

The Full-Services Community School-Closing the Gap in Student Performance Consortium

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I. QUALITY OF THE PROJECT DESIGN

The following comprehensive plan was established by the Full-Service Community School/Closing the Gap in Student Performance (FSCS-CTG) Consortium to increase academic achievement and pro-social behavior for students adversely affected by poverty and related challenges in two Title 1 Buffalo, New York public schools, Southside Elementary #93 (Southside) and South Park High School #206 (SPHS). The FSCS-CTG Consortium will address non-academic barriers to student achievement by integrating a strong pre-kindergarten through Grade 12 continuum of high-quality, evidence-based, and culturally informed services within these schools. The Consortium, in collaboration with longstanding community partners and the place-based South Buffalo Promise Zone initiative, will increase the capacity of the two schools to provide safe, positive, inclusive, and supportive environments for all students and families through accomplishment of the following goals: Goal 1, Improve School Culture and Positive Interactions between Adults and Children; Goal 2, Improve Academic Achievement; and Goal 3, Increase Student and Family Engagement.

The loss of well-paying manufacturing jobs and relative stagnation in the growth of new industries has led to marked economic decline in Buffalo, making it one of the poorest large cities in the United States. Nearly a third of Buffalo residents live below the federal poverty line. As a result, many local leaders and scholars consider poverty (and its related concerns) the area's most pressing social issue, as it has severely affected the well-being of children and youth, with adverse impact on their physical, social, and emotional health and their academic achievement.

Faced with distressing levels of poverty, chronic poor attendance, substandard graduation rates, and dismal standardized test performance, Buffalo City School District (BCSD) has established partnerships with community agencies to leverage resources and strengthen support systems that improve student, family, and community success. This is a dire situation, as 44 of

the 55 BCSD schools fail to achieve status as Schools in Good Academic Standing. In recent years, BCSD has embraced innovative strategies to coordinate these community efforts in the schools through its collaborative work with *Closing the Gap In Student Performance (CTG)*, the first community school initiative in Western New York, which included funding from a previous U.S. Department of Education five-year grant for two (2) of 14 ailing schools. The CTG Consortium — led by a strong leadership team that includes United Way, BCSD, Catholic Charities, the County of Erie, Erie 1 BOCES, and (more recently) Say Yes to Education – has 10 years of experience in turning low-performing schools into environments that cultivate success.

A. Students, students’ family members, and community to be served; including demographics, need and estimated number of individuals to be served.

The target population of the FSCS-CTG Consortium is high-risk, low-income students in the Buffalo City School District who are extraordinarily challenged to succeed in school due to non-academic barriers to learning. More than half of Buffalo’s young children live below the federal poverty level, and the number of languages spoken by BCSD students has grown 59% in six years due to an influx of refugees and immigrants, with 73 languages now spoken in BCSD. Only 50% of BCSD students graduate from high school, BCSD students perform 40% below their peers on New York State (NYS) assessments, and suspensions have grown 7% over the past three years, with an alarming increase in pre-kindergarten and early grade suspensions due to extremely disruptive behaviors.

The estimated number of unduplicated individuals served annually through an array of building-wide supports at two Title 1 schools will be 2,600, which includes 1,169 students in pre-kindergarten through grade 8 at Southside; 839 students at SPHS; approximately 400 family members of these students; and nearly 200 community members.

Southside is the largest school in the Buffalo City School District and the primary feeder school for SPHS. Southside has been identified as a Focus School and SPHS a Priority School based on poor student performance on NYS standardized assessments. Both schools are part of the South Buffalo Promise Zone (SBPZ), a place-based collaboration comprised of five schools supported by Erie County Departments of Health, Mental Health, Probation, and Social Services. Poverty levels at both schools mirror those of the District, where 79% of students receive free and reduced-price lunches.

Southside is a highly collaborative environment due to the community-school framework instituted through a previous five-year U.S. Department of Education FSCS grant which began in 2008. The current FSCS-CTG Site Coordinator role is essential in coordinating numerous community resources needed by the extraordinarily large population of Southside students and families, which comprise a wide range of student ages and an increasingly diverse cultural base. Within just one school year, the number of Limited English Proficient students grew from 9 to 95; this trend will likely continue. Despite high poverty rates and numerous District challenges, great strides have been made over the past six years at Southside because of FSCS-CTG work within the school and community, consistently meeting or surpassing annual goals related to increased attendance, decreased disciplinary infractions, improved classroom and standardized state assessment scores, and family engagement. Continued funding for the full-time Southside Site Coordinator position is requested in this application, as is funding for a school Mental Health Counselor and other service supports identified as high priority by the school community.

SPHS was rated a Persistently Low-Achieving School in 2008, with a 39% graduation rate; since then, with the assistance of community partners, the school's graduation rate has risen by 20 percentage points. Offering New York State Regents and General Education tracks, the school for the first time introduced an Honors Program in 2014-2015. School leadership

embraces a holistic approach to student development, as its student base shows high rates of depression, suicide ideation, family/neighborhood crises, and teen parenthood. Funding for critical student support services at SPHS is requested, which will be coordinated by the full-time Site Coordinator currently in place with SBPZ funding.

With this application for the 2014 U.S. Department of Education (US DOE) Full-Service Community Schools Program CFDA Number 84-215J, the FSCS-CTG Consortium proposes to maintain a solid foundation of site coordination built with previous funding, enhance supportive services in children's early years, and ensure that a strong and lasting continuum of sustainable community and school resources are in place from early childhood through high school. In this way, we will empower Buffalo students and families to succeed in overcoming the multi-generational poverty and poor academic achievement that characterize the city and South Buffalo neighborhood in which the two schools are located. Continued support from US DOE will serve as a bridge to permanent sustainability of PK-16 continuum of services at Southside and SPHS.

B. Eligible services provided/coordinated by applicant and partner entities, how services will meet needs, frequency of services.

The Closing the Gap community-school model integrated into 14 schools demonstrates that with the right supports, effective coordination of services, and partnerships in place among administrators, teachers, community programs, and families, we can "close the achievement gap." CTG successes with high-risk students include: (a) increasing attendance by at least 3.5% annually; (b) improving English Language Arts (ELA) and Math state assessment scores by an average of 25% from one year to the next and Grade Point Average by 77%; (c) improving school behaviors in 72% of students; and (d) making significant personal contact with parents/guardians in 95% of CTG cases. By focusing on students' social, emotional, and physical needs, all partners play a role in the holistic development of students and academic achievement.

Based on student and family needs and school/community service gaps, the FSCS-CTG Consortium will integrate seven of the twelve DOE CFDA #84-215J qualified services into the two schools to complement services currently at Southside and SPHS. These services are as follows: high-quality early learning (#1); remedial education/academic enrichment (#2); family engagement (#3); mentoring and youth development (#4); assistance to students who have been chronically absent, truant, suspended, or expelled (#6); access to and use of social services programs and family financial stability programs (#10); and mental health services (#11). FSCS-CTG Consortium partners will contribute to a coordinated, comprehensive system of care that meets the individual needs of all students in the two schools as follows:

High-Quality Early Learning (#1)—Southside Elementary: United Way of Buffalo & Erie County (UWBEC) has supported early childhood research and programming for more than 20 years since first launching a local Success by Six/School Readiness program to: (a) increase early identification of special needs and the use of childhood developmental screenings; (b) improve the quality of child care, early education, and referral networks for parents, child care centers, and teachers; and (c) study national and local trends to identify key community priorities in improving outcomes for young children and their families. Building upon this past progress, in 2013 United Way convened an Erie/Niagara Birth to 8 Coalition to measurably improve outcomes for Buffalo-area young children and families using evidence-based programming through the implementation of a Theory of Action and Community Action Plan.

One outgrowth from the Community Action Plan is the Children’s Center for Success (CCS), a program that employs well-researched training and therapy methods in early care and learning environments to address the growing local incidence of extremely challenging and disturbing behaviors (ECDB’s) in children aged 2 to 7. This trauma-informed prevention/intervention program that reduces ECDB’s, improves young children’s ability to self-regulate and interact

positively with peers and adults, and increases vocabulary exposure at a critical point in children's brain development. As a result, children acquire a more resilient temperament and stronger framework for academic achievement—and daycare, education, and home environments are more conducive to learning for those exhibiting ECDB's and for their peers.

The CCS trauma-informed approach is proven highly effective with the FSCS-CTG target population of children who are challenged by chronic stress and dire life experiences that often accompany poverty, including family violence, unstable housing, poor nutrition, recent immigration, and failure to assimilate into community environments. CCS methods will be integrated into PK, K, and Grade 1 classrooms at Southside by two Consortium partners that have been central to implementing the CCS pilot program, as follows.

- **Child & Adolescent Treatment Services (CATS)**—In proposed Project Year 1, highly trained mental health and social work professionals from Child & Adolescent Treatment Services (CATS) will deliver at least four initial “basic” training sessions in Teacher-Child Interaction Training (TCIT) to all pre-kindergarten, kindergarten, and first grade teachers and staff (about 25 in total). TCIT is a school-based variant of Parent-Child Interaction Therapy (PCIT), in which specialized techniques are used to help teachers manage difficult students and classrooms. Also in Year 1, CATS therapists will work with two PK classrooms and two kindergarten classrooms to provide intensive training and live coaching in TCIT three days a week. During 15-minute teacher coaching sessions, CATS therapists will use coding checklists to assess teacher/staff and student behaviors and interactions. In subsequent years, up to four PK-Grade 1 classrooms per year will receive intensive training and coaching until all PK-Grade 1 teachers and staff have full TCIT indoctrination. In Years 1 through 5 and beyond, there will also be ongoing reinforcement refresher trainings, as well as new training and coaching for replacement teachers and staff. PCIT, the parent/guardian counterpart of TCIT which is covered by Medicaid and private health

insurance, will be offered off-site at a nearby day care center for the first year. With funding anticipated from a local foundation, a specialized PCIT suite with one-way mirror will be constructed on-site by Year 2 to encourage greater family participation in PCIT and improved consistency in messaging for children across the home-school environments. Over five years, it is estimated that more than 500 children, 30 teachers/staff, and 125 family members will benefit.

- **Child Care Coalition of Niagara Frontier (DBA, “Child Care Resource Network”)** will provide on-site project oversight and advisement at Southside regarding best practices in project design and quality assurance in early childhood programming on an ongoing basis. The Coalition will also provide at least four teacher/staff professional development sessions and two parenting sessions per year on topics agreed upon with the building principal, and collaborating program partners. At least 150 individuals per year will benefit (750 over five years).

- **International Institute of Buffalo** will be retained on a fee-for-service basis to foster inclusive environments that welcome the growing population of immigrants and refugees from a wide array of countries. As needed, the Institute will provide in-person/telephone interpretation services and translation of materials. In addition, the agency will provide at least four cultural competency trainings a year (120 school-based teachers/staff, agencies, and parents/guardians).

Remedial Education/Academic Enrichment (#2)—Both Schools: Program partners below will complement existing school-based programs so that each grade level of students has access to academic enrichment and supports. Existing programs include BCSD/Say Yes after-school remediation/enrichment services operated by Child & Adolescent Treatment Services at Southside and United Way’s On Time to 9 remediation program that provides targeted interventions and supports for 8th graders in danger of not being promoted to high school for academic or attendance reasons.

- **Cradle Beach** will expand its year-round Project SOAR (Success, Opportunity, Achievement, and Responsibility) program in Grades 3-8 at Southside, serving a minimum of 60 students annually by providing evidence-based academic, social-emotional, and higher-order skill development at a ratio of 10 students per Cradle Beach staff member. Project SOAR components will include: daily in-school mentoring, tutoring, “Lunch Bunch” academic support, after-school programming, weekend retreats, six (6) weeks of summer programming, and a Summer Enrichment Program that entails a 10-day residential camp on the shores of Lake Erie. In addition, Cradle Beach will introduce a secondary school level of Project SOAR at SPHS after an initial planning and needs assessment period in Year 1. The SOAR program at SPHS will target students with academic, social-emotional, and behavior challenges and eventually serve up to 60 students annually (240 over five years).

- **Western New York United Against Drug & Alcohol Abuse (WNYU)** will work with 10 select at-risk students from Southside’s 7th and 8th grades through a multi-year academic enhancement, social development, and service-learning course provided for five-weeks, six hours per day in the summer. At the completion of this Leaders in Training program, a 10% minimum improvement in Math and ELA, or writing fluency is anticipated. WNYU also provides remediation services at Southside through its Front Line Mentoring (Grades 3-8) and School Community Action Team (PK-6) with funding from United Way and other sources.

Family Engagement (#3)—Both Schools: At present, CATS after-school programs conduct family outreach. Erie 1 BOCES (Leadership Partner) plays a key support role for Site Coordinators and all FSCS-CTG partners regarding data, Attendance Works, family outreach, and Positive Behavioral Intervention and Supports (PBIS)/Safe and Civil Schools programs. In addition, FSCS-CTG partners will engage families in the following ways:

- A full-time Southside Site Coordinator will be hired by **Catholic Charities** to identify and assess ongoing needs of the school's 1,169 students and their families in collaboration with the building principal and community partners. The Site Coordinator will facilitate optimal coordination/integration of school- and community-based services, programs, and supports to remove barriers to academic achievement for at-risk students. He/she will: oversee the Student-Family Resource Center on a daily basis during the academic year and summer; plan, implement, and support school-wide student/family initiatives; link and refer students and families to resources; collect and manage data on student progress, family involvement, and referrals; and coordinate school/partner agency meetings to achieve family engagement and other outcomes. Catholic Charities' Monsignor Carr Institute will hire a grant-funded Mental Health Counselor at Southside to serve as an additional agency support for up to 100 students and family members annually, providing individual and group counseling in cases of chronically recurring issues and/or impairment of emotional, behavioral, or social functioning. At SPHS, the Site Coordinator and Mental Health Counselor fill similar positions, funded by SBPZ.

- **CATS** will engage an estimated 25 to 50 families annually through Parent-Child Interaction Therapy at Southside (described previously, offering priority to teen parents from SPHS).

- **Child Care Coalition of Niagara Frontier** will facilitate at least two annual community information sessions for families of students at Southside and SPHS and will provide resources/referrals for families on parenting, child development and wellness, and education topics. More than 150 people affiliated with Southside and SPHS will be served per year.

- **Cradle Beach** will increase family involvement with parents/guardians of approximately 120 Southside and SPHS students enrolled annually in the year-round Project SOAR program through ongoing outreach and communication. Over five years, 500+ students will be served.

- **Food Bank of Western New York** will provide 75 high-need Southside students/families with backpacks full of nutritious food each weekend and on holidays for 40 weeks throughout the school year, serving approximately 375 students with basic needs support over 5 years.
- **International Institute** will enable Southside and SPHS to communicate effectively with and engage all families, including the growing number of recent immigrants and refugees from a wide range of counties and cultures. The Institute will provide in-person foreign language interpreters, telephone interpretation, and cultural competency training.
- **WNY United** engages 300 Southside families with a range of preventive, social-emotional, remediation/enrichment, and leadership programs, some funded by sources outside the grant.

Mentoring and Other Youth Development (#4)—Both Schools: Working with after-school and mentoring providers not funded through FSCS-CTG (BCSD, Child & Adolescent Treatment Services after-school programs, Say Yes Buffalo, Hillside Work Scholarship Connection, Sparks Alliance, and Project JumpStart), two FSCS-CTG agencies will fill gaps in the extensive mentoring and youth development needs at the two FSCS schools:

- **Cradle Beach Project SOAR** will expand year-round programming at Southside to serve at least 60 Grade 3-8 students through daily school-day and after-school mentoring and six weeks of summer programming. An additional 60 students in Grades 9-12 will be mentored through the SOAR program which will be introduced at SPHS at the request of the principal.
- Strong elements of mentoring occur in the context of **WNY United's** Leaders in Training Program, which will serve ten 7th/8th grade students at Southside through a summer intensive. In addition, WNY United's academic-year Mentoring and Academic Support program at Southside—funded by United Way—provides mentoring for at least 60 students on a daily basis.

Programs that Provide Assistance to Chronically Absent, Truant, Suspended, or Expelled Students (#6)—Both Schools: In concert with the Attendance Works and PBIS initiatives

coordinated by Erie 1 BOCES and BCSD, six FSCS-CTG partner agencies will work with students exhibiting poor attendance or behaviors. These agencies will also align their efforts with the Say Yes Family Support Worker and after-school services in both schools (provided by CATS, BCSD, and Say Yes Buffalo) that promote attendance and pro-social behaviors:

- **Catholic Charities'** Site Coordinators will identify and refer approximately 300 students annually to the appropriate school-based and/or community supports to address attendance and behavior issues at both schools and provide enrichment activities to motivate students.
- **CATS** will deliver Teacher-Child Interaction Training (TCIT) two to three days a week for a minimum of two hours per day to foster improved student-student, student-adult, and adult-student interactions to decrease the incidence of extremely challenging or disruptive behaviors in three to four Southside early childhood classrooms, serving 20 or more students directly each year with 100 children annually experiencing improved learning environments.
- **Cradle Beach** will provide Project SOAR (described earlier) to 60 students at each of the two schools (120 in total), providing motivation to attend school and specific strategies for self-regulation, goal-setting, and successful interpersonal interactions.
- **Food Bank of Western New York** will encourage attendance by providing weekend backpacks filled with nutritious foods for up to 75 students who attend school regularly.
- **United Way**, in partnership with Belmont Housing Services, will prevent excessive absences due to family transiency and homelessness with year-round case management services, financial education, and up to \$1,250 in direct assistance for 35 families of Southside and SPSHS students.
- Through its Ripples Effects Program (Grades 2-3), **WNY United** will deliver interactive social-emotional development strategies that increase appropriate behaviors in 20 Southside students annually in danger of suspension or expulsion. The agency will also improve behaviors in 300 Southside students per year in Grades K-2 with its five-session Conflict Resolution

program. The ten-session Too Good for Drugs Program will improve the resiliency, social behaviors, and problem-solving skills of all Southside 7th-8th grade students (230+ each year).

Programs that Provide Access to and Use of Social Services Programs and Program that

Promote Family Financial Stability (#10)—Both Schools: Working with the School Site Coordinators and Say Yes Family Support Specialists, the following three (3) FSCS-CTG agencies will increase access to and usage of social services and family financial stability programs:

- **Catholic Charities'** Site Coordinator will identify and refer approximately 300 students per year to the appropriate school and/or community supports related to social services and family financial stability—and also has direct access to the agency's emergency assistance resources.
- **Child & Adolescent Treatment Services** links families to Medicaid and private insurance payment options for the PCIT programs it will offer on-site at Southside and at community locations for an estimated 35+ families annually with children under the age of 8.
- **United Way** (see previous section) will provide year-round case management services, financial education, and up to \$1,250 in direct assistance for 35 families.

Mental Health (#11)—Both Schools:

- The **Catholic Charities** Mental Health Counselor at Southside will provide counseling for up to 35 students/families per year, as will the SBPZ-funded Mental Health Counselor at SPSHS.
- **Child & Adolescent Treatment Services** will improve social-emotional, interactional, and mental health outcomes for over 60 students and families annually by delivering TCIT and PCIT.
- Through its annual Ripples, Conflict Resolution, and Too Good for Drugs programs, **WNY United** will improve socio-emotional and mental health of 350+ Southside K-3 and 7-8 students.

C. The potential and planning for the incorporation of project purposes, activities or benefits into the ongoing work of the applicant beyond the end of the grant.

The original five-year US Department of Education grant received by the FSCS-CTG Consortium provided a strong foundation for integrating the community school approach and resources into Southside Elementary and another BCSD elementary school, Lovejoy Discovery #43. FSCS-CTG work continues in these schools, and the lead applicant, United Way, has expanded its commitment to Education and community schools partnerships. The growing network of FSCS-CTG collaborators remain focused on ensuring that the work begun by FSCS-CTG grows beyond the grant term to meet the tremendous needs within Buffalo's public schools.

To date, we have developed sustainable programming in 14 Buffalo schools based on the successful FSCS-CTG model instituted in BCS #43 and Southside with the FSCS-CTG original US DOE grant. These accomplishments have resulted in partnerships with Buffalo Promise Neighborhood, Perry Choice Neighborhood, and South Buffalo Promise Zone. In 2012, our community school work in Buffalo gained the attention of Say Yes to Education, a national non-profit committed to dramatically increasing high school and college graduation rates for inner-city youth. United Way and its FSCS-Closing the Gap partners worked closely with BCSD and local government and foundation leaders to bring the supports of Say Yes to the city's students, whose daily struggles to face the challenges of poverty often interfere with their ability to graduate from high school on time and be prepared for college and career.

Say Yes has made a substantial commitment to community school work in Buffalo and is a FSCS-CTG Leadership partner. The Say Yes organization has begun to: (a) provide last-dollar college tuition scholarships for all eligible graduates of a Buffalo public high school (see eligibility requirements at <http://sayyesbuffalo.org/>); (b) offer a partial match with Erie County Department of Social Services for one mandated-preventive Family Support Specialist per Buffalo public school campus (as long as such funds are available); and (c) collaborate with FSCS-CTG partners and the County of Erie, BCSD, Kaleida Health, Catholic Health System,

and the Volunteer Lawyers Project to bring after-school resources and community health, mental health, and legal clinics to hub school locations within the BCSD.

Lead FSCS-CTG applicant United Way regularly conducts comprehensive Community Needs Assessment research that informs the collaborative efforts of community school partners to prioritize and expand supports that meet emerging needs of students and their families. Based on that research, United Way continually strengthens its support of education and community school programming. Within the past two years, the organization has initiated and implemented the following education programming to improve the well-being and academic achievement of students and families: the Erie/Niagara Birth to 8 Coalition; Children’s Center for Success; Housing Case Management (addressing students’ chronic absence due to housing insecurity and homelessness); On Time to 9 (remedial interventions to facilitate on-time promotion to high school); and Fit to Succeed/Play 60 (physical activity promotion and nutrition education). These services are funded and delivered to the schools through United Way’s generation of resources from private donations, county resources, grant support, and local and national foundations, setting a framework for their integration into Southside Elementary, SPHS, other schools, and the community for years to come. With the strong support of South Buffalo Promise Zone, Say Yes Buffalo, United Way, and all FSCS-CTG partners, new plans are underway to sustain current FSCS-CTG programs and activities at Southside Elementary and SPHS well beyond five years to benefit current and future generations.

D. Extent to which proposed project is integrated with or builds upon related efforts to improve relevant outcomes using existing funding streams.

Strongly aligned with the Buffalo City School District’s 2013-2018 Strategic Plan and Theory of Change, FSCS-CTG is highly integrated into the District’s efforts to improve outcomes for students using existing funding streams. United Way has served for more than 11

years as the key fiscal and program agent for BCSD's community school work, leveraging between \$2-\$5 million dollars a year in Closing the Gap and partner funding to empower at-risk students to achieve increased academic success and holistic personal development. Building upon past successes, the FSCS-CTG Consortium continues to move forward in meeting the myriad needs of children, youth, and families in the economically troubled city of Buffalo. The Consortium stands at an exciting threshold with the addition of new partners and resources to supplement existing funding streams in meeting our organizations' collectively held goals. Combining the assets and dedication of historical FSCS-CTG partners with new partners such as Say Yes, the FSCS-CTG Consortium will continue to build upon related efforts.

At present, existing funding streams that support the FSCS-CTG work being accomplished and planned at Southside and SPHS include: (a) more than \$350,000 annually in United Way-generated investment, grant, and corporate funding; (b) nearly \$100,000 annually from South Buffalo Promise Zone (including Erie County Departments of Health, Mental Health, Probation, and Social Services); (c) over \$250,000 from BCSD for after-school services at Southside, provided by Child & Adolescent Treatment Services; (d) \$18,750 from the Volunteer Lawyers Project to operate a pro-bono legal clinic at SPHS beginning in 2014-2015; (e) \$131,000 annually from Erie County Department of Social Services and Say Yes for two Family Support Specialists (mandated preventive case workers) at Southside and SPHS; (f) approximately \$200,000 annually from Say Yes Buffalo in college tuition scholarships for graduating SPHS seniors; (g) \$8,000 from Say Yes for start-up of a Southside mental health clinic, and \$130,000 in estimated annual Medicaid reimbursements related to this clinic (to open in 2014-2015); and (h) more than \$230,000 annually in matched FSCS-CTG partner funding at the two schools.

Programming funded by other sources is also evident in the two schools. At Southside, this includes: Erie County Department of Social Services RSVP (Retired & Senior Volunteer

Program); Catholic Health System Sisters' Hospital Community Health Clinic; and Baker Victory Services "Chompers" Dental Health Program. At SPHS, such programs include: Gateway-Longview Mental Health Clinic (serving the community on appointment basis) and Gateway-Longview Mental Health Counselor (serving just the school population on a full-time basis); Sparks Alliance Anti-Bullying group; Buffalo Central School District Adult Education and GED Divisions, as well as BCSD Sexual Health and Wellness Initiative; Upward Bound (University at Buffalo); and Trocaire College's College Access Preview Program. Erie 1 BOCES, funded by New York State Department of Education, is actively engaged in both schools with regard to attendance and PBIS initiatives. Based on the wide range of supports and funding streams represented in the work of FSCS-CTG partners and community agencies working in Southside and SPHS, it is evident that the past work related to FSCS-CTG has provided a strong evidence base to ensure future sustainable funding for the efforts begun and those that need to be initiated to address the myriad challenges facing the city of Buffalo, its schools, and its at-risk children and families.

II. ADEQUACY OF RESOURCES

A. Applicant and partner support including facilities, equipment, and other resources

The United Way (UW) has served as the lead partner for the FSCS-CTG Consortium since its inception in 2000 and will continue in this role for the proposed project as the applicant organization/fiduciary agent. UW served in this capacity for the past six years, managing the previous US DOE FSCS-CTG Consortium grant for \$2.5 million. UW has extensive experience managing grants and contracts, handling over \$21 million in resources annually including \$3.7 million in grants and contracts last year. FSCS-CTG Consortium is a major initiative of the Education focus area, managed by UW's Program Director of Education (30% time). In addition, the Accounts/Payroll Manager will devote 15% time to the initiative, handling subcontract

agreements and providing oversight of grant expenses and reporting. Other UW resources include finance, human resources, marketing, and IT. UW is governed by a strong Board with a Finance Committee to oversee the organization's financial position. UW is audited annually and follows generally accepted accounting principles, with direction provided by United Way of America policies.

UW and Consortium partners will contribute a total of \$233,782 in matching funds for personnel, supplies and equipment, weekly backpacks of food, camp scholarships, transportation, and housing case management. Matching funds are 32% of the total project budget (\$729,611) and 47% of the total federal funds request (\$499,591) for Year 1. Consortium partners will sustain a similar level of commitment over the life of the grant and will continue to seek resources devoted to project outcomes.

Importantly, the Consortium will leverage significant resources not identified in our grant budget by integrating FSCS-CTG services with existing initiatives at these two schools – Say Yes to Education and the South Buffalo Promise Zone (SBPZ). Say Yes to Education Buffalo will contribute more than \$500,000 in leveraged resources at both schools and an approximate \$197,500 in annual college scholarships for all qualified SPHS graduates. At Southside, Say Yes Buffalo will support a full-time Family Support Specialist, after-school programming, and start-up and annual funding for a mental health clinic. At SPHS, Say Yes will support a full-time Family Support Specialist and a legal clinic run by volunteer lawyers (after-school program and mental health clinic in existence prior to Say Yes). In addition, NYS Department of Mental Health supports the Site Coordinator position through its SBPZ initiative. Both schools designate space for a Student-Family Resource Center, where Consortium services are provided.

B. Relevance and demonstrated commitment of each partner

Please see the attached Memorandum of Understanding signed by each Consortium partner as their demonstrated commitment to expand and enhance our full-service community school model. Remarkably, the Leadership Team which includes the Commissioners of the Erie County Departments of Mental Health and Social Services; all FSCS-CTG Principals; the Associate Superintendent and other key personnel of BCSD; and high-level representatives from each Consortium partner, has provided consistent guidance since inception. Partners create programs specific to needs of students, reduce or eliminate some programs, and increase funding for services with greatest outcomes. Roles of each partner are described below.

The United Way of Buffalo & Erie County has been working to affect positive change since 1917 through our mission “to lead positive change by bringing people, institutions and resources together to address our community's most critical human service needs.” UW has facilitated community collaborations for over 20 years, and regards our system-changing work, such as FSCS-CTG, as central to our mission. A neutral convener, UW has the unique ability to facilitate community problem-solving, multi-sector collaboration, and shared decision-making.

Buffalo City School District has supported the implementation of the FSCS-CTG model for over 10 years. Interim Superintendent Will Keresztes, PhD, is a staunch advocate for community schools as a former Closing the Gap Principal. Darlene Jesonowski, Principal of Southside and Theresa Schuta, Principal of SPHS are both strong supporters and partners in this FSCS-CTG Consortium grant application. Ms. Jesonowski has worked within BCSD for over 25 years and is devoted her career to equalizing learning opportunities for all children. Ms. Schuta, a lifelong resident of South Buffalo, is a non-traditional educator who actively partners with parents and the community in which she lives.

Catholic Charities of WNY is the most comprehensive human service provider in Western New York, reaching all eight counties with professionally staffed locations. Each year, Catholic

Charities serves more than 160,000 Western New Yorkers without regard to age, race or religious affiliation <http://www.coanet.org/>. Catholic Charities manages the FSCS-CTG School Coordinators and is the human resource provider for Say Yes Buffalo Family Support Specialists, offering extensive experience with management, supervision, and coordination. Catholic Charities' Monsignor Carr Institute is a dual licensed (Office of Mental Health (OMH) and Office of Alcohol and Substance Abuse Services (OASAS)) outpatient clinic operating five full-service sites for children ages 5+ and adults, including home- and school-based services.

Child & Adolescent Treatments Services is a 75-year-old non-profit children's mental health agency that provides innovative, research-based preventative and treatment programs to strengthen the emotional health and safety of children in their homes, schools, and community. Programs are designed to promote mental and emotional health; teach skills to manage emotions; improve family communication; teach life skills; and support healthy alternatives to violence.

Child Care Resource Network is a nonprofit Child Care Resource and Referral Agency committed to the development of quality child care and education for children in Erie County. Its range of services is: assistance finding child care; parenting education/resources; training/professional opportunities for child care providers; child care information for businesses.

Cradle Beach has existed for 126 years and serves 1,200 children annually. The summer program serves 800 children in a residential program and includes children with special needs and children from low-income households. Project SOAR is a year-round tutoring/mentoring program using AmeriCorps members daily at three Buffalo public schools. Other services include after-school programs, weekend retreats, summer programming, and a respite program.

Food Bank of WNY alleviates hunger in our community, with a mission to "respectfully provide food, training, education, and hunger advocacy for member agencies and their clients." The Backpack Program's success relies on an identified point person in the school: FSCS-CTG

is an ideal partner to coordinate delivery of nutritious food on weekends and holidays. **International Institute** Established in 1918, the agency is dedicated to helping refugees and immigrants overcome language and cultural barriers to become self-sufficient, productive members of our community, and to promote global education and international connections.

WNY United Against Drug & Alcohol Abuse, Inc. (WNYU) is a primary substance abuse prevention/education agency that trains and mobilizes local schools and communities to implement proven strategies that prevent abuse of alcohol, tobacco and other dangerous drugs. WNYU offers comprehensive, sustained prevention services to high-risk schools and communities that enter into long-term partnership agreements with WNYU to foster the development of healthy, capable young people. WNYU has formally partnered with BCSD since 1996 and United Way since inception. Programming ranges from evidence-based classroom curricula, to service learning training, to high-visibility events, to parent educational forums.

C. Costs are reasonable in relation to number served and services to be provided

For the proposed project, the Consortium will serve all 2,400 students at two low-performing Buffalo public schools at a cost of nearly \$500,000 annually for five years. For just over \$200 per student, the FSCS-CTG Consortium will work toward our goal to improve academic achievement at Southside and SPHS. UW and the FSCS-CTG Leadership Team have collaborated closely with partners over the years to assure that all costs are reasonable and comparable to other providers working toward similar outcomes.

III. MANAGEMENT PLAN

A. Description of planning, coordination, management, and oversight of eligible services

FSCS-CTG Consortium leadership and provider agencies were engaged with BCSD in creating the District's 2013-2018 Strategic Plan to improve the educational system that serves 34,000 students in a highly challenging economic environment in the city of Buffalo, the third

poorest large city in the nation. Integral to the success of this plan are purposeful roles of community partners such as FSCS-CTG partners, parents/families, and cross-sector collaborators in ensuring students' health, wellness, and academic achievement—and scaling up our community schools work. The Collaborative Leadership Structure embraced by the Coalition for Community Schools applies for the District as a whole and also at Southside and SPHS. FSCS-CTG Consortium partners—already working together in schools throughout BCSD—have established highly effective strategies for planning, coordinating, and managing services to meet the needs of each school building within the Collaborative Leadership Structure. These will be applied to Southside and SPHS as described below.

Community-Wide Leadership: Responsible for establishing and fostering dedication to a shared vision are the FSCS-CTG community leaders, who develop policy and ensure resource alignment. These oversight functions will be provided by the FSCS-CTG Leadership Team, which includes representatives from each Consortium partner, the Commissioners of the Erie County Departments of Mental Health and Social Services; Principals of participating schools; the Interim or Associate Superintendent of BCSD, the BCSD PBIS/Safe and Civil Schools Coordinator, the Chief Executive and Operating Officers of Catholic Charities; the President/Chief Executive Officer and Chief Operating Officer of United Way, the Southside and SPHS Site Coordinators, and Site Coordinator Supervisors. The FSCS-CTG Leadership Team serves as an advisory body that meets quarterly to act upon key issues. Further, the respective Boards of Consortium partners provide specific oversight for grant-funded activities and assurances regarding all federal regulations and requirements. As the lead partner and fiscal agent for the proposed project, the United Way of Buffalo & Erie County's Board of Directors will be legally responsible for: a) use of all grant funds; b) ensuring that the project is carried out

by Consortium partners in accordance with federal requirements and; c) ensuring that indirect cost funds are determined as required under Sec.75.564 (e).

School-Site Leadership: A FSCS-CTG School Site Coordinator at each school is critical to the success of the model and its service delivery objectives. The primary function of the FSCS-CTG Site Coordinator is to ensure coordination and integration of services that show a positive impact on core outcomes. This is a full-time employee whose primary responsibility is to coordinate the Provider Team, working in partnership with the Principal. The Site Coordinator assesses school needs through vigorous data analysis, mapping of community resources, and triage of referrals. The FSCS-CTG Site Coordinator develops a personal relationship with every student, teacher, and parent/guardian in the school and serves as the entry point for services.

BCSD uses Site-Based Management Teams (SBMT) as a school-based governing body, comprised of the ELA and Math Committees, the Parent Action Team, and the Student Support Team. Comprehensive School Education Plans (CSEPs) are developed by these committees.

School-Based Provider Teams are comprised of all FSCS-CTG partners that deliver services, led by the FSCS-CTG School Coordinator in collaboration with the school Principal. This team meets formally on a monthly basis to discuss school and program issues, outcomes, and budgets. The Provider Team also meets informally at least once a week to coordinate services for individual students and their families. School-based service providers are selected as follows:

- (1) Every agency offering services in a FSCS-CTG school is committed to be a collaborative, supportive participant on the school-based provider team, working within the full-service school model governed by FSCS-CTG core values and goals;
- (2) All providers contribute to core outcomes;
- (3) Ensure that the FSCS-CTG School Coordinator and Principal are the single points of entry for services;
- (4) Demonstrate flexibility based on student needs and the school culture – with the primary concern being a willingness to stay student-focused and academically centered.

FSCS-CTG School-Based Provider Team members sit on the Parent Involvement and Student Support Teams in developing and implementing CSEPs.

All students in the school receive primary prevention services, which include Positive Behavior Intervention and Supports (PBIS). Students have access as needed to other services such as classroom interventions, mediation, de-escalation, and conflict resolution. Students requiring more intensive services such as counseling, social services, or mentoring must sign a participation agreement which requires informed parental consent. Referrals to FSCS-CTG Consortium are made by parents, teachers, and school staff—or by students themselves. Referrals are based on an identified need or specific challenge that interferes with a child’s ability to perform in school. Once referred, an assessment is completed by the FSCS-CTG Site Coordinator, who then determines the issues to be addressed and the provider/s best equipped to address those issues. If the referral is from school staff, parents are notified in order to discuss possible solutions and strategies with the Site Coordinator. Student data also trigger referrals, such as absences, poor test scores and high incidence of disciplinary referrals.

Intermediary Leadership: Overall planning and coordination for FSCS-CTG expansion at Southside and SPHS will be provided collaboratively by the Program Director of Education at **United Way** and the **Catholic Charities** Site Coordinator Supervisor. The Program Director will be responsible for providing overall guidance for the program, coordinating the Leadership Team, reporting on outcomes, and managing FSCS-CTG program and provider budgets in coordination with all related funding entities. She serves as the FSCS-CTG liaison with the Buffalo City School District, Leadership Partner organization director, agency CEOs, and the President/CEO of the United Way. She also works with the Site Coordinator Supervisor and Southside and SPHS Site Coordinators to ensure continuity of service coordination and fidelity of programming. In addition, the Program Director is the leader of the Erie/Niagara Birth to 8

Coalition, which establishes community goals and early childhood action plans, and the Children's Center for Success trauma-informed model for child care and early education. This work supports, informs, and partially funds the work of the FSCS-CTG Consortium.

Also in an Intermediary position is the Catholic Charities Site Coordinator Supervisor, who will oversee the work of the SBPZ-funded Site Coordinator at SPHS and the FSCS-funded Site Coordinator at Southside. In addition, in his role as Coordinator of **South Buffalo Promise Zone**, the Catholic Charities Site Facilitator Supervisor oversees a full-time Site Coordinator in each of three additional SBPZ schools, manages the implementation of provider services in a total of five schools, coordinates school-based and quarterly SBPZ meetings, and fulfills SBPZ communications and reporting functions.

Leadership Partners Say Yes Buffalo and Erie 1 BOCES also play Intermediary roles in data collection, personnel support, technical advisement, and evaluation functions. The Say Yes Director of Data and Evaluation and BOCES Director of School Support manage these activities.

B. Qualification of FSCS-CTG School Site Coordinator and Key Personnel; Applicant's Prior Performance on Similar or Related Efforts. (These relate to FSCS partially or fully-funded full-time positions.)

- United Way Program Director of Education—Lynn Pullano, Ed.M., has 30 years of experience in education/nonprofit management and has developed support programs for WNY children and youth along the birth-to-college/career continuum. She manages \$4 million+ annually in service and fiscal contracts for community school partnerships including U.S. Departments of Education and Commerce, NYS Office of Mental Health, Erie County, Say Yes.
- Catholic Charities Site Coordinator Supervisor—Jose Correa, LMSW, has worked with Catholic Charities since 2003, with experience training and supervising School Site Coordinators. He is a former Site Coordinator and has significant experience in community

partnership development, service linkages for students and families, and program evaluation. Mr. Correa manages the site facilitation and service delivery operations of SBPZ.

- Catholic Charities Site Coordinator at Southside Elementary #93—To Be Hired
- Catholic Charities Site Coordinator at South Park High School #206—Heather Turner M.S. Social Work, has experience in school counseling, program coordination, mental health, and academic services within two public school systems and the Closing the Gap partnership.
- Southside Elementary #93 Principal—Darlene Jesonowski, M.S. Administration/Supervision, has 25 years of education experience in Pre-K-8 and has been a principal in three local schools, at Southside for 10 years. Ms. Jesonowski is committed to collaborations that benefit students and families and is a strong advocate of the FSCS-CTG community school model.
- South Park High School #206 Principal—Theresa Schuta, Ed.M., is known within BCSD for advocating on behalf of students. She has 15 years of administrative experience at both SPHS and Southside, and nine years of teaching and community school experience. Ms Schuta considers community school collaborations essential to her students' success.
- Catholic Charities Mental Health Counselor at Southside Elementary #93—To Be Hired
- Child & Adolescent Treatment Services (CATS) TCIT/PCIT Supervisor—Sharon Ray, LCSW-R, has 28 years' experience at CATS, most recently as TCIT/PCIT Supervisor. She leads a team of clinical staff implementing TCIT/PCIT strategies in multiple locations, including United Way's Children's Center for Success pilot program in Buffalo.
- Child Care Coalition of Niagara Frontier Education Director—Jill Boeck, Ed.M., manages professional development for Erie County childcare directors, owners, teachers, staff, and NYS childcare licensors and also oversees school-based and grants operations for CCRN.
- Cradle Beach Project SOAR Chief Operating Officer—Cheri Alvarez, M.S. Counseling, is responsible for all Project SOAR program planning, operations, and staffing to assist 1,100

children served annually at Cradle Beach Camp and in school-based settings. Previously, she was employed by Catholic Charities as the Closing the Gap Community Schools Manager.

- Cradle Beach Project SOAR Director—Nicholas Schifano manages daily operations of Project SOAR in three BCSD schools. He is responsible for curriculum development, data analysis related to attendance and school performance, and collaboration with community partners and school staff to support school- and district-wide initiatives.
- WNY United Against Drug & Alcohol Abuse Program Director—Beth Anzalone, CPP, has 30 years of experience in prevention services programming and manages implementation of all WNYU prevention services for students as well as training for multiple school district personnel, parents/family members, and community members.
- WNY United Against Drug & Alcohol Abuse Prevention Specialist—Rebecca Krebs, M.S., Childhood Special Education, delivers conflict resolution, mentoring, PBIS, attendance support, and Leaders in Training programs within BCSD and at both Southside and SPHS.
- WNY United Against Drug & Alcohol Abuse Ripples Effect Coach—To Be Hired

As the founder of the community school movement in Western New York with its Closing the Gap in Student Performance initiative, United Way has nearly 14 years of experience in effective and efficient program design, oversight, and fiscal and contract management of highly collaborative programs that benefit students, families, neighborhoods, and communities. United Way is uniquely positioned to continue expanding the partner network and sustainable resource base for FSCS-CTG schools, with contacts to nearly 3,000 regional and national businesses, philanthropic foundations community organizations, as well as private donors. In 2008, United Way awarded a US DOE five-year Full-Service Community Schools grant that enabled the FSCS-CTG Consortium to improve academic achievement, attendance, pro-social behavior, and grant, now in its final carryover year. With the entrance of FSCS-CTG partner Say Yes into the

city and its exciting promise of college tuition scholarships for all eligible BCSD students, FSCS-CTG and the community are poised to move forward with momentum and commitment in developing strong public education options that provide hope and help for our students.

IV. QUALITY OF PROJECT SERVICES

A. Services to be provided reflect up-to-date knowledge from research and effective practice; and B. Services to be provided will lead to improvements in student achievement as measured against rigorous academic standards.

Buffalo City School District and FSCS-CTG partners recognize that improvement in students' holistic development and academic success can be achieved by maintaining safe, inclusive, and empowering school environments supported by a deeply involved community. Like the most effective community school models, FSCS-CTG engages in an “integrated focus on academics, youth development, family support, health and social services, and community development” (Coalition for Community Schools, 2014). These are aligned with a focus on improved academic outcomes (BCSD Strategic Plan, 2013-2018) and increasingly rigorous NYS Common Core Standards, Curricula, and Assessments (www.engageNY.com, NYSED). The FSCS-CTG community school model is structured on scientifically based research and has been recognized nationally by the US Department of Education, the Coalition for Community Schools, United Way Worldwide, and New York State Department of Education (NYSED).

To achieve improved student achievement and preparation for college and career among the numerous at-risk and poverty-affected children and youth of Buffalo, FSCS-CTG will integrate eligible services that show proven results and reflect well-informed, up-to-date research. Such research has shown that social-emotional and basic needs support must be intertwined with learning goals to attain strong academic achievement among low-income students (Lee, V.E., J.B. Smith, T.E. Perry and M.A. Smylie, 1999). FSCS-CTG will integrate service components in

a comprehensive system of care to meet the individual needs of students. FSCS-CTG services will positively impact mutually agreed upon goals and student-related measures.

Goal 1: Improve School Culture and Positive Interactions, Children and Adults

- Among FSCS-CTG intervention (Tiers 2-3) students, at least 40% annually will report increased coping skills, knowledge of pro-social skills, or engagement in school.
- Number of Office Disciplinary Referrals at each school will decrease 10% each year.
- Average daily attendance (ADA) rate at each school will improve by 2% each year.
- 80% of students who receive services and were chronically absent the previous year will miss 5% fewer days.

Goal 2: Improve Academic Achievement

- At least 70% of “at-risk” students will enroll in targeted academic support each year.
- At least 70% of pre-kindergarten students targeted for intervention will be ready for kindergarten on time each year.
- Percent of grade 3-8 students who pass the NYS English Language Arts or NYS Mathematics exam will increase by a statistically significant amount each year.
- Percent of high school students who pass the Integrated Algebra and English Regents exams will increase each year by a statistically significant amount.

Goal 3: Increase Student and Family Engagement

- 100% of students or families each year who are identified as having “basic needs” unmet will have those needs met or be referred to appropriate services.
- Percent of students who report feeling comfortable engaging in the school community (grades 3-16) will be at least 70% or will increase by 10% each year.

High-Quality Early Learning and Services (Service #1): Under the direction of key partners in United Way’s Erie/Niagara Birth to 8 Coalition and Children’s Center for Success— high-

quality early learning experiences will, for the first time, be implemented by FSCS-CTG in a school setting (Southside). Services will nurture development of all young students, link early childhood education and elementary practices, and address extremely challenging and disruptive behaviors (ECDB's) occurring with marked frequency among young Southside students.

Teacher-Child Interaction Training, Parent-Child Interaction Therapy (PCIT), and PCIT modules will be delivered with fidelity by highly trained therapists from Child & Adolescent Treatment Services (CATS). These evidence-based practices will improve student behaviors, learning environments, and academic outcomes, specifically addressing interpersonal interactions among children and adult caregivers (parents, family members, teachers, and others) to achieve positive behavioral changes in children exhibiting ECDB's, including those caused by autism spectrum, attention deficit, and oppositional defiant disorders, as well as separation anxiety and Down's Syndrome. The effectiveness of these programs is well-documented and holds across cultural groups, particularly among at-risk children and families living with the chronic stress and trauma associated with poverty and extenuating life circumstances.

Studies related to these interventions indicate statistically significant, lasting improvements in children's behavior; importantly, these results are also generalizable to non-school settings, peers, and siblings (McNeil, Capage, Bahl, & Blanc, 1999; Schuhmann et al, 1998; McNeil, Eyberg, Eisentadt, Newcomb, & Funderbunk, 1991; Boggs, et al, 2003; Querido & Eyberg, 2003). A child with conduct disorders at a young age costs taxpayers over \$28,000 each year in intervention and treatment services (Knapp, Scott, and Davies, 1999). Effective treatment saves \$2,000,000 per child over a lifetime due to the prevention of school dropout, future criminal activity, and substance abuse (Cohen, 2012). Addressing disruptive behaviors early on makes sense for children, families, and communities. In addition to CATS TCIT and PCIT, Child Care

Coalition will improve educational environments utilizing environmental assessments (Early Childhood Rating Scales-ECERS) and teacher/staff/parent workshops.

Remedial Education/Enrichment (Service #2); Mentoring/Youth Development (Service #4):

The remedial, enrichment, mentoring, and youth development activities to be integrated in Southside and SPHS classrooms, after-school environments, and summer programming, have been proven successful in helping low-income, low-achieving students improve academic outcomes (Rand Corporation, 2011.) Jean Rhodes, PhD (University of Massachusetts, 2002), notes the effectiveness of mentoring in a school setting: “The school setting brings academic issues to center stage and provides a natural context for mentors to delve into learning issues.” Enrichment, mentoring, and focused youth development activities produce “substantial improvements in students’ school performance” (Curtis & Hansen-Schwoebel, 1999). FSCS-CTG services (Ripple Effects and Leaders-in-Training at Southside and Project SOAR at both schools) include best-practices components related to targeted academic interventions, experience-based learning, career exploration, service learning, and leadership development.

Family Engagement (Service #3): To increase meaningful family engagement and empowerment, FSCS-CTG will supplement the oversight resources of Erie 1 BOCES by adding funded services at Southside that include a Site Coordinator and Mental Health Counselor, TCIT/PCIT Program, parent workshops, Project SOAR, Backpack program, interpreter and services and cultural sensitivity training, and WNY United Against Drug & Alcohol Abuse. At SPHS, the existing SBPZ Site Coordinator and Mental Health Counselor will work with added programs and services of Project SOAR and International Institute. Site Coordinators, Say Yes Family Support Specialists, the Say Yes Director of Data Management, and agency providers will work with school staff and Via Evaluation to track, assess, and continually improve family engagement with regard to attendance at school events and agency workshops, participation in

PCIT, mental health counseling outcomes, and surveys of students, parents/guardians, and teachers/staff. The use of combined family engagement strategies among providers within a community school environment has been shown to retain at least 50% of students as program participants for 12 months or more (Deschenes et al, 2010), with gains in attendance, positive behaviors, grade point average, and standardized assessments.

Assistance to Students Who Have Been Chronically Absent, Truant, Suspended, or Expelled (Service #6) and Activities that Improve Access to/Use of Social Service Programs and Programs that Promote Family Financial Stability (Service #10): A wide range of overlap exists among FSCS-CTG services that improve school attendance, academic achievement, and student behaviors and those that help with basic needs and family stability. Research suggests that low-income children often demonstrate significant developmental delays and three times the rate of emotional and behavioral problems compared to non-homeless children (National Child Traumatic Stress Network, 2005). All FSCS-CTG agencies involved in addressing chronic absence and family financial instability will improve academic achievement.

Mental Health (Service # 11): As recognized by the American Academy of Pediatrics, more than 20% of children and adolescents have mental health problems (AAP, Committee on School Health, 2004). The Academy further identifies a critical need for school-based mental health services to remove barriers to access and effectively coordinate services. Specifically, the Academy's three-tiered approach is aligned with the Erie 1 BOCES-supported PBIS model for service integration at Southside and SPSHS (Sugai & Horner, 2002). Tier 1 services—supported and coordinated at both schools by the Site Coordinators in collaboration with BCSD, building staff, agency providers, and Erie 1 BOCES—are preventive and universal in nature and apply to all students, staff, and settings. Tier 1 services include school-wide expectations, a reinforcement systems as well as continued evaluation of outcomes, systems, data, and practices.

Tier 2 PBIS services are secondary interventions targeted to support students who are not responding to universal strategies and are often delivered in small-group settings for more focused behavioral supports. At the most intensive level, Tier 3, services are provided for individual students who are identified as having severe, chronic, or pervasive concerns.

At Southside, FSCS-funded Mental Health Coordinator, Prevention Specialist, Mentors, Ripple Effects Coach, TCIT/PCIT Therapists will work with building staff, the FSCS-CTG Site Coordinator, and the Say Yes Family Support Specialist to deliver programming at appropriate tiers relevant to building-wide, student, and family needs. As a result, increased social-emotional efficacy and resilience will improve measures of student attendance, discipline referrals and suspensions, and kindergarten readiness (Goleman, 2008; Goleman, Boyatzis, & McKee, 2002; Collins, 2001)—and ultimately better academic achievement as measured by rigorous new NYS standardized assessments in ELA and Math, classroom assessments, and on-time grade promotion.

At SPHS, FSCS-funded Cradle Beach Project SOAR Mentors will work with the SBPZ Site Coordinator, SBPZ Mental Health Counselor, and existing network of agencies to similarly ensure students' social-emotional and mental health.

V. QUALITY OF THE PROJECT EVALUATION

Includes extent to which: (A.) It will provide timely and valid information; (B) It will provide guidance on/strategies for replication/testing; (C) Methods of evaluation will provide valid and reliable performance data on relevant outcomes.

FSCS-CTG Consortium will contract with Via Evaluation (Via) as the external evaluator for this project. The table that follows presents performance measures aligned to the goals and outcomes presented in the attached MOU; they include process and outcome measures. The Consortium

also will report the overall percent of individuals targeted for the various project services who receive services each year, in line with the USDOE performance measure.

Annual Performance Measure	Data (Source)	When
Goal 1: Improve School Culture and Positive Interactions among Adults and Children		
At least 25 teachers will participate in TCIT training.	Training records (CATS)	As occur
Consortium partners will provide at least 6 workshops on school culture or positive interactions.	Training records (Partners)	As occur
90% of students identified as being in need of a behavioral intervention will receive an appropriate referral.	Referral log (Project Staff)	Monthly
The percent of intervention students who report increased coping skills, knowledge, use of pro-social skills, or school engagement will be at least 40%, or increase by 10%.	Survey (schools)	May
At least 85% of relevant workshop participants will report improved interaction skills or improved cultural understanding.	Survey (workshop providers)	As occur
The number of Office Disciplinary Referrals (ODRs) at each school will decrease 10%.	ODRs (BCSD)	June
The average daily attendance rate (ADA) at each school will improve by 2%.	ADA (BCSD)	June
80% of students who receive relevant services and were chronically absent the previous year will miss 5% fewer days.	Attendance, by student (BCSD)	June

Annual Performance Measure	Data (Source)	When
Goal 2: Improve Academic Achievement		
At least 70% of “at risk” students will enroll in a targeted academic support program each year.	Enrollment records (staff, partners)	Monthly
At least 70% of PK intervention participants will be ready for kindergarten on time each year.	Kindergarten screening (BCSD)	May- July
Annually, the % of grade 3-8 students passing NYS ELA or Math exam will increase by a statistically significant amount.	NYS Exam scores (BCSD)	July
The percent of HS students who pass the Integrated Algebra and English Regents exams will increase each year by a statistically significant amount.	Regents scores (BCSD)	July
Goal 3: Increase Student and Family Engagement		
Annually, each school and building-based partners will offer at least 8 events that foster family engagement.	Event records (schools)	Monthly
At least 30 families will engage in PCIT each year.	PCIT records (CATS)	Monthly
Annually, 100% of families or children who are identified as having unmet “basic needs” will have those needs met or be referred to appropriate services.	Log (staff, providers)	Monthly
Annually, the percent of families who report feeling comfortable engaging in the school community will be at least 70%, or increase by 10%.	Survey (schools)	May

Annual Performance Measure	Data (Source)	When
Annually, the percent of families who report feeling comfortable engaging in the school community will be at least 70%, or increase by 10%.	Survey (schools)	May

This table will serve as the basis for a more detailed evaluation plan to be completed upon project award. Via will work collaboratively with the Consortium, including participating in monthly project meetings, to determine the most appropriate way to gather, interpret, and foster use of project data. Via will work with Consortium members to foster collection of existing data (e.g., ODRs) and modify or create logs, records, and surveys required to measure performance.

Quantitative data for the performance measures will be analyzed by the evaluator using SPSS and appropriate data analytic techniques; most frequently used techniques include simple frequency analysis, t-test, Chi-square, and Analysis of Variance (ANOVA). Qualitative data will be formally analyzed to add depth to other information and explore unanticipated outcomes.

The evaluation will focus on providing highly useable and contextual information to improve the project in an ongoing way. Data will be analyzed by program, school, and overall initiative, as appropriate, to test intervention across settings. Via will meet with Consortium members at least monthly; reports and meetings will include discussions of lessons learned and provide data-based recommendations to inform current programming and possible replication of program activities to additional schools in the future. Via has evaluated US DOE grants since 1998, including several grants related to school climate, in addition to state and other grants. Via currently evaluates the CTG initiative and the Children’s Center for Success, in addition to projects with many Consortium partners. Via draws heavily on Patton’s Utilization-focused evaluation approach and presents nationally on evaluation use.