

**City of Orange Proposal to the
U.S. Department of Education
University Assisted Full Service Community Schools Program**

Program Narrative

1. Quality of Project Design

a. Description of the students, students' family members, and community

MSU is proposing to implement a University Assisted Full Service Community School (UAFSCS) program to serve young people and their families that live in the City of Orange, New Jersey. We are targeting all 1,145 students at Rosa Parks and Oakwood, family members of 25% of the students (286), and 50 community members. Residents in our community have faced great challenges for many years – Orange was already a struggling community when, in the 1960s I-280 was constructed right through the City, demolishing established neighborhoods, displacing families, and dividing the City in two. At the same time, the effects of the Newark race riots rippled west, causing tension and displacement among Orange's population. The City has never recovered. The government is troubled – last year the City Council sued the mayor and other officials, resulting in fines of \$1,000 per day for the city, which was already in dire financial straits. In 2010 and again in 2012 the Orange Public Library was forced to close because extensive structural issues, leaving Orange as the only city in New Jersey where no library services were offered. The local YWCA, located in Orange, was recently forced to close, with little notice to the community. And unlike other NJ communities, there are no major corporations or businesses located in the township, so there is limited private sector assistance.

Residents of Orange need more. 93.8% of community residents are black or Hispanic (75.5% black and 18.3% Hispanic), nearly triple the state rate of 31.6% (13.5% black and 18.1%

Hispanic).¹ Jobs are scarce – the Orange unemployment rate of 10.99% ranks it the 21st highest out of all 524 communities in NJ.² Many families face nearly all the conditions that research has found create a higher likelihood of undesirable life outcomes for their children, including:

- **Low Family Income:** Despite the high cost of living, the median household income in Orange is only \$32,609, less than half the state median of \$70,062. A full 25.0% of the population lives below the poverty line, compared to a state rate of 10.5%. 20.8% of households received food stamps/SNAP benefits in the last 12 months; the state rate is 8.0%.³
- **Education:** Only 19.9% of community residents have a B.A. degree, well below the 35.8% state average. 20.7% does not even have a high school degree. Since many high school dropouts do not have specialized skills and hold entry-level jobs, they are extremely vulnerable to a continuing cycle of unemployment and poverty.
- **Gangs:** The gang presence in Orange is overwhelming. Of the more than 500 communities in NJ, Orange has the sixth highest number of gang members, behind only the MUCH larger cities of Newark, Trenton, Paterson, Plainfield and Irvington. 685 gang members live in the community, more than double the per capita gang member rate of Newark. There are 22 gangs in Orange, with 4 that have more than 100 members; the average gang size in the state is 16 members. Three gangs are involved in the entire distribution chain of marijuana, cocaine and heroin. Sex Money Murder has made threats against public officials; G-Shine/Gangster Killer Bloods has made such threats and assaulted law enforcement.
- **Immigrant Population:** 36.3% of Orange residents were born in other countries; 35.2% speak a language other than English at home. Many immigrant community members have

¹ U.S. Census, Selected Demographic Characteristics, 2010-2012 American Community Survey 3-Year Estimates.

² <http://zipatlas.com/us/nj/city-comparison/unemployment-rate.htm>.

³ U.S. Census, Selected Economic Characteristics, 2010-2012 American Community Survey 3-Year Estimates.

experienced traumatic loss/bereavement, community violence, domestic violence, and/or physical abuse. Many are undocumented. Others have had limited education in their native countries, and continue to struggle with English, making it hard for them to pursue education or career goals, or support their children in school.

Growing up in this high-risk environment has grave consequences for students at Rosa Parks and Oakwood. Rosa Parks has total enrollment of 867; 57.4% of students at the school are Black/African American, and 42.3% are Hispanic. 12% of students at the school have disabilities, and 21% are limited English proficient. 90% of students are eligible for free/reduced price lunch. Similarly, at Oakwood, 90% of its 278 students are eligible for free or reduced price lunch; 86.7% of students are Black/African American, and 12.6% are Hispanic. 20% of students have disabilities, and 3% are limited English proficient. Challenges these schools face include:

- **Academic Performance:** Rosa Parks is a “Focus” school; meaning it is one of the lowest performing schools in the state. In 2012-2013 it met only 8% of its academic achievement targets, and 0% of its college and career readiness targets. Oakwood did not fare much better, meeting 13% of its academic achievement targets and, again, 0% of its college and career readiness targets. Neither school met ANY of its NCLB Progress Targets in Language Arts, and only one in Math. At both schools, test scores lag significantly behind state averages:⁴
- **Student Poverty:** At both schools 90% of students are “economically disadvantaged,” nearly triple the state rate of 32%, indicating a high number of families who struggle to make ends meet and have few resources available for their children.⁵
- **Student Mobility Rate:** At both target schools, student mobility rates are highly troubling. At Rosa Parks, the student mobility rate is 11.1%, while at Oakwood it soars to 19.8%.

⁴ State of NJ, NJ School Performance Report, Orange, Oakwood and Rosa Parks Schools.

⁵ Ibid.

Research indicates that frequent school changes have a cumulative affect on students' achievement that can place them as much as a year behind their peers.⁶ Students changing schools frequently are also at greater risk of dropping out.⁷

- **Student Behavior:** 6.8% of Oakwood students were suspended from school in 2012-2013, up from 2.9% the year before.⁸ Teachers report constant behavioral problems from a large number of students, making learning more difficult for all students.

It is imperative that we provide additional resources to these students NOW, before they move on to Orange Preparatory Academy, which serves grades 8-9; in 2012-2013, only 33% of students were proficient in math, 27% showed chronic absenteeism, and 11.7% were suspended.

b. The eligible services to be provided or coordinated

To develop this UAFSCS program, MSU has worked closely with the Orange Schools to determine what is most needed by students and families. In 2013 we concluded a comprehensive needs assessment of the Oakwood Avenue Community School. After a thorough review of data, meetings with principals, school staff, parents and students, we have developed a comprehensive program that will complement existing services and help our students and families achieve more:

- i. **High Quality Early Learning:** The Orange Schools, in partnership with the local Head Start and several private providers, offers universal pre-kindergarten services to all three and four year olds in the City of Orange. Orange has 57 preschool classrooms in public school buildings, Head Start Centers and private community organizations. 98% of Orange three and

⁶ Kerbow, D., "Patterns of Urban Student Mobility and Local School Reform" Journal of Education for Students Placed at Risk, 1(2), 1996.

⁷ Rumberger, R.W., and Larson, K.A., "Student Mobility and the Increased Risk of High School Dropout," American Journal of Education, 107(1), pp. 1-35, 1998.

⁸ State of NJ, NJ School Performance Report 2012-2013, 2011-2012, City of Orange, Oakwood School.

four-year-olds are enrolled in full-day preschool, well above the state's 28% rate. All preschool classes use the highly effective HighScope curriculum.⁹

Children ages 0 to 2 are also provided with high quality services; there are 55 institutional slots for infant/toddlers in the City of Orange. These children are served by a number of local providers. As part of our proposed UAFSCS, we intend to work with ASun Star Consulting, Inc. to provide a Parent Linking Program (PLP) that will offer in-school support to pregnant and parenting adolescents pursuing their high school education. The program consists of 3 sessions offered 3 times a week for 30 weeks. Classes will address topics such as healthy living, utilizing local resources, parenting and career planning. Family outings on weekends and childcare referrals are a part of the program.

ii. Remedial Education aligned with Academic Supports and Other Enrichment Activities:

Currently, MSU provides academic support during the school day at Rosa Parks and Oakwood through its Education, Environment and Community Outreach Program AmeriCorps (EECO), which provides the schools with 14 trained AmeriCorps members that offer academic assistance using evidence-based instructional programs in literacy and math, and teach environmental education in conjunction with the MSU School of Conservation.

MSU also manages an afterschool program at both schools that provides remedial education and support three days per week from 3:00-4:30. The program is staffed by school day teachers, 14 AmeriCorps members, and an additional 20 MSU Bonner Leader AmeriCorps members who are trained to provide academic assistance and social/emotional support to young people. The program is strongly linked to the school day curriculum. The Orange Schools recently submitted

⁹ Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The HighScope Perry Preschool study through age 40*. (Monographs of the HighScope Educational Research Foundation, 14). Ypsilanti, MI: HighScope Press.

an application to the NJ Department of Education to expand this afterschool program to serve 300 students, and focus it around an arts theme.

As part of this FSCS proposal, we are proposing to extend the afterschool day until 5:30, add Friday Club programming, and provide additional enriching activities. We plan to implement the MicroSociety program, which creates a microcosm of the real world inside the school. Each student has a role; young entrepreneurs produce goods and services, elected officials establish laws, judges arbitrate disputes, and reporters track down stories. MicroSociety helps students develop higher-order thinking skills through hands-on, project-based activities.

In addition, we are proposing to add an arts component to the afterschool program. At Oakwood, we would expand our El Sistema strings program, which currently serves students in grades K-3 during the school day. El Sistema was developed in the 1970's in Venezuela to fight poverty and promote community development and social change through music. At Rosa Parks, Valley Arts, an umbrella organization for arts programming, will offer theater, visual arts, and music education programs. These arts activities will complement the existing Saturday Arts program run by the Orange Schools, which offers visual arts, music and dance.

The Orange Public Library will also offer activities for students at our two schools. Groups of students will travel to the library to engage in a STEM program that includes learning how to create video games, and another that addresses literacy and research. All students in the program will also obtain library cards.

iii. Family Engagement: As part of our community school model, Rising Tide Capital offers workshops that provide hands-on training and the development of management skills essential to starting and running a successful business. MSU also offers Family Learning Events that use hands-on learning to explore math, science and literacy; for example, in “Creepy Crawlies”

families make model insects and experiment with camouflage. The Orange Schools offer monthly Family Math, Literacy and Science Nights where parents and children work together to explore academic areas through fun and engaging activities. The School District also offers other family activities such as Open Houses, art shows, concerts, science fairs and Career Days.

Over the years, both Rosa Parks and Oakwood have provided additional family engagement programs that have subsequently been eliminated because of lack of funding. If awarded this grant, we would reestablish programs that have worked well in the past, including the Latino Family Literacy Project. This program trains teachers in strategies to promote ELL family involvement, family reading, English vocabulary and early college awareness.

For three years, program partner Jewish Vocational Services of MetroWest New Jersey (JVS) offered adult ESL classes in the mornings and the evenings to adults in the community. Each year, all classes filled up quickly, and had waiting lists. We plan to offer these ESL classes again, and open them to the community. We will also establish a GED program run by JVS; the Orange Schools will apply to have Rosa Parks and Oakwood become GED Testing Centers.

To tie these services together, we plan to train one AmeriCorps member at each school as a Family Liaison. S/he will be responsible for direct outreach to parents, developing relationships with social service providers, creating a schedule of family workshops, evaluating family program results, and compiling a binder that includes information about available services.

iv. Mentoring and other youth development programs: Among their other duties, MSU AmeriCorps members will serve as mentors to students at the two schools, providing guidance on critical issues that young people face. The ASun Star program addressed above will also mentor pregnant and parenting teens. In addition, we plan to re-institute our previously successful Family Advocacy Program. Through this program, each member of the school

community who works with children is assigned a group of 10-15 children and their families. The staff/family relationship lasts the entire time the student attends the school, so that the key adults in each student's life have ongoing contact with one another, communicating about the student's academic and personal needs. Thirty minutes per week are set aside as Family Advocacy Time; Family Advocates also lead at least two meetings each year with each student and parents, communicate with each family at least monthly, and help faculty and staff work effectively with each student. Before it was cut, this program was very popular and effective.

v. Community Services and Service Learning: Service Learning will be a major part of our UAFSCS program. MSU is a leader in implementing service programs; we currently hold an AmeriCorps grant through the NJ Commission on National and Community service that provides us with 20 EECO AmeriCorps members, and also host a Bonner Leader AmeriCorps program of 30 Bonner Leaders. These AmeriCorps members and Bonner Leaders will work with students to implement a comprehensive service-learning program. Students will help determine service-learning projects, which will be tied to community needs. For example, since Orange faces a gang problem, students will work together to develop a Gang Awareness Assembly Program to educate other members of the school community about the realities of gang life and alternatives.

In addition, certain service projects will be coordinated with arts organizations in the community; a 15-block area of the city has been transformed into the Valley Arts District, which offers annual festivals, gallery shows, public art installations, neighborhood beautification projects, and a young artist design studio. To bring students closer to this artistic community, we will engage in the City Mural Project as well as several other arts-related service activities.

Other service opportunities will include Citywide Clean Sweep Day, Dr. Seuss Read-A-Long at the Orange Public Library, and visits to assisted living & nursing homes. In addition, students

will develop service projects related to three national days of service: September 11 National Day of Service & Remembrance, MLK Jr. Day of Service, and Global and Youth Service Day.

vi. Assistance to Students who are Chronically Absent, Truant, Suspended or Expelled: As part of our proposed UAFSCS program, we are planning to implement a Balance Center, a unique behavior modification program that has been piloted by program partner Children's Aid Society. Balance Centers will be established in both schools; these serve as a quiet place for children to remove themselves from the daily pressures of a hectic environment, talk about feelings and actions, and learn improved ways of managing problems. Using the evidence-based *Adventures in Peace-Making* curriculum, Balance Center facilitators work with students individually or in small groups to help them understand the inappropriate nature of their actions, and how they can better engage and respond to situations in the future; facilitators also reach out to parents. Balance Center services will be coordinated with traditional school counseling.

To deter gang involvement, the City of Orange/Orange Police will provide their Circle of Excellence Program, which includes gang awareness and youth development projects. The mission of the program is to work together with youth and families to stop violence and keep the communities safe. The leadership program is designed to bring young people together to experience hands-on activities, give back to their communities, build positive relationships with peers, and develop communication skills and leadership. Additional activities include a STEM-related after school program, job opportunities, a community choir, and a summer academy.

Additionally, strategies addressed above, including mentoring, service-learning and afterschool opportunities, have all been identified as effective strategies to combat truancy and

misbehavior, and improve student achievement.¹⁰ Our Family Advocacy Program and the Family Liaisons, described above, will also help combat truancy by working on factors in the home.

vii. Job Training and Career Counseling: For the last three years, MSU has run the Financial Education Corp., a program through which Junior Achievement of New Jersey (“JA”) has trained Bonner Leaders in their curriculum that is designed to educate students about business, economics and free enterprise. This program was funded by Capital One for three years; unfortunately, funding ends this spring. Using resources from this grant, we would re-establish this program in our schools, expanding grades we serve. As a result of the FEC, participating students will develop skills and strategies that promote personal and financial responsibility.

In addition, the MicroSociety program described above will help young people better understand a variety of careers, ranging from entrepreneur to politician to doctor.

Family members and other adults will have the opportunity to participate in career-related activities at our high schools that include networking training, graphic arts, culinary arts, film-making and television production. Adult education will also be offered by Rising Tide Capital, which will offers workshops and one-on-one support that address the management skills essential to starting and running a successful business. As discussed further below, JVS will offer GED and Tier II ESL, which is geared towards developing language skills to obtain and retain a job. The MSU Center for Career Services and Cooperative Education will also offer career planning and job-hunting workshops to parents. UAFSCS staff will also refer parents to other organizations that provide job training assistance, such as the Essex County One-Stop Career Center, Urban League of Essex County, and the East Orange Family Success Center.

¹⁰ Smink, J, D. Ed., Reimer, Mary S., PhD., National Drop Out Prevention Center, Clemson University, 15 Effective Strategies for Improving Student Attendance and Truancy Prevention, May 2005.

viii. Nutrition Services and Physical Activities: Outreach Clinical Services, LLC, will provide nutritional education and counseling to students and families at Rosa Parks and Oakwood. Topics to be addressed include: Food Groups; Making Breakfast Count; Cafeteria Connections; Dietary Assessment; Shopping Tips; Reading Labels; Portion Size; Hunger/Fullness Scale; Drinking Water; Exercise and Nutrition; Menu Planning; Media Messages; and Body Image. Individual counseling services are also available to students and families.

MSU Campus Recreation and sports teams will offer sports and fitness clinics to. On Fridays, the afterschool programs will offer clubs that include health, fitness and sports activities. We will survey students to determine the sports they most want; possibilities include basketball, soccer, flag football, dance, yoga, and step, as well as Wii Sports and culinary arts. The MSU Recreation Center will conduct a Field Day and a sporting event at each of the two schools.

MSU also offers a number of 4-credit courses that include a required service-learning component. Students in these classes offered by the MSU Departments of Family & Child Studies and Health and Nutrition Sciences will provide workshops on nutrition to both students and their families, and help the schools develop health fairs open to the community.

ix. Primary Health and Dental Care: Orange Schools is already working with Outreach Clinical Services, LLC (OCS) to establish a clinic at Oakwood; OCS is currently an integral partner in the highly successful FSCS grant operating in Paterson, New Jersey. The Oakwood program is expected to begin operations in Fall 2014, and serve 50 children. With support from this grant, however, we would expand the capacity of the Oakwood Clinic to serve provide services to all students in the school, and their siblings. In addition, we would establish a clinic at Rosa Parks that would provide the same services to all students and families at that school.

x. Programs that Promote Social Service Programs Family Financial Stability: Program partner HOME Corp will offer a series of financial counseling workshops to UAFSCS parents and families. These include HUD-Certified First Time Homebuyer Seminars; Credit Counseling seminars and individual counseling; Foreclosure Prevention/Intervention; Savings Programs & Incentives; and Landlord Tenant Counseling.

Additional MSU partners in this grant, including AStar Sun Consulting, Inc., JVS and Outreach Clinical Services have all agreed to accept referrals from families in need of social services. In addition, our community schools already have relationships with other organizations, such as Essex County One-Stop Career Center, Urban League of Essex County, and the East Orange Family Success Center, who accept referrals. Each of our experienced Site Coordinators, working with the Family Liaison, will offer “office hours” where families can come to discuss their needs and receive referrals. The Family Liaison will regularly follow up to ensure families pursue needed services and help them overcome barriers, such as childcare or transportation.

xi. Mental Health Services: Outreach Clinical Services, LLC provides mental health services and referrals as part of its operations. Services will include individual and group health counseling, crisis intervention, suicide and depression screenings, and referrals.

xii. Adult Education and Literacy including ESL: For three years, JVS provided tiered Adult ESL classes to families at Rosa Parks and Oakwood. Tier 1 was for adults who spoke virtually no English; these participants received intensive language instruction and practice. Tier 2 students had some English language skills; these students received additional language instruction that was centered around job readiness. Demand for these classes was extremely strong, with waiting lists for both tiers. Unfortunately, the grant that funded these services ended, and the classes were discontinued. Upon receipt of this grant, we would re-institute these adult

ESL classes with JVS. We also plan to implement GED classes, also offered by JVS. Rosa Parks and Oakwood plan to apply to become GED Testing Centers.

In addition, the Site Coordinators at both schools will provide workshops to parents that address a variety of their needs – these will include How to Advocate for your Child, Positive Parenting, Understanding the Core Curriculum, and more.

In sum, these are the services currently offered and those to be provided:

MSU University-Assisted Full Service Community School Activities		
<i>Category</i>	<i>Current Programs</i>	<i>Programs to be Added</i>
Early Childhood Education	Orange Public Schools Universal Pre-kindergarten	Parent Linking Program
Remedial Education aligned with Academic Supports and Enrichment Activities	AmeriCorps during School Day	MicroSociety
	MSU-run Afterschool Program	El Sistema
	Saturday Arts Program	Additional Visual and Performing Arts
Family Engagement	Rising Tide Capital Management Workshops	Latino Family Literacy
	MSU Family Learning Events	Family Liaison
	Orange Schools Family Events	ESL
		GED
Mentoring	AmeriCorps	Family Advocacy
		Parent Linking Program
Community Service	AmeriCorps	Expansion of AmeriCorps activities
Assistance to Students who are Chronically Absent, Truant, Suspended or Expelled		Balance Center
		Circle of Excellence
Job/Career	Rising Tide Capital Management	Junior Achievement
		Micro Society
		Financial Education Corp.
		ESL
		GED
		Orange High School Activities Referrals
Nutrition		Outreach Clinical Services
		Afterschool Sports & Fitness
		Workshops by trained MSU Service Learning Students
Medical	Outreach Clinical Services	Expansion of Outreach

		Clinical Services
Financial Stability	Rising Tide Capital Management	Financial Education Corp.
		HomeCorp Workshops
		Junior Achievement
Mental Health	Outreach Clinical Services	Expansion of Outreach Clinical Services
Adult Education		GED
		ESL
		Site Coordinator Workshops
		HOME Corp Workshops
Training for the Above		Children’s Aid Society,
		Network for Educational renewal

c. The potential for the incorporation into ongoing work beyond the end of the grant

MSU is applying for assistance in creating a UAFSCS program, with the ultimate goal of firmly cementing a long-term relationship between MSU and the Orange Schools that will benefit both partners, and the community, over time. MSU is committed to Orange; we are an “anchor institution” in the community. Anchor institutions can serve the same function that large manufacturers played in the past, acting as powerful economic engines to drive growth within urban cities. MSU is committed to fostering this growth and revitalizing our community; in fact, MSU representatives are members of the national Anchor Institutions Task Force.

MSU began working with the Orange Community Schools in 2010; we have conducted a community needs assessment, instituted capacity building measures, and identified and assembled key group of stakeholders, and provided an academic afterschool program and AmeriCorps members to support school day learning. This five-year grant will help MSU advance into the next phase of partnership with the City of Orange and the Orange Schools, where we fully implement a strategy that best utilizes the University's academic, research, and outreach resources to benefit the community. Departments, units, and programs from across campus have expertise that can be used to address the identified needs of our target schools. For

example, the Counseling and Educational Leadership Departments from the MSU College of Education and Human Services could implement school counseling or community mental health counseling interventions, while the Department of Family and Child Studies can implement interventions that address ELL or early childhood education. The Center for Child Advocacy, the Center for Research and Evaluation in Education and Human Services, and the Center of Pedagogy can assess, train, and conduct research in areas pertaining to education, social/emotional health, and school climate that can continuously improve our UAFSCS.

In addition, the John J. Cali School of Music is already in partnership with Oakwood Avenue School and helped develop an after-school strings program for K-2 students. The USFSCS project will also benefit from robust student engagement through the Center for Student Involvement and its Volunteer Resource Center, the Service-Learning and Community Engagement Program and its Bonner Leader and EECO AmeriCorps programs, and many community-based research projects, internships, and co-op programs.

d. The extent to which the project will integrate with or build on similar or related efforts

Long in decline, the City of Orange is poised for a rebirth. Orange is home to an array of community organizations that are wholly committed to revitalizing the City. This on-going process has resulted in the development and adoption of two Department of Community Affairs-approved neighborhood plans to stabilize and revitalize the City. HANDS' Valley Plan became the first in the state to receive Neighborhood Revitalization Tax Credit funds; together the two projects have received a total of \$7,250,000 in such funds. One result of this funding was the transformation of a 15-block area into the Valley Arts District. ValleyArts, a community organization, continues to develop the area, using funding contributed by JPMorgan Chase, The Geraldine R. Dodge Foundation, New Jersey State Council on the Arts, Wells Fargo Regional

Foundation, and others. We intend to build on these funding sources.

Efforts to improve the community are continuous; for example, just last month the Orange Housing Development broke ground on new affordable housing units one block from Oakwood. This initiative is supported by \$1.35 million in CDBG Disaster Relief funds, \$560,000 from the Essex County Neighborhood Stabilization program, and equity from the Orange Housing Development Corporation. Other recent efforts to revitalize the community include the creation of the new College Park, which was funded through the State of New Jersey Green Acres program. A \$600,000 loan from the Green Acres program provided improvements to Central Playground, Colgate Playground, Metcalf Park and Alden Street Park. The City has also recently established the Mayor's Office of Employment and Training, which secures jobs for teens and young adults, and an internship program at the Police Department.

Transforming the community, however, cannot be complete without addressing the educational needs of children and families. In fact, the most recent neighborhood revitalization plan – the “Heart of Orange Plan” - places the enhancement of educational opportunities throughout Orange as one of its top five priorities, and specifically addresses the expansion of community schools. These schools can leverage the funds that have already been contributed to the community to provide additional opportunities for children.

The Orange School District began this transformative process in 2009 when it adopted the community schools model. To support this model, the JP Morgan Chase Foundation committed \$1 million over 5 years, and the Orange Schools committed \$500,000 over 5 years. In addition, the Orange Schools applied to the NJ Department of Education for a 21st Century Community Learning Center in the amount of \$500,000 per year for five years to expand the afterschool and summer camp portions of our community schools. Partners in the community

schools provide additional services and funding; for example, MSU provides staff, equipment and the services of young people through AmeriCorps programs and its Service Learning Program. Together, these programs provide the community schools with services valued at approximately \$250,000. The UAFSCS model will integrate and build on this existing funding.

The UAFSCS program will also build on a new funding stream generated by the establishment of a School-based Health Center operated by Outreach Clinical Services, LLC. OCS will provide medical, dental and mental health services, maximizing students' ability to learn during the school day. The health centers will be largely funded through reimbursement from Medicaid or private managed care plans. In addition, OCS is converting to a Management Services Organization, which will allow it to provide fee-based billing and reimbursement services to the health professionals that are charging insurances.

2. Adequacy of Resources

a. The adequacy of support, including facilities, equipment, supplies

MSU and the program partners are fully committed to this project. MSU is providing senior administrative staff at no charge to the grant, as well as 10 Bonner scholars who will provide services during the school day and after school. It has also committed to harnessing the resources of the university, which currently includes 6 colleges, 5 institutes, and 29 centers. Experienced staff members will work with schools and staff to help them develop new strategies to maximize positive effects on young people and the community. Students will also have the opportunity to visit the MSU campus; for many this will be their first college exposure.

The Orange Schools will provide the program with full access to the Rosa Parks and Oakwood school buildings, including classrooms, gyms, cafeterias, auditorium, art rooms, tech labs and outdoor space, art rooms, tech labs, cafeterias, and auditoriums. The schools will also provide us with space for parent workshops and special activities in the evenings and on

weekends. Each school has already designated office space for each Site Coordinator, and identified a space to be converted into a health clinic. The schools have agreed to provide access to equipment, supplies and curricular materials, support of their parent liaisons and secretarial staff, and teacher cooperation. Principals have agreed to participate in weekly Leadership Team meetings, and monthly Advisory Council meetings. The School District is providing security and custodial services at no cost to this grant.

Each partner in this grant is committed to extending its services into the target schools. They have agreed to provide staff, training, equipment, and supplies to support the UAFSCS program, attend Advisory Committee meetings, and cooperate with the evaluation. Many will also participate in the Steering Committee, helping to develop long-term program policy.

b. The relevance and demonstrated commitment of each partner

Throughout its history, MSU has been committed to public scholarship, civic engagement, and service-learning as a way of fulfilling the University's role as a catalyst for discovery and teaching for the public good. Each year, MSU faculty, staff and students partner with governmental agencies, non-profit organizations, public schools, and charitable organizations. Much of MSU's community engagement work is targeted to address critical community needs that are aligned with the goals of full service community schools. For example, MSU partners with the Newark Public Schools to improve academic achievement of low-income children. MSU also has partnerships with Montclair, Little Falls and Clifton, and other townships.

Through its Service-Learning and Community Engagement Program, MSU has partnered with the Orange Schools since 2010. This partnership includes multiple service-learning courses; a financial literacy program, funded by Capital One and operated in conjunction with our Bonner Leader AmeriCorps program; and our EECO AmeriCorps program, which currently has 11 full-

time AmeriCorps members providing instructional support in-class in math and literacy, and support for out-of-school time programs. This partnership represents a significant investment of time, human resources and funding, totaling more than \$250,000 from various sponsored programs. Additionally, through its College of Science and Math, MSU partners with Orange on a teacher leadership program that helps K-12 science teachers further develop their teaching skills and the Woodrow Wilson Teaching Fellow Program, and innovative, 12-month apprenticeship program for individuals committed to teaching math or science in an urban school.

The Orange Schools are similarly committed to this program. Superintendent ----- has extensive experience in finance, instruction, facilities and governance, and is committed to addressing Orange's poor academic performance. "We need to raise the bar and the expectation of students at all grade levels," he has said, "not just in high school when they are taking tests." -- ----- is supported by a strong Board of Education, as well as committed staff members such as -- -----, Director of Special Programs, who will oversee this project on behalf of Orange Schools. The Orange School's stellar financial practices will contribute to the success of the program; in 2010, the Association of School Business Officials awarded the District a Certificate of Achievement for Excellence in Financial Reporting, the second time the District has been so honored. The Orange Schools are committed to the community school model – they have already converted Rosa Parks and Oakwood to community schools, and intend to convert their other schools over time. The district has already reached out to the Children's Aid Society for support in making this conversion, and will continue to use CAS services.

Each program partner is committed to the City of Orange, its children and families. Each has worked in the community in the past, and developed relationships that will enable them to succeed in this project. They are contributing staff, supplies, materials and curriculum.

c. The extent to which costs are reasonable

Given the goals and objectives of our program and the needs of Orange residents, we believe our costs are extremely reasonable. In year 1, we will serve all 1,145 students at Rosa Parks and Oakwood, plus 20% (229) of their family members and 25 community residents at a cost of \$497,156, or a per person cost of \$355.37. 16% of costs will cover the medical clinic. Building on first year program successes and publicity, we estimate that in subsequent years we will serve an increased number of families and communities residents, as follows:

Year 2: 1,145 students, 25% of the family members (286) and 50 community residents for a total of 1,481 individuals served at a per person cost of \$335.40;

Year 3: 1,145 students, 30% of the family members (344) and 75 community residents for a total of 1,564 individuals served at a per person cost of \$319.70;

Year 4: 1,145 students, 35% of the family members (401) and 100 community residents for a total of 1,646 individuals served at a per person cost of \$303.15;

Year 5: 1,145 students, 40% of the family members (458) and 125 community residents for a total of 1,728 individuals served at a per person cost of \$287.96;

Considering that the Orange Public Schools spend over \$15,000 per student each year, it appears to be an economical and wise investment at to spend an average of \$320 per person for: an in-school clinic with medical, dental and mental health services; in-school academic assistance; an afterschool program; early childhood education services; mentoring; gang awareness; behavioral supports; career awareness and job training; community service; financial literacy; adult education; fitness, and nutrition programs; family nights; and the arts.

2. Quality of Management Plan

a. The extent to which the proposed project consists of a comprehensive plan

The Orange Community Schools Initiative currently maintains an a Steering Committee comprised of the following individuals: -----, Superintendent of Orange Public Schools; -----, Director of Special Programs, Orange Public Schools; -----, Executive Director, HANDS, Inc.; Bryan Murdock, Director MSU, Service-Learning and Community Engagement; -----, Associate Director, Netter Center for Community Partnerships, University of Pennsylvania; Children’s Aid Society’s -----; Amanda Birnbaum, MSU, Chair of Health and Nutrition Sciences; -----, MSU, Counseling and Educational Leadership; -----, MSU Project Coordinator, Orange Community School Initiative; -----, MSU, Professor of Anthropology; and -----, MSU, Professor of Communication Studies. If awarded the FSCS grant, we plan to add Mayor’s Office representative -----; Outreach Clinical Services Director -----; Valley Arts President -----; JVS Interim Co-Executive Director -----; Orange Public Library Director Timur Davis; and 1-3 parents.

The Steering Committee will meet monthly during program start-up, then meet on a quarterly basis thereafter. Steering Committee responsibilities will include: setting overall program direction, goals and objectives; assisting in scaling-up the initiative by utilizing research-based best practices; providing on-going technical assistance; setting up “working parties” to address identified issues; establishing a “Funders Sub-Committee” that will meet at least quarterly; identifying and recruiting new program partners; participating in the evaluation; conducting regular self-evaluations and applying outcomes in real time; participating in Theory of Change workshops; promoting and publicizing the program; and identifying resources. The Steering Committee will also host an Annual Meeting open to the community where it will provide data on project outcomes, request feedback from the community, ask the community about unresolved needs; and discuss suggested changes to the UAFSCS model.

In addition to the Steering Committee, each community school will also maintain a school-specific Advisory Committee that provides advice, reviews data, assesses progress, provides feedback and adapts our program plan as necessary. The UAFSCS Advisory Committee at each school will include representatives from MSU and the Orange Schools, school principals, a representative of each program partner, a minimum of two parents, and community members. One member of the Advisory Committee will serve as chair. The Advisory Committees will meet weekly during program start-up, and once per month after the program is established.

The UAFSCS program will be managed by a full time Project Coordinator who will work closely and plan jointly with the school principals. The Coordinator will also reach out to school day staff and attend leadership meetings to align the program components with school day curricula. She will work closely with program partners, and bring additional partners and community resources into the UAFSCS program. She will participate in the Steering and Advisory Committees; supervise site coordinators; assist with the staff orientation, training and professional development; and reach out to local families and community members.

Additional responsibility for program implementation at each school will lie in its Site Coordinator, who will report to the Project Director. However, each Site Coordinator will also have a reporting relationship to the school principal; she will work closely with the principal to jointly plan and implement the UAFSCS model. Each Site Coordinator will also work to link all aspects of the USFSCS to the needs of the community it serves, offering and adapting programming as these needs change. He or she will with develop relationships with key school day staff to facilitate a seamless day of classes and activities. Each Site Coordinator will also: seek input from teachers, school staff, parents, and students to determine ongoing needs of students and families; identify and recruit individuals and organizations to offer programs and

services; work with the Advisory Committee to determine hours of operation, security and transportation needs; develop and coordinate a schedule of programs and activities; implement and maintain a process that encourages referrals to programs and services; facilitate cross-referral of students and families between service providers; facilitate ongoing communication between service providers, teachers, parents and students; and host staff meetings to ensure staff understand the mission and vision of the project and administrative and teaching requirements.

The UAFSCS Site Coordinators will meet weekly with the Project Director to ensure that program is proceeding as planned, and is working towards stated outcomes.

b. The qualifications of the coordinator and other key project personnel

----- will serve as the Project Coordinator. She held this position in 2013-2014, overseeing all aspects of the community schools initiative, supervising site coordinators, coordinating planning meetings with school principals, developing and maintaining relational networks and partnerships between the MSU and community schools, assisting with the AmeriCorps training, developing partnerships between organizations and community schools, and integrating partner services into the community schools. She has a B.A. with high honors from Mount Holyoke University, and an M.A. from Teachers College, Columbia University.

----- will serve as the Site Coordinator at the Oakwood site. She has been Community School Director since October 2011; she has coordinated activities and services; managed extended day music and academic programming; developed programs to increase educational opportunities and social connections; identified existing school and community resources; and supervised six EECO AmeriCorps members. She has a B.S. in Biology from Spelman College, and a MPH in Maternal and Child Health from the University of North Carolina at Chapel Hill.

----- will serve as the Site Coordinator at Rosa Parks. She has been an Instructor at MSU's American Language Center, where she supervised 5 AmeriCorps Members and 55 Service Learning Students as they worked at Rosa Parks. She also assisted in obtaining resources from the community, and conducted staff and parent interviews to gain a better understanding of needs in the school and community. She has a B.S. in Marketing and a B.A. in Spanish from Hampton University, an M.A. in International Business from Universitat de València, Valencia, Spain, and an MBA from the University of North Carolina, Wilmington. She is fluent in Spanish.

----- will supervise the UAFSCS initiative. He has more than 25 years experience in program administration and management. Since 2006 he has served as the Director of the Service-Learning and Community Engagement Program at MSU where he is responsible for the administration of a large community-based learning program that annually engages approximately 1,000 students from the University's five colleges and schools. He has a B.A. in Political Science, from Austin College, Sherman, Texas, and an M.P.A. from the Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin.

----- will serve as the Orange Schools liaison to the UAFSCS initiative. She has been the Orange Schools' Director of Special Programs since 2007; in this position she oversees: Early Childhood, Bilingual/ESL, World Languages, Funded Programs (NCLB), Vocational Education, Technology, Gifted and Talented. She has a B.A. in Teacher of the Handicapped from Kean University, and a Masters in Education from Seton Hall University. Certifications include Teacher of the Handicapped, Supervisor, Principal, and School Administrator.

----- is currently the Principal of Rosa Parks Community School. She was previously the Assistant Principal at Rosa Parks, and on the management team that helped to create the first

Community School in Orange. ----- came to Orange following a stellar career in Newark as Assistant Principal and Math specialist.

----- serves as the principal of Oakwood Community School. He has been an administrator in the Orange District for 7 years, first as an Assistant Principal, then as Principal at Lincoln Ave School. He has a demonstrated ability to work with partners, connect with the community and lead instruction; these qualities made him the perfect fit for the second Community School in Orange. Before coming to Orange, ----- worked in the NYC School System as a Regional Director of Instructional Technology. He is a native Spanish speaker.

3. Quality of Project Services

a. The extent to which the services reflect up-to-date knowledge from research

The MSU UAFSCS program is based on models that have proved to be effective in helping children improve their academic and social/emotional outcomes. The initial reorganization of Rosa Parks and Oakwood into community schools was based on success shown by the Children's Aid Society's Community Schools Model. Evaluations of this model show that students demonstrate increased academic achievement, for example, a study of six such programs found a 25% increase in reading at proficiency, a 33% increase in math proficiency, improvement on standardized test scores, school attendance, self-esteem and career aspirations.¹¹

The CAS model has also led to improved student mental health, an increase in access to quality health care, and better student and family management of chronic illnesses.¹² CAS will provide significant technical support to this initiative, helping us to replicate previous successes.

¹¹ 21 Century Community Learning Centers at Six New York City Middle Schools Year One Findings, ArtKnowledge, September 2005

¹² The Children's Aid Society's Community School Mental Health Services Analysis of Progress in 4th Year of the New York State Education Department's VESID – Effective Practices Contract. ArtKnowledge, September 2003.

The University-Assisted Community School model has also been evaluated and shown to be effective. Beginning in 1985, the Netter Center of the University of Pennsylvania operated university-assisted community schools in partnership with the West Philadelphia public schools. As part of its most recent evaluation, teachers reported that of the participating students who needed to improve, 72% showed improvement in their academic performance and 66% of the students improved their participation in class.¹³

In addition, each UAFSCS component is based on evidence of effectiveness, as follows:

Early Childhood Education: The HighScope preschool curriculum used by the Orange Schools has been extensively studied for more than 40 years. A longitudinal study found that adults at age 40 who had completed the HighScope preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not participate.¹⁴ Other studies have shown that HighScope helps young children living in poverty improve their educational performance, contributes to their economic development, and helps prevent them from committing crimes.¹⁵

Afterschool Program: A meta analysis of 68 afterschool studies concluded that high quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received

¹³ Ira Harkavy , Matthew Hartley , Rita Axelroth Hodges & Joann Weeks (2013) The Promise of University-Assisted Community Schools to Transform American Schooling: A Report From the Field, 1985–2012, Peabody Journal of Education, 88:5, 525-540.

¹⁴ Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The HighScope Perry Preschool study through age 40*. (Monographs of the HighScope Educational Research Foundation, 14). Ypsilanti, MI: HighScope Press.

¹⁵ Barnett, W. S. (1996). *Lives in the balance: Age-27 benefit-cost analysis of the HighScope Perry Preschool Program* (Monographs of the HighScope Educational Research Foundation, 11). Ypsilanti, MI: HighScope Press; See also Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The HighScope Prry Preschool study through age 27* (Monographs of the HighScope Educational Research Foundation, 10). Ypsilanti: HighScope Press.

better grades and did better on tests compared to non-participating students.¹⁶ The MicroSociety program, has been named one of the two best educational programs for elementary schools in the nation by Thomas Armstrong in his book *The Best Schools*. *The Best Schools* was published by the Association for Supervision and Curriculum Development' Selected as their book of the month. In addition, research has found that participation in El Sistema programs improves student behavior, attitudes towards school, concentration, confidence and raised student aspirations.¹⁷ At-risk students who have access to the arts in or out-of-school have been found to have better academic results, better workforce opportunities, and more civic engagement.¹⁸

School Day Support: A rigorous third-party evaluation of the nation's largest AmeriCorps tutoring program has found that elementary students tutored by AmeriCorps members achieved significantly higher literacy levels than students without such tutors, and that the impacts were statistically significant even among students at higher risk of academic failure.¹⁹

Community Service: Research has shown that student engagement in community service increases students' personal, interpersonal and social development, motivation, engagement, and school attendance,²⁰ and leads to more positive lifestyle choices and behavior.²¹

Balance Center: The Balance Center will utilize the *Adventures in Peacemaking* curriculum, authored by William J. Kriedler, a teacher with more than 20 years of experience, who worked with educators internationally on issues of conflict resolution, violence prevention, and diversity.

¹⁶ Durlak, Weissberg, & Pachan, A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *Am J Community Psychol*. 2010 Jun;45(3-4):294-309

¹⁷ Creech et. Al., El Sistema and Sistema-Inspired Programmes, Literature Review Key Findings and Executive Summary, 2013.

¹⁸ National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (2012).

¹⁹ Corp. for National and Community Services, *Impact Evaluation of the Minnesota Reading Corp.*, (March 2014).

²⁰ Billing, S.H., *The Impacts of Service-Learning on Youth, Schools and Communities: Research on K-12 School-Based Service Learning 1990-1999*, Denver: RMC Research Corporation.

²¹ Civic Literacy Project, Retrieved from <http://serve.indiana.edu/> (2005).

Job/Career: External evaluators found that elementary school students who participate in Junior Achievement programs demonstrate significantly higher critical thinking and problem-solving skills than their counterparts. In addition, 95% of teachers and 92% of volunteers surveyed report that students who participate in JA have a better understanding of how the real world operates; both teachers and volunteers agree that JA students work together better as a team.²²

Medical, Mental Health, Nutrition Services: Much research has shown that school-based health clinics (SBHCs) enable students, especially hard to reach populations, receive more needed health services.²³ Studies have found that students at schools with SBHCs tend to rely less on emergency services and more on regular preventive care, with an increased likelihood of medical and dental checkups.²⁴ Program evaluations have also found that a relationship between SBHC and academic success.²⁵ An additional study found that the SBHC users had a statistically significant increase in attendance and grade point averages when compared nonusers.²⁶

Financial Stability: Research has shown that credit counseling is associated with substantial reductions in debt and account usage, and provides the greatest benefit to those borrowers who had the least ability to handle credit prior to counseling.²⁷

Adult Education: Studies have found that GED recipients earn higher wages than school non-completers who did not obtain the credential; in fact GED recipients earn 10-19% higher earnings than other similar school non-completers.²⁸ Similarly, a large national survey followed

²² Worldwide Institute for Research and Evaluation, Report on the Findings of a Longitudinal Study, (2003).

²³ Blum et al. 2002; McNeely and Falci 2004; Kisker and Brown 1996.

²⁴ Kaplan et al. 1999; Kaplan et al. 1998.

²⁵ McCord, M.T., J.D., Klein, J.M., Foy and K. Fothergill, 1993. School-based Clinic Use and School Performance J Adols Health 14(2):91-8.

²⁶ Walker, C., Kerns S.E.U., et al Journal of Adolescent Health, Impact of School-Based Health Center Use on Academic Outcomes August 2009.

²⁷ Elliehausen, Lundquist, Staten, The Impact of Credit Counseling on Subsequent Borrower Behavior, The Journal of Consumer Affairs, 2007.

²⁸ Tyler, J. H., Murnane, R. J., & Willet, J. B. (2000). Estimating the labor market signaling value of the GED. Quarterly Journal of Economics CXV (2), 431-468.

up with adult ESL students six months after they had left their programs. 35% indicated that, because of their ESL training, their employability had increased.²⁹

b. The likelihood that services will lead to improvements in student achievement

As addressed in the previous paragraph, there is a great deal of evidence showing that UAFSCS, and the components we are incorporating, lead to improvements in academic achievement. For example, one UAFSCS implemented by Florida International at Northwestern High School in Miami, had the following results: school achieved a B grade up from D/F; graduation rate increased from 64% to 80%; numbers accepted to post-secondary by 10%; reading on grade level increased from 19% to 30%; performing on grade level in biology increased from 52% to 70%; performing on grade level math increased from 33% to 53%; and over 1,000 elementary, middle and high school students visited FIU.

FIU also worked with the middle and high school students at George Washington High School, where: student attendance increased from 88% to 94%; the percentage graduating within four years increase from 42% to 77%; the number of graduates accepted in to post-secondary education increased from 80% to 100%; 422 area adults participated in the school's evening fitness program; 60% of the students enrolled in the after school program in 2011.

Technical assistance from the Children's Aid Society will ensure that MSU is implementing the UAFSCS model in a manner that will produce positive results. In addition, the Orange Schools are fully supportive of the UAFSCS, as evidenced by the previous conversion of Rosa Parks and Oakwood into community schools. Principals are fully committed; both have already met with MSU to discuss how to implement this initiative. Our partners are excited and ready to provide resources and cooperation. All preconditions to academic success have been put in place.

²⁹ Fitzgerald, N., *ESL Instruction in Adult Education: Findings from a National Evaluation*, Washington D.C.: National Clearinghouse for ESL Literacy Education, 1995.

4. Quality of Project Evaluation

MSU is committed to a full-scale evaluation of its UAFSCS initiative to obtain critical information about our program so we can make sound decisions, learn from our actions, and improve the overall effectiveness of the program. We will collect data in a variety of ways from all stakeholders, and analyze the data to: 1) Identify program strengths and weaknesses and develop plans to build on strengths and address weaknesses; 2) Verify whether our UAFSCS initiative is running as we planned, and if not, why not; 3) Determine whether we are implementing the best program activities to bring about our desired outcomes; 4) Produce data we can use to promote services in the community; and 5) Guide duplication efforts.

We have selected Laurus Grant-writing and Evaluation Services, LLC as the evaluator of our UAFSCS. Laurus is currently the evaluator of 21st Century Community Learning Centers located in 25 schools in New Jersey and New York, and is highly skilled at evaluating comprehensive federal and state grants. Laurus' principals include -----, who has provided evaluation services to non-profit and educational organizations throughout New Jersey and New York for over twelve years. She has also been the Director of Evaluation and Special Projects for New Jersey After 3, Program Officer for The After-School Corporation (TASC), and Curriculum Developer, Program Supervisor for the Sports & Arts in Schools Foundation. She authored Program Operations Manuals for TASC and Children's Aid Society. ----- has a B.A. from Williams College and a J.D. from Duke University School of Law.

-----, MSW, has provided evaluation, training and technical assistance, and professional development to more than 50 organizations across New Jersey and New York. Prior to forming Laurus, ----- was the New Jersey School-Age Care Coalition's Director of Special Projects; Director of Social Services at Newark's Aids Resource Foundation; and Co-Director of a

Summer Youth Employment Program for over 1,000 teens. She is a New Jersey Licensed Certified Social Worker, has a Masters of Social Work from Hunter College School of Social Work, and a Certification in Child and Adolescent Psychotherapy from Boston University Graduate School of Social Work. She received a B.A. from Fordham University.

As part of the evaluation Laurus, MSU and the Orange Public Schools have developed key goals and objectives that are aligned with the appropriate measures:

Goal 1: All students will attend each school day fully ready to learn.

Objective 1: Academic Achievement: Through our UAFSCS all 1,145 program students at our target schools will receive increased hours of high-quality school day and afterschool academic assistance, including tutoring, homework help and test preparation.

Activities: Afterschool program tutoring/academic support; targeted instructional support in the classroom by AmeriCorps members working closely with teachers; Library programs; books and materials; technology assistance; low student to staff ratio; positive role models.

Performance Measures: 1) There will be a 5% increase in the number of children performing at or above grade level on state exams, each year that the program is in session, as measured by an analysis of test scores at the end of each year. 2) By the end of Year 1, at least 25% of students will show improved report card grades, when compared to the year before. Improvement will increase by 5% each year, as measured by report card grades. 3) By the end of Year 1, at least 25% of school day teachers will report increased student engagement in school, as measured by a year-end survey. In each subsequent year the reported number of engaged students will grow by 5%. 4) By the end of Year 1, at least 25% of school day teachers will report improved completion of homework, as measured by a year-end survey. In each subsequent year the reported number of students showing improved homework completion will grow by 5%.

Objective 2: Social and Emotional Development: Through our UAFSCS program, all 1,145 students at the target schools will learn skills to help them navigate challenging situations, regulate their emotions, develop healthy relationships, and learn responsible decision making.

Activities: Afterschool; Community Service; Mentoring; Balance Center; Gang Awareness.

Performance Measures: 1) 50% of children each year, at each school, will participate in the afterschool program for at least 30 days, as measured by student attendance; 2) 80% of students at each school, each year, will feel safe at school and traveling to and from school, as measured by student surveys; 3) At the end of each year 80% of students at each school will say they have a caring adult in their home, school or community, as measured by student surveys; 4) At the end of each year, at least 70% of the students at each school will have participated in at least one community service/service learning project, as measured by student attendance at such activities

Objective 3: Skills Development: Through our UAFSCS program, all 1,145 students at the target schools will have the opportunity to participate in activities that expose them to new ideas, help them develop new skills and promote positive self-esteem.

Activities: Micro Society, El Sistema; arts programs, mentoring, community service, Junior Achievement, Financial Education Corp., afterschool sports & fitness.

Performance Measures: 1) Through the length of our program, 100% of students will have the opportunity to participate in the following activities that promote the development and mastery of new skills: Micro Society, El Sistema; arts programs, mentoring, community service, Junior Achievement, Financial Education Corp., afterschool sports & fitness. Participation will be measured by student attendance. 2) At the end of each year, 75% of students at each school will report a new skill or interest, or improved self-esteem, as measured by student surveys. 3) 100% of program activities will emphasize inquiry-based learning to help students find answers

themselves, encourage them to ask new questions along the way, provide them with time to think, investigate and problem solve before answering questions. Lesson plans will serve as evidence; focus groups and observation will also be conducted.

Objective 4: Health: Students will have their medical, dental and mental health needs met through an accessible on-site clinic.

Activities: Establishment and use of Outreach Clinical LLC school-based health centers; nutrition education; afterschool fitness and sports activities; MSU sports and fitness clinics.

Performance Measures: 1) By the end of Year 1, at least 50% of students at each school will be enrolled in the school health clinic, as measured by enrollment records. By the end of Year 2, an additional 20% will be enrolled. 2) Each year of the program, 25% of students will report that they consume 5 or more servings of fruits and vegetables daily as measured through a survey.

Goal 2: Families will develop skills, strategies, and access local resources that will help them improve their lives and the lives of their children.

Objective 1: Families will utilize existing community-based services more often, and access newly developed school-based services, to manage and improve their lives.

Activities: Rising Tide Capital workshops, Latino Family Literacy, ESL, GED, Family Financial Literacy Workshops, Site Coordinator Workshops.

Performance Measures: 1) By the end of Year 1, at least 25% of families will have participated in at least one program offered by the UAFSCS, as measured by attendance. Participation will grow by at least 5% each subsequent year of the program. 2) Of family members participating in UAFSCS activities/workshops; at least 50% will report improved knowledge that is useful to their lives, as measured by parent/guardian surveys. Focus groups will also be conducted.

Objective 2: Families will be increasingly comfortable with the UAFSCSs, and, as a result, will participate more often in their child's education.

Performance Measures: 1) 50% of family members will attend parent teacher conferences during the first year of the program, as measured by sign-in sheets; attendance will grow by 5% each subsequent year. 2) Each year at least 50% of families will attend one UAFSCS event, as measured by event attendance; attendance will grow by 5% each subsequent year.

Federally-established Performance Measure: For each year of the grant, we have established target numbers of children, family members and community residents to be served:

- **Year 1:** All 1,145 students at Rosa Parks and Oakwood, plus 20% (229) of their family members and 25 community residents for a total of 1,399 individuals served.
- **Year 2:** 1,145 students, 25% of the family members (286) and 50 community residents for a total of 1,481 individuals served.
- **Year 3:** 1,145 students, 30% of the family members (344) and 75 community residents for a total of 1,564 individuals served.
- **Year 4:** 1,145 students, 35% of the family members (401) and 100 community residents for a total of 1,646 individuals served.
- **Year 5:** 1,145 students, 40% of the family members (458) and 125 community residents for a total of 1,728 individuals served.

(i) Will provide information on project management, implementation, or efficiency

To assess the management, implementation and efficiency of the project, Laurus will conduct a formative evaluation that will include both quantitative and qualitative measures. Each quarter our Evaluator will produce a monthly report summarizing data collected, data analyses and recommendations. The reports will be distributed to the Advisory Committee and the Steering

Committee. The Evaluator will also attend selected Advisory and Steering Committee meetings, where she will present findings and solicit feedback. Based on feedback and findings, the Evaluation Plan will be then be adapted. The evaluator will also host two large-scale meetings per year, dedicated to assessing evaluation findings and planning for the future.

(ii) Will provide guidance on or strategies for replicating or testing

MSU and Laurus will also host a year-end forum each year where we will speak to other organizations interested in developing UAFSCS models. To provide assistance to other school districts seeking to convert to the UAFSCS model, we will post our evaluation reports on the Internet, and distribute them through a variety of channels. We will speak at meetings and conferences across the state and county. The Children’s Aid Society will assist us in developing additional strategies to help replicate our efforts elsewhere.

(iii) The evaluation will provide valid and reliable performance data on relevant outcomes

To determine whether the UAFSCS program is producing the anticipated outcomes, our Evaluator will conduct a summative evaluation using quantitative tools – test scores, grades, surveys, attendance – and qualitative tools – lesson plans, focus groups, observation. These tools will assess progress towards the performance measures listed above. Each quarter our Evaluator will produce a report summarizing data collected, data analyses and recommendations. The reports will be distributed and presented as addressed above.