

**Full-Service Community Schools Program (FSCS)
Project Abstract FY 2022**

Applicant Name: University of Maryland Baltimore – School of Social Work

Project Title: the Center for Restorative Change

Absolute Priority the Project Addresses: (select all that apply)

- Absolute Priority 1 – Title IA Schoolwide Program Eligibility
- Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income
- Absolute Priority 3 – Capacity Building and Development Grants
- Absolute Priority 4 – Multi-Local Educational Agency Grants
- Absolute Priority 5 – FSCS State Scaling Grants

Competitive Preference Priorities the Project Addresses: (select all that apply)

- Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs
- Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Total number local educational agencies (LEAs) to be served by the project: 1

Total number of schools to be served by the project: 2

Total estimated number of students to be served by the project: 500

Brief description of proposed project, including project activities: The Center for Restorative Change, supporting both of the Promise Heights and SWCOS initiatives, will lead the implementation of full-service community schools in two Baltimore City Public High Schools - Renaissance Academy and Augusta Fells Savage Institute of Visual Arts. Building upon the existing pillars already in place to improve teaching, learning, and student outcomes, the Center for Restorative Change will incorporate the addition of violence prevention services, mental health supports, housing, and workforce opportunities.

Summary of project objectives and expected outcomes: The primary purpose of this project is to improve outcomes for high school students who attend our two partnering schools (i.e., Renaissance Academy and Augusta Fells Savage Institute of Visual Arts). This project seeks to focus on the following three objectives: (1) increase student academic achievement (Math & ELA), attendance, behaviors, and graduation rates through academic support programs and out-of-school time activities; (2) gain a better understanding of our program's strengths and areas for improvement; and (3) help families become more positively engaged with their children's education. As a result, this project seeks

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to improve students' academic performance in the Maryland Comprehensive Assessment Program (MCAP) Math and ELA assessments, reduce the number of suspensions and expulsions, and improve high school graduation rates. In addition, this project seeks to use our evaluation findings to better understand how our key stakeholders (e.g., students, parents, teachers) feel about the quality and efficacy of our pipeline services. Finally, this project seeks to improve family engagement by focusing our team's energy to improve the parent turnout rate for school-sponsored events and parent attendance for student-teacher conferences.

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Baltimore City, Maryland

List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable: Baltimore City Public Schools

List all non-LEA organizations partnering with this project: Baltimore Safe Haven, Grads2Careers, SpringBoard Community Services, Holistic Life Foundation, Restorative Response Baltimore, Urban Institute, Stanley Snacks, Baltimore City Health Department, UMB Office of Community Engagement, Historic East Baltimore Community Action Center (HEBCAC), TIME Organization, Center for Urban Families