

Lanier Full-Service Community School Project Grant Proposal

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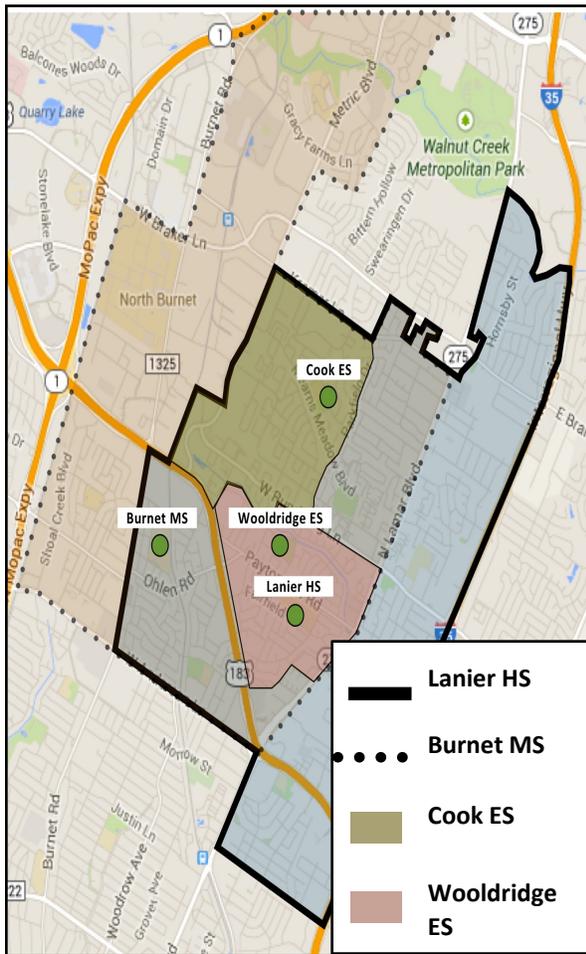
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A. Quality of the Project Design

1. Description of the proposed recipients of the project; their documented needs and estimated number of individuals to be served.

Proposed recipients. The Lanier Full-Service Community School Project (LFSCSP) will serve students at Lanier High School, Burnet Middle School, Cook Elementary and Wooldridge Elementary School in north central Austin, Texas, their families and other individuals and families residing in the Lanier HS feeder area. Figure 1 provides a map of the service area.

Figure 1: Map of the Proposed LFSCSP Service Area, Austin, Texas



Recipients' needs. Austin, Texas, is the eleventh largest city in the U.S. The proposed FSCS service area lies within Austin Independent School District (AISD), the largest LEA in Austin: all campuses to be served are AISD schools. There is currently only one Full-Service Community School in Austin: Fewer than 2.5% of school-age children in AISD have access to a FSCS, although the need for academic resources is high and increasing.

The LFSCSP meets the US DOE **absolute priority** by establishing a full-service community school project through a coalition comprising Lanier, Burnet, Cook and

Wooldridge schools; AISD; **Austin Voices for**

Education and Youth (Austin Voices), as Applicant organization; local community-based and nonprofit organizations, and other entities.

Figure 2 provides information that establishes the need for a FSCS to serve these four Title I schools, all of them predominately Hispanic, minority-majority campuses.

Figure 2: Other Characteristics of Students on Campuses to Be Served by LFSCP				
Characteristics	Lanier	Burnet	Cook	Wooldridge
Number of Students	1,142	1,119	981	905
Economically Disadvantaged	90.4%	94.0%	97.3%	97.1%
Student Mobility	29.6%	24.2%	24.0%	18.5%
English Language Learners	27.9%	41.4%	58.3%	78.1%
Currently At-Risk	79.1%	61.3%	77.8%	85.6%
# of Refugee Students	51	34	15	56
Pregnant Teens (2013-14)	37	3	-	-
Ethnicity: African-American	10.3%	11.8%	15.2%	4.3%
Hispanic	80.1%	80.3%	78.2%	87.8%
White	4.4%	4.0%	3.6%	2.0%
Asian	3.9%	2.1%	1.1%	5.2%
Other	1.4%	1.8%	1.9%	0.6%

As shown, about 80% of these students are “at risk” of dropping out of school, and nearly half of them are English Language Learners. The high levels of student mobility not only reflect substantial interruptions in student enrollment, but also high rates of housing instability in the area. In addition, these campuses serve AISD’s highest proportion of refugee students and families, most who speak no English. All of these characteristics underscore students’ and families’ need for an FSCS to deliver additional educational, economic and social resources.

This strong need is further supported by students' scores on standard academic tests. In 2013, only 69% of students at Cook ES, 68% of students at Wooldridge ES, 62% of students at Burnet, and 67% of students at Lanier met state standards in all subjects for which they were tested, compared to 78% of students in AISD as a whole and 77% of public school students statewide. The annual dropout rate at Lanier was 3.9%, compared to 2.9% in AISD and 2.4% in all Texas high schools. In addition, all measures of school engagement for children and the adults in their lives (such as attendance, participation in school-sponsored activities, feelings of connection and loyalty, meaningful campus relationships, parents' participation in parent-teacher conferences, PTA participation and others) show low levels of connection between students, families and these campuses. Their abysmal academic achievement and school persistence results are compelling reasons for expanding the academic and school engagement resources available.

Furthermore, need for improvement in factors that increase academic achievement extends well beyond the students and their families to the broader Lanier community. Residents around these schools have many concerns and characteristics that influence the learning climate. A recent study by the City of Austin showed this area –City Council District 4 -- has the highest population density, fewest number of registered voters, greatest proportion of non-US citizens, lowest total market value of housing, lowest proportions of home ownership, highest poverty rate (28.8%), fewest parks, fewest grocery stores and highest proportion of non-White individuals of the ten City Council Districts in Austin. (1)The zip codes of this area – 78758, 78757 and 78753 -- also have very high rates of unemployment and underemployment and very low rates of high school completion among adults 25 and over. A significant number of the area's family households are single parent families, the greatest proportion of which are female-headed. (2) Public safety is another prevalent concern here, with 18.2% of all violent crimes in Austin

occurring in these zip codes in 2013, although just 10.4% of the City's population resided here.

(3) By any standards, the AISD students attending the participating schools and their families and other residents who live in the area have disproportionately high levels of unmet service need and high levels exposure to social and economic disadvantage. These needs have determined and shaped the design of the services, supports and other resources the LFSCSP proposes to deliver here.

Number to be served annually: The LFSCSP will serve 2,428 students, 1,056 families and 7,250 additional community members annually. Total service recipients tracked by the project will be 3,484.

2. Eligible services to be provided by AVEY and its partners; how these meet proposed recipients' needs; and the frequency of service provision. The results-focused services provided in the LFSCSP will improve the quality of education in these AISD schools and help all children in this community meet challenging academic content and achievement standards.

The Goals and Objectives of the LFSCSP are to:

1. Provide children with the conditions for learning leading to college and career success.

Objective #1: Family stability for case-managed families will increase by 15% each year.

Objective #2: Partner schools will meet or exceed Austin ISD average performance measures.

Objective #3: Students served by LFSCSP will meet or exceed campus attendance goals.

2. Transform schools into hubs of activity that support a vibrant, safe and healthy community.

Objective #1: 10% of parents at partner campuses will take part in Adult Academy classes.

Objective #2: 90% of families at partner campuses will feel welcomed, safe and supported.

Objective #3: Less than 15% of families at partner campuses will be uninsured.

3. Create lasting and sustainable processes that engage parents, students, teachers and community stakeholders in the long-term success of their schools.

Objective #1: 20% of parents at partner campuses will take part in school planning events yearly.

Objective #2: 75% of organizations supporting campuses will become formal partners of LFSCSP, regularly attending meetings and coordinating supports as defined by the project team.

Objective #3: Community residents will report a satisfaction > 75% with partner campuses.

The following eligible services, supporting these goals and objectives, will be delivered by coalition members through a new campus-based Family Resource Center (FRC) at Lanier HS and an expanded FRC at Burnet MS, both of which will serve students and family members at the participating schools residents of the neighborhoods that surround them.

The LFSCSP will focus on strengthening the following eligible service areas: 1. Activities that improve access to and use of social service programs and programs that promote family financial stability; 2. Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; 3. Job training and career counseling services; 4. Adult education and literacy services including instruction of adults in English as a second language. In addition, the LFSCSP will improve coordination of all services promoting academic achievement in the target area, including mental health, mentoring and youth development programs, community service and service learning programs, nutrition services, and primary health and dental care.

Description of Services in the Lanier Community School Project

The Coalition for Community Schools defines a community school as a place and a set of partnerships between schools and community resources. Community schools are also “hubs” of community, offering a range of programs and activities that support both students and adults. Much evidence confirms the positive effects of the community school strategy on student academic achievement. Other scientific studies have confirmed the positive effects of community school

components, including out-of-school time programs, increased parent involvement, wraparound supports for students and families, and addressing the effects of child poverty.

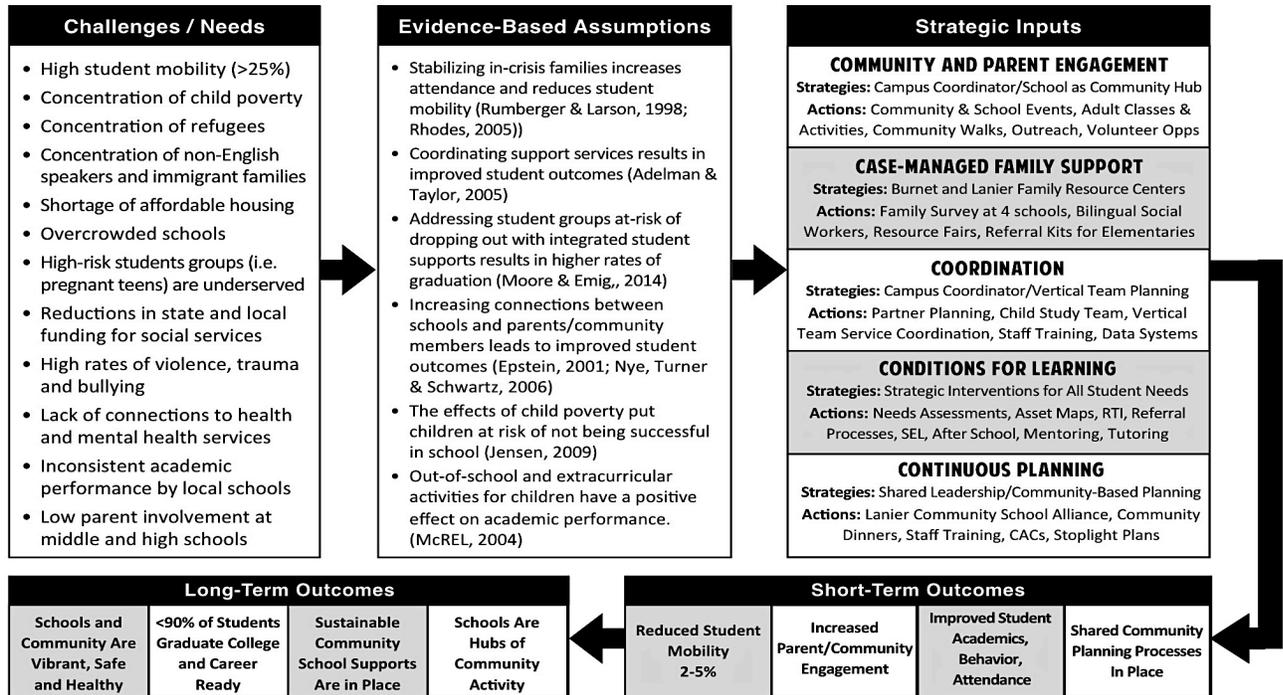
The LFSCSP is built on the experience of Austin Voices and its coalition partners in applying the Full-Service Community School strategy locally. In particular, two recent comprehensive school turnaround efforts in Austin based on this strategy have yielded dramatic positive effects, and have garnered state and national attention. Webb MS and Reagan HS faced closure in 2007-2008 due to multi-year failure to meet state accountability standards. Today, student mobility, a key challenge at Webb, has dropped from 35% to 25%. Reagan's graduation rate has increased from 48% in 2008 to 82% in 2013. Both schools now lead all Title 1 campuses in Austin, and have increased their enrollments by over 50%.

Community school projects, by definition, involve multiple strategies and moving parts, depending on the local needs and available resources. Through planning sessions with the Lanier High School staff, LFSCSP coalition partners and staff of the Burnet MS Family Resource Center, a **logic model** and project design has been developed addressing both process and programs that leads to sustainable, long-term change, both in the schools and in the community. This design integrates five strategies: Community and Parent Engagement, Case-Managed Family Support, Coordination of Services, Improved Conditions for Learning, and Continuous Planning with Stakeholders. As shown on the following page, these strategies position the LFSCSP campuses as the resource "hubs" of this community.

Strategy #1: Community and Parent Engagement: *(Aligned with eligible services areas 2-4)*
Full-Service Community Schools are welcoming places for parents and community members, involving them as volunteers and planning partners. Evidence shows increasing connections between schools and parents/community members has a positive effect on student outcomes.

LANIER COMMUNITY SCHOOL PROJECT DESIGN

Goal: Schools in the Lanier Feeder Area will be hubs of community partners and programs, providing the conditions for learning that lead to college and career success.



The LFSCSP will achieve this through the leadership of Community School Campus Coordinators at each partner schools whose job is to recruit and coordinate community partners, take part in needs assessments and community asset mapping, improve communication between the school and the community, organize joint school/community events (community walks, resource fairs, arts festivals, community service), organize adult classes and programs as part of the LFSCSP Adult Academy, and help build capacity in parents and community members to positively support their schools.

The LFSCSP has numerous partners committed to promoting community engagement, including local neighborhood associations, faith-based institutions, Austin Community College, the YMCA, Austin Parks and Recreation, Austin Travis County Health and Human Services, Seton Healthcare Family, Communities in Schools, Austin Free-Net, Boys and Girls Club,

Council on At-Risk Youth, Sustainable Food Center and many others. Austin Voices and the LFSCSP coalition have worked together on similar projects for many years.

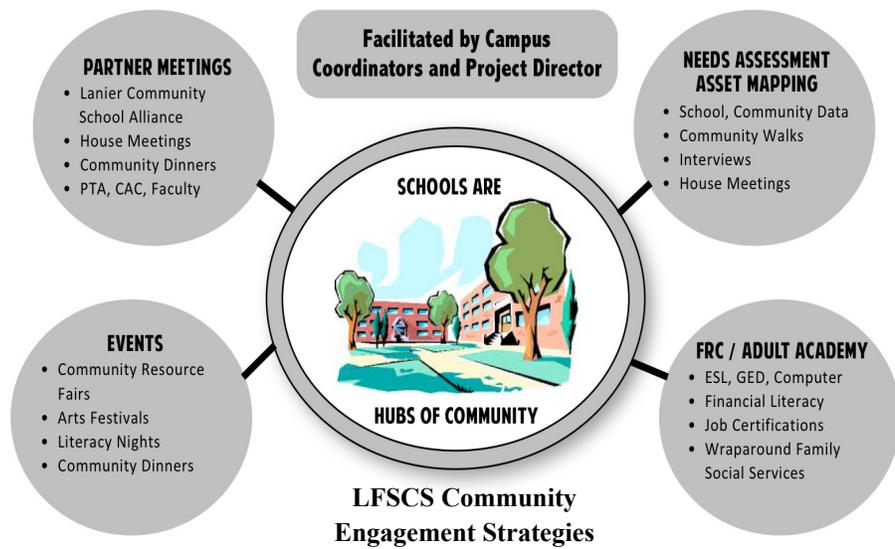
Another key element of community engagement will be the monthly meeting of the Lanier Community School Alliance, which has been meeting for two years at Burnet MS, averaging 30 partners (including

school leaders) attending each month.

Its goals include relationship building, partnering, joint planning, conducting needs assessment and asset mapping,

coordinating calendars and celebrating achievements. This model has been successfully used throughout Austin for 8 years, with six similar groups founded by Austin Voices meeting monthly.

In the first year the Campus Coordinators and Lanier Community School Alliance will conduct campus and community needs assessments and develop a community-wide asset map, using the methods developed by John Kretzmann and John McKnight of Northwestern University. Austin Voices will facilitate these processes, and will use both quantitative school and community data, and qualitative data from surveys, interviews, examining artifacts and small group house meetings. The LFSCP will also use the family survey at all partner campuses. These bilingual surveys, provided to students the first day of school, are returned at a 75-90% rate, and gather information on student and family needs, interests and other dimensions, including



computer use, household mobility, preferred means of communication and family members. The existing Adult Academy facilitated by Family Resource Centers will be central in engaging parents and community. Each campus partner will host adult and parent classes, with the program coordinated as an Adult Academy schedule and curricula. Over time, the Adult Academy will deliver a sequence of courses that moves adults towards job readiness. Adult Academy curricula

Community Engagement Outputs		
Activity	Projected # 2014-15	Projected # 2014-15
Community Resource Events (3 large community events x 1,000 attendees; 8 community dinners x 200 attendees; 8 neighborhood outreach events x 100 attendees)	5,400 attendees	6,400 attendees
Community Walks (Fall & Spring-8 total x 50 participants)	400	500
Presentations to community groups (8 meetings x 25 participants)	200	250
Community Job Fairs (2 community events x 400 attendees)	800	1,000
Lanier Community School Alliance monthly meetings (9 x 50 attendees)	450	550
Total:	7,250	8,700

will integrate the adult learning principles pioneered by Knowles and Tough, and the more recent work on Transformational Learning by Kagen and Drago-Severson that focuses on capacity building, working in teams and the different “ways of knowing” adults bring to education.

The Adult Academy will collaborate with local job training and career counseling service providers, including Goodwill Industries, Workforce Solutions, Skillpoint Alliance and Austin Community College to deliver services on all campuses on a published schedule, at least bi-

monthly. Services will include career assessments, training in “soft” employment skills, training in job-seeking behaviors and attitudes, how to interview and how to dress for an interviews and focused training for specific jobs parents, older students and other adults are interested in pursuing. Each Project campus will provide unemployed, underemployed and employed individuals interested in finding a different job with access to employment websites and instruction in setting up computerized job searches that push regular information to their smart phones or other devices. Instruction will also be provided on how to establish an online identity that is most conducive to gaining or improving one’s employment status, including how to manage one’s social media persona to maximum advantage. As more online resources become available, the Project will incorporate newer job training and career counseling techniques into its offerings. The Adult Academy will also coordinate its activities with Communities in Schools, Boys and Girls Club and other LFSCSP coalition partners with parent and adult education components. Funds are set aside for small grants to partners to expand the Adult Academy’s capacity.

Strategy #2: Case-Managed Family Support: *(Aligned with eligible services areas 1-5)* The LFSCSP will utilize school-based Family Resource Centers at Lanier HS and Burnet MS as welcoming school-based social service centers for students and their families, many of whose adult members have limited schooling and experience substantive barriers to accessing services, including no bilingual or interpreted/translated social service resources or supports, limited or no personal transportation and income insufficiency. Each FRC will deliver family-focused case management services that assess all participants for areas of need; refer and/or link students and their family members and other adults to needed social service, transportation, health and mental health, employment, legal aid, financial literacy and banking, housing, education services,

Adult Academy Outputs			
Activity	#Hours/ Adult	Projected # 2014-15	Projected # 2015-16
ESL Classes @ 4 campuses. Daytime classes at Burnet and Lanier. Evening classes at all four campuses. Avg. 20 students/class during each semester. Each 3 x week for 2 hours. Funding Partner: AISD Community Education	108 per semester	240 students (80% parents from target campuses)	270 students (80% parents from target campuses)
Parenting Classes @ 4 campuses. 4 classes of Love and Logic and 4 classes of Right Question Project per year. Avg. 8 students per class. 6-1 hour sessions per class. Funding Partners: AISD Parent Support Office (Love and Logic); Austin Voices (Right Question Project).	6 hours per class	64 students	128 students
Other adult classes: Computer Literacy, Plazas Comunitarias Financial Literacy at Burnet and Lanier FRCs. Computer Literacy (10-1 hours sessions x 4 classes x 8 students); Plazas Comunitarias (10 students per semester); Financial Literacy (4-2 hour sessions x 20 students) Possible Funding Partners: Austin Free-Net, Skillpoint Alliance, Mexican Consulate, Cornerstone Financial	Computer: 10 hours Plazas: 36 hours Financial: 8 hours	72 students	100 students
Job Training: Workforce readiness, occupation certification courses through local partners. To be developed in 2014-15.			50
Total Outputs:		376	548

domestic violence and trauma assistance; and provide advocacy supports to create and sustain adequate community resources to meet these needs. To overcome the most prevalent obstacles students, families and encounter to accessing social services, the LFSCSP will bring many social services providers to the four AISD campuses, and deliver services in Spanish and other

languages used by Project participants. Social service programming will be available 8 hours each day, 5 days a week, 10 months a year.

A key social service focus of the Project is increasing the proportion of children, their parents and others in this area with health insurance. Partner Seton Healthcare Family/Insure-A-Kid will situate a benefits specialist weekly in each FRC to facilitate insurance enrollment, explain how to apply for and use coverage, and monitor enrollment periods to prevent insurance lapses. The Project's case managers and other staff will also facilitate participants' application for other medical coverage, including Travis County's Medical Assistance (MAP) program for undocumented individuals that provides safety net care, and all other federal, state and local medical care, social services and financial assistance services for which they are eligible. In addition, the Project will address the crushing unemployment, underemployment and financial instability that affects families' prosperity through referrals to workforce development programming, case management services and campus-based training and supports designed to help adults search online job banks, develop targeted resumes and improve their interview skills, along with a range of other employment-focused classes in the FSCS' Adult Academy.

At the two LFSCSP campuses without Family Resource Centers, Cook ES and Wooldridge ES, support staff will be trained to use an "FRC in a Box" kit developed by Austin Voices in 2009. This kit contains resource sheets by area of need, release and confidentiality forms and other resources. Staff will be trained on when and how to refer families to the Lanier and Burnet Family Resource Centers. A research-based measurement tool, the *California Family Development Matrix*, is used as a pre- and post-treatment evaluation tool with case-managed clients. Using a strict rubric across 18 domains, clients are guided through a self-assessment

process. Domains include housing, utilities, employment, adult education, access to healthcare, safety and other measures of family stability. Typically, clients show a 10-30% increase in stability across the range of domains over the course of support services.

Strategy #3: Coordination of Services: *(Aligned with eligible services areas 1-5)* Coordinating student and family supports is key to the success of the Full-Service Community Model. The LFSCSP provides a system of coordination within and across partner campuses that provides students and families with effective supports, while leveraging the resources of schools and community partner agencies efficiently. Coordination is primarily the job of the LFSCP Project Director and LFSCP Campus Coordinators, who will work with campus leadership to coordinate student and family supports. All campus partners providing supports will have data sharing agreements through AISD to support for common reporting of student and family services. Referrals for students and families will be coordinated jointly through campus Child Study Teams that meet weekly. Two data systems, one for school district reporting (ECST) and one for Family Resource Center reporting (ETO) will capture client data. These systems will bridge to connect family services with student data, including attendance, academics and behavior.

The LFSCSP Project Director and Campus Coordinators will meet weekly to plan community and parent engagement activities, discuss student and family support needs and adult education, and coordinate community partner efforts.

Strategy #4: Conditions for Learning: *(Aligned with eligible services areas 1-5)* The LFSCSP is grounded in the belief that with the right conditions for learning, all children can be successful in college, career and life. However, the effects of child poverty put children at risk of not reaching their potential. The LFSCSP will mitigate the effects of child poverty by:

- Providing strategic interventions for all children and families, effective coordination of community and campus support services, supporting out-of-school time and extracurricular activities, and increasing opportunities for mentoring and tutoring.

Burnet and Lanier Family Resource Center Outputs			
Activity	#Hours/ Adult	Projected # 2014-15	Projected # 2015-16
Case-Managed Families by licensed bilingual social worker (defined as families with 3 or more appointments with a social worker)	8 hours Avg. per client	140 families	150 families
Responsive Services: Short-term family needs, including information, benefits enrollment, rent and utility assistance outreach calls, food pantry, uniforms, etc.	30 min. per client	400 families	500 families
Health Insurance/SNAP Enrollment	1 hr/client	70 families	90 families
Employment Support (job search, resumes, coaching)	2 hrs/client	70 families	90 families
Total:		680 families	830 families

- Improving access to health, mental health, vision and dental services through coordination with local clinics, mobile health units, increased health insurance enrollment, community resource events and coordinating support for high-risk groups, including pregnant and parenting teens.
- Providing professional development for campus teachers and staff at least three times per year on understanding child poverty, understanding their community and using support service referral processes for students and families. Faculty will be encouraged to participate in community walks and community events.

- Building connections for parents and community to their schools through adult education, Family Resource Centers, community events and community outreach.

Strategy #5: Continuous Planning: *(Aligned with eligible service area 2)* Ultimately, the success of the LFSCSP belongs to the community, including parents, teachers, students and other community members and partners. Austin Voices deeply believes that sustainable and continuous planning processes, built as habits during the first years of the LFSCSP, will produce lasting change in the community and school. Planning activities include:

- Monthly meetings of the Lanier Community School Alliance;
- Needs assessment and asset mapping performed in the fall of the first year, and revised annually, including small group and individual interviews, data collection and analysis and surveys.
- Fall and Spring Community Dinners at each LFSCSP campus to present campus plans and gather input from small groups.
- Professional development for teachers and staff three times per year on issues of poverty, understanding local neighborhoods and referral processes for students and families.
- Full-Service Community School planning through monthly Campus Advisory Council (CAC) meetings. CACs produce campus improvement plans annually in AISD.
- Youth leaders trained by Austin Voices to engage in community and school improvement.

3. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of AVEY beyond the end of the grant. The LFSCSP is not designed to just increase services at a few schools for a few years. It is meant to be transformational for the wider community of north central Austin, which in the past decade has become Austin's area of most concentrated poverty. From its inception, the FCSC planners and

collaborators have viewed federal funding as one resource on a continuum of resources that will be required to ensure the permanency of this place-based service delivery model. Austin Voices, AISD and other partners are constantly identifying and applying for funding that will strengthen the program and contribute to its survival, including examining state formula funding for education and other federal programs, such as Title I, to see what aspects of this program can be supported as part of the community's basic public school budget.

Austin Voices first adopted a community school approach seven years ago in a nearby neighborhood with two schools on the edge of closure. That effort, part of a larger organizing effort in the area, saved both schools: their graduation rates have moved from 48% to over 80%. Since that time, Austin Voices raised over \$3,000,000 in public and private funding to add Family Resource Centers on seven AISD campuses, and organized community partnerships to support a number of schools. This experience has been good preparation for developing a suite of sustainability strategies and tactics, which Austin Voices, AISD and their FSCS partners will deploy to sustain the LFSCSP long after federal funding has ended.

4. How the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in this notice), using existing funding streams from other programs or policies supported by community, State, and Federal resources. The LFSCSP is built on a foundation of seven years of experience by Austin Voices, AISD and community partners in establishing community school supports and processes at academically low-performing campuses. These efforts focused on building capacity in the District's supports and services to meet student and family needs, including increasing coordination to effectively leverage partner efforts, creating processes that include all stakeholders in planning and planning and deploying creative sustainability efforts. The LFSCSP will build on Austin Voices'

experience in building collaborative partnerships, grassroots organizing and community engagement, youth leadership, school turnaround models and delivery of social services to students and families. The Project will also leverage and incorporate a number of other supports from local, state and federal sources, including but not limited to:

- 21st Century grant funding OST programs at all four target campuses;
- Federal school improvement funding (TIPPS) at Lanier HS to support tutoring for academically struggling students;
- Adult Ed funding for ESL classes through AISD's Department of Community Education
- A Department of State Health Services contract with Austin Voices for Project AIM, an evidence-based curriculum for at-risk students, currently in place at Burnet Middle School;
- Title 1 funding to support student academic supports to support parent engagement, including parent support specialists, on all four target campuses
- Local funding for violence prevention coordinated by the Austin Police Department as part of the "Restore Rundberg" effort;
- Support from the Seton Healthcare Family for the Children's Health Express mobile health unit, a referral partner for children in the Lanier feeder pattern, including pregnant and parenting teens, as well as immunizations, sports physicals and on-campus nurses (part-time);
- Employment counseling through Austin/Travis County Health and Human Services, Worksource Solutions (state-funded) and Goodwill Industries of Central Texas; and
- Future local funding for on-campus mental health services from Lone Star Circle of Care. (A recent fiscal crisis has suspended services for Lanier HS and Burnet MS for 2014-15.)

Austin Voices is also working closely with the City of Austin, Travis County and AISD to increase sustainable funding for the Lanier and Burnet FRCs.

B. Adequacy of resources

1. The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by AVEY and its consortium partners. The LFSCSP has adequate support for sustainable success as a community school model. Because of Austin Voices' close relationship with AISD and its demonstrated success in school turnaround based on community school strategies, AISD has committed facility support, staff planning time, supplies and financial support limited by a highly constrained budget climate in Texas. The following is a list of specific contributions by the District and other key project partners:

Austin Independent School District:

- *Facilities:* AISD provides 1/2 of a portable building for the Burnet Family Resource Center, and has committed a full portable building, including a classroom for adult classes, for the Lanier Family Resource Center. AISD provides utilities, wireless Internet access and computers for staff and community use. AISD has also committed classroom space on the four target campuses during the evening for adult education and is providing building use at no cost for community partners providing after school and summer out-of-school-time programming.
- *Data Support:* AVEY is dedicated to using best practice record keeping to support transparency and accountability. Three years ago, with funding from AISD, the City of Austin and Travis County, it purchased licenses for Efforts to Outcomes (ETO) by Social Solutions, a leading provider of social services client software nationwide. AISD provides administrative support and server support for AVEY, as well for the FRCs, and will provide these services for the LFSCSP.

- **Service Coordination:** Through its Department of Student Support Services, AISD supports service coordination at the campus and district level. Each of the four target campuses has a Child Study Team (CST) and an accompanying data system (ECST) that brings together campus staff and partners to develop service plans for students needing academic, behavioral or attendance interventions. FRC staff are already part of the CST process and the partnership will extend to the LFSCSP. All partners participating in the LFSCSP will have data sharing agreements with the district, and will be able to access the Student Aggregate Reporting System (SARS) that allows comparisons of de-identified student groups served by partner agencies with similar groups of students who do not receive services.
- **Staff:** AISD will provide a Parent Support Specialist at each target campus as part of the LFSCSP. Parent Support Specialists help organize PTAs, organize parent education and coffees, and help with community partnerships. Principals and other administrative staff, including counselors and part-time school nurses, will be part of the project planning team.
- **Grant Coordination:** AISD will coordinate current grant funding, and will seek and apply for future federal and state funds to support the LFSCSP. This includes existing 21st Century program funding and the final year of federal TIPPS-school improvement funding at Lanier.

Austin Voices for Education and Youth

- **Facilities:** AVEY will provide use of its office space, including conference rooms, for planning meetings and project administration.
- **Office Support:** AVEY will supply bookkeeping, grant coordination, an annual audit, communications, partner relations, supplies and printing for the project.
- **Data Support:** AVEY Director of FRCs, Julie Weeks, will serve as data administrator and provide training, data entry support and coordination of reporting with AISD.

- Burnet Family Resource Center: AVEY will contribute funding for the Burnet Family Resource Center from community partners to the LFSCSP. The three Burnet FRC staff, all AVEY employees, will provide support for campuses during the first year of the project.
- Out-of-School-Time Programming: Austin Voices will provide youth leadership programs at Lanier High School (using World Vision’s Youth Empowerment Project Curriculum) and Burnet MS (funded by the Texas Department of Health Services)
- Staff Hiring, Training and Oversight: Austin Voices will hire the Project Director and Site Coordinators, Lanier Family Resource Center staff and administrative support staff. Austin Voices will also provide training and oversight of personnel.

Boys and Girls Club of Austin

- Personnel and coordination: Staffing and coordination of after school programming at Lanier and Burnet, including equipment, snacks, parent education and childcare for parent meetings.

Lanier Full Service Community School Project Partners, 2014			
Community Partner	Program/Service Description	Objectives	Schools
LFSCSP Leadership Partners			
Austin ISD	Adult programs, FRC facilities, data systems, staff planning support.	1.1,2,3 2.1,2	L, B, C, W
Austin Voices for Education and Youth	Burnet and Lanier Family Resource Centers; Adult Academies; community engagement; youth leadership programs.	1.1,2,3 2.1,2,3 3.1,2,3	LBCW
Austin Travis County Health and Human Services	Employment counseling, immunizations, WIC, food pantry, rent & utility assistance.	1.1 3.2	LBCW
Boys and Girls Club	After school program coordination.	1.2,3 3.2	LBCW

Lanier Full Service Community School Project Partners, 2014			
Community Partner	Program/Service Description	Objectives	Schools
Communities in Schools	Case-management and mentoring for at-risk students; limited wraparound services for families.	1.2,3 2.2, 3.2	L, B, C
Council on At-Risk Youth (CARY)	Case-management support and mentoring for at-risk youth; Anger management.	1.2,3 2.2, 3.2	LB
Insure-a-Kid (Seton)	Insurance and benefits enrollment specialists at Austin Voices Family Resource Centers.	1.1 2.3,3.2	LB
Lifeworks	Support for at-risk, homeless, pregnant youth with counseling, housing and other services.	1.1,2,3 3.2	LB
SafePlace	Housing, counseling and legal services for victims of violence and abuse.	1.1,2,3 3.2	LBCW
Seton Healthcare Family	Dell Children's Health Express, nbd. clinics, mobile mammography, services for pregnant/parenting teens, school nurses, immunizations.	1.1,2,3 2.3 3.2	LBCW
YMCA	Out-of-school time programs; Planning partner.	1.1,2,3 3.2	LBCW
Other Key LFSCSP Partners			
Austin Community College	Lanier dual-credit classes; ESL/GED classes.	1.1, 2.1, 3.1	LB
Austin Partners in Education	Classroom coaching and mentoring.	1.2,3 3.2	LBCW
Austin Travis County Integral Care	Mental and behavioral support services and counseling for children and their families.	1.1,2,3 2.2 3.2	LBCW
Central Health	Serves under and uninsured with Medical Assistance Program (MAP), Medicaid, CHIP	1.1,2,3 3.2	LBCW

Lanier Full Service Community School Project Partners, 2014			
Community Partner	Program/Service Description	Objectives	Schools
CommUnity Care	FQHC network of health and dental clinics.	1.1,2,3	LBCW
Foundation Communities	Affordable housing, tax preparation assistance, financial literacy	1.1,2,3 3.2	LBCW
Goodwill Industries	Employment assistance for those with disabilities and barriers to employment; HS completion program for adults; job skills training.	1.1,2,3 2.1 3.2	LB
Mexican Consulate	Plazas Comunitarias primary and high school completion program in Spanish.	1.1,2,3 2.1	LB
Seedling Foundation	Mentoring for children with incarcerated parent.	1.1,2,3 3.2	LBCW
Skillpoint Alliance	Career certifications; job skills training; Adult Academy computer classes.	1.1,2,3 2.1, 3.2	LB
Texas Agrilife Nutrition Education Program	Adult classes: gardening, nutrition, cooking.	2.1,3.2	BCW
Workforce Solutions	Job search, training; childcare services	1.1,2,3	LB

2. The relevance and demonstrated commitment of each partner in the proposed project to

the implementation and success of the project. Over 25 partners are committed to

implementing the LFSCSP on the four target campuses, and this number is expected to grow

during the first year of planning and implementation. Some of these partners now provide

services on these campuses, some provide services in the community and act as referral partners,

and others desire to be planning partners. Experience demonstrates that a successful project

involves a variety of formal and informal partners and a variety of entry points for supporting the

target campuses. Partner MOUs are provided in the Appendix.

Leadership partners for the project include Austin Independent School District, Austin Voices for Education and Youth, Austin Travis County Health and Human Services, Boys and Girls Club, Communities in Schools, Council on At-Risk Youth, Insure-a-Kid, Lifeworks, SafePlace, Seton Healthcare Family, and the YMCA of Austin. Other partners will work closely with Austin Voices and the Family Resource Centers to deliver in-kind resources and be referral partners.

3. The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided. With an annual budget of \$601,749 and a number of service recipients of 3,484, the cost per participant for the LFSCSP is \$172.72. This cost is very reasonable considering the number of needed services that will be offered, the convenience of these services being available on neighborhood school campuses, and the high quality of the services scheduled for delivery. Purchasing any of these services on the open local market would cost considerably more than the cost per participant projected.

One of the strengths of the Full-Service Community School strategy is its efficient use of resources through leveraging existing resources and improving coordination of efforts to more effectively serve a target population. The plan presented in this proposal combines a strategic use of new resources aimed at building service capacity at Lanier High School with improved coordination and capacity building at all campuses with numerous contributions by existing providers, including Austin Voices.

C. Quality of the Management Plan

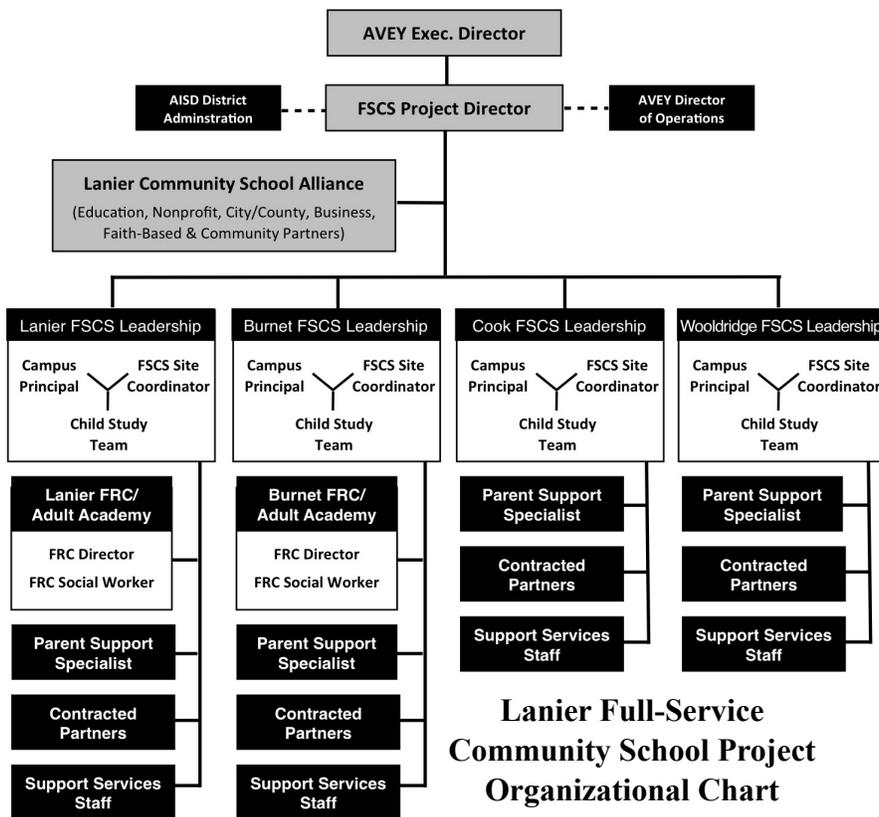
1. How planning, management and oversight of the delivery of eligible services will be provided, including the role of school personnel, the FSCS coordinator, partner entities, parents and community members. Austin Voices plan, based on experience creating community school networks in other neighborhoods, values a clear management structure, strong relationships, capacity

building and sustainable planning and evaluation processes. The Project Director will oversee the planning and grant outcomes. Community School Site Coordinators will lead at each of the four target campuses. The new Family Resource Center at Lanier High School will link with the existing Burnet Middle School Family Resource Center as hubs of social services and adult education for the project. The project staff will be supplemented by existing campus staff, as well as Austin Voices staff.

The Lanier Community School Alliance will act as an advisory board and planning team for the project, bringing together project partners, school leaders, community members and parents monthly. Austin Voices has used this model successfully at four other projects. The Lanier CSA has already been meeting for two years at Burnet MS and forms the basis for the project coalition.

The Lanier Community School Alliance will be under the direction of the LFSCSP Director, who will report to the AVEY Executive Director. The Project Director will be supported by the

AVEY Director of Operations with financial and administrative support, including grant reporting. District administration, including support services, information technology and the AISD Director of Partnerships, will provide support for the Project Director, including managing partner data



sharing agreements, creating reports, coordinating with AISD communications and public relations, and building long-term financial support for the project.

Project Timeline

<ul style="list-style-type: none"> • Staffing • Training • Partner Planning 	<p>Lanier FRC Open Community Dinners</p>	<p>Adult Academy Launch</p>	<p>Community Festival Community Dinners</p>	<p>Summer Outreach Program Review</p>	<p>Fall Activity Launch</p>
October	2014	January	2015	September	

Each campus in the project will have its own leadership team, consisting of

the Campus Principal, an FSCS Site Coordinator and membership of the campus Child Study Team (CST). Leadership Teams will meet weekly to coordinate FSCS planning. Campus Child Study Teams also meet weekly to coordinate support and interventions for students and families with significant academic, behavior and attendance issues. Membership includes key student support leadership from the campus and service providers, including the Family Resource Center social worker.

Management of the FRCs: The Burnet and Lanier Family Resource Centers will act as hubs for wraparound social services for families in the target area, as well as building financial stability for families. While the FSCS Site Coordinators will support the connection of the FRCs to other FSCS and campus activities, the FRCs will be directly supervised by the Director of FRCs for Austin Voices, Julie Weeks. This ensures that all processes, record keeping and programs are uniform across partners, including meeting HIPPA and FERPA requirements and national standards of practice for social work. FRCs also use *Efforts to Outcomes* (ETO) to record all social service encounters. Starting in 2014-15, ETO will be connected with AISD student databases to connect social service delivery with academic performance and attendance.

The Lanier and Burnet Resource Centers will report monthly to the supervisors and AISD, tracking case-managed services, other services, adult education hours, volunteer hours and other metrics determined by the project. The FRCs also track outcomes using the *California Family Development Matrix*. Austin Voices licenses this instrument and has used it for four years to measure progress in family stability across 18 indicators, including housing, employment, adult education and financial stability.

Service Coordination for New and Existing Services: At the heart of the Full-Service Community School strategy is coordination and expansion of services to meet the needs of local students and families. Service coordination occurs on two levels: planning and reporting. During the first semester of the project, Site Coordinators will convene service providers to outline each provider's services and address gaps and overlaps. Providers will work together with the leadership team to respond to duplications and service gaps

Parent and Community Engagement: Parents and community will have key roles in planning a sustainable project. Community dinners, house meetings, interviews and other means of engagement will gather input, create and modify plans. Monthly partner meetings will be open to all community members, and FSCS Site Coordinators will be responsible for building relationships and communicating with parents and community partners.

2. The qualifications of the FSCS coordinator and other key project personnel. Austin Voices and its partners bring a wealth of experience to the LFSCSP. Recognized both at the statewide and national level for school turnarounds using the community school strategy, Austin Voices' leaders will be deeply involved. During the first semester, the Project Director position will be filled by Austin Voices Executive Director Allen Weeks. Weeks is recognized nationally as a leader in organizing

grassroots education efforts. Recently, he was chosen as one of three education organizers nationwide to serve on a workgroup with leadership from the American Federation of Teachers and Stanford University to develop a new community-based accountability system.

Locally, Weeks is known for leading successful school turnarounds based on the FSCS model, and Austin Voices contracts with the Austin ISD to provide community engagement and facilitation services. Weeks has also been contracted by TEA to teach community school strategies to districts identified as facing significant challenges with poverty and low-performing campuses. In 2012, Weeks was recognized by the Texas Federation of Teachers as “State Community Activist of the Year.” After 16 years as a classroom teacher, he has led Austin Voices since 2010. Currently, he is a Ph.D. candidate at Texas State University, with a focus on School Improvement and active with the Coalition for Community Schools.

During the first semester, AVEY will perform a nationwide search for a bilingual Project Director with experience in education organizing, social service systems and teaching in urban setting. The this position will require experience culturally relevant to the schools and community in the Lanier feeder pattern. Other Austin Voices staff supporting the project include Director of Operations Janna Banks, who will serve as grant coordinator for budgeting, finance and human resources. Janna has worked on numerous grants and contracts, including with Austin Independent School District, the City of Austin, Travis County and Texas. She earned her MBA from Texas State University, is a Certified Public Accountant, and has more than 25 years experience in accounting, business management consulting, and school administration. Austin Voices’ Julie Weeks, will oversee the Burnet and Lanier campuses. She created AISD’s first FRC at Webb Middle School in 2007, and has helped create FRCs at four other campuses. She leads

the hiring of staff, has developed all systems, processes and training, and leads the recruitment and relationships with partners. She has a Master's in Nursing from the University of Texas at Austin, and lectures at UT on public health nursing topics. She has developed accreditation systems for the Seton Healthcare Family and developed the training for school nurses in AISD. Staff to be hired during the first semester of the project include a social worker and director for Lanier, site coordinators for Lanier, Burnet and Cook, and part-time administrative support for the project. Job descriptions are attached as an appendix. Austin Voices will also leverage existing campus and partner staff, including Parent Support Specialists and counselors.

D. Quality of Project Services

1. Evidence base supporting the use of the proposed services with the FSCS population to achieve the anticipated outcomes. The approach and services to be used by the LFSCS utilize have strong evidentiary foundations, as follows:

Family engagement services. Much evidence shows that interventions focused on families have positive impacts on their children's school performance. This evidence supports the Project's focus on delivering a suite of activities to provide parents and other family members with the educational, employment, housing and social service resources and supports they need.¹

¹ Henderson, A & Mapp, K. 2002. *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Laboratory; Crispeels, JH & Rivero, E. 2000. *Engaging Latino Families for Student Success*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Services that meet basic needs. The FCSC’ focus on ensuring that students’ basic needs are met as the first step in promoting their academic advancement is well-supported.² The implementation of strategies to meet these needs and connecting families to health and mental health services has demonstrated positive outcomes for children.

Parental income & employment. Much research shows that providing a suite of integrated services that prepare parents and adults in the community for employment and higher wages strongly contributes to improving the learning environment for all children. The Project’s strategies in this area incorporate this evidence to promote students’ academic success.³

Promoting and sustaining parent engagement. Strong evidence continues to emerge that students with involved parents are more likely to earn higher grades and test scores, and enroll in

² Cutuli, JJ et al. 2012. Academic achievement trajectories of homeless and highly mobile students: resilience in the context of chronic and acute risk. *Child Development*, 1-17. <http://center.serve.org/nche/downloads/acad-ach-res-article-oct2012.pdf>; Taras, H. 2005. Nutrition and student performance at school. *Journal of School Health* 75, 199-213; Dearing E, McCartney K, Taylor BA. 2001. Change in family income matters more for children with less. *Child Development*. 72:1779–1793.

³ Latour, M & Tissington, LD. 2011. The effects of poverty on academic achievement. *Educational Research and Reviews* 6(7), 522-527; Ordonez-Jasis, R & Jasis, P. 2004. Rising with De Colores: Tapping into the Resources of la Comunidad to Assist Under-Performing Chicano-Latino Students. *Journal of Latinos and Education* 3 (1), 53-64; Peters, HE. 1997. The role of family income and sources of income in adolescent achievement. In Duncan, BG (Eds) *Consequences of Growing Up Poor*. NY: Russell Sage Foundation, 340-381.

higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior and adept well school; and graduate and continue to postsecondary education. That is why parent engagement is a centerpiece of the FSCS model and a component of every activity and event.⁴

Strengths-focused Case management. The evidence continues to mount that families with many needs, particularly those with school-aged children, benefit from assistance in identifying their strengths, identifying and prioritizing their needs, and information about how and where to use their strengths and find assistance. The LFSCSP melds this strengths focus with active case management to engage and assist multi-problem families learn to help their children succeed.⁵

Likelihood proposed services will lead to improvements in the achievement of students as measured against rigorous academic standards. The proposed strategies are based on both local and national experience in supporting school turnaround and positive change in academic outcomes. Locally, Austin Voices work employing comprehensive community school strategies have resulted in dramatic, positive change at two schools, Webb Middle School and Reagan High School. The organization's record of success in tackling AISD's worst schools, its very good success in implementing the evidence Project AIM model successfully, and its dedication to achieving fidelity in implementing other evidence based practices and programs

⁴ Henderson, AT & Mapp, KL. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: SEDL.

⁵ Saleebey, D. 2002. *The Strengths Perspective in Social Work Practice*, 3rd ed. Boston, MA: Allyn and Bacon

means the approach it has selected has a very high likelihood of achieving a significant improvement in the achievement of participation students, measured against the most rigorous academic standards.

E. Quality of the Project Evaluation

1. Evaluation Plan. A comprehensive, mixed methods evaluation of the proposed project is planned, to include process (implementation) and outcome components. Qualitative and quantitative methodologies will be used and formative and summative strategies will be employed in both components. The process component will provide information about *how the implementation is occurring*, specifically with reference to the implementation plan. The outcome component will provide information and data about LFSCSP's progress toward attaining its objectives. The formative strategies will provide the LFSCSP's Management Team and other stakeholders with feedback at 6- and 12-month intervals over the project period; the summative strategies will result in a final report at the end of Project, summarizing all project results identified, including unintended consequences; identifying Lessons Learned, Best Practices in FSCS implementation; and providing continuation and replication recommendations.

Human Subjects Review. Austin Voices will submit this design and any needed human subject consent and assent forms to the AISD IRB prior to launching any evaluation activities, as well as collaborate with the District's Evaluation Office to implement evaluation activities.

Quantitative Evaluation Design. The quantitative evaluation will use a quasi-experimental pretest-posttest design, including comparisons of the academic outcomes of students served at the FCSC to outcomes of similar student cohorts. This evaluation will obtain accurate measures of indicators aligned with each of the project objectives for each Project participant at the time of

enrollment. The evaluation design for each subpopulation to be served will be customized to align with the data likely to be available on each indicator proposed for monitoring. The evaluation's comprehensive indicator set and the alignment of each indicator with an objective and the sources of data for the indicator is an evaluation strength. These indicators will be tracked (and outcomes reported) for all participants and several subpopulations of students, including 9th graders, pregnant and parenting teens and English Language Learners.

Evaluation design for student outcomes. At the end of each project year, results attained by participating students will be compared to the comparison group of students (matched for age, ethnicity, economic status, ELL status, at risk status, grade or level of education completed, academic performance level and other key variables) in these schools and in other AISD schools who did not participate in the LFSCSP or any other out-of-school-time programming in the year. These results will be compared using statistical methods appropriate for assessing the significance of difference between groups that were not created by random assignment and under conditions in which selection bias is likely to be present. Differences between LFSCSP students and members of the comparison group at baseline will be identified, taken into account in data analysis and included in all reports. In addition, changes in the indicators for participating students at baseline and at the end of each project period will be analyzed for significance using matched-pairs t-tests and other statistical techniques. Threats to the validity of attributing significant changes to LFSCSP participation will be identified and included in evaluation reports.

Evaluation for parent, community and partner outcomes. Measures of each indicator for parents, community members and partners will be taken at baseline and at the end of each year and/or at the end of their period of participation. Results obtained at each point will be compared

using statistics appropriate for the data collected, including Chi-square, t-tests and analyses of variance. The data sources for these indicators are not as standardized as the sources for student data. This will introduce threats to the validity of the results, which will be identified and reported to all stakeholders.

Qualitative evaluation design. The qualitative evaluation component will use a range of well-established methods, including but not limited to key informant interviews, focus groups and content analysis to capture and report changes in the indicators and identify project process and outcome features that may elude quantitative evaluation. The qualitative data collected will be analyzed to identify themes and patterns in participants' responses, as well as trends in the overall direction of the Project and its intended and unintended consequences. The quantitative data collected will include experiential anecdotes from participants that can help illuminate progress, obstacles and individual, family, neighborhood, community and partner impacts. Summaries of the qualitative data will be included in each evaluation report to all stakeholders.

Qualifications of the evaluation team. The evaluation team comprises Holly VanScoy, Ph.D., of Academic Research Associates, who will implement the quantitative design, and Michael Guajardo, Ph.D., of Texas State University, who will implement the qualitative design. Dr. VanScoy has more than three decades of experience implementing human service, health and educational evaluations for nonprofit and educational organizations. She received her Ph.D. in social work, with cognates in human development and social research, from the University of Texas-Austin in 1986. She has served as a member of graduate and undergraduate faculties in schools of social work and public administration in Michigan and Texas, teaching research, evaluation, human behavior and mental health practice courses. She was external evaluator of the

Indicators To Be Monitored in the LFCSCP Evaluation
Indicator/Data Source/Project Objective(s)
<p>Students & Schools: Student attendance (Campus Attendance Data-1.3); Student test scores (TEA AEIS Data-1.2); Graduation rate (TEA AEIS Data-1.2) Student mobility rate (TEA AEIS Data-1.1); # disciplinary referrals (Campus Discipline Data-1.2); 9th grade attendance rate (Campus Attendance Data 1.3); Pregnant/parenting teen attendance rate (AISD TEAMS-1.3); ELLs’ academic performance (TEA AEIS Data-1.2); College readiness (TEA AEIS Data-1.2); Participation in OST programs (Boys and Girls Club Report-1.2); Campus Climate (AISD Annual Parent Survey-2.2)</p>
<p>Families: % change in stability for housing, employment, finances, education, healthcare access and other key areas based on 18 domains (California Family Development Matrix-1.1, 2.3); % & # change in family engagement, including participation in school events, volunteering, parenting and adult education (FRC Adult Academy Reports-2.1, 3.1); % change in access to appropriate healthcare, including health insurance (Insure-a-Kid zip code reports-2.3); % change in access to technology (FRC Family Survey-1.1); % change in access to mental health services (COH Reports-1.1)</p>
<p>Community: % change in connectedness/satisfaction with schools (AISD Parent Survey, Community Survey-2.2, 3.3); % & # change in community participation in adult education (FRC Adult Academy Report-2.1, 3.3); # of participants in Lanier Community School Alliance (Rosters-3.2); # of participants in school-sponsored community events (Rosters-3.1)</p>
<p>Partners: # of participants in partner programs, including after school, summer and other extracurricular programs. (Monthly partner reports-1.2, 1.3); # of students with trained mentor (Monthly partner reports-1.2, 1.3); # of students receiving affordable mental health services (ECST district data system for student support-1.2, 1.3); # of participants in FSCS planning and training activities (rosters-3.2); Level of satisfaction by project partners with coordination and support (Quarterly partner satisfaction survey-3,2)</p>

HHS-funded Abandoned Infants Assistance (AIA) CRADLES project for eight years at Austin-based FamilyConnections and Austin Recovery; the Hogg Foundation for Mental Health's Texas-wide Cultural Adaptations to Evidence-Based Mental Health Practices Project, and the Texas Department of State Health Services' Title V-Population Services pregnant teen's low birth-weight prevention project for Travis County at Any Baby Can. Dr. VanScoy has conducted more than a dozen evaluations and research studies using experimental and quasi-experimental designs, including projects employing random selection and/or random assignment of subjects. She was PI for a research project in West Michigan sponsored by the Michigan Public Health Institute that examined African American adolescent males' low rates of using state-funded family planning services; for a region wide Targeted Education Project funded by the American Foundation for AIDS Research (AmFAR) and other programs targeting at-risk child, youth and family populations. Dr. VanScoy will provide 200 hours of support to LFSCSP annually.

Miguel A. Guajardo has been an Associate Professor in the Education and Community Leadership Program and member of the doctoral faculty in School Improvement at Texas State University since 2004. His research interests include community building, community youth development, leadership development, race and ethnicity, university and community partnerships, and Latino youth and families. He was a Fellow with the Kellogg International Leadership Program and the Salzburg Seminar. He is also a co-founder and the chairman of the board of directors of the Llano Grande Center for Research and Development, an education and community youth development organization in South Texas. Dr. Guajardo earned a Ph.D. in Educational Leadership from the University of Texas-Austin with an emphasis on the Politics and Policy of education.