership, and community leadership. Through various activities such as surveys, community events, advisory groups, and forums, the voices and interests of different stakeholders are considered in the design and operation of the project.

Furthermore, Logan-Hocking provides an excellent description of how existing and planned services are well-grounded in up-to-date research and effective practices. The use of CAYCI-SES surveys, identified as a valid and reliable school climate survey, helps monitor data and improvements across all four pillars. The implementation of the evidence-based SAP model with embedded SAT aligns with SAMHSA's recommendations for addressing substance use and mental health concerns in K-12 schools. Additionally, using data from the annual needs assessment, Logan-Hocking will collaborate with OSU-CSW and OMHNSS to identify and implement other research-based pipeline services to enhance project effectiveness.

[Prog Req: C, App Req: D]

(A)   The extent to which the applicant will *ensure that a diversity of perspectives* are brought to bear in the design and operation of the proposed project, including those of *students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership.* (2022 FSCS NFP) (10 points)

Logan-Hocking will ensure that diverse perspectives are brought to bear in the design and operation of this project by expanding student and family engagement and collaborative leadership opportunities that include the voice of students, youth, families, educators and staff, beneficiaries of services, school leadership and community leadership.

We will continue to include the voice of students, youth, families, educators and staff, beneficiaries of services, school leadership and community leadership through the following pipeline activities. CAYCI-SES surveys annually provide information and feedback across all four pillars on a variety of indicators. These surveys are completed by students, parents/

caregivers, staff and community members. Community mentors from Big Brothers/Big Sisters engage with students K-12 who need the support of an extra caring adult in their lives. The "Bigs" also encourage their "littles" to be actively involved in their schools and in the community. Dozens of community partners co-design and offer programs and resources through Community Connection events (community clubs and resources), Project SAFE and Chieftain Connection before and after school programs, Family Literacy events, Title I sponsored programs and the quarterly superintendent's parent advisory groups. Two Head Start programs and Help Me Grow collaborate with the district's preschool staff to engage and support families with small children. Through this engagement, early childhood support providers understand family needs and connect them to resources in the community and in the school district. Green Elementary's Lighthouse Team works collaboratively to ensure youth and family voices are heard as a key part of their Leader in Me program. Logan High School students share their voice regarding tolerance and acceptance through the Building Bridges to Careers program and offer their opinions to the superintendent on a variety of topics through the superintendent's Student Advisory Group.

New FSCS Diverse Perspective Opportunities. FSCS Coordinators and the School Climate Director will engage partners to design and facilitate topic-based family forums based on interests defined by students and families. Partners will also add new parent/caregiver support programs using data from the annual needs assessment and gap analysis. All elementary schools and the middle school will replicate the superintendents' high school student advisory group as principal advisory groups so that children of all ages, backgrounds and abilities have opportunities to share their perspectives and weigh in on important issues in their schools. The new Career Counselor will engage with students, families and employers to expand

access to career awareness, exploration and planning resources and activities for middle and high school students, so they are better prepared for success beyond high school.

As part of the planned SAP implementation, every school and the Chieftain Academy (alternative program) will start an SAT team that includes representations from community partners, school and district staff and families of students to be served. Each SAT will work together to understand targeted students' needs and create a case management plan that includes relevant services and programs for the young person and their family. Together the SAT will monitor progress and make changes to further improve outcomes.

At Chieftain and Green, the FSCS Coordinators will conduct personal family outreach including home visits and participate in community events to develop relationships with parents, caregivers and community members so their voices are heard and their needs are addressed through SAP implementation. FSCS Coordinators will also conduct agency outreach to expand the depth and breadth of partners who provide services for their students, families and the community at large. As partnerships expand and new services, aligned to identified gaps, are started, the FSCS Coordinators, Career Counselor and School Climate Director will communicate these new opportunities through the district's new Community Service Spotlight, a monthly newsletter about pipeline services and how to access them.

(B)   The extent to which the *services* provided *reflect up-to-date knowledge from research and effective practice* (34 CFR 75.210) (5 points).

Current and planned pipeline services clearly reflect up-to-date knowledge from research and effective practice. Since 2020, Logan-Hocking has been utilizing the CAYCI-SES surveys to

monitor data and improvements across all four pillars. In the past, this tool has been used to understand the impact of school improvement efforts on academic and school climate data. Within this project the tool will also be used to monitor trends over time. CAYCI-SES is a valid and reliable school climate survey as defined by the National Center for Safe and Supportive Learning Environments and the U.S. Department of Education. These were found to be valid and reliable instruments for measuring school climate and related factors and are on the School Climate Survey National Compendium[19].

Through this initiative to assist children, families, and the community, Logan-Hocking aims to enhance student academic performance, well-being, and behavior. Additionally, improvements in school, family, and community outcomes, along with system-level changes, are anticipated. By creating conducive conditions for learning and growth, the school can increase the success of all students in their educational journey and prepare them for successful transitions. The Substance Abuse Mental Health Service Administration (SAMHSA)[20] Guide for School Administrators publication reports that "School-based student assistance provides a prominent[21] and effective means to address substance use and mental health concerns through prevention and intervention supports. Student assistance services bring mental health promotion, prevention, treatment, and continuing care practices to K–12 school settings. This often includes, but is not limited to, services that address normal developmental issues for students as well as issues related to substance use, psychological

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[19] National Center for Safe and Supportive Learning Environments (Retrieved 8/3/2023) https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

[20] Substance Abuse and Mental Health Services Administration: Student Assistance: A Guide for School Administrators. SAMHSA Publication No. PEP19-03-01-001. Rockville, MD, Substance Abuse and Mental Health Services Administration, 2019.

[21] Carlson, K. A. (2001). School-based outpatient treatment for adolescent substance abuse: A review of program models in Washington state. Olympia, WA: Office of Superintendent of Public Instruction.

distress, suicide, and mental illness[22]. Evidence suggests that youth who are referred to school-based programs are seven times more likely to receive services than youth referred to other community agencies[23]. Furthermore, most youth referrals for substance use and mental illness treatment come from schools (followed by juvenile authorities and family), and youth frequently enter treatment programs due to school-related difficulties.[24] [25] [26] Student Assistance Programs (SAP) are reported to have a "positive impact on helping students improve their overall emotional, behavioral, and academic functioning. Research has found that students who participate in substance use prevention and intervention services have shown significant gains in their grade point average after receiving student assistance services for substance use and mental health services".[27] In addition to the above mentioned effective practices and using data from needs assessments, OSU-CSW and OMHNSS to assist the district in identifying and implementing at least two additional research based and theoretically sound pipeline services during the project (Objective Performance Measure 1).

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

[23] Catron, T., Harris, V., & Weiss, B. (1998). Posttreatment results after 2 years of services in the Vanderbilt School -based Counseling project. In M. H. Epstein, K. Kutash, A. Duchnowski (Eds.), Outcomes for children and youth with emotional and behavioral disorders and their families: Programs and evaluation best practices (pp. 633–656). Austin, TX: Pro-Ed.

[24] Beschner, G. (1985). The problem of adolescent drug abuse: An introduction to intervention strategies. In A. Freidman and G. Beschner (Eds.), Treatment services for adolescent substance abusers. Rockville, MD: National Institute on Drug Abuse.

[25] Andris, L. M., Kamara, S. G., Louden, J. H., & Mumwaw, A. L. (1992). Adolescent clients of Washington State's Division of Alcohol and Substance Abuse Services: A descriptive study. Olympia, WA: Department of Social and Health Services.

[26] RMC Research Corporation. (2001). School-based outpatient treatment for adolescent substance abuse: A review of program models in Washington state. Portland, OR: RMC Research Corporation.

[27] D'Ambrosio, R. (n.d.). The Prevention and Intervention Services Program's link to academic improvement: Highlights. Retrieved from
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.578.1759&rep=rep1&type=pdf

Selection Criteria (4) — Adequacy of Resources. 10 Points.

Logan-Hocking's FSCS plans provide an exemplary response to the grant requirements. The district ensures a full-time coordinator at each school, outlining how these positions will plan, integrate, coordinate, and facilitate programs and services. They commit to sustaining these positions post-grant, with FSCS coordinators transitioning into counseling roles to maintain the same level of support. The plan also demonstrates potential for continued support after federal funding ends, with local commitment of funds and strong partnerships and support from organizations like Sunday Creek Horizons, Appalachian Children Coalition, and Coalition of Rural and Appalachian Schools. These partnerships will enable the district to sustain new pipeline programs and services and continue improving outcomes for underserved populations.
[Prog Req: C, App Req:D]

(A) The extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school. (2022 FSCS NFP) (5 points)

This proposal includes a description of the **capacity** of the eligible entity to **coordinate and provide pipeline services** at two or more full-service community schools. (4625(a)(3)).

Logan-Hocking provides an assurance that the district and its partner entities will **focus services on Chieftain Elementary and Green Elementary**, **both of which are eligible for a schoolwide program** under section 1114(b) of the ESEA (4625(a)(5)). Upon award, the district will hire a full time FSCS Coordinator for each school and the FSCS program model will be fully implemented with fidelity at both schools. Each FSCS site will provide support, resources and services to close the four previously identified gaps.

The FSCS Coordinator Job Description (Appendix E) defines the key responsibilities of this position and demonstrates how they will serve to plan, integrate, coordinate, and facilitate pipeline programs and services. Below are a few expectations:

FCSC Coordinators will plan pipeline programs and services.

- Collaborate with the School Climate Director, building and district leadership and the independent evaluation team to annually conduct a needs assessment and gap analysis. Use this and other data to annually update the comprehensive FSCS Plan.

- Actively participated in required training to successfully design, implement and sustain the Ohio SAP Model and embedded SAT in the school.

- Conduct targeted parent/caregiver outreach and relationship building, including home visits, to actively engage them as a partner in education and in the community.

- Work with the school principal and partners to organize activities aligned with the FSCS Pillars including family forums and parent/caregiver support groups.

FCSC Coordinators will integrate pipeline programs and services.

- Actively participate in establishing, reinforcing and sustaining social emotional skills and healthy youth development assets within the school community.

- Facilitate communication and relationship building with community partners, key stakeholders, and volunteers. Represents the school to civic and community groups.

- Serve as a key information contact for programs, partnership and resources serving students and families within the school community

- Work with civic, faith-based, community and non-profit groups to develop extended and enriching learning programs during the summer such as high quality tutoring, literacy skill development, hobbies, clubs, positive youth development and leadership.

- Update and maintain the Prevention Services Tool so it is a current, comprehensive list of community resources available to students and families. Communicate these services with counselors and administrators in the school and district.

FSCS Coordinator will coordinate pipeline programs and services.

- Support weekly SAT meetings to ensure ongoing coordinated efforts to development and implementation of high-quality in-classroom, in-school and community-based programming for students identified as at-risk (MTSS Tier 3).

- Work in close collaboration with the principal, SAP and SAT Teams and Building Leadership Team to implement strategies and optimize resources to achieve specific academic outcomes for children as well as outcomes identified in the School Improvement Plan of the school and its partners.

- As a member of the SAT, participate in identifying specific student/family needs and developing a plan of assistance; maintain SAT records, coordinate school/ community agency assistance to individuals, and act as a Case Manager when assigned.

- Collaborate with PTA and school leadership to recruit community volunteers as needed to support PTA and other school programs.

FSCS Coordinator will facilitate pipeline programs and services.

- In partnership with the School Climate Director, design and facilitate the CACYI-SES survey process annually for students, staff and parents/caregivers in the school.

- Support school and district leaders to ensure all community partners and volunteers participate in state mandated criminal background checks and are appropriately trained in all policies and procedures relating to working with students in the school.

- Act as a resource to teachers who may need specialized materials or assistance in teaching a lesson related to social emotional skills and/or healthy youth development.

- Lead monthly partnership meetings to ensure ongoing coordinated efforts.

- Collaborate with school and district staff to coordinate and participate in securing on-going resources for programs providing direct services to families, including medical and dental clinics, recreation, mentors, volunteers, food bank, holiday giving, etc.

While not all schools will fully implement the FSCS program model, students and families from those schools will still benefit from additional programs and services across all pillars. This includes the implementation of SAP and SAT in each school to provide coordination, support, resources, and services to address the identified gaps and cater to the target population's needs. Hiring a Career Counselor will expand pipeline services, enhancing career and college readiness for middle and high school students. By assessing gaps and needs annually and implementing related pipeline services in all schools, Logan-Hocking will better address the needs of underserved and at-risk populations, focusing on the four identified gaps outlined in the proposal.

Table 15 on page 21 (Student Support Staffing) documents the total number of FTEs of student support staff available at each building for the start of school in August 2023. Chieftain and Central (two district employees, .33 FTE contracted mental health per school), Green (1.84 FTE district employees, .34 FTE contracted mental health), Hocking Hills (1.83 FTE district employees, .33 FTE contracted mental health), Union Furnace (1.58 FTE district employees, 1 FTE contracted mental health), Logan-Hocking Middle School (7 district employees, 1 FTE contracted mental health), and Logan High School (7 district employees, 1 FTE contracted mental health). Districtwide this equates to 13 administrators, 7 counselors,

4.32 contracted mental health providers and 4 school psychologists. This team currently ensures that the students and families have access to 39 - 49 pipeline services across all pillars. The addition of two FSCS Coordinators (Chieftain and Green) during year one and the Career Counselor during year two (middle and high school) will allow the district to shift some counseling time to the other three elementaries and transfer some career and college readiness responsibilities from school counselors to the Career Counselor. This will enable building counselors to take on the responsibilities of managing the SAP and SAT in their schools with support from the School Climate Director.

Brice Frasure, Director of Student Programs will be principal investigator/project director for the FSCS grant. As the district's School Climate Transformation grant ends (Fall 2024), the full-time project director position will transition into a locally funded School Climate Director position. At that time, the School Climate Director will take over supervision of the FSCS Coordinators and assist the Director of Student Programs in overseeing this project. The FSCS budget will cover salary and benefits of a full-time FSCS Grant Manager who will be responsible for all day-to-day activities, budget management, compliance and reporting.

In order to ensure a successful startup at the two FSCS sites, the district will focus resources during year one directly on Chieftain and Green. This will allow the counseling shifts at the other three elementary schools to take place without additional stressors. SAP and SAT implementation in the other three elementaries will take place in year two. Also, in year two, the Career Counselor position will be added to expand career and college readiness related pipeline services at the middle and high school. By year four, SAP and SAT will begin in those schools. This phase in process will ensure capacity to coordinate and provide pipeline services in the FSCS sites and the other five schools.

OMHNSS will provide training and support to each school during their SAP/SAT startup and assist in planning for sustainability. OSU-CSW will collaborate with these and other stakeholders to provide the highest quality independent evaluation which will include ongoing feedback for continuous improvement and annual program evaluation. Together, this expanded team has the capacity to implement 8-12 new pipeline services (and more) with fidelity. At least three, including SAT, will be research based and theoretically sound.

(B) *Potential for continued support for the project after Federal funding ends*, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (34 CFR 75.210) (5 points)

Logan-Hocking has plans for **sustaining the programs and services** described in section 4625(a) of the ESEA after the grant period (4625(a)(4)(G)).

Plan for sustaining new staffing. Logan-Hocking intends for this grant to provide startup funds and fully expects to sustain the programs and services after the grant period. In doing so, the district begins with the end in mind. *Gap 4 (Inadequate Systems to Efficiently and Effectively Provide Equitable Access to Pipeline Services)*, described on pages 20-23, documented current learning support staffing and the need for additional counseling at all levels. Over the next five years, with support from FSCS funds, Logan-Hocking can begin to offer those expanded services that will then be sustained beyond the grant period. It is our intention that the FSCS Coordinators be licensed social workers so that both Chieftain and Green have full-time counselors. The district will then shift resources to increase counseling FTEs in the other elementary schools with the goal of having full-time counselors in each elementary by year five. Post-grant, the FSCS Coordinator positions will shift to a counseling

position, enabling each FSCS site to continue having the same level of support as it did during the grant.

Logan-Hocking also plans to retain the Career Counselor position (Job Description, Appendix E). As evidenced by the career readiness data on the district's 2022 local report card (pages 8-9), Logan High School graduates are under-prepared for careers, college and the military. School counselors are overburdened with other responsibilities and have limited time to effectively support students in this manner. Career counseling services are essential to students' success beyond high school, so this position must be maintained. Given the needs for these new positions, Logan-Hocking is providing ▆▆ percent of the salary and benefits of each FSCS Coordinator and the Career Counselor as a local match (▆▆▆▆▆ over five years).

Plan for sustaining SAP and SAT. In 2019, Logan-Hocking received a School Climate Transformation Grant (SCTG) which allowed the district to hire a project director. That grant ends in 2024 and that position will transition into a locally funded School Climate Director. Beginning in the fall of 2024, the School Climate Director will collaborate with the Director of Student Programs to provide oversight, management and district level coordination for the remainder of the grant and continue this responsibility post-grant. It will be locally funded once the SCTG ends.

Each school and the Chieftain Academy will implement a SAP with an embedded SAT that manages wraparound services. OMHNSS is providing training and support for startup and sustainability. Once systems are in place, and initial training is complete, the upkeep and management of SAP and SAT become routine. Post-grant, the School Climate Director will

continue to oversee SAP districtwide and school counselors will facilitate SATs in each school. As staffing changes over time, OMHNSS can provide training and support upon request.

Plan for sustaining funding related to new pipeline programs and services. Logan-Hocking has long-standing relationships with three organizations focused on improving outcomes in Appalachian Ohio. Each organization will continue to provide support and advocate beyond the grant to help the district continue to fund all pipeline services that are essential to education, health and wellness of children and families in this community.

Sunday Creek Horizons (SCH) provides rural and Appalachian communities with tools, expertise and advocacy to address needs, optimize opportunities and help them reach their full potential. Throughout the grant, and beyond, SCH will assist the district in leveraging resources (financial and human) to effect policy change and expand its network so Logan-Hocking can continually improve outcomes for children and families. SCH has long standing relationships with state agencies relevant to this work, including but not limited to the Ohio Department of Mental Health and Addiction Services and Ohio Department of Education and Workforce, including this Department's Office of Whole Child Supports. SCH recently facilitated the largest capital investment in Ohio operating budget history, dedicating ███ █████████ to Marietta Memorial Health Systems to build the only women and children's hospital in Appalachian Ohio. SCH is contractually dedicated to the implementation of such state funds and plans to work with Logan-Hocking, and the entirety of the region's school districts, to integrate this growing rural health network into student care.

Appalachian Children Coalition (ACC) works to improve the health and well-being of Ohio's Appalachian children through collective advocacy and strategic investments. The ACC is the Ohio Department of Mental Health and Addiction Services premier partner in the Appalachian region, and to date, has facilitated ██████████ of investments in Appalachian Ohio kids for every dollar the ACC costs to operate. Over the years, the ACC has facilitated the construction of two regional residential treatment centers specifically for children and piloted the region's only Behavioral Health Workforce Development Hub, which recruits and retains workers to Appalachian Ohio's scarce behavioral health field through high school internships, career coaching for reentering adult workers, provider organization coordination, and collaborative curriculum adoption across the region's higher education institutions. At the request of the State of Ohio, the ACC will be taking a larger role in integrating whole child focused school-based clinics and prevention programing across the region's public schools. The ACC is well connected with Ohio-based hospitals and health care systems, public school districts, esteemed pediatric researchers, and most importantly, is committed to assisting Logan-Hocking in such work for many years to come.

Coalition of Rural and Appalachian Schools (CORAS) in partnership with the Ohio University Gladys W. and David H. Patton College of Education, is an organization of 110 school districts and other educational institutions in the 32-county region of Appalachian Ohio. CORAS advocates for and supports the public schools of Appalachia Ohio in the continuous improvement of educational opportunities available to all the region's children. CORAS advocates specifically for equity in Ohio's school funding system and parity of educational opportunities for all Ohio children. CORAS works with federal, state, and local officials and agencies to ensure that Appalachian schools have a seat at the decision-making table. This

regional support system of public schools has identified whole child student wellness as an organizational improvement goal for the 2023-2024 academic year and commits to using their resources to assist Logan-Hocking throughout this grant. Noting this care integration model is of interest to the 110 school districts across the region, CORAS looks forward to harnessing Logan-Hocking's leadership and learning best practices for further implementation of similar programs into additional schools.

Selection Criteria (5) — Quality of Management Plan. 25 Points.

> Logan-Hocking's management plan clearly demonstrates a high-quality management plan. The district has a broadly representative consortium of 33 partners providing pipeline services aligned with identified gaps. Key partners, such as Hopewell Health Centers and Hocking Valley Community Hospital, have been collaborating with the district for over a decade. The roles and responsibilities of the consortium partners are outlined in fully executed MOUs, defining the provision of services, resources, and support to address the needs of the community and stakeholders.
>
> The district shows a history of effectiveness in working with diverse stakeholders, including students and families. High school students and parents/caregivers provide input regularly through superintendent advisory groups. Collaborations with various organizations, such as Hopewell, HVCH and the Hocking County Sheriff's Office, have been active for more than 10 years and continue to be excellent collaborators helping meet the needs of children and families.
>
> The management plan outlines clear responsibilities, timelines, and milestones for achieving project objectives within budget. Logan-Hocking's administrative team, led by competent staff like the Project Director, School Climate Director, and Project Manager, will provide leadership and oversight. The evaluation team will ensure fidelity and support quality program implementation. Regular progress monitoring through check-ins, monthly meetings, and quarterly reviews, will ensure effective project implementation and compliance with grant requirements. The timeline and key milestones are well-defined, allowing the district to stay on track and achieve project goals.

(A) The extent to which the grantee has, or demonstrates a *strong plan to have*, a *broadly representative consortium that reflects the needs of the community and its stakeholders*, and a *description of the roles and responsibilities* of the broadly representative consortium *outlined in the required preliminary MOU*. (2022 FSCS NFP) (5 points)

Logan-Hocking clearly demonstrates a broadly representative consortium that reflects the needs of the community and its stakeholders as evidenced by **Table 18 on pages 70-71 (Broadly Representative Consortium).** There are 33 partners providing pipeline services to children and families aligned with identified gaps to be addressed through this project. While only listed once, many partners such as Hopewell Health Centers provide a wide variety of

pipeline services including school- and community- based prevention, intervention and treatment for children and families. Hopewell will also be tapped to offer education and resources to families through the new family and community engagement pillar services - parent/caregiver support groups and family forums.

Table 18: Broadly Representative Consortium					
Partner	**School**	**Target**	**Gap**	**Pillar**	**History**
Inspire Homeless Shelter	Districtwide	Youth, Family & Community	multiple gaps	1: Integrated Student Support	5 + years
Logan Public Transit	Middle & High School	Youth	multiple gaps	1: Integrated Student Support	5 + years
Hocking County Juvenile Court	Middle & High School	Youth & Family	multiple gaps	1: Integrated Student Support	5 + years
Health Recovery Services	Districtwide	Youth, Family & Community	Gap 3: Non-academic	1: Integrated Student Support	5 + years
Hocking County Sheriff's Office	Districtwide	Youth, Family & Community	Gap 3: Non-academic	1: Integrated Student Support	5 + years
Behavioral Health Services	All Elementaries	Youth	Gap 3: Non-academic	1: Integrated Student Support	5 + years
Hocking Valley Community Hospital	Districtwide	Youth, Family & Community	Gap 3: Non-academic	1: Integrated Student Support	5 + years
Retired Dentists in community	Districtwide	Youth	Gap 3: Non-academic	1: Integrated Student Support	5 + years
Wright State University - HOPE Curriculum	All Elementaries	Youth	Gap 3: Non-academic	1: Integrated Student Support	2-5 years
National Health Promotion Associates	Middle & High School	Youth	Gap 3: Non-academic	1: Integrated Student Support	2-5 years
Ohio Handle With Care	Districtwide	Youth	Gap 3: Non-academic	1: Integrated Student Support	2-5 years
Nationwide Children's Hospital	Districtwide	Youth	Gap 3: Non-academic	1: Integrated Student Support	2-5 years
Leader in Me	Project SAFE K-8, Green ES	Youth & Family	multiple gaps	2. Expanded/ Enriching Learning	5 + years

The Ohio State University College of Social Work	Districtwide	Youth, Family & Community	multiple gaps	2. Expanded/ Enriching Learning	2-5 years
Move This World	Grades K-8	Youth	Gap 3: Non-academic	2. Expanded/ Enriching Learning	2-5 years
RL Dance Studio	Grades K-8	Youth	Gap 3: Non-academic	2. Expanded/ Enriching Learning	2-5 years
The Hocking Hills Paint Co	Grades K-8	Youth	Gap 3: Non-academic	2. Expanded/ Enriching Learning	2-5 years
Logan TaeKwonDo	Grades K-8	Youth	Gap 2: Attendance	2. Expanded/ Enriching Learning	5 + years
Tri-County Career Center	Middle & High School	Youth & Family	Gap 1: Achievement	2. Expanded/ Enriching Learning	5 + years
Hocking College	High School	Youth	Gap 1: Achievement	2. Expanded/ Enriching Learning	5 + years
Hocking Co Soil and Water	Grades K-8	Youth	Gap 1: Achievement	2. Expanded/ Enriching Learning	5 + years
OSU Extension	Grades K-8	Youth	Gap 1: Achievement	2. Expanded/ Enriching Learning	5 + years
ApprenticeOhio	High School	Youth	Gap 1: Achievement	2. Expanded/ Enriching Learning	2-5 years
Building Bridges to Careers	Middle & High School	Youth & Family	Gap 1: Achievement	2. Expanded/ Enriching Learning	2-5 years
Workforce Area 20	Middle & High School	Youth & Family	Gap 1: Achievement	2. Expanded/ Enriching Learning	2-5 years
Ohio Department of Job and Family Services	Middle & High School	Youth & Family	Gap 1: Achievement	2. Expanded/ Enriching Learning	2-5 years

The district includes a fully executed MOU (Appendix A) with Hopewell Health Centers which defines their roles and responsibilities to provide LHSD with a district mental health counselor (DMHC). LHSD agrees to provide space for the DMHC, access to the school wireless internet, locked filing cabinet to secure paper documentation, access to school copier, access to Infinite Campus and access to other school records as necessary.

Logan Hocking also includes a fully executed MOU (Appendix A) with Hocking Valley Community Hospital that defines its roles and responsibilities in operating the school-based health center (SBHC) including, but not limited to: operate, manage, provide administration, oversight and support to the Program and provide the SBHC Services; provide medical and additional healthcare staff to deliver services during hours when school is in session; make referrals for students needing mental health and any other specialty or referral health services outside the Scope of Services; services shall include: nursing services, preventative health care services, primary healthcare services, and student healthcare services. The district responsibilities include providing a dedicated space within the school building(s) designated by the district and providing management and upkeep to those facilities.

Finally, the signed preliminary MOU with the Ohio Mental Health Network for School Success denotes their primary role and responsibility as providing training and technical support to FSCS Coordinators, and other district staff to design, implement and sustain the SAP with embedded SAT in each school and Chieftain Academy over the course of the grant and per the comprehensive plan outlined in this proposal.

(B)The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (2022 FSCS NFP) (5 points)

Table 17 on pages 70-71 (Broadly Representative Consortium) shows that most partners have been working with Logan-Hocking for more than five years. Hocking County Sheriff's Office has been providing school resource officers at the middle and high schools for more than 15 years. Since 2018, the Sheriff's office has been providing a school resource officer (SRO) at every school. SROs are funded by the district and they collaborate with administration, staff, students and families to create and maintain safe, secure, and orderly learning environments in every building. In 2021, Logan Hocking collaborated with the Hocking County Sheriff's Office on a U.S. Department of Justice COPS School Violence Protection Program (SVPP) grant. Together they received ███████ to significantly enhance school and community safety operations and planning to increase capacity and implement strategies to reduce school violence, vulnerabilities, and hazards off-site and on-site with increased communication and technology measures.

Hopewell (mental health counseling) and Hocking College (College Credit Plus, career exploration and pre-apprenticeships) have each been working with the district for more than 10 years. Through its School Climate Transformation Grant, Logan-Hocking developed partnerships with Vision to Learn (glasses, vision screening), Building Bridges to Careers (career readiness and paid internships) and those relationships have been so successful that they will be continued long term. Sunday Creek Horizons has been working with Logan-Hocking for two years and assists the district in leveraging resources (financial and human) to

effect policy change and expand its network so Logan-Hocking can continually improve outcomes for children and families.

Hocking Valley Community Hospital (HVCH) has been a non-profit hospital providing medical care to Hocking County residents since 1949. HVCH collaborates with the district to offer work-based learning experiences for high school students 16 or above and is a great partner in the business advisory council, whole child team, while also hosting internships, participating in job and career fairs. In 2022, HVCH and Logan-Hocking received funds to start a new school-based health center (SBCH) at Logan High School. The SBCH opens in the fall of 2023 and will provide primary care, oral health, mental health and other wraparound services to improve health outcomes, academic related outcomes and academic achievement.

Hocking County Soil and Water has been the primary community-based organization (CBO) partner for all six 21st Nita M. Lowery Century Community Learning Center programs serving grades K-8 for more than five years. They work closely with Project SAFE to coordinate the program and one of their educational specialists is on site weekly to facilitate environmental education activities. Also, they co-design and facilitate family engagement opportunities.

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

Outstanding Administrative Team Provides Leadership and Oversight. This project is a district-wide effort to improve support and outcomes for all 3,487 students, attending all seven schools in preschool through grade 12. Logan-Hocking's administrative team will be actively engaged in all aspects of the project. The district has assigned an exceptionally strong team

to provide district level leadership and oversight, coordinating this work with other federal, state and local resources. See Appendix E for Resumes/job descriptions for key project staff.

Project Director/Principal Investigator (20% on grant - in-kind). Mr. Brice Frasure, Director of Student Programs, will supervise project staff and provide oversight for all project activities and budget matters. He will ensure project staff are meeting or exceeding their responsibilities and be the liaison between the project team, building and district administration.

School Climate Director (50% on grant- in-kind). To be hired during project year two. Upon hire, responsibilities for supervising project staff will be transferred to the School Climate Director. In collaboration with the Director of Student Programs, the School Climate Director will provide oversight for project activities and budget matters, ensuring project staff are meeting or exceeding their responsibilities. This person will also provide oversight and support for SAP/SAT implementation in the five non-FSCS sites and work closely with the evaluation team to ensure data is accurate and data security requirements are met.

Project Executive Leader (20% on grant- in-kind). Mrs. Christy Bosch, Assistant Superintendent, will serve as Executive Leader and Superintendent's designee. She will be the Board liaison and district representative executing service agreements with community partners who provide pipeline services.

Chief Fiscal Officer (5% on grant- in-kind). Mr. Paul Shaw, Chief Fiscal Officer/Treasurer will provide fiscal oversight and is ultimately accountable to ensure the project stays on budget and that all funds are utilized in accordance with local policy, as well as state and federal regulations, and grant requirements, including submission of financial reports.

Project Fiscal Manager (10% on grant- in-kind) Mrs. Jessica James, Treasurer's Assistant, will provide day-to-day fiscal management and act as fiscal point of contact to federal program staff. Mrs. James will work closely with the Director of Student Programs, School Climate Director and Project Manager to manage and report the use of grant funds.

Director of Curriculum and Instruction (10% on grant- in-kind) Mrs. Trina Barrell will ensure pipeline services, especially those related to expanded and enriching learning, are directly aligned with and in support of the district school improvement plan and meet district standards related to evidence base as expected by ESEA.

Skilled Direct Project Staff. In addition to exceptional administrative leadership support, Logan-Hocking will hire well qualified direct program staff to lead day to day project activities. Job Descriptions (Appendix E) are included, because they will be filled post-award.

Project Manager (100% on grant- FSCS funded). To be hired upon award. A full-time project manager will be directly responsible for all day-to-day project activities. The Project Manager will coordinate project activities, provide outreach to partners, plan and host all convenings, training and grant meetings. The Project Manager will assist the Director of Student Programs and School Climate Director in facilitating project leadership team meetings, ensuring the administrative team, direct project staff and evaluation team are meeting project objectives on time and within budget. The Project Manager and Project Fiscal Manager will collaborate to manage vendor agreements, invoicing and financial reporting. The Project Manager will support the evaluation team and district/building leaders to ensure processes are in place to collect appropriate data, monitor fidelity of implementation and provide required progress updates to the administrative team, Board of Education, stakeholders and federal staff.

FSCS Coordinators (100% on grant- FSCS funded). Two FSCS Coordinators will be hired upon award, one for each FSCS site - Chieftain and Green. Each FSCS Coordinator will plan, integrate, coordinate, and facilitate programs and services in all four FSCS Pillars: 1) integrated student support, 2) expanded/enriched learning time and opportunities, 3) family and community engagement activities, and 4) collaborative leadership strategies. This will include collaboration with the School Climate Director, other district and school staff, students community stakeholders, and parents/caregivers to design and implement the Ohio SAP model with an embedded SAT. FSCS Coordinators will provide backbone support to develop, coordinate and support pipeline services in school and in the community with the intent of increasing academic achievement of all students. The FSCS Coordinator will be a member of their school's Building Leadership Team (BLT), and will facilitate the school's SAP Team and its SAT which provides high quality interventions and wraparound support for at-risk students.

Career Counselor (100% on grant- FSCS funded) to be hired for program year two. Under the direction of the Director of Student Programs, the Career Counselor will design and implement a high-quality career counseling program that supports middle and high school students as they progress toward career readiness. This includes collecting and sharing career information and materials; communicating with students, faculty, parents and partners to advance career planning and prepare students for education/ training to follow their dreams. The Career Counselor will engage with students, families and employers to expand access to career awareness, exploration and planning resources and activities for grade 7-12 students so they are better prepared for success beyond high school.

Excellent Evaluation Team Monitors Fidelity and Supports Quality Program Implementation. Logan-Hocking is partnering with OSU-CSW to provide project evaluation

(See Evaluation Plan: Selection Criteria 6, Logic Model: Appendix B, Resumes: Appendix E). OSU-CSW team, led by Dr. Dawn Anderson-Butcher has extensive experience in program evaluation and the development of performance measurement systems to help expand capacity of organizations at the local and state level. Using qualitative, quantitative, and mixed methodologies, Dr. Anderson-Butcher has experience conducting evaluations for projects related to schools, afterschool and youth development, youth sport and communities and informs others' efforts to better the lives of youth, including for FSCS grants.

The evaluation team will include individuals with specialized skills in the fields of statistics and measurement. Team members are skilled and experienced in using rigorous protocols for designing and conducting interviews, observations, and chart audits; coding and analyzing large amounts of qualitative data from a variety of sources; managing and analyzing large, longitudinal data sets; modeling multi-level data structures; advanced discrete choice modeling in cross-sectional and panel data; modeling duration/survival and time-series processes; using optimal statistical software packages according to project needs; and designing, implementing, and analyzing survey data.

Effective Systems for Project Leadership and Progress Monitoring. The Project Manager will meet weekly with FSCS Coordinators, the Career Counselor and other project staff to ensure they have a clear understanding of project progress, successes and challenges. These check-ins will be summarized in a monthly progress report. The Director of Student Programs and School Climate Director will meet monthly with FSCS Coordinators and the Career Counselor to ensure they are effectively managing their responsibilities and provide technical support to ensure the project stays on track and on budget. As SAP/SAT implementation begins in the

other five schools, the School Climate Director will meet monthly with the SAP/SAT teams to provide support and troubleshoot challenges as they arise.

The internal team listed above will meet at least monthly to ensure all aspects of the project are on target and that finances are expended in line with grant requirements. The Project Manager and Project Fiscal Manager will each provide updates. The Director of Student Programs will facilitate these meetings and act as the liaison with principals to garner buy-in and ensure compliance. Quarterly, the project leadership team will be joined by building principals, superintendent, and independent evaluator to ensure grant compliance, review fidelity of implementation, address challenges and improve processes. OSU-CSW will submit formative progress reports every six months during the first 18 months of the project to support process improvement. Annually, summative reports will be provided to support the district in understanding progress towards benchmarks and outcomes.

Timeline and Key Milestones. As shown on **Tables 19-21 on page 79-83 (Timelines and Milestones)** the project timeline and key milestones are divided into three areas: Outstanding Administration, High Quality Implementation, Successful Sustainability.

Table 19: Timeline and Milestones (Outstanding Administration)			
Task	**Responsible**	**Timeline**	**Deliverables**
FSCS Project Staff hiring process	Project Director/PI	Upon Award	2 FSCS Coordinators, Project Manager board approved
Award announcement to community	Superintendent/ Designee	Upon Award	Press conference
Project Finance Reports	CFO/Fiscal Manager	Monthly	reports provided at leadership meetings
Project Leadership Team meetings	Project Director/PI	Monthly	meeting notes

family forums and create parent/caregiver support groups	FSCS Coordinator	Quarterly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
SAP/SAT technical support	OMHNSS	Quarterly	OMHNSS consultant notes on quarterly support for each SAP/SAT
Preschool to Kindergarten transition services	Preschool Administration	Quarterly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
expand preschool play groups	Preschool Administration	Quarterly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
strategically increase coordination among all early learning providers	Preschool Administration	Quarterly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
SAP/SAT team reports	Project Manager	Quarterly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Expanded Project Leadership Team meetings	School Climate Director	Quarterly	meeting notes
Update Prevention Services Tool (FSCS sites)	FSCS Coordinator	Semi-Annual	Prevention Service Tool shared widely and used by counselors and staff to connect students and families to pipeline resources/programs.
Formative Progress Reports	Independent Evaluator	Semi-Annual	reports provided at leadership meetings
Update Prevention Services Tool (non-FSCS sites)	School Climate Director	Semi-Annual	Prevention Service Tool shared widely and used by counselors and staff to connect students and families to pipeline resources/programs.
family and community engagement to promote school based health center	School Climate Director	Semi-Annual	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Needs assessment and gap analysis	Independent Evaluator	Annual	Updated FSCS Plan
Annual Performance Report	Project Manager	Annual	APR submitted to USDOE
Annual Financial Report	CFO/Fiscal Manager	Annual	annual finance report submitted to USDOE
School Climate Director, Career Counselor hiring process	Superintendent/ Designee	Year 2	School Climate Director, Career Counselor board approved

Task	Responsible	Timeline	Deliverables
Table 20: Timeline and Milestones - (High Quality Implementation)			
FSCS site orientation	Superintendent/ Designee	Upon Award	staff, student and family orientation to FSCS model (Chieftain and Green)
Outreach to families to encourage early learning and attendance	FSCS Coordinator	Weekly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
home visits to engage families as partners	FSCS Coordinator	Weekly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
new career counseling services for middle and high school students	Career Counselor	Monthly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Service Spotlights newsletter	School Climate Director	Monthly	newsletter distributed widely in community
Outreach to partners to expand career exploration and readiness services based on identified needs	Career Counselor	Monthly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Outreach to partners to expand pipeline services based on identified needs	FSCS Coordinator	Monthly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Lead monthly partnership meetings	FSCS Coordinator	Monthly	meeting notes
School based case management for court involved youth	Principal/ designee	Monthly	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
national FSCS conference	FSCS Coordinator	Annual	conference notes and lessons learned
Summative Reports	Independent Evaluator	Annual	reports provided at leadership meetings
Measure and report on objective performance measures	Independent Evaluator	Annual	reports (leadership and USDOE)
Evaluation Phase 2 (Project Implementation) tasks	Independent Evaluator	Annual	reports (leadership and USDOE)

Summer Slide program	Principal/ designee	Annual	Principals and district leaders report on outcomes from new summer program (K-4)
CAYCI-SES survey administration	School Climate Director	Annual	Evaluation team provides report for each school and the district. Report shared with community.
create relevant student, family and community opportunities for collaborative leadership	Superintendent /Designee	Annual	reports (non-personally identifiable information) on progress shared with leadership and evaluation team
Evaluation Phase 1 (Project Development) tasks	Independent Evaluator	Year 1	reports (leadership and USDOE)
SAP/SAT training for FSCS Coordinators and Chieftain Academy	OMHNSS	Year 1	SAP Team in place; SAP Plan complete; SAT Team in place, SAT Team meets weekly
principal advisory groups (FSCS sites)	FSCS Coordinator	Year 2	meeting notes
SAP/SAT training: Central	OMHNSS	Year 2	SAP Team in place; SAP Plan complete; SAT Team in place, SAT Team meets weekly
SAP/SAT training: Hocking Hills, Union Furnace	OMHNSS	Year 3	SAP Team in place; SAP Plan complete; SAT Team in place, SAT Team meets weekly
principal advisory groups (non-FSCS K-8 sites)	School Climate Director	Year 3	meeting notes
SAP/SAT training: Logan- Hocking MS, Logan HS	OMHNSS	Year 4	SAP Team in place; SAP Plan complete; SAT Team in place, SAT Team meets weekly

Table 21: Timeline and Milestones (Successful Sustainability)			
Task	**Responsible**	**Timeline**	**Deliverables**
Increase counselor time at non-FSCS sites until 1.0 FTE in each school	Superintendent /Designee	Annual	annual documentation of staffing
Advocacy and support from Sunday Creek, CORAS, ACC	Superintendent /Designee	Annual	documentation of resources (financial, human) available for sustainability
Evaluation Phase 3 (Lessons Learned) tasks	Independent Evaluator	Year 5	reports (leadership and USDOE)

District plan for retaining FSCS Coordinators and Career Counselor	Independent Evaluator	Year 5	documentation of post-grant staffing plan
SAP/SAT sustainability planning	School Climate Director	Year 5	Plan in place for sustaining SAP/SAT post grant

Selection Criteria (6) — Quality of Project Evaluation. 15 points.

Logan-Hocking's evaluation plan is exemplary in demonstrating the thoroughness, feasibility, and appropriateness of its methods, aligning them with the project's goals, objectives, and outcomes. It utilizes a combination of qualitative and quantitative data collection approaches, including surveys, interviews, focus groups, and analysis of administrative data. The plan ensures ongoing monitoring and periodic assessment of progress toward intended outcomes, providing actionable feedback for improvement. By employing reliable tools like the CAYCI-SES survey and statistical analysis with SPSS, the plan promises to yield valid and reliable performance data on relevant outcomes, allowing for accountability to the USDOE and informing the broader FSCS community.

The Ohio State University College of Social Work provides a balanced evaluation strategy that encompasses examination of processes, outcomes and impacts. The evaluation framework that guided evaluation design is based on the work of Fetterman et al (1996) adapted from principles and strategies of empowerment evaluation (Flaspohler et al., 2003; Wandersman). The evaluation plan includes contextual conditions and needs; Four Pillars proposed activities; school, district, county and state level activities, process and activity outputs, FSCS service delivery outcomes, and long-term outcomes and impacts.

(A) The extent to which the *methods of evaluation are thorough, feasible, and appropriate* to the *goals, objectives, and outcomes* of the proposed project. (34 CFR 75.210) (5 points)

The evaluation strategy is a balanced one that encompasses the examination of processes, outcomes, and impacts. The following framework, presented in the figure below and adapted from principles and strategies of empowerment evaluation (Flaspohler *et al.*, 2003; Wandersman *et al.*, 2004; Wandersman *et al.*, 2005), will guide the evaluation design.

Contextual Conditions and Needs. As laid out earlier in the narrative, contextual conditions and needs will be important to consider as efforts to transform the Green and Chieftain elementaries into FSCSs. The evaluation plan and strategy continue to take these factors into consideration as annual progress toward performance measures and deliverables are assessed. The contextual influences (such as rural poverty barriers and cultural values) may

serve as facilitators and challenges for implementation efforts, and also point to areas of

which the evolving FSCS should address. The evaluation strategy and ongoing improvement

planning processes embedded annually into the workplan will be critical for further

understanding these evolving conditions. The evaluation will explore these trends as they

inform the work and proposed activities.

Table 21: Evaluation Framework
Source: Modified from Fetterman et al., 1996, p. 193

Framework for Evaluation (Modified from Fetterman et al., 1996, p. 193)
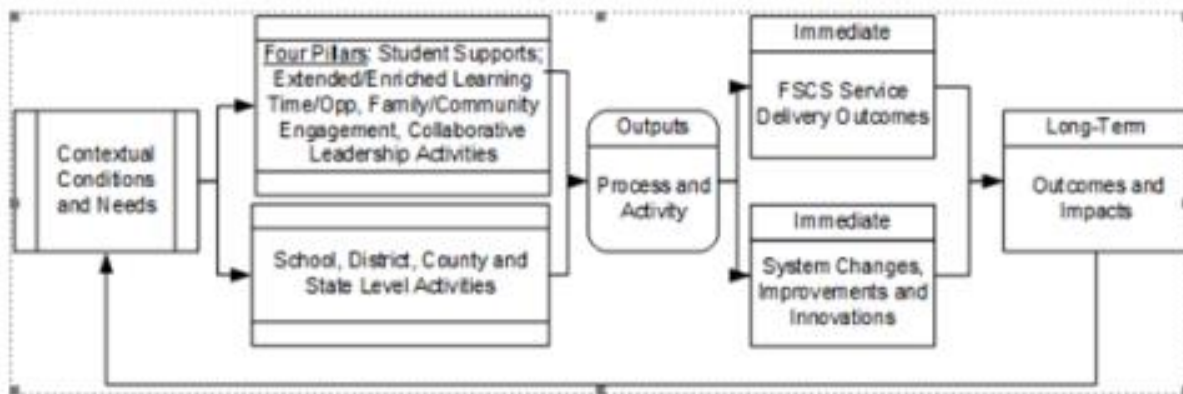
Four Pillars' Proposed Activities. Implementation efforts related to the four FSCS pillars will

be tracked to examine whether the expanded services and activities proposed in the grant

narrative are implemented and with fidelity. This includes mapping progress toward and

efforts to sustain current and add new integrated student supports, expanded/enriched

learning time and opportunities, family and community engagement activities, and

collaborative leadership strategies. The evaluation will focus on if, how and when activities

across the four pillars were implemented and whether they were done so with fidelity, rigor,

and intentionality.

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

Process and Activity Outputs. As an essential requirement in the grant, annually we will systematically measure the percentage and number of individuals targeted for services and who receive services during each year of the project period at the two FSCS schools and, as applicable, in the other five schools. This includes tracking implementation efforts related to the four FSCS pillars, including integrated student support, expanded and enriched learning time and opportunities, family and community engagement, and collaborative leadership strategies. This will allow us to distill the number of students, parents, families, and community members served each year, documenting increases in service reach associated with FSCS adoption and implementation efforts across the four pillars.

Measurement of these process and activity outcomes will be descriptive and expressed as volumes or amounts such as who was served (i.e., demographic characteristics of leaders, families, students, etc), how much (i.e., how much of what was provided; how many referrals were made, how many referrals were followed up on; how many new tools and resources

were developed, etc.), and how often (i.e., how regularly were parent advisory group meetings held, etc.). Further, we will examine variables such as numbers of individuals served in relation to the grant's objectives and proposed activities.

Specific process indicators regularly collected will include:

- number and type of services, partnerships, and programs at the two FSCSs

- number of students served in expanded/enriched learning time opportunities such as preschool (50 per year), summer slide (40 each year), positive youth development programs such as Leader in Me (30 each year), and technical education (20 each year)

- percentages of students and families targeted for services who actually receive services during each year of the project period (show increases over project periods)

- number of contacts made with students receiving Check and Connect, SAT services, social skills interventions, and home visits (30 students and at least 5 contacts per student during each year of entire project)

- number of referrals to community-based resources (100 referrals for each year) and number of families following through on the referral (goal is 33%).

- number of parents/caregivers participating in parent/caregiver advisory groups and parent/caregiver outreach services (20 total across each year with 10 sessions); and number of community and family engagement events (3 per site per year).

- number of staff and partners participating in professional development opportunities.

- types of tools developed and/or enhanced in each FSCS learning support system.

- number of Monthly Service Spotlight communication briefs distributed (n=6) and number of individuals on distribution lists.

- stakeholder perceptions about FSCS implementation fidelity, barriers, challenges, and lessons learned (learned via annual interviews/focus groups).

FSCS Service Delivery Outcomes. The examination of outcomes and impacts will allow for assessment of how the students, parents/caregivers, and others served have benefited from FSCS programs and services. More specifically, outcomes and impacts address potential positive changes or gains in knowledge, attitudes, skills, and behavior that occur as a result of our efforts. The indicators aligned to FSCS objective performance measures include:

Table 22: FSCS Objective Performance Measures			
	Description	**Target**	**Measure and Report**
1	Increase number of new programs/ services available at Chieftain and Green.	3 research based and theoretically sound programs/ services	annual
2	Increase number of students involved in positive youth development (PYD) opportunities	90% student population reporting engagement	collect regularly, tallied and reported annually
3	Increase number of partnerships and partnership structures	5 new partners to district/school improvement planning teams; 2 new partners on planning teams; 3 new partners on SAT	annual
4	Increase in school climate and engagement indicators, including enhanced sense of belonging, adult-student relationships, enjoyment of schools and other climate-related factors among students	schoolwide CAYCI-SES needs assessment data reflect enhanced perceptions incrementally each year	annual
5	Improvement in academic achievement and graduation rates	increase 3% per year on grade level for 3rd grade ELA test at Chieftain and Green; chronic absenteeism rate of 17%	annual
6	Increases in social skills among students targeted for intervention	100% will increase in perceptions of social skills as measured pre and post intervention	pre/post intervention
7	Decreases in risk factors and problem behaviors as measured through teacher assessment tools on all students served through SAT case management and	100% of students served as measured pre and post intervention	pre/post intervention

	mentoring/ monitoring support		
8	Decreases in school problem behaviors	20% decrease in discipline problems and absenteeism among students identified as a-risk	pre and long term follow up of interventions
9	Increases in referrals to school and community-based programs and services and decreases in referrals for special education services	25% increase in referrals for services; 10% decrease for special education referrals	collect regularly, tallied and reported annually
10	Increases in parent/caregiver involvement among those participating in parent advisory groups, receiving home visits and outreach efforts and receiving early childhood services (PS, K readiness, Help Me Grow); and increases in stakeholder reported parent involvement as measured by CAYCI-SES	90% participating attend at least 50% of programs increase skills; 10% increase per year in CAYCI-SES	annual
11	Retention of staff as conditions stabilize and recruitment strategies	90% retention rate; 85% teachers staff report feelings of administrative support; decrease stress level as measured by CAYCI-SES	annual
12	Increase in coordination and integration of services, as well as awareness of school and community-based resources among teachers, school staff and other stakeholders	increase as measured by CACY-SES	annual

In addition, system-level changes will be documented and tracked throughout the project period. This might include tracking the blending and braiding of public and private funds used to support the comprehensive delivery of services, or changes in policies, procedures, or governance structures (i.e., new referral systems, new memoranda of understandings, improved Shared Information Agreements among partners, etc.).

Long-Term Outcomes and Impacts. We do expect long-term outcomes related to better mental health and academic performance to occur among targeted groups of students who are served specifically by FSCS programs and services. These will be measured systematically exploring broader data at the district, community and county level to distill

potential trends. This will also include using traditional measures of child well-being done in service delivery (i.e., value-added progress monitoring indicators, pre- and post-tests in social skills groups, local trends in health access data). Additionally, annual CAYCI-SES survey tools will be completed by multiple stakeholders which will allow for trends in perceptions of climate, academic motivation, the learning support system, parent involvement and other indicators to be explored over the course of the implementation efforts. We will align our priorities with the long-term outcomes of increased academic achievement and enhanced well-being for ALL students in the end, especially via indirect pathways addressed by the FSCS.

The independent evaluator, Dr. Dawn Anderson-Butcher and her team will work closely with the district leaders, FSCS Coordinators and the Career Counselor to expand upon the already existent data management information system at the district to ensure key indicators laid out in this plan are tracked. Dr. Anderson-Butcher, Executive Director of CAYCI at OSU-CSW, is a national expert in school mental health and community schools, and currently serves as the evaluator on two major FSCS initiatives nationally (i.e., Utah, New York). OSU-CSW staff and students at CAYCI also will support data collection and analyses through their involvement via independent studies and thesis and dissertation research. Other data, including the needs and resources assessment data (i.e., CAYCI-SES), will be systematically collected via on-line and paper processing mediums (please note that OSU-CSW already has these abilities within their research office). Data will be analyzed using SPSS 17 to examine key outcomes associated within each FSCS and across the project at large. Reports will be generated annually; but outcomes within specific programs and services will be measured as they are implemented throughout the grant cycle. The evaluation team also will provide timely and

valid information on the management, implementation, and efficiency of the project in support

of the district's Annual Reports submitted to USDOE.

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

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

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

Objective Performance Measures and Qualitative and Quantitative Data. **Our methods of evaluation will provide regular performance feedback and allow for the periodic assessment of progress toward achieving our intended outcomes.** Evaluation methods

employed will include pre- and post-surveying, interviews, focus groups, professional development observations, student performance and behavioral data, classroom, school and program observations, and site visits. Other surveys will be utilized to measure participant responses to the usefulness of FSCS resources and strategies, and for identifying resources needed in the field.

Major activities will comprise of analyses of routine, secondary Ohio State Department of Education data related to student level outcomes (e.g., absenteeism, discipline rates, career and college readiness data, literacy and mathematics performance), student information data available within schools, ongoing monitoring and logging by FSCS coordinators and others involved at the schools, interviews/focus groups with key stakeholders; the provision of networking and cross-site sharing opportunities; and multiple data collection and analyses. Additionally, this project will specifically use the CAYCI-SES to evaluate outcomes for students, families, and teachers. The CAYCI-SES, recommended by the National Center on Safe Supportive Learning Environments and developed by Dr. Anderson-Butcher (independent evaluator), is a self-report tool that measures variables such as academic motivation, school climate, support for learning, social skills, internalizing and externalizing behavioral symptomologies, parent/community engagement, and prosocial activities. CAYCI-SES has separate versions for students, parents/caregivers, teachers/staff and community partners, and is used in FSCS across the country already to measure progress.

A FSCS Model Database, developed by the independent evaluator and used in FSCS implementation efforts elsewhere in Utah and New York, will be used to collect quantitative data. Further, Dr. Anderson-Butcher and her team have IRB agreements for research and evaluation efforts focused on FSCS, which will streamline data collection efforts for this

project. All data collected by the independent evaluation team will be stored in a secured, encrypted, and password-protected data system located in the College of Social Work at The Ohio State University. All participants that provide contact information will be de-identified, kept confidential, and given a unique identifier. For management of complex, multi-dimensional data, the evaluation team will use NVivo, a qualitative analysis program that provides the ability to store all types (both qualitative and quantitative) of project data and research materials as a single file, enhancing the capability for projects to become better organized. NVivo provides the tracking and storage capabilities of virtually any data collected through a mixed methods study, including Microsoft documents, PDFs, pictures, databases, spreadsheets, audio files, videos, social media data and web pages. Further, the evaluation team will use Statistical Package for the Social Sciences (SPSS) for quantitative analysis, NVivo for both qualitative analysis, and both for the integration of qualitative and quantitative data in mixed-method analyses. Data collected using Qualtrics can be exported to SPSS and NVivo and can be combined with other data as necessary. Collected data in the form of Microsoft Word, Excel, and Adobe PDFs templates will be exported to SPSS and NVivo for analysis.

Data analysis results will be utilized to provide actionable and ongoing feedback to the Initiative for enhancing and modifying strategies, activities, and services. Reports will be generated annually, but outcomes within specific programs and services will be measured as they are implemented throughout the grant cycle. We also will provide timely and valid information on the management, implementation, and efficiency of the project within Annual Reports submitted to the United States Department of Education (USDOE).

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

Plan to collect GPRA data and Feedback Timelines. The evaluation will comply with all GPRA reporting requirements to be provided in the terms and conditions of the grant award. This agreement includes a commitment to include measures that assess the percentage and number of individuals targeted for services and who receive services during each year of the project period. The evaluation will consist of three major phases. During Phase I, Project Development, evaluation activities will center on the creation of thorough, minimally burdensome data collection protocols, investigation of administrative data possibilities, and training of any data collection staff. The bulk of evaluation activities will take place during Phase II, Project Implementation, including site visits, ongoing data collection, and monitoring of data quality. In Phase III, Lessons Learned, the evaluator will focus on summarizing and disseminating lessons learned to the field generally.

Table 23: Phase I Evaluation Tasks and Performance Feedback Timelines			
Phase	**Task**	**Timeline**	**Deliverables**
Phase I: Project Development (Months 1-6)	Environmental Scan	Month 1	Memo to site regarding key stakeholders, contextual barriers and facilitators, and other relevant characteristics of implementation context
	Participation in virtual meetings as initial project meetings, interviews, exploration of historical documents, etc.	Month 2	
	Initial Site Visit	Month 3	
	Develop procedures to access necessary data	Months 4-6	Detailed description of the nature and limits of existing data. Selection of outcome measurements based on input of key stakeholders, data capacities, team abilities, and national evaluation needs.
	Convene initial meeting with project personnel to discuss evaluation plans		
	Select and develop final process & outcome measures, including modifications to OSU FSCS Model Database		
	Discussion and recording of ideas of how results from project evaluation will be used (i.e. actions that may be taken, advocating for additional funding, leveraging resources, etc.)		
	Coordination with the National Evaluation to ensure alignment and assist with these data collection efforts		

Table 24: Phase II Evaluation Tasks and Performance Feedback Timelines			
Phase	**Task**	**Timeline**	**Deliverables**
Phase II: Project Implementation (Years 1-5)	Site visits and integration of qualitative and quantitative data	1-2 times per year	Annual report detailing project status, challenges, accomplishments, and learning to date. Report will also summarize progress on performance measures and other outcome indicators
	Ongoing participation in Consortium and/or Community Table meetings via teleconference or site visit. Assist with the development of ongoing outcome evaluation plans for new programs/linkages.	ongoing	
	Annual review of outcomes information	annual	
	Key informant phone/site interviews/focus groups	ongoing	
	Coordination and assistance with the national	ongoing	As determined by USDOE

	evaluation		

Table 25: Phase III Evaluation Tasks and Performance Feedback Timelines			
Phase	**Task**	**Timeline**	**Deliverables**
Phase III: Lessons Learned (Year 5)	Final Site Visit	Year 5	Final project report to summarize key accomplishments and lessons learned. Detailed analysis of GPRA and other outcome data to understand project effects, duration of project effects, participation, and interactions among outcomes, and sustainability.
	Final interviews/focus groups with key informants		
	Coordination and assistance with the national evaluation		

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

key themes that illustrate the relationship of several aspects of cross-systems collaboration in a FSCS, with special emphasis on the challenges and opportunities in rural areas.

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

Competitive Preference Priority — Meeting Student Social, Emotional And Academic Needs. 5 points.

> Logan-Hocking's FSCS Plan provides outstanding evidence that the project is well designed to improve students' social, emotional, academic, and career development, with a strong focus on underserved students. By integrating evidence-based programs, creating inclusive and supportive learning environments, providing high quality career awareness, exploration and planning support, implementing multi-tiered systems of support, and prioritizing trauma-informed practices, Logan-Hocking will ensure the diverse needs of students and families are addressed comprehensively. The emphasis on collaborative leadership, family engagement, and community partnerships further strengthens the commitment to fostering a nurturing and empowering educational experience for all students, leading to improved outcomes.
>
> [Prog Req a, c, d, e . App Req b, c]

Logan-Hocking's comprehensive FSCS Plan is designed to improve students' social, emotional, academic, and career development, with a particular focus on underserved students, through the following priority areas:

Creating Supportive and Inclusive Education and Work-Based Settings: The FSCS Plan aims to create educational and work-based settings that are supportive, positive, identity-safe, and inclusive for all students, including underserved populations. By developing trusting relationships among students, educators, families, and community partners, the district seeks to foster an environment where all students feel valued, respected, and supported in their educational journey. To achieve this, Logan-Hocking has embedded various evidence-based programs and services within the Integrated Student Support pillar. These include social-emotional learning (SEL) programs such as PBIS, Second Step, EAGER, Zones of Regulation, and Leader in Me, which promote positive behavior, emotional regulation, and

interpersonal skills. They are all designed to create a positive school climate and ensure that students feel safe and supported in their learning environment.

The FSCS Coordinators at Chieftain and Green elementary schools will play a critical role in conducting targeted outreach and building relationships with families of underserved students. Home visits and engagement activities will be utilized to establish partnerships with families and involve them in their child's education. Additionally, the district's commitment to providing free breakfast and lunch to every child, as well as free afterschool snacks and dinners through Project SAFE and Chieftain Connection, ensures that students' basic needs are met, contributing to a supportive and inclusive learning environment. The Career Counselor support at the middle school and high school will extend social-emotional skill building into the development of professional skills necessary for the 21st Century workplace. Expanded relationship development with business and community partners will further enable students to engage in real world work-based learning experiences at school and in the community.

Providing Multi-Tiered Systems of Supports and Trauma-Informed Practices. The FSCS Plan includes the continuation of MTSS to address learning barriers both in and out of the classroom, with a focus on healthy development and responding to students' needs. The district's annual school improvement planning process will include a comprehensive needs and resources assessment, which allows for the identification of new or changing academic, behavioral, and social-emotional challenges faced by students. As a result of this data, district leadership and the evaluation team will ideate and implement new and/or refined programs and services which will be then incorporated into the FSCS Plan.

The FSCS Coordinators at Chieftain and Green elementaries will work closely with the Director of Student Programs and the School Climate Director to build systems of support in their schools that enables them to better understand student and family needs and assets, and implement evidence-based pipeline services and support to address those needs. In particular, they will receive training on Ohio's Student Assistance Program (SAP) Model to support students with significant risk factors, such as chronic absenteeism, social-emotional challenges, and behavioral issues. In years two - four, it will be replicated in all other schools.

Furthermore, the plan includes the establishment of School Assistance Teams (SAT) at each school, comprising representatives from community partners, school staff, and families. These teams will collaborate to design care plans for high-risk students and engage in case management. By using trauma-informed care practices, such as Ohio Handle with Care, the district aims to create a nurturing and empathetic approach to addressing students' emotional and psychological needs.

To ensure educators are equipped to support students effectively, the district will continue providing professional development on trauma-informed practices and avoiding deficit-based approaches. This includes training on recognizing and responding to students who may have experienced trauma, fostering a supportive and understanding learning environment.

Implementing Comprehensive Schoolwide Frameworks. Logan-Hocking's FSCS Plan includes the implementation of comprehensive schoolwide frameworks (SAP) to support strong and consistent student and educator relationships. The plan emphasizes the importance of developing positive relationships between students and educators as an essential element in fostering academic and social-emotional growth.

The district already has a high school level Student Advisory Group, facilitated by the superintendent, which engages students from all stakeholder groups to gain insights and collaboratively develop solutions to school-related issues. Building on this initiative, the plan outlines the creation of principal advisory groups in all elementary schools and the middle school. These groups will provide leadership and decision-making opportunities for students, ensuring their voices are heard in shaping the school environment.

Moreover, the plan emphasizes the importance of family and community engagement in supporting students' development. FSCS Coordinators will conduct targeted outreach and build relationships with families, engaging them as partners in their child's learning journey. Regular family engagement activities, such as literacy events and community forums, will foster a sense of belonging and connectedness.

In conclusion, Logan-Hocking's FSCS Plan is a comprehensive and inclusive approach designed to improve students' social, emotional, academic, and career development. By focusing on high need and underserved students and prioritizing supportive, inclusive, and trauma-informed practices, the district will create a nurturing and empowering learning environment. Through MTSS, evidence-based interventions, and collaborative leadership, Logan-Hocking seeks to ensure that all students have equitable opportunities to thrive academically and personally. By investing in strong relationships among students, educators, families, and community partners, the district aims to create a positive and inclusive school culture that prepares students for successful transitions beyond high school.

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

Logan-Hocking offers a comprehensive approach to strengthening cross-agency coordination and advancing systemic change. Logan-Hocking's FSCS Plan leverages partnerships with 33 agencies, incorporating evidence-based strategies across all four FSCS pillars. The multi-tiered system of support, collaboration through Student Assistance Teams, and involvement of families and community stakeholders demonstrate a coordinated effort to address diverse student needs comprehensively. By integrating services, expanding learning opportunities, promoting family and community engagement, and fostering collaborative leadership, the plan creates a cohesive framework that drives systemic change. This approach ensures a collective effort to improve student outcomes, emphasizing equity and transformative impact on the community.

Logan-Hocking aims to improve outcomes for underserved students by adopting a systemic, evidence-based approach that coordinates efforts with various agencies and organizations to address community violence prevention and intervention. **Table 17 on page 20 (Broadly Representative Consortium)** identifies 33 partners providing pipeline services to children and families aligned with identified gaps to be addressed through this project and encompass all four FSCS pillars: Integrated Student Support, Expanded and Enriching Learning Time and Opportunities, Active Family and Community Engagement, and Collaborative Leadership.

Under the pillar of Integrated Student Support, Logan-Hocking focuses on offsetting the impact of generational poverty and addressing academic (especially early literacy), attendance and social-emotional and mental health needs worsened by the COVID-19 pandemic. This includes providing diverse support services such as individualized learning plans, service coordination for families experiencing homelessness (Inspire Homeless Shelter), summer slide programs, mental health counseling (Hopewell Health Centers),

expanded preschool and coordination among early childhood education providers (Head Start and private childcare centers). As demonstrated by **Table 16 on page 19 (Pipeline Services by Pillar - During FSCS Implementation)** the FSCS schools will have access to 27 Integrated Student Support services and no school in the district will have less than 26 services.

The plan emphasizes strengthening its MTSS including prevention, early intervention and treatment/targeted support for high-risk students through the SAP model with embedded SAT, targeting issues like early literacy, chronic absenteeism, social-emotional skills, and behavior challenges. The SAT at each school, will comprise representatives from community partners, school staff, and families. SAP/ SAT training will be provided by the Ohio Mental Health Network for School Success through its contract with Miami University's Center for Excellence in School Based Prevention and Intervention which is funded by Ohio Department of Mental Health and Addiction Services. SAT teams will collaborate to design care plans for high-risk students and engage in case management. Furthermore, students, families and the community will be informed of and encouraged to utilize the services of the new school based health center that opens this fall at Logan High School whose startup is funded by a grant from Ohio Department of Health.

The Expanded and Enriching Learning Time and Opportunities pillar aims to provide students with a variety of learning opportunities to enhance their academic and career readiness. **Table 16 on page 19 (Pipeline Services by Pillar - During FSCS Implementation)** shows all elementary schools will have access to 12 Expanded and Enriching Learning and with the addition of the Career Counselor, the middle and high school will have 18-20 opportunities. Key elementary opportunities include expanding access to preschool and preschool play-

groups, enhancing coordination among early learning providers, continuing before and after-school programs and adding a new summer slide program (K-4). Mental health, arts, dance, and environmental education partners make Project SAFE (funded by Nita M. Lowey 21st Century Community Learning Center) an excellent opportunity for K-8 students. The high school partners with Hocking College and others for their Chieftain Connection program funded in part by the U.S. Department of Education's School Climate Transformation Grant. The district recognizes the importance of early career awareness and exploration, beginning as early as middle school, to ensure all students are well-prepared for post-secondary success. The Career Counselor will nurture relationships with Ohio Department of Job and Family Services, Workforce Area 20 and Hocking College while developing new relationships with businesses and colleges to expand career and college fairs, mentoring, work-based learning, and advanced coursework for grades 7-12.

Under the Active Family and Community Engagement pillar, Logan-Hocking promotes family involvement and community engagement to support students' educational journey. The district conducts various activities, including family literacy events, parent and caregiver orientation, and community connection events. Each of these activities includes support from partners such as Hopewell Health Centers and the Logan Library. With the addition of the school based health center this fall, the district will embark on a communication and engagement journey so families and the community at large understand how this new resource can support them. The plan also highlights outreach to families with young children and coordination with private preschools, Head Start centers and Help Me Grow to increase preschool attendance. Finally, the creation of parent/caregiver support groups to address identified needs will include collaboration with Hopewell and other community partners.

Collaborative Leadership, the fourth pillar, aims to improve decision-making and student support through partnerships and stakeholder involvement. The plan focuses on establishing SATs to work collaboratively with community partners, schools, and families to identify and address student needs. Additionally, the district plans to involve students, families, and community members in decision-making processes through advisory groups and forums.

The Logan-Hocking project demonstrates a comprehensive approach to addressing the diverse needs of underserved students and their community. By combining evidence-based strategies, braiding local, state and federal funding and coordinating efforts with various state, local and federal agencies, businesses and non-profit organizations, the district aims to improve academic achievement, well-being, and engagement among its students, ultimately preparing them for successful transitions beyond their educational journey. Through its FSCS plan, Logan-Hocking strives to provide equitable access to support and resources, promoting positive youth development and fostering a thriving learning environment for all students.

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). 5 points.

Logan-Hocking showcases a comprehensive and thoughtful approach to supporting children from preschool through grade three by incorporating developmentally appropriate practices, promoting cross-sector collaboration, prioritizing family engagement, and addressing key educational areas such as instructional alignment, academic recovery, attendance, and family involvement. FSCS Coordinators, counselors, administrators and teachers will ensure seamless transitions for children and families, foster a nurturing learning environment, and provide targeted support to address learning gaps and attendance challenges. Outreach to expand preschool and coordinate with other preschool providers will help all preschool age children successfully transition to kindergarten. FSCS Coordinators in the FSCS schools, and the SAT in the other three elementaries will connect families with support services and case management so children are attending regularly and are ready to learn. By involving families, educators, and community partners, Logan-Hocking's FSCS Plan aims to create a strong foundation for student success and academic achievement from an early age.

Logan-Hocking's FSCS Plan incorporates policies and procedures informed by developmentally appropriate practices to support cross-sector collaboration and family engagement across early learning and early elementary grades. The district aims to ensure continuity of relationships and services from preschool through grade three, leading to increased and improved educational opportunities for students. The plan includes strategies that promote early learning through early elementary grades, instructional alignment, support for educators and school leaders to promote academic recovery, effective attendance strategies, and capacity building for family engagement.

Developmentally Appropriate Practices and Cross-Sector Collaboration. Logan-Hocking's FSCS Plan recognizes the importance of developmentally appropriate practices in early learning and early elementary grades. It acknowledges that young children learn best through

play, exploration, and hands-on experiences. The district ensures that services and programs provided to preschool and elementary children align with best practices in child development, fostering a nurturing and supportive environment for young learners.

Furthermore, the plan emphasizes cross-sector collaboration to maximize the impact of services and resources. Logan-Hocking intends to deepen relationships with the two area Head Start programs, private preschools, daycare centers and community organizations, to ensure seamless transitions for children and families as they move from preschool to early elementary grades. This will include joint planning and resource-sharing to provide comprehensive support and services for students and families.

Family Engagement and Continuity of Relationships. Logan-Hocking places great importance on family engagement as a critical component of student success. The district actively involves families in decision-making processes such as development of individualized education plans (IEPs), 504 Plans and other interventions. Each elementary school has parent/caregiver orientation each year and strategically plans transition activities to help students prepare to move across grades K-4. Through the FSCS, transition activities between preschool and kindergarten will be added. Preschool administrators will also work closely with head start programs, private preschools and day care centers to ensure the successful transition of every child into kindergarten - regardless of whether or not they attend preschool. The district encourages family participation in school activities and events so last year Logan-Hocking began offering free admission to all athletic activities to every student in the district. This increased attendance and saved families over ██████. This coming school year, the program will be expanded to all events including arts and music performances.

By establishing strong partnerships with families, Logan-Hocking seeks to create a supportive network that fosters continuity of relationships and services from preschool through grade three. The district understands that when families are engaged and supported, students are more likely to have positive learning experiences and achieve academic success. FSCS Coordinators and counselors are the glue that holds this together and this grant will enable Logan-Hocking to move forward on its goal of one FTE counselor in every elementary school.

Early Learning through Early Elementary Grades Instructional Alignment. The FSCS Plan recognizes the significance of instructional alignment between early learning and early elementary grades. Logan-Hocking ensures that the curriculum and teaching practices are coherent and interconnected, allowing for a smooth transition for students as they move from preschool to kindergarten and beyond. The district supports educators with professional development opportunities to strengthen their understanding of developmentally appropriate practices and foster continuity in learning experiences. All preschool staff are district employees and receive the same pay and quality of professional development that K-12 educators receive. By aligning instruction, Logan-Hocking aims to enhance educational opportunities for students and promote academic growth.

Educator and School Leader Support for Academic Recovery. The FSCS Plan emphasizes the need to provide support for educators and school leaders to address academic recovery for students who may have faced challenges during the COVID-19 pandemic. Logan-Hocking acknowledges that many children have experienced learning gaps and aims to implement strategies that facilitate their academic progress. The district offers targeted professional development for educators to enhance their instructional practices and implement interventions tailored to the specific needs of students in early learning and early elementary

grades. Through the FSCS grant Logan-Hocking intends to add additional preschool play groups so young children and their families can discover the power of early learning and a new K-4 summer slide program to address learning gaps while building strong social-emotional skills. FSCS Coordinators will also support preschool staff in reaching out to current and potential families to engage them in early learning.

Promotion of Effective Attendance Strategies. Attendance is a crucial factor in ensuring educational success. Logan-Hocking recognizes the importance of promoting effective attendance strategies in early learning and early elementary grades. The district collaborates with families and community partners to identify and address barriers to regular school attendance. The new SAT teams will provide wraparound support to students and families struggling with attendance which will help address the root causes of poor attendance. The FSCS Coordinators will engage families and make home visits to promote positive attendance to foster a culture of consistent school attendance from an early age, thus setting a strong foundation for students' educational journey.

Capacity Building for Effective Family Engagement. The FSCS Plan places a strong emphasis on capacity building to promote effective family engagement for students in early learning and early elementary grades. This will be a primary focus of the FSCS Coordinators. Logan-Hocking regularly provides resources and training opportunities for educators and school leaders to enhance their skills in building positive relationships with families. The district is committed to working with community partners to offer new workshops, topic based forums and support services for parents and caregivers, empowering them to actively participate in their child's education and development. The FSCS Coordinators will specifically reach out to families of young children to understand their needs and how the school can support them.

The superintendent's Parent Advisory Group includes parents/caregivers of young children so their views are also taken into consideration when making decisions. The new school based health center will provide easy access to vaccinations and primary care services so children enter school healthy and ready to learn.

In conclusion, Logan-Hocking's FSCS Plan showcases a comprehensive and thoughtful approach to support preschool and elementary children, families, and programs. By implementing developmentally appropriate practices, promoting cross-sector collaboration, and prioritizing family engagement, the district ensures continuity of relationships and services from preschool through grade three. The focus on instructional alignment, academic recovery support, attendance strategies, and family engagement capacity building aims to increase and improve educational opportunities for students. With these strategies in place, Logan-Hocking strives to create a nurturing and inclusive learning environment that sets the stage for student success and achievement from an early age.