

Project Narrative
YMCA of Greater Long Community Development Branch

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Project Design

The YMCA of Greater Long Beach Community Development Branch (Y-CDB) (lead agency), the School of Social Work, California State University, Long Beach (CSULB) and Long Beach Unified School District (LBUSD) have partnered with the children, parents, and residents of our community in the development and implementation of community schools for almost 20 years. We were awarded the first Community Schools National Award for Excellence from the National Coalition for Community Schools in 2006. Our first community school was featured in Parade magazine, the National PTA magazine, and Our Children, and Discovery magazine. Unfortunately, as of 2007, due the severe economic downtown and large education cuts in California, funding for major program components (e.g., FSCS Coordinator) was lost. However, given the strong commitment of the Y-CDB to community schools, substantial funding has been secured from various sources and, currently, the Y-CDB is providing daily after-school programs and weekly family education at four elementary schools. While these are successful programs, we understand the importance of coordinating and integrating school services with community supports so we are very excited about this opportunity to once again establish evidence-based, community schools. We will use funding from this initiative to plan, establish and evaluate community schools at Burnett and International Elementary Schools. Our partnership has worked together for many years so we have a strong collaborative foundation. We have a shared vision of community schools and understand the strengths and challenges of our community. We have strong relationships with community members and organizations, expertise in developing and implementing community schools, and are excited to introduce our model at these two high-need schools.

We believe CSs are purposeful partnerships that provide support and opportunities to students, their families, and the neighboring community (Coalition for Community Schools, 2003). The best CSs emphasize community involvement and provide comprehensive services for children, parents, families and residents based on the desires of the community itself (Dryfoos et al., 2005). We see CSs as resources for the entire community and believe the community is integral to increasing student learning, strengthening families, and improving neighborhoods (Children's Aid Society, 2013). Coordinated, comprehensive and integrated academic, social and health services are needed to ensure the best outcomes for students, families, and communities. Our CS model integrates research-supported components such as an emphasis on education, a long-term commitment to collaboration with social service providers, integrated in-school and extended-day services, a high level of consumer and community involvement, and a focus on community strengths (Dryfoos, 2002; Dryfoos et al., 2005). We have extensive experience in engaging low-income, culturally-diverse residents, which is critical since consumer involvement in schools leads to better relationships with school staff and a more positive and inviting school climate (Howland et al., 2006; Marschall, 2006; O'Donnell, et al., 2008).

The partners for this project are the YMCA of Greater Long Beach Community Development Branch (Y-CDB, lead applicant), the Long Beach Unified School District (LBUSD), Burnett (BES) and International (IES) elementary schools, CSULB School of Social Work, The Children's Clinic; Serving Children and Families (TCC), and the neighborhood children, families and residents. The Memorandum of Understanding from the institutional partners is in Appendix B. During the first year, FSCS staff will identify and recruit other service providers at each site to ensure integrated services throughout the school campuses.

Project Goals and Objectives. The goal of the project is establish two new community schools to provide comprehensive, coordinated child, adult, and family services to improve children's academic performance, to strengthen family functioning, to increase family involvement in their children's education and their communities, and to increase collaboration among the family, school and community agencies. The project objectives are to:

1. Disseminate information on project services and coordinate the efforts of school and community services to increase child and family access to needed services.
2. Increase the social, academic and health competence of students by providing high quality in-school and extended-day child, adult and family programs.
3. Increase family involvement in their children's education at home and school.
4. Increase the leadership skills of youth, parents, and community residents so they can engage in positive school and community activities and leadership.

Demographic Characteristics of Students, Families and School Community. Both our schools are Title I, Program Improvement schools. International Elementary School (IES) is a traditional calendar year K–5 school with 723 students. The children are predominantly Latino (83%) followed by African American (13%), Asian American/Pacific Islander (3%) and White or Multicultural (1% each). Seventy percent qualify for free or reduced lunch and are English Language Learners or have been reclassified as Fluent English Proficient. Thirty percent of IES parents did not graduate from high school. California ranks schools from 1 (low) to 10 (high) based on its Academic Performance Index (API). In 2013, IES had an API rank of 3. Fifty-seven percent of IES students are below proficient in English and 39% in math. Half of IES 5th graders fall in the high risk range of body composition (California Department of Education, 2013). Forty-six percent of youth in this neighborhood live in poverty and the median family income is

\$30,833. Almost 46% of adults over 25 years did not complete high school. The community is transient and 85% of the housing units are renter-occupied. Sixty-five percent of the population is Latino, 14% is Asian American/Pacific Islander, 11% is African American, 6% is White, and 3% is multicultural or other. About 73% of the families speak a language other than English in their homes (mostly Spanish) and 41% were foreign born. Almost 30% do not have health insurance (U.S. Census, 2012).

Burnett is a year-round, single track K–5 school with 838 students. The children are 75% Latino, 13% Asian American/Pacific Islander, 11% African American, and 1% White. Ninety-six percent qualify for free or reduced lunch. About 64% are English Language Learners or have been reclassified as Fluent English Proficient. Twenty-five percent of Burnett parents did not graduate from high school. In 2013, Burnett was ranked 4 on the state-wide school rating system. Sixty-two percent of Burnett students are below proficient in English and 34% in math, while 44% of 5th graders fall in the health risk range of body composition (California Department of Education, 2013). In the Burnett area, 38% of youth live in poverty and the median household income is \$41,932. Most (67%) housing units are renter-occupied. Thirty-one percent of those 25 and older did not finish high school. About half (51%) of the residents are Latino, 18% are Asian American/Pacific Islander, 15% are African American, 9% are White and 7% are multicultural or other. Sixty percent speak a language other than English (mostly Spanish) in the home and 35% are foreign-born. Twenty-two percent lack health insurance (U.S. Census, 2012).

These statistics indicate our youth face numerous risk factors for school dropout including extreme economic deprivation, transitions and mobility, community disorganization, family history of school dropout, family management problems, academic failure, and lack of commitment to school (Hawkins et al., 1992). Many families are recent immigrants from cultures

that do not encourage family participation in school. Many families find themselves isolated from social supports because they speak a different language or are fearful of institutions. These same parents may find it difficult to help their children with their homework due to language and their own low education levels. Thus, school-based services that are culturally-sensitive, inviting, accessible and located in the neighborhood are very important to our community. The need for services is particularly great now since school district budget cuts over the past several years have resulted in larger class sizes, and slashed support services. Many of the challenges facing our youth and families could be reduced by the efforts of well-designed community schools.

While our neighborhoods have many characteristics that put our children at increased risk for academic difficulties, there are numerous strengths not captured by statistics. IES, BES, the Y-CDB and the Children's Clinic are positively perceived and trusted by community members and parents are vocal regarding their commitment to their children's academic and life success. This partnership has long provided school and community-based services designed to involve, empower, and support children, youth and families. This trust and track-record greatly enhances the likelihood residents will become involved with these community schools. The principals and teachers are strong advocates. They welcome efforts to bring community agencies and residents into their schools, and are used to collaborating closely and sharing space with the Y-CDB staff. All partners believe that children can only be successfully educated if we involve students, parents and community residents, modify programs and institutions, respond flexibly and creatively to residents' desires, understand and promote strengths, and develop relationships among partners that will withstand conflict, and, indeed, grow stronger from it. We plan to directly serve at least 150 children, and 200 parents and residents a year at each school, for a total of 700 yearly. Although we will serve a large number of people, our primary focus will be

to retain and involve them in as many components as possible since it is more likely that positive outcomes will occur if people receive comprehensive services. Since effective CSs transform institutions and some of our services will be school-wide, all children at the schools should benefit to some extent.

Eligible Services. The Y-CDB has partnered with IES since 1992 and with Burnett since 2000 to provide after-school and family involvement programming. Several strategies were used to determine service priorities for this grant. Focus groups have been held on numerous occasions with students, parents, and school and agency staff to identify strengths, shared concerns, and priorities. When current Y-CDB family classes are offered, satisfaction forms which include requests for future workshops are completed. This information is reviewed to prioritize services. Y-CDB staff met with active parent groups at both schools to explain community schools and gather their input into the proposed program. Principals also shared the information on the program with school staff and Site Councils to solicit feedback. Thus, the service priorities identified here are based on multiple sources of community feedback and have been sanctioned by all partners. Since these families, residents, and schools are somewhat new to the idea of community schools, education on community schools and planning activities around the service priorities will occur during the first three months of the project, under the leadership of the FSCS Coordinators, to ensure that eligible services are offered in ways that fit best for the community.

Remedial and Academic Enrichment Programs (Objective #2). The Y-CDB currently operates 47 weeks of after-school academic enrichment programs at IES and BES, serving 200 children, with matching funding. The after-school program operates Monday through Friday for 20.5 hours when school is in session and for 30 hours for seven weeks during off-track or summer. The program provides homework, academic enrichment and supports, project-based learning,

college readiness activities, Youth Councils, team building/social skills development, and recreation and nutrition. Funds from this grant will be used to better coordinate and enhance the communication among after-school program staff, families and school staff by increasing the hours of Afterschool Site Coordinators. This will allow them to work more closely with school staff to align after-school curriculum with the school day and attend school meetings as appropriate. It will also allow them to integrate new components into the program such as community service and service learning. The FSCS Coordinator will supervise after-school program staff, work closely with the After-school Site Coordinators and school program staff to identify students who are in need of remedial support and prioritize them for program entry. The FSCS Coordinator will also ensure coordination between the after-school program and family engagement components since family involvement in after-school programs is a critical component of effective after-school programs.

Family Engagement (Objectives #1 - #4). A major premise underlying all of our work is the importance of active and meaningful parent and community involvement and, of course, such involvement is mandated by federal legislation such as NCLB and IDEA. Family and community functioning have been identified as priority areas by our community so this project will strongly emphasize family engagement services. We will help parents to understand the school system and to further develop skills that will support their children's education both in school and at home. At the same time, we will assist schools to become places that welcome the involvement of culturally-diverse parents and residents by providing teacher and staff training and consulting with principals (O'Donnell & Kirkner, 2014). Parent and community involvement at the school means better academic achievement, better relationships and understanding between parents and schools, better family functioning, a more inviting school climate, and that families will have

more positive attitudes toward education and better access to resources (Jeynes, 2005; Sheldon & Van Voorhis, 2004). When families are involved, they can support and reinforce behaviors learned by their child at school and provide good role models for their children by learning new things themselves (Epstein & Salinas, 2004; Henderson & Mapp, 2002). Resident involvement at the school also helps teachers to better understand and work more effectively with diverse cultures (Lopez & Donovan, 2009). Two school-based full-time Family Involvement Coordinators (FICs) and two part-time Family Outreach Workers (parents or community residents) will be hired by the Y-CDB and supervised by the FSCS Coordinator to provide family engagement, involvement and education services.

Both schools have Family Centers which will be open five hours a day (including evenings), Monday through Friday, to coordinate family and resident involvement activities. FSCS staff will do weekly outreach at a variety of times, maintain resident involvement through reminder calls and home visits, and coordinate with school community workers to recruit and retain residents. We will offer four sessions of evidence-based Family Literacy programming yearly at both schools, serving 100 families. Two school-wide family literacy events will be held yearly at each site to engage all families in activities that support reading and to create a school community that supports literacy. FICs will provide or coordinate with appropriate community resources to provide family education workshops three times a week. The focus of these classes will be on developing positive parenting skills, skills to support their children's education at home and school, and learning to negotiate the school system. However, classes will also be designed to respond directly to the desires of the parents and residents themselves. For example, computer classes, classes on mental health promotion, exercise classes and college readiness have also been popular at these sites. At least 150 parents and residents will participate in family

education classes each year at each site. Monthly Socials, co-facilitated by the FSCS Coordinators and principals, will also be held to engage parents and residents and improve relationships between community members and school staff.

When parents and community residents develop leadership skills and become involved in school activities, they will likely begin to feel more confident in their ability to take on leadership roles in the school and community (Comer, 2005; Epstein & Salinas, 2004). When parents learn how the educational system works, they start to believe they can make a difference in their children's education (Lopez et al., 2005). They also become more confident interacting with teachers and school administrators. To help build the skills needed to contribute to positive functioning of the school and community, FSCS staff will provide two sessions of the four-month YMCA Community Leadership Institute (O'Donnell & Kirkner, 2014) at each site yearly with 30 parents and community members. CLI graduates will be able to join the CLI alumni program that will meet twice monthly with 20 participants yearly.

Youth Development Programs (Objective #2 and #4). Y-CDB after-school youth program incorporates positive youth development practices since youth who develop strong bonds with healthy adults and participate regularly in positive activities are more likely to follow positive pathways. Positive youth development practices have been shown to promote bonding, a clear and positive identity, and belief in the future, as well as promoting social, emotional, cognitive, behavioral and moral competence (Catalano et al., 2004). That means that all 200 youth in after-school programming will be involved in positive youth development programs including the Youth Councils which meet monthly to provide input into the after-school program at each school. After-School Site Coordinators will also work with school staff to recruit youth to participate in the Youth Leadership Institute (YLI), a weekly three-month program designed to

build positive youth development and promote leadership skills among third to fifth graders. Two sessions of the YLI will be provided each year with 30 youth from each site participating. Y-CDB staff will also train teachers yearly in positive youth engagement strategies so this approach is integrated into the school day as well. This is important given that relationships with positive adults have been linked to better test scores and grades (Fleming et al., 2005)

Community Service and Service Learning Activities (Objectives #2 and #4). Service learning is an effective method for enhancing leadership skills and promoting achievement (Furco, 2002). Community service will be required of CLI, YLI and after-school program participants. A weekly curriculum that focuses on community service will be incorporated into the after-school program and two community projects will be completed each year. At least 200 youth and 100 parents and residents will engage in community service yearly.

Primary Health Care (Objective #1 - #2). A satellite site of The Children's Clinic; Serving Children and Families (TCC) will continue to provide, free, low-cost, on-site healthcare and health education services to eligible children 20 hours a week at IES. About 500 children will be served yearly. Burnett families will be able to access services at any TCC clinic and beginning Fall of 2015, at the Roosevelt Elementary School clinic, which is just blocks from Burnett. Services for the entire family will include preventive, acute and chronic care; care coordination; chronic disease management for diabetes, depression, obesity and asthma; behavioral health screenings; family planning; pre-natal; health education and outreach; walk-in immunizations; translation services; and referrals to community resources. With funding from this grant, TCC will expand their program at IES and implement a new program at BES that focuses on preventive health care. They will offer monthly two-hour workshops for parents and residents on healthy lifestyles, weight management, and stress management at each site. They will also

provide a yearly training on Community Health and Social Determinants of Health. TTC staff will meet with the FSCS Coordinator and attend Advisory Boards monthly to ensure program integration, reduce service duplication, and facilitate access to community resources. One hundred parents and residents will participate yearly in these educational workshops.

Nutrition Services and Physical Activities (Objective #2). Given the high proportion of our youth who have unhealthy body composition, it is critical that they, and their families, have access to information about nutrition, exercise and childhood obesity. Thus, 45 minutes of nutrition education weekly and 30 minutes of moderate physical education daily will be provided for the 200 youth in our after-school programs. To build on the TCC workshops, six adult or family classes focused on exercise and nutrition a year will be provided at each site with at least 60 parents and residents participating. To integrate this component into the school, there will also be one school-wide activity yearly to promote healthy lifestyles for the entire community.

Activities to Promote Access to and Use of Social and Financial Service (Objectives #1- 4).

Given the circumstances facing our families, many will need additional social and financial supports that cannot be provided at the school site alone. About 80 referrals for services will be made yearly. Referrals will be made by our FSCS Coordinators, FICs or by social work interns who will be placed at the schools. Our FSCS Coordinator will also work with organizations to bring appropriate services to the site, for example, housing and legal aid services.

Mental Health (Objective 2). Due to the stresses of poverty, low-income youth are at higher risk for mental health challenges yet less likely to receive services (Capella et al., 2008). Social work interns will provide prevention and early intervention services to 40 students yearly.

Adult Education and Literacy (Objectives 3 & 4). Given the high proportion of monolingual Spanish-speakers, ESL classes are a high priority for the community. We will provide two hourly

ESL classes a week for 45 weeks a year at each school site. Since having the opportunity to practice English in a real world setting helps ESL students to master the language faster, the FIC and/or Family Outreach Workers will host bimonthly discussion groups in English. It is anticipated that 100 parents and residents will participate in the ESL component.

Adequacy of Resources

Almost all services provided under this grant will occur at the school sites. Both schools have designated Family Centers. The after-school and family involvement programs will have access to the cafeteria, auditoriums, multipurpose rooms, computer rooms, classrooms and playgrounds. Each school will provide the site-based FSCS staff with office space and places for storing program supplies and equipment. FSCS staff will have access to school equipment (copiers, laminators, etc.) and both entities will share materials. The Y-CDB will ensure that all FSCS staff receives training in key areas such as community schools, collaboration, positive youth development, literacy and Common Core, family involvement, and multicultural understanding. This training will also be offered to school staff as appropriate.

Commitment of Each Partner in the Proposed Project.

Each partner is completely committed to the success of this project and to the academic and life success of the neighborhood children, families and residents. We have a shared vision of how a CS should operate and what it can accomplish. In 1884, the YMCA of Greater Long Beach was chartered. It is the oldest and largest organization serving youth and families in Long Beach. It operates 35 programs, annually serving 32,000 children and families. The Community Development Branch (Y-CDB) has a long history of working collaboratively with residents, schools, and non-profit (e.g., The Children's Clinic) and public organizations (CSULB School of Social Work) to identify and address the education, community development, and human service

needs of our culturally-diverse and predominantly low-income area. The Y-CDB was created as a “non-traditional” YMCA, with a mandate to address priority issues identified by the community. Our branch has led or participated in several multi-year, statewide and national collaborative endeavors to promote positive youth, family, and community development, including community schools, which have been results-oriented and had outside evaluations that we consistently use to enhance programs.

Our commitment to high quality, outcome-driven programs is evidenced by research that has been published on our projects in *Social Work in Education*, *The Journal of Sociology and Social Welfare*, *Journal of Technology in the Human Services*, the *Journal of Evidence-Based Social Work*, *The Journal of Community Psychology* and the *School Community Journal*. The article, “Low-income Consumers’ Perceptions of Community School Recruitment Practices, Desired Services and Outcomes,” documented our ability to actively engage diverse, low-income community residents and bring about positive change for children, families, schools, and, to some extent, the community. Our latest article, “The Impact of a Collaborative Family Involvement Program on Latino Families and Children’s Educational Performance,” showed that participation in our school-based family involvement program predicted significantly more family-teacher contact and family involvement at school and better family-teacher relationships. Higher levels of program participation, over two-years, positively predicted effort, social skill, and work habit grades as well as better standardized English Language Arts Scores. These two articles are in Appendix D.

The Y-CDB is a founding member of the Coalition for Community Schools. In the past, we were often visited as a model CS training site and staff frequently presented at community school conferences. Our biggest challenge in regard to CSs has been sustainability, but with this

grant, we have time to identify and obtain resources to keep these schools in operation when the funding is gone. Our commitment to the project is evidenced by the fact we will supply about \$321,385 in cost matching each year, a total of \$1,606,925 over the five years.

This partnership, in place since 1992, has survived and flourished through many changes in leadership at the school district, the schools, and the YMCA. LBUSD has shown its' commitment in numerous ways. When discussing community schools, our Superintendent said, "As educators we cannot do our job alone. In Long Beach we're so fortunate to have willing partners in our parents, volunteers, youth-serving groups and universities," (Long Beach Unified School District, 2006). Community schools have been featured on the district website and the Superintendent met, along with Y-CDB and CSULB, with the Staff Director for the Coalition for Community Schools to discuss ways the district could support CSs. Community schools are consistent with new state-wide education mandates and district performance goals. The LBUSD support letter is in Appendix D. Long Beach policy makers are also in favor of community schools as shown in the support letter by U.S. Representative Alan Lowenthal in Appendix D.

The principals and school staff at each site are committed to becoming FSCSs. Evidence of this commitment is found in their willingness to (a) share school space and provide office space and utilities, at no charge, with partners, (b) have FSCS staff participate in school staff and leadership meetings, (c) participate in the monthly Advisory Board meeting, (d) share equipment such as copy machines and audiovisual equipment, (e) and share staff resources as appropriate. The principals will formally meet with the FSCS Coordinators each week, and, as needed, to engage in shared planning. At least four school staff meetings each year will focus on FSCS services so teachers are well informed, or for trainings to enhance the school climate. Principal support letters from Monica Alas and Mona Cook are in Appendix D.

Parents and community residents are critical to children's academic success and are equal partners in our CS model. They will play many roles including serving on the Advisory Board, providing program input, doing outreach and service, and attending and teaching classes. Letters of support in English and Spanish, signed by 85 parents and residents, are in Appendix D.

TCC will provide fee/low-cost on-site health care, health education and mental health referrals to eligible children 20 hours a week at IES. TCC staff will meet with the FSCS Coordinators and attend monthly Advisory Board meetings to ensure better service integration at both schools. CS staff will work with TCC to disseminate health information to the community at both sites. As an in-kind service TCC has agreed to do outreach and health education, health insurance enrollment and facilitate access to affordable health care services at both sites. The CSULB School of Social Work will place at least two master and bachelor level interns at each school to provide family engagement activities, mental health services such as crisis intervention, group counselling and school-wide mental health promotion, teacher consultation and referrals. This is an in-kind match of \$28,000 a year or \$112,000 over the last four years of the grant.

The proposed project will directly serve 700 participants a year; about 150 children and 200 parents and residents at each site. The money from this grant will be used for both service coordination and provision. Given the total budget from this grant, the cost is about \$714 per individual per year, which will be supplemented with partner match and in-kind contributions costs noted above. Letters documenting cost and in-kind matches are in Appendix C.

Quality of the Management Plan

Comprehensive Planning and Coordination. While planning for and writing this grant, representatives from all the partner groups have been involved in deciding priority eligible services and methods of coordination at IES and BES. We have a bilingual MSW who has

worked for over 14 years at both these sites who will be moved into one of the Full-Service Community Schools Coordinator (FSCSC) position if funding is secured. Our After-school Site Coordinators (ASC) are already in place and one began her career as a CS Family Outreach Worker. Thus, we will be able to do some programming (after-school, FSCS education workshops) right away at the school sites, however, for the first three months, we will recruit, hire and train other staff, develop program materials, schedules, and procedures, purchase materials, establish FSCS Advisory Boards, and develop relationships with parents and community residents, school staff and other school-site service providers. We will also use the time to disseminate information on the FSCS to parents and teachers to further increase understanding and support for the project. Although substantial assessment and planning has occurred, planning will be ongoing throughout the project to keep FSCS programs relevant and results-oriented. This process will primarily be done under the auspices of the Advisory Board which will be established at each school site. The Advisory Board will meet monthly and be composed of parents and community residents, Y-CDB staff, school administrators, teachers, agency staff, city representatives, and evaluators. One of the first jobs for the FSCS Coordinator will be to identify all service providers at the site as well as parents and residents so they can be invited to join the Board. The Advisory Board will provide input into all aspects of the program. We plan to be in full operation, with all programs in place by January, 2015.

Coordination and integration of services is critical to the success of community schools, as failure to coordinate services results in fragmented, inaccessible and ineffective programs. The FSCS Coordinator will take primary responsibility for the coordination and integration of services. He/she will meet with the school principal weekly to coordinate and integrate school day and extended-school day programs and attend school staff meetings, School Site Council

meetings, English Learner Committee meetings and Student Study Team meetings. The FSCS Coordinator will meet monthly with all school-site service providers and other school and community entities such as the PTA and Neighborhood Councils. He/she will develop and disseminate, in coordination with all partners, comprehensive monthly calendars of school activities and events for parents and teachers. The FSCS Coordinator will oversee monthly Community Socials to disseminate information on school activities to residents. The FSCS Coordinator will also provide training to FSCS and school staff as necessary.

Roles of Key Project Personnel. Bob Cabeza, the Vice President of the Y-CDB will serve as the Project Director and FSCS Coordinators will report directly to him. Mr. Cabeza has over 15 years of experience managing CSs. He has presented on CSs at national conferences, been included in CS publications, and provided consultation to others starting CS projects. He will be responsible for ensuring the appropriate use of all grant funds and that the partnership follows federal requirements and budget guidelines. He will provide ongoing leadership, supervision and training to project staff and serve as the program liaison with the school district. He will attend yearly Project Director meetings. Given that the biggest challenge we have found regarding CSs is sustainability, Mr. Cabeza, along with FSCS Coordinators, will work to identify and obtain additional funds to support and sustain the project. Mr. Cabeza will dedicate 20% of his time to the project. His resume is in Appendix A.

The principals will assume responsibility for providing high quality academic programs during the school day. The principals will meet weekly with the FSCS Coordinators to ensure extended-day and adult programs support, enhance and build upon the school-day program. They will help educate staff on FSCS services and develop ways for teachers and other school staff to support these endeavors. They will dedicate four staff meetings each year to FSCS programs and

training to improve communication between parents and school staff. They will help develop and implement strategies to create a welcome environment at the school for parents and community residents. They will co-facilitate Monthly Community Socials. They will also serve on Advisory Boards along with two teacher representatives. Principal resumes are found in Appendix A.

The FSCS Coordinator position will require a Master's Degree in Social Work with past experience working in schools. The FSCS Coordinator will provide leadership for the implementation of a continuum of services for children, families and residents at the school. In addition to the coordination tasks noted previously, the FSCS Coordinator will also seek input from students, parents and staff to determine ongoing service priorities and to facilitate communication among the groups. He/she will assume responsibility for all extended-day FSCS activities and provide input in and support for school-day activities. He/she will recruit members and staff the Advisory Board and develop strategies for program recruitment and retention. The FSCS Coordinator will also recruit community resources to offer integrated services at the school. He/she will work with the evaluators to ensure that data is collected in a timely fashion. The FSCS Coordinator will be located at the school site full-time and supervise Family Involvement Coordinators, Afterschool Site Coordinators, after-school staff, outreach workers, and child watch workers. Marisol Zabler's resume is in Appendix A.

The Family Involvement Coordinator (FIC) will have primary responsibility for recruiting and retaining parents and community residents and providing family education involvement, community leadership, family literacy and parent education programs. He/she will also facilitate referrals to community organizations, and help parents advocate for their children and themselves in the school and community. The FIC will have a Bachelor's degree in social work and prior experience in community work and parent education.

Partner Entities. The CSULB School of Social Work will complete the evaluation and provide social work interns and ongoing consultation to ensure that evidenced-based strategies are incorporated into all aspects of the FSCS. Representatives will attend monthly Advisory Board meetings to share information on evaluation results and provide input on problem-solving and solution development. Training will also be provided as needed. A representative from TCC will meet monthly with the FSCS Coordinator to increase service coordination and attend monthly Advisory Board meetings at both schools. The resume of Dr. Nicholas', CEO of TCC, is in Appendix A. Parents and community residents will serve as leaders on the Advisory Boards, be employed as staff, and be service consumers. We will also ask parents and residents to volunteer as program recruiters and to participate in school and community service projects.

Quality of Project Services

Remedial and Academic Enrichment Programs. The Y-CDB after-school academic enrichment program uses “best practices” including sustained involvement, structured programming and small groups, well trained staff, integration with the school day and school partnering, family involvement (Little et al., 2008) and positive youth development (Community Network for Youth Development, 2001). The Y-CDB trains after-school staff nationally on best practices through its innovative After-School University. We will offer 90 minutes of evidence-based literacy and math curriculum each week. Our curricula are aligned with Common Core State Standards and the Next Generation Science Standards and LBUSD’s core curriculum and textbooks. The after-school program will provide homework help, academic enrichment, nutrition, physical activity leadership development, and community service. Teachers will serve as educational liaisons to ensure a seamless transition between the school and after-school programs. Staff receives extensive training on literacy, math and homework assistance, STEM,

project-based learning, and relationship building. They will communicate consistently with parents and teachers about the needs of students so efforts are coordinated. Five family nights a year will be held to encourage family involvement.

Family Engagement Services. Our programs will involve parents and residents in multiple ways. They will be learners (workshop participants), teachers (facilitators of parent-led programs), staff (outreach workers, child watch), and leaders (Advisory Boards, PTA/PTO, School Site Council, etc.). Getting low-income, culturally-diverse parents and community members involved at school requires creative strategies that take into account culture, gender, language and reading ability, and economic status (Caspé et al., 2006/07; Arias & Morrillo-Campbell, 2008). To increase resident involvement, we will use a strengths-based approach, flexible scheduling, provide programs in multiple languages (English/Spanish/Khmer), provide child watch and food (Mendez, 2005), and offer a broad range of classes and activities that meet the specific priorities of the community (Comer, 2005; Epstein & Salinas, 2004). We will also continually ask residents what they would like at the school.

The most effective way of encouraging consumer involvement in schools is through establishing personal relationships since low-income, urban residents are most likely to use FSCS services because a friend or neighbor asked them or they had positive, personal contact with a staff member (O'Donnell et al., 2008). We will recruit parents and residents by asking participants to bring a friend, setting up outreach tables in front of the school, calling or making home visits to invite and/or remind people, being visible and introducing people to FSCS services at school and community events, having monthly Community Socials and “fun” classes to provide a non-threatening way for people to first enter the school campus, asking teachers to invite children and families, and staffing Family Centers. Creating a warm and inviting school

climate with a broad range of educational, recreational and networking activities will help get parents involved (Epstein, 2004; Hoover-Dempsey & Sandler, 2005). We will also show our respect for the skills of parents and residents by hiring them as outreach or child watch workers and utilizing them as volunteers. This should increase the likelihood of on-campus consumer participation (Dryfoos et al., 2005). Our family involvement program selections were prioritized based on focus groups with 142 family members and 76 school staff.

Family Literacy Activities. Family literacy programs produce outcomes that benefit children, families, schools and communities (Padak et al., 2002; Saracho, 2007; St. Clair et al., 2012). Family literacy programs, combined with parent education, may be particularly beneficial in communities with a high percentage of ELL residents, like ours (Arias & Morillo-Campbell, 2008). The family literacy component will combine parent instruction, Motherhead, and intergenerational sessions where the entire family interacts using Story Exploring. Motherhead is an eight-week research-based program designed to “strengthen the bonds between parents and their children, increase adult literacy skills, promote school readiness and help parents become reading role models for their children” (Motherhead Inc., 2007). Story Exploring uses multicultural books to foster creative problem solving, increase children’s love of books, and build reading skills. FSCS staff at BES and IES will provide the family literacy program in coordination with school staff to ensure integration with the school day.

Parenting Education and Community Leadership. When parents believe they have the skills to help their children succeed, they become involved in their children’s education, both at home and at school (Dryfoos, 2002; Jordon et al., 2001). When parents come to the school for parent education, they become role models and sources of motivation for their children (Comer, 2005). Effective parent education may improve children’s achievement, help parents to develop more

positive attitudes toward school and school staff, provide more community support for the school, and encourage parents to become more active in community affairs and to enroll in other educational programs. Classes were and will continue to be prioritized according to feedback from the school and community. Classes, using evidence-based curriculum, to help parents to better communicate with and supervise their children and workshops to help parents develop skills related to supporting their children's education (e.g., Knox et al., 2011; Behnke & Kelly, 2011) will be provided weekly.

Arias and Morillo-Campbell (2008) suggested that programs to support parental advocacy and empowerment are non-traditional approaches that should be useful in communities with high numbers of ELL. The YMCA Community Leadership Institute (CLI) is a four-month program that trains residents in leadership and community involvement skills. The CLI meets weekly for two hours. Sessions include team building and collaboration; conflict resolution and communication; cultural diversity; community resources; group facilitation; public speaking; budgeting and running meetings; leadership styles; how to help your child be successful at school; and codes, laws, and citizen's rights. Participants join a small group to develop and implement school and community projects. Homework, such as attending a City Council meeting, visiting a school classroom, and practicing new conflict resolution skills at home, is assigned weekly (O'Donnell & Kirkner, 2014). Each CLI culminates with a graduation ceremony and poster displays of their community projects. After graduation, CLI participants can join the CLI Alumni group. The alumni group will meet twice a month, under the leadership of an elected Board, alternating between group meetings and trainings. FSCS staff will provide ongoing support to the CLI-A. Other leadership opportunities for residents include the Advisory Board, the PTA/PTO, the English Learners Advisory Board and the School Site Council.

Youth Development Programs. Effective positive youth development programs provide physical and emotional safety, multiple supportive relationships, meaningful participation, community involvement, and challenging and engaging learning experiences (Community Network for Youth Development, 2001). Y-CDB staff is trained on positive youth development practices. To further develop a safe environment and help youth to build their social skills, the after-school programs will begin to use the Peace Builders program, a research-supported violence prevention program that has been shown to build children's social competence while reducing aggressive behaviors, weekly (Vazsonyi et al., 2004).

Leadership skills such as identifying challenges, setting goals, solving problems and making good choices are critical skills for leading a successful life (Boyd, 2000). The after-school programs have Youth Councils, composed of elected representatives. The Youth Council meets monthly to discuss program planning and evaluation and to identify community projects. To further develop these skills, FSCS staff will implement the Youth Leadership Institute (YLI), a three-month program to promote positive youth development and leadership skills. The program will meet weekly for one hour and all children in grades 3 – 5 will be eligible to apply. The program, based partially on the Youth Involved in Leadership and Learning (YELL) curriculum (John W. Gardner Center for Youth and Their Communities, 2008), will focus on improving responsibility, respect, and caring, communication, conflict resolution, problem-solving, decision-making, teamwork and group decision-making skills. Topics include Youth Needs and Assets Assessment, Team Community Projects, Public Speaking, Peer Group Facilitation, and Peer Mediation. YLI participants will be required to complete youth-directed community projects. After youth graduate from YLI, they may join the YLI Alumni group to continue to work on community projects with CLI alumni and mentor new YLI classes.

Community Service and Service Learning Activities. Service learning has been linked to academic achievement, increased self-efficacy, better attitudes toward school and education, higher levels of community involvement, and better leadership and empathy skills (Celio et al., 2011). Students engaged in service learning develop more positive attitudes toward school, themselves, others, the future and their communities and gain appreciation for their academic work (Furco, 2002). Community service will be required as part of the after-school, CLI and YLI programs, but all community members will be invited to participate as appropriate. In the alumni phase, CLI and YLI graduates will also work together on community projects, providing opportunities for intergenerational community service. The after-school program will do weekly community service lessons using the “Learning to Give,” an evidence-based curriculum aligned to Common Core standards (Generationon, 2013). They will also participate in two service learning experiences each year. FSCS staff will coordinate community service activities with the schools and community organizations. The FSCS Coordinator will work with interested teachers to integrate service learning curriculum into the classroom.

Primary Health Care. Family involvement is critical for reducing childhood obesity and school-based health promotion education for adults has been linked to positive outcomes for both adults and children including improved academic achievement (Snelling, 2013). All of the workshops will be grounded in best practice principles and are targeted to the needs of the community. The FSCS Coordinators will ensure these services are integrated and coordinated with other health promotion activities provided on the project.

Nutrition Services and Physical Activities. High quality nutrition education and physical activity programs have been linked to better health and educational outcomes (Nansal et al., 2010). Forty-five minutes of nutrition education weekly, using the “Helping Youth Make Healthy

Eating and Fitness Decisions,” curriculum from U. S. Department of Health and Human Services (2007), and 30 minutes of moderate physical education daily will be provided in our after-school programs. Since parents are critical in helping youth to develop healthy lifestyles, family education will also focus on nutrition and physical education. We will use the six-session curriculum, “Energize our Families: Curriculum for Parents and Caregivers” (U. S. Department of Health & Human Services Institute of Health, 2008) to supplement the TCC workshops. To integrate this component into the school, at least one school-wide health and nutrition activity will be held yearly at each site that will promote healthy lifestyles for the entire community. All partners will collaborate on these events and the FSCS Coordinator will disseminate information on community activities that support nutrition and physical activity to parents and residents.

Activities to Promote Access to and Use of Social and Financial Services. When families are involved in FSCS programs and develop trust with staff, they often seek assistance with life challenges. Our FSCS Coordinators, FICs and social work interns will be well-prepared to make referrals to appropriate community resources so families can gain access to needed supports. They will connect with the local community to become familiar with the available resources and advocate for services. The FSCS Coordinators will also work to bring resources to the school, for example, an immigration lawyer might provide citizenship workshops.

Mental Health. Best practices in school mental health emphasize the need to provide a range of services to children, families and school staff (Cappella et al., 2008). In keeping with NCLB priorities, our FSCS Coordinators will work with principals to incorporate Positive Behavior Interventions and Supports into the school structure. The FSCS Coordinators and social work interns will also be available to consult with after-school staff and teachers on classroom

behavior management strategies, provide crisis intervention services and small group counseling, and coordinate with on-site or community-based mental health providers.

Adult Education and Literacy Services. Our ESL classes for parents and residents will integrate lessons on school curriculum and link to family involvement goals since this approach is effective in both increasing ESL and family involvement skills (Waterman, 2008).

Project Evaluation

Julie O'Donnell, Ph.D., MSW, Professor and Director of Research at the Child Welfare Training Centre, CSULB School of Social Work, will serve as the project evaluator. Dr. O'Donnell had evaluated after-school, community school and family involvement programs since 1992. In addition to providing both formative and outcome evaluation data, Dr. O'Donnell and her staff, have helped the Y-CDB to develop programs based on "best practices" in the field. Dr. O'Donnell has numerous publications related to after-school programs, grassroots family and resident involvement and leadership, community schools, family involvement, and positive youth development. She has made presentations on community schools at state and national conferences. The Y-CDB and the schools are committed to using evaluation data to improve and strengthen programs and to provide insight on how programs can be replicated at other sites. For example, Y-CDB staff recently revised their "School Success for Family" curriculum based on research findings. Dr. O'Donnell's CV is in Appendix A.

We will use a comprehensive approach to evaluation, combining formative evaluation for management purposes, and outcome evaluation to determine whether we are meeting our program goals and objectives. Researchers will ensure that all evaluation procedures are approved by the CSULB Institutional Review Board for Human Subjects. This research team has a long-standing, positive relationship with the LBUSD Office of Research, Evaluation and

Planning. This relationship will help facilitate data collection efforts related to academic performance.

Formative Evaluation. To effectively manage and implement the programs, it is critical to have timely and valid information about the project. The evaluation team will collect implementation data in three ways. First, a registration form/enrollment packet will be completed when a child or family enters CS programs that will collect demographic data including gender, ethnicity, language, family size, and socioeconomic status. Second, attendance data will be kept on all child, adult and family programs. Reports on this data will be provided to Y-CDB and school staff and Advisory Boards for discussion and program improvement three times a year. This data will be used to report on the performance indicator required under this grant; the percentage of families targeted who receive services during each year. Third, at the end of each year, the evaluators will distribute surveys to parents and teachers to solicit feedback on community school programs, practices and school climate. These reports, along with recommendations, will be shared with staff and Advisory Boards. All evaluation tools and reports will be provided in both English and Spanish and other languages as appropriate.

Outcome Evaluation. Multiple sources of objective and self-report data will be used for the evaluation. This section contains objectives, performance indicators, benchmarks and data sources.

Objective #1: Disseminate information on project services and coordinate the efforts of school and community services to increase child and family access to needed services.

- The percentage of caregivers and residents using FSCS eligible services will increase by 10% each year.

- The Advisory Board will meet monthly and monthly activity calendars will be distributed to parents, residents and school staff.
- The number of parents and teachers who report being informed about project services will increase by 10% each year.

Indicators for this objective will be drawn from Advisory Board minutes, registration forms, workshop attendance, referral forms, forms and procedures that are developed by the FSCS staff to disseminate information, and yearly teacher and resident surveys. These surveys will draw on the Indicators of Capacity survey developed by the Coalition for Community Schools.

Objective #2: To increase the social, academic and health competence of students by providing high quality, extended-day, child, adult and family services.

- Children who participate or whose families participate in FSCS services will show significant improvements in their social skills (report card, office referrals), academic achievement (report card, test scores) and attendance each year.
- Children attending BES and IES will have significantly higher test scores than matched children at comparison schools each year.

Report card data and test scores will be collected on all children at the schools at the end of each year. This data will be analyzed in three ways. First, analyses will explore changes in the measures among those who participated in FSCS eligible services. Second, analyses will compare the performance of those who did and did not participate in FSCS eligible services at the school using multivariate analysis of co-variance (MANCOVA). Third, MANCOVA analyses will compare the test scores, and, possibly report cards, of students at project schools and comparison schools. Analyses will also examine the effects of caregiver participation on

student outcomes. School-wide health data will be also be collected from the California Department of Education to track changes in student health and health behavior change readiness assessments will be collected and assessed on TCC workshop participants.

Objective #3: To increase family involvement in their children's education at home and school.

- Caregivers will evidence significant improvement in their beliefs and involvement in their children's education at home and at school.
- The percentage of caregivers and residents who attend school activities will increase by 10% each year.

Parents will complete a modified version of the Family-School Partnership Lab Parent Questionnaire (Hoover-Dempsey & Sandler, 2005) when they enroll in FSCS services and at the end of the year. This survey measures caregiver self-efficacy, caregiver perceptions of knowledge and skills related to their children's education, caregiver belief in how responsible they are for their children's education, family involvement in school activities and family encouragement for education. The survey will be included in the enrollment packet and FSCS will distribute them at the end of the year or researchers will mail to the caregivers to obtain follow-up data. Analyses will examine changes in self-reports of involvement with paired t-tests.

Objective #4: Increase the leadership skills of youth and adult community residents so they can engage in positive school and community activities and leadership.

- CLI and YLI participants will evidence significant improvements in their leadership skills after program participation.
- Forty percent of CLI and YLI graduates will become involved in school and community activities.

On the first and last day of each CLI, researchers will administer a revised version of the Leadership Skills Inventory (Karnes & Chauvin, 2000), a standardized leadership measure to investigate changes in leadership skills. Nine types of leadership skills are measured; fundamentals of leadership, written communication, speech communication, character-building, decision-making, group dynamics, problem-solving, personal, and planning. At the end of each year, researchers will again administer the survey to see if alumni participation further improved leadership skills. Researchers will also add a section to the leadership inventory after program intervention to investigate levels of school and community involvement.

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