

Project ENLACES

(Engaging a Network of Locally Accessible Community Establishments and Schools)

TABLE OF CONTENTS

ABSOLUTE AND COMPETITIVE PREFERENCE PRIORITIES..... 1
ABSOLUTE PRIORITY 1 1
ABSOLUTE PRIORITY 4 2
COMPETITIVE PREFERENCE PRIORITY 1 2
COMPETITIVE PREFERENCE PRIORITY 2 9

SECTION 1: NEED FOR THE PROJECT..... 13
1. Comprehensive Needs Assessment 13
2. Addressing Needs & Closing Gaps in Opportunity 15

SECTION 2: QUALITY OF THE PROJECT DESIGN..... 27
A. Evidence-Based Design, FSCS Pillars, & Evaluation Methods 27
B. Demonstrating a Rationale 45

SECTION 3: QUALITY OF THE PROJECT SERVICES 48
A. A Diversity of Perspectives 48
B. Services Reflecting Research & Effective Practice 54
C. Services Focused on Those with Greatest Need 58

SECTION 4: ADEQUACY OF RESOURCES 59
A. Plans & Responsibilities for FSCS Coordinators and Project Sustainment 59
B. Continued Support After Federal Funding & Demonstrated Commitment 65

SECTION 5: QUALITY OF THE MANAGEMENT PLAN 66
A. Broadly Representative Consortium 66
B. History of Effectiveness 70
C. Achieving the Objectives on Time & Within Budget 73

SECTION 6: QUALITY OF THE PROJECT EVALUATION..... 100
A. Thorough, Feasible, & Appropriate Methods 100
B. Performance Feedback & Assessment of Progress 112
C. Valid & Reliable Performance Data 113

ABSOLUTE PRIORITY 1

Introduction: National University (NU), a nonprofit private Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), Veteran Serving, Military Friendly School, and Yellow Ribbon University in California, in partnership with San Marcos Unified School District (SMUSD) and National School District (NSD), in collaboration with their 10 community partners, San Marcos Promise, Boys and Girls Club of San Marcos, YMCA of San Diego County, Olivewood Gardens & Learning Center, Harmony & Inspire, National Head Start Association, Comprehensive Youth Services, Community Wraparound, A Reason To Survive (ARTS), and Juvenile Justice Commission, - propose a five-year **Full-Service Community Schools (FSCS) Program**, entitled as ENLACES (Engaging a Network of Locally Accessible Community Establishments and Schools), for 5 schools: Central Elementary School (Grades K-6), El Toyon Elementary School (Grades K-6), San Marcos Middle School (Grades 6-8), Woodland Park Middle School (Grades 6-8), and Mission Hills High School (Grades 9-12). As the eligible entity, NU will meet Absolute Priority 1, in a consortium with SMUSD and NSD by serving 5 full-service community schools, all of which meet Section 1114(b) with low-income percentages of: Central Elementary (81%), El Toyon Elementary (81%), San Marcos Middle (62%), Woodland Park Middle (43%), and Mission Hills High (44%). See Table 1 below for participating school statistics from the California Department of Education (2023). The full-service strategies used in this project are district and community-wide in their scope and involve 10 community agencies in the ENLACES project, thereby transforming these 5 schools into vibrant hubs of community engagement in teaching and learning. Through ENLACES, multiple community resources from the above partners will be uniquely combined and integrated so that a culture can be created for the schools to become systemic vehicles for the cross-fertilization of ideas and catalysts for classroom and community change among teachers, students, and families, including professional development integration.

NU through its partnership with SMUSD and NSD, will marshal the resources of the above 10 community agencies as a consortium to address the five pipeline FSCS services. Based on up-to-date research and effective practice, this ENLACES FSCS program will focus on three existing pipeline services at the 5 public schools: (1) high quality in-school and out-of-school programs and strategies; (2) family and community engagement and supports; and (3) high quality early childhood education programs. In addition, ENLACES will provide two additional pipeline services: (1) social, health, nutrition, and mental health services and supports, and (2) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.

ABSOLUTE PRIORITY 4

ENLACES meets Absolute Priority 4 by proposing to implement and sustain full-service community schools in a consortium of two LEAs: 3 schools in SMUSD and 2 schools in NSD. Both LEAs are public school districts in San Diego County, California, including 10 community-based organizations as required by Absolute Priority 4.

COMPETITIVE PRIORITIES 1 & 2 AND APPLICATION REQUIREMENTS

1. Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs): Project ENLACES addresses Competitive Preference Priority 1 through its third, fourth, fifth, and sixth objectives as described in detail on pages 76-97.

First, the third objective's activities focus on how the arts can be a vehicle for developing quality instruction supporting underserved students' emotional, social, and academic needs, especially those identified in Section 1 who are performing academically below grade level, students of color, English language learners, students with disabilities, students of different racial backgrounds, students from various cultures and languages, students in poverty, and first generation post-secondary students. This project will engage such students throughout its

activities so that they can become engaged in deeper forms of learning and employ critical thinking where they can construct or create knowledge meaningful to them, often in student learning teams, as well as developing trusting relationships between educators, families, and community partners. In summary, under Objective Three, 100 teachers participate each project year in 20 hours of professional development (PD), involving workshops, coaching, co-teaching, demonstrations, case studies, and sharing in collaboration with artists in residence, and project partners with expertise in the arts and subject matter fields, and their relationship to socio emotional development that will enable teachers to develop foundational knowledge in the cultural arts of the Americas and modes of learning in academic disciplines to employ in their classroom teaching, which are transformed into inclusive arts and learning studios, with an emphasis on how dance, music, theater, and the visual arts in these cultures can support students in acquiring skills in creating, performing (in yearly student productions), and responding to the arts. In addition, teachers will consider how the cultural arts of the Americas (e.g., Mexico, Latin America) can be integrated into the teaching of the arts and state academic standards-based reading and mathematics, while assisting students with special needs (or disability status) and English Language Learners. ENLACES, through its PD, will fundamentally transform how teachers instruct their students by engaging students in thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others, all enhancing students' critical thinking, academic engagement, and socio-emotional development, as well as providing opportunities for students to be as interactive as possible in group learning with teachers and their peers in a supportive, positive, identity-safe, inclusive, and trusting milieu. The ENLACES project under this competitive priority recognizes that the arts bring to the fore students' cognitive, artistic skills, socio emotional learning, and cultural heritages of underserved students. The arts intersect with socio emotional learning and culture in a wide range of ways for students. For example, such issues as identity, shared cultural codes and rituals, historical narratives, locus of control, cultural values, group dynamics,

motivation, persistence, self-awareness, and empathy interface with all the arts of dance, music, theater, the visual arts, and media arts. This multiple perspective view of the arts also draws upon and involves teachers, arts educators, students, and families in the hermeneutical study of human narrative, or how one can interpret and understand narratives, whether artistically, psychologically, or culturally, where the whole explains the parts and the parts explain the whole. By applying narratives to an understanding and meaning of the arts and learning that will open new avenues of perceiving and processing how students can understand the interplay between student cognitive and non-cognitive growth and their development over time.

Second, the fourth objective's activities, in collaboration with the following community partners: San Marcos Promise, Harmony & Inspire, and NU's Workforce Education Solutions, will focus on Competitive Preference Priority 1 on how transitioning from grade to grade and into the workforce can be a vehicle for developing quality instruction supporting students' emotional, social, and academic needs. A detailed discussion of how this transitional process will function to address this priority is found on pages 80-87. As a first step in this process, the ENLACES project will establish an early warning system and academic/socio emotional monitoring and supports for students performing below grade level, and a tracking system as students move from each level from kindergarten through high school and into post-secondary pathways, including the workforce. The ENLACES project will use data derived from this early warning and tracking system (e.g. attendance, academic records) to identify specific academic and socio emotional programming that is needed for students to address the challenges that they will face so that a milieu for a supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status. To achieve these ends, underserved students' attendance will be monitored, and students will become engaged with their teachers, families, and community partners in a wide variety of interventions. Addressing transitional hurdles from grade to grade and into the workforce, the project will address how a range of socio emotional issues can be overcome, such as goal setting, anxiety, depression, and locus of control.

Monthly family sessions and career exploration programming will prepare students to meet the academic and socio emotional challenges they will face, like having successfully mastered course material required for movement to the next academic level and acquiring skills that enable planning and focus to move effectively into post-secondary schools or into the workforce.

Third, the fifth objective's activities will focus on this priority to address how engaging families can be a vehicle for supporting underserved students' emotional, social, and academic needs, including providing a supportive, positive, identity-safe, inclusive, and trusting school climate through the partners of Boys & Girls Club, YMCA, Comprehensive Youth Services, NU's JFK School of Psychology, Harmony & Inspire, Community Wraparound, Workforce Education Solutions. A detailed discussion of how families will function to address the first priority is found on pages 87-91. These family supports include: (1) offering weekly two-hour sessions to foster family involvement in children's learning; (2) providing *Functional Family Therapy*, including counseling, crisis intervention, case management, and mentoring; (3) conducting monthly family night sessions to support home learning; and (4) courses to enable families to enhance their academic skills so they will be better able to assist their children with their learning. Volunteer opportunities in the community and coordination of health mental health service supports will enhance students' socio emotional development. Monthly family nights will be offered to foster family engagement with their children on a number of dimensions of academic, socio emotional, health, and dietary development for low-income students. These sessions will place a premium on: (1) creating optimal learning for families and students (e.g. personal agency, self-efficacy, and home learning); (2) developing strategies for conflict resolution and collaborative problem-solving; (3) financial planning; (4) the use of workplace English; (5) job readiness skills; (5) setting personal and family goal setting, in the areas of academic and socio emotional development, which build on the developmental coping skills described above in more detail; (6) learning how to access libraries, computer facilities, museums; (7) developing learning centers and quiet spaces for learning at home; (8)

understanding how to purchase educationally productive learning games; and (9) learning ethnic and culture of the Americas dances and other forms of exercise to set the stage for aerobic family physical activity. Finally, weekly two-hour academic support classes will assist families in engaging their children with learning at school and home.

Fourth, the sixth objective's activities, in collaboration with the following community partners: YMCA, Harmony & Inspire, Community Wraparound, Comprehensive Youth Services, NU's Center for Innovation, Development, Evaluation, and Research (CIDER) will focus on this priority to address how the enhancement of student socio emotional development can be a vehicle for developing quality instruction supporting underserved students' developmental needs, regardless of their academic level, any disabilities they might have, and whether they are living in poverty. A detailed discussion of how programs will be offered to address the first priority is found on pages 91-97. These student socio emotional supports include offering: (1) teacher PD; (2) case study PD sessions; (3) establishing a school-based referral system and in external referral system to address students in need of intensive mental health and violence supports. First, 100 project teachers will participate each of the five years in 20 hours of sustained and intensive PD (including monthly family sessions, coaching, and sharing) on how to address students' social, emotional issues. By the end of the fifth year, all 100 teachers in the 5 project schools will have been supported through rigorous PD, which include topics such as trauma-informed instruction, responding to trauma in the classroom and community, bullying and cyberbullying, school safety, student socio-emotional development and mental health, creativity, mastery, locus of control, personal boundaries, conflict management, and emotional self-regulation – all of which contribute to supportive, positive, identity-safe, and inclusive environments, and trusting relationships among educators, students, and families. Second, each semester the project will offer two-hour, once a week case study sessions for 5 teachers at each school. By the fifth year, all teachers will have had several opportunities to understand how socio-emotional and mental health issues are having an impact on the contextual psychological

development of students, regardless of their backgrounds. While discussing individual cases, teachers will delve deeply into how psychological processes unfold in the lives of their students by conducting inquiries that elucidate the meanings of family. A major emphasis will be placed on uncovering or unpacking the meaning of personal and social conflicts implicit in student interactions with their peers and authority figures, which moves beyond surface understanding into a deeper unfolding of how individual narratives play out in the day-to-day interactions, underlying how students react and are influenced by and respond to their participation in social relationships. Moreover, teachers and students will learn how to probe into the meaning of interactions and how they view the multiplicity of meanings within their relationships, and their individual social, income, and ethnic backgrounds. When teachers understand their own reactions to a child, they can translate those insights to develop more effective and impactful approaches to their teaching of underserved students. Third, through these case study sessions, teachers will become more aware as to when they need to make mental health referrals for more extensive psychological support. Finally, student socio emotional development programming will include how students from a variety of ethnic, socio-economic, and academic levels can learn how to function within group process programming, including: *Adventure Education; Teams, Games, and Tournaments; Motivational Interviewing; and cooperative learning.* *Adventure Education* in its design as an approach to improving students' self-concept, decision-making and their ability to function effectively within groups through group problem-solving to solve challenges facing a group, regardless of their disabilities, ethnicities, culture, income levels, or facility with using English. More specifically, *Adventure Education* is a strategy for groups of students that includes activities designed so that students must confront and meet physical challenges at school and field sites where they overcome physical barriers and discuss the effectiveness of the group's decision-making, and the development of future alternative approaches to meeting group challenges. *Teams, Games, and Tournaments (TGT)* is an approach to team learning, which encourages cooperation and competition to improve socio emotional

skills, and to achieve physical fitness and improved nutrition. In TGT students can acquire more positive attitudes towards cooperation and academic achievement. *Motivational Interviewing (MI)* is a client-centered counseling style program directed at analyzing and resolving ambivalence about changing personal behaviors. Rather than just imparting information, it emphasizes exploring and reinforcing individual and group motivation toward positive social and emotional development, including self-management, self-awareness, responsible decision-making, and self-development, while developing and maintaining healthy relationships through empathy and appreciating diversity, and utilizing resources at the family and community levels. Under *cooperative learning* students work together in cohesive groups to achieve shared learning objectives. In the process, students take on responsibility for their own learning and listen attentively, raise questions, resolve conflicts, or negotiate outcomes to help the group reach agreed upon outcomes.

Finally, the ENLACES project will establish a referral system for students in need of more intensive socio emotional and mental health support. NU's CIDER and JFK School of Psychology, Community Wraparound, and Comprehensive Youth Services will conduct three two-hour monthly family sessions in the fall, winter, and spring of each project year to increase teachers, school staff, and families' ability to understand and utilize what school-based mental health teams, local mental health agencies and facilities are available in the immediate communities, and how to make referrals. During these sessions, participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* that will assist them in identifying individuals in need of intensive psychological intervention, including those at-risk of sexual or physical abuse, exhibiting suicidal ideation, and self-harming behaviors. Participants will also learn about resources to share with students such as peer to peer support groups, online, text, phone, and crisis lines for children and teens and other resources for underserved students.

2. Competitive Preference Priority 2 (Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change to Prevent and Treat Violence):

Project ENLACES has been designed to take a systemic evidence-based approach to improving outcomes for all students in coordinating efforts with community organizations as well as Federal and State agencies that support students to address mental health concerns, trauma, gang and community violence prevention and intervention. ENLACES' approach is to provide interventions and services in three interrelated levels: individual students and families, universal (school-wide), and community.

ENLACES' universal school-based gang and violence prevention and treatment, and mental health and trauma curricula will engage 100 teachers, 1,500 families, 5,000 students and local mental health, medical and community organizations and specialists, including Comprehensive Youth Services and Community Wraparound, in developing and teaching a mental health, violence prevention and treatment (including gang prevention), and wellness and trauma school-based curriculum that is provided to all students including those who are differently abled and disabled and is equitable, age appropriate, developmentally and culturally responsive and taught in both English and Spanish. Hahn et al. (2007) conducted a systematic review of published scientific evidence concerning the effectiveness of these programs. The results of this review provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior, including a 15% relative reduction in violent behavior among students in pre-kindergarten through high school. The median relative reduction in aggression and violent behavior associated with universal school-based programs varied by grade level, with a 32% reduction for pre-kindergarten and kindergarten students, 18% reduction for elementary students, 7% reduction for middle school students, and 29% reduction for high school students. Researchers suggest the benefits of these school-based approaches could be strengthened if programs implemented at early grade levels are continued into the critical middle school and high school years. These programs were effective in reducing youth violence in

different types of school environments, including ones with varying socioeconomic status, crime rates, or predominant race/ethnicity of students. The mental health, socio emotional, and violence prevention curricula seeks to educate children of all ages specifically about human development, to normalize and destigmatized psychological problems, to recognize symptoms in themselves and their friends and how and where to seek help.

Building teacher capacity and infrastructure is the next step towards gang and violence prevention, positive community engagement, and mental health support. Students need to know both where to seek help and that the help must be trustworthy and consistent. ENLACES recognizes that not only school social workers and psychologists, but also other school-based personnel need to be prepared on how to be caring and responsive to students who seek them out, how to recognize when a student is dealing with issues and have a clear understanding of school-based process for internal referral to the school mental health staff. The ENLACES project, as described under Competitive Priority 1 will provide teachers and school staff with 20 hours of PD workshops, case study sessions, and best practices in experiential education, and collaborative group learning (including: Adventure Education; Teams, Games, and Tournaments; Outdoor Education; cooperative learning; Restorative Justice; and Motivational Interviewing) for students to engage with their peers and their community in a positive way and to express themselves in groups non-violently. In addition, the project will focus on how bullying, cyberbullying, and substance abuse can be prevented and identify signs that children are being neglected, required to assume adult responsibilities that are not developmentally appropriate, or are physically or sexually abused or neglected at home or by members of their community.

ENLACES' Teacher Trauma Informed Collegial Inquiry Groups will support the prevention and treatment of gang and community violence beginning in March of Year 1. Small groups of 5-8 teachers will participate in after school, bi-monthly, facilitated by school licensed clinical psychologists from JFK School of Psychology and experts in gang prevention from Community Wraparound. The inquiry circles will be constructed to build teachers understanding how trauma,

violence, loss and mental and emotional injuries experienced by students from families or community because of the substance abuse and gang involvement impacts behavior and learning. As a result of their experiences in the collegial circles, teachers will be better able to provide high impact trauma informed practices in teaching the children who have been so negatively affected with the added benefit of increasing their effectiveness with all students. Teachers will learn about how to collaborate with the school social workers, school mental health services and student support colleagues. These collegial inquiry circles will build the capacity for teachers to be effective, responsive and empathetic individuals with traumatized students. The collegial inquiry circles will provide a safe space for the teachers to explore their own subjective experiences while teaching students who have experienced traumas. The teachers will increase their self-knowledge and understanding of the emotional health impact teaching traumatized students have on themselves, examine their own and their family or communities' history and experiences with trauma and how that may influence how they react toward these students. Teachers will have the opportunity to explore their personal experiences with trauma, the effects of secondary experiences of trauma including the impact the pandemic has had on their own mental health and wellness. Together they will explore ways to help each other and establish a culture of empathy, respect, and trust to support wellness practices.

A family and individual students at-risk program will be formed in order to have a comprehensive understanding of students' socio emotional and mental health needs that in some cases might lead to suicide, gang membership or violence. ENLACES will employ assessments to set the stage for gang and other violence prevention and when necessary, interventions to address violent acts when they occur. In this regard, ENLACES, in collaboration with Comprehensive Youth Services, and Juvenile Justice Commission, will provide an on-school site and school based mental health program for students and families impacted by family or community members drug abuse, violence, trauma or loss. *Functional Family Therapy* will be used as a home family intervention for at-risk juveniles and those involved in the juvenile justice

system to provide family counseling, case management, crisis intervention, re-entry to school, vocational support, and mentoring. This evidence-based practice has led to decreased rates of school suspension and reincarceration. Teachers and staff will be prepared in process and procedures for an internal referral program to support students who seek or display the need for help. Students who could benefit from assistance will be identified by Universal screeners, SBIRT (Screening, Brief Intervention, and Referral to Treatment), staff observations, and identification of students having been disciplined by the school through suspensions or other disciplinary actions. In addition, childhood trauma and Post Traumatic Stress Disorders (PTSD) screening will be undertaken using the Traumatic Events Screening Inventory Parent Report (TEFI-CRF-R), the Traumatic Inventory for Children (TEFI-PRR), and the Child PTSD Symptoms Scale Instrument (CPSS). Children will be referred to services for treatment and support according to the Public Health measures of Tiers 1, 2 and 3 based on the outcomes of these survey instruments. For example, school -based mental health professionals will provide such therapeutic services as Behavioral Intervention for Trauma in Schools (CBITS) or Trauma Focused Therapy (TFT). These programs address treatment barriers, such as stigma and access to services, by offering treatment in the school setting. The treatment is associated with improvements in symptoms of PTSD and depression and family-reported behavioral problems. The school-based program will have six parts: universal curriculum, universal and situational supports, individual therapy and small group therapy, school based cognitive behavioral interventions for trauma and depression, and small group collegial programs for teachers with the dual purpose of building their capacity to teach traumatized students and support them in PTSD that arise from being the secondary victims of the trauma or violence.

Connecting with Caring Adults to Prevent and Treat Violence: In collaboration with its Community Wraparound, ENLACES will provide mentoring as a way to connect students to caring adults and engaging them in activities to reduce their risk for violence perpetration and victimization (including gang prevention). Herrera et al. (2011) found that mentored youth

performed better academically, had more positive perceptions of their academic abilities, and were more likely to report having a supportive adult in their lives. Higher-quality mentoring relationships are associated with improvements in family and student-teacher relationships. These in turn, were associated with better youth outcomes, such as increased prosocial behavior and decrease in problem behaviors such as getting into fights, vandalizing, and joining gangs.

Community Based Violence Intervention and Prevention Initiative of the Bureau of Justice Assistance (CBVIP): The sixth objective pipeline team will form a task force, based on CBVIP findings and protocol, to connect youth and families with Community Wraparound, Juvenile Justice Commission (among other social service and law enforcement agencies) and conduct a landscape analysis to determine the strengths, resources, and needs of the community. The information gathered will be used to map the school and community's assets, needs, and aspirations. They will also gather information about where and when violence is occurring. Plans and activities to address the violence will be responsive to community members and will be based on their discussion and analysis of the data they collect. Other community initiatives will focus on bringing community members together and forming positive relationships through developing community murals, sculptures, public arts performances and celebrations.

Application Requirements: The applicant will meet the requirements for: 1) Matching Funds, 2) Use of Funds, 3) Evaluation, and 4) the Final MOU listed under the RFP.

SECTION 1: NEED FOR THE PROJECT

To identify the needs of the target population, a comprehensive needs assessment of the ENLACES community was conducted using 2023 California LEA statistics; student, family, school administrator and teacher quantitative and qualitative surveys; interviews and focus groups; school and partner documents; and meetings with community school partners.

(1) The student, teacher, and family needs identified by the project's comprehensive needs assessment. ENLACES plans to serve 5,000 students in grades PreK-12, and at least 1,500 families each year at Central Elementary School, El Toyon Elementary School, Woodland Park

Middle School, San Marcos Middle School, and Mission Hills High School. Table 1 below provides demographic data on the ENLACES schools, which demonstrate a pressing need for this project. Across the 5 schools, 62% of students are low-income, on average. In the case of the two elementary schools, Central and El Toyon, 81% of students are low-income. These schools are performing well below the state averages in meeting California academic standards in literacy, math, and science (see Table 2 for a breakdown of academic performance data for each school). Less than half of the ENLACES elementary students are English Language Proficient. Chronic absenteeism has also become a pervasive problem in the partner schools which was magnified by the COVID-19 pandemic with a rate outpacing the state average (38% vs. 30%). Additionally, suspension rates at the partner schools All 5 ENLACES schools have high percentages of racial minority students, with over half of students from Latino/Hispanic backgrounds. According to the latest US Census (2020), over 15% of National City residents do not have health care coverage compared to 7% for the State of California. Moreover, 25% of the population lacks a high school education. These disparities are widest among the Hispanic and African-American populations in both National City and San Marcos. Both San Marcos and National City have lower rates of citizenship, 88% and 82%, respectively, in comparison to the national average of 93.1%. This presents significant challenges for community residents in accessing public resources and navigating language barriers. Chronic homelessness has also become a major problem facing the National City and San Marcos communities. Thirty percent of the US homeless population reside in California, which is the highest in the nation. Since 2020, this population has increased 6%, compared to .4% in the rest of the US (PPIC, 2023).

Taken together, these community challenges echo the challenges faced by students in the schools to be served by ENLACES, which underscores the point that helping students with their academic, socio-emotional, wellness, health, mental health, and violence prevention needs requires systemic collaboration between schools, teachers, parents and caregivers, and community partners in order to help students in all of these very important areas of their lives.

San Marcos Unified School District and National School District designed and administered a needs assessment survey that was administered (in both English and Spanish) in July of 2023 to teachers at the project schools; parents, caregivers, and families of students who attend these schools, and school support staff. Respondents were asked a range of questions in categories that correspond to the four pillars of full-service community schools. These four pillars inform and support the five pipeline services, and project objective 1, which establishes and maintains a system of collaboration among all of the partners and stakeholders in the ENLACES project. These categories contain questions asking about the need for: 1) Integrated student supports; 2) Expanded and enriched learning time and opportunities for students; 3) Active family and community engagement for parents and residents; and 4) collaborative leadership and practices.

The ENLACES Community Needs Assessment Report in the attachments provide the full analyses of the collected data. Figures in the tables signify the percentage of respondents (out of the total number of respondents in each category) that rate the listed resources and opportunities available in their school's community. The sample size for each respondent category is provided. The surveys were completed anonymously, and respondents were given the opportunity to leave open-ended comments on areas they felt presented the highest need in their schools and in the community.

(2) How The Provided Support Will Close Gaps In Educational Opportunity And Address Needs Of The Targeted Population for the Project's Community School Sites.

(2.a.) A Lack of a Systemic Culture of Collaboration in the ENLACES Consortium.

Although ENLACES has partnered with 10 community service providers that make up the partnership consortium, the existing partners largely work independent of one another, and as a result there is a lack of a continuum of coordinated supports, services, and opportunities. The consortium partners do not meet regularly with one another to develop effective strategies for addressing student, family, and teacher needs. Current partners, in focus groups, also expressed the need to have opportunities to work together on teams to deliver services more effectively,

TABLE 1: ENLACES Descriptive School Statistics

(Source: California Department of Education, 2023)

School Name	# of Students in Project Schools	# of Students to be Served	Grades to be Served	Racial/Ethnic Background of Students	Low Income	Limited English Proficient	Suspension Rate	Chronic Absenteeism
Central Elementary	501	400	Kindergarten - 6 th Grade	81% Hispanic; 12% Filipino; 1% Black; 1% Asian; 1% Not Reported; 1% White; 1% Two or More	81%	60.1%	.4%	49.7%
El Toyon Elementary	412	350	Kindergarten - 6 th Grade	81% Hispanic; 7% Filipino; 3% Asian; 3% Not reported; 2% Two or More; 2% White; 1% Black; 1% Pacific Islander	81%	56.5%	2.7%	50.5%
Woodland Park Middle School	1183	950	6 th Grade - 8 th Grade	53% Hispanic; 34% White; 6% Two or more; 4% Asian; 2% Filipino; 2% American Indian or Alaska Native	43%	13.2%	3%	24.8%
San Marcos Middle School	931	800	6 th Grade - 8 th Grade	72% Hispanic; 16% White; 4% Two or more; 4% Asian; 2% Filipino; 1% American Indian or Alaska Native	62%	25.9%	3.4%	28.3%
Mission Hills High School	2893	2500	9 th Grade - 12 th Grade	55% Hispanic; 30% White; 6% Asian; 4% Two or more; 3% Filipino; 2% American Indian or Alaska Native	44%	7%	3.4%	--

Table 2: CAASPP Academic Performance by School

(Source: California Assessment of Student Performance and Progress, 2021-22)

School Name	% of students who have not met grade-level State standards and expectations			
	Mathematics (Smarter Balanced Summative Assessment)	Reading/Literacy (Smarter Balanced Summative Assessment)	Science (CAST-CA Science Test)	English Language Proficiency (ELPAC) - Reading
Central Elementary	82.8%	68.0%	80.3%	90.7%
El Toyon Elementary	80.0%	72.5%	90.1%	89.7%
Woodland Park Middle	61.5%	38.4%	62.7%	75.4%
San Marcos Middle	70.9%	54.7%	78.8%	80.9%
Mission Hills High School	70.5%	34.8%	66.1%	90.1%
State Average	66.6%	52.9%	70.6%	84.4%

and to add partners to be able to provide a more comprehensive system of supports for the community schools. The need for this system of collaboration is made even more apparent by the responses to the needs assessment. 37% of respondents indicated that the existing partnerships in place to address school, student, and family needs were *inadequate* or *very inadequate*. 44% expressed a significant need for community-wide leadership teams, steering committees, or other community coalitions. 42% expressed a need for educator learning communities and other staff to manage the multiple, complex joint work of school and community organizations.

Opportunities for voice and representation also emerged as a critical need as 47% felt that family voice and representation in school leadership was *inadequate* or *very inadequate*. The need for family involvement is an issue that was raised a number of times. For example, in focus groups and open-ended comments, assessment participants noted that more communication between school, staff, and parents is needed. One parent stated, “I am not aware of most services, nor am I aware of how to access many of them.” Another parent said “There isn’t enough nor timely

communication to parents to allow for adequate preparation for the student to succeed. Everything is last minute and incomplete.” In other words, there is a lack of collaboration and communication between the schools, partners providing services, and families, thus demonstrating a need for the system of collaboration offered under this objective and under the fourth pillar full-service community schools, so that families and caregivers can be made aware of existing services, and the new services to be provided by ENLACES. **How ENLACES will Address the Needs for Collaboration.** To meet this collaboration need, 7 teams will be established to foster a more comprehensive systemic culture of collaboration, including: a Leadership Team, a Management Team, and individual teams for each of the project’s five pipeline services, which will be comprised of students, teachers, administrators, project staff, family, and community members. In concert, these teams will: (1) Share data assessments based on evaluation outcomes; (2) Mutually adjust and revise program strategies in order to develop a system of continuous program improvement for all project components; and (3) The Leadership Team will take steps to create a detailed plan to reallocate funds and to raise grant monies to sustain the ENLACES project after federal funding ends.

(2.b.) A Lack of High-Quality Early Childhood Education Programs. While there are some early childhood programs available in San Marcos and National City (including Head Start), focus groups, interviews, and surveys, indicated acute needs around communication, education, and provision of early childhood resources. Nearly 30% of respondents on the needs assessment survey stated that early childhood programming was *inadequate* or *very inadequate*. In an interview with National City district administration, it was revealed that the current preschool classrooms are in jeopardy without future funding to sustain this support. Moreover, families expressed a need for knowledge and skills in learning how to support the social and emotional development of their children. As demonstrated in the needs for greater collaboration above, community residents requested better communication on how early childhood programming is offered in the San Marcos and National City and how families can better prepare

their children for entrance into kindergarten and formal schooling. One parent remarked, “*Most of these services I am not aware of as a parent nor do am I aware how to access many of them.*”

The ENLACES communities have great need for more early childhood programming and resources and could benefit from a more systematic approach in helping parents learn to help their children and support their development. The neighborhoods included in the ENLACES project have a high proportion of young children in that 7% of the San Marcos population is under 5 years of age, compared with 5.6% (the United States average). These challenges are complicated by the high proportion of non-English speaking households in the ENLACES communities. **How the ENLACES Project will Address the Needs for Early Childhood.**

ENLACES will address the early childhood needs in several ways. *Professional Development (PD) for early childhood educators and family leader/mentors:* First, a collaborative team of early childhood educators (experts from Harmony & Inspire) and family leader/mentors will provide a new form of leadership for the development of a culture focused on educator and family partnerships through a minimum of 20 hours of professional development for teachers and families to provide the educators and family leader/mentors with a variety of expanded and new skills, including: (1) fostering for mother-child and father-child attachments; (2) creating networks among families to reduce social isolation that has been most common in recent immigrants and families below the poverty line; (3) helping families learn to play with their children for neurological, cognitive and socio emotional development and modeling developmentally appropriate discipline practices; and (4) developing expertise and practices that are culturally, ethnically, racially and linguistically responsive and address current and historical inequities. *Monthly family sessions and coaching for 1,500 families provided by early childhood educators and family leaders/mentors:* The early childhood educators and the family leaders/mentors together will provide monthly two-hour family sessions for 1,500 families at the 5 project community schools to provide workshops, follow-up support, and coaching. Families will also acquire new skills, as described above, in fostering positive family and child

attachments, creating family/family networks, and facilitating playgroups and age appropriate “play dates” with children. Families will also learn how to collaborate on developing strategies for creating opportunities for one on one and group play learning. *Strengthening the Early Childhood ENLACES program by creating a program for early childhood home visits:* Neither San Marcos Unified School District nor National School District currently provides home visits to families of children from birth through five years old. Under ENLACES, 75 families per year will receive home visits. Visits will follow a well-specified curriculum manual targeting the three domains of early childhood socio emotional, language-literacy, and numeracy skills. ENLACES early childhood educators will provide families with learning games and play activities that teach letter and sound recognition, counting, numbers, shape, measurement, and pattern recognition.

(2.c.) A Lack of High-Quality In-School and Out-Of-School-Time Programming and Strategies. The attached needs assessment report demonstrates the dissatisfaction that community residents have in regards to the quality and amount of in-school and out-of-school programming, and thus would benefit from the type of services that the ENLACES project can provide. 42% of respondents stated that students’ access to programming during out of school time was *inadequate* or *very inadequate*. In the case of real-world project-based learning time and opportunities, that number was 55%. Additional levels of dissatisfaction include engineering (50%), computer science (36%), career and technical education (44%), and opportunities for group learning and problem solving (35%). One parent stated, “*More extracurricular options are needed. Additional sports, drama/theatre, dance/cheerleading. It engages students in productive activities, helps build skills, encourages relationships with other students and provides a safe, structured after school activity.*” As demonstrated in Tables 1 and 2 above, the ENLACES project schools are consistently underperforming relative to California state averages with higher percentages of students not meeting grade-level expectations and standards in math, reading, science, and English Language Proficiency. With high levels of suspension and absenteeism, there is a need for programming that increases student engagement and interest in learning in

order to help students realize that learning is a holistic endeavor, which is useful not only in the classroom, but in their lives generally. These statistics indicate that many students require additional supports in order to perform at grade level and without them, many students will struggle to successfully make the transition from elementary to middle to high school. Both teachers and parents in focus groups indicated the ENLACES schools do not have sufficient technology and the after-school programs lack team-building and arts activities. Principals in interviews reported that there is a great need for additional after-school programming, but that current funding does not allow for this. **How ENLACES will Address the Needs A Lack of High-Quality In-School and Out-Of-School-Time Programming and Strategies.** *Teacher PD:* To meet in-school and out-of-school needs, ENLACES will provide 20 hours of sustained and intensive professional development each year to 100 teachers at the project schools, which will include workshops, classroom demonstrations, teacher sharing, case study sessions, and co-teaching. The case study sessions will enable teachers to discuss in detail how inquiry-based forms of instruction can be contextualized through the use of individual student vignettes to meet the cognitive and socio emotional needs of students in their classrooms. This PD will include how to integrate the arts into reading and mathematics, engage students' meaningful learning, and for students to develop critical thinking skills. The PD materials will be designed for individual classrooms to increase teachers' abilities to offer inquiry, constructivist, and critical thinking forms of learning, all aligned with standards-based academic and arts programming and arts integrated curricula in dance, theater, visual arts, and music to increase student reading and mathematics achievement, all of which are aligned with rigorous academic standards, including State and National Academic Standards, and national standards in the arts. *Out-of-School Programming:* Each project year of ENLACES, at least 3,000 students, who have the need for supplemental academic support, will be given the opportunity to attend after-school and summer enrichment programming. These after-school and summer programs, offered by the YMCA, Boys & Girls Club, Olivewood Gardens & Learning Center, and A Reason to Survive (ARTS)

will provide academic, socio emotional, technology, and health and nutrition supports. ENLACES staff and partners will also offer classes for dance, theater, visual and media arts, and music. Each class will have from 15 to 20 students, depending on the activity. Teachers and staff from the project schools will assist with instruction during these after-school programs and out-of-school-time sessions will be closely coordinated with classroom instruction. In each out-of-school-time class, instructors also will help students become invested in inquiry-based arts projects aligned with Federal and California Academic Standards. These projects, based on the Harvard Project Zero Artful Thinking Program (2008), will demonstrate how such critical habits of mind as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed. Such constructivist and critical thinking approaches will focus on students' deeper inquiry into the arts and content disciplines.

(2.d.) A Lack of Supports for Children's Transition from PreK to Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce. There is a need for a more extensive system to track students from grade to grade to identify problems that students might have in transitioning through the elementary grades. Data from Mission Hills High School (CAASPP, 2022), where students from Woodland Park and San Marcos Middle Schools will eventually attend, show significant lags on the California School Dashboard College/Career Indicator. Less than 25% of students score highly on Advanced Placement exams. Only 12% of students complete at least one Career Technical Education Pathway (CTE) and 1% completed academic or CTE subject college credit courses. 38% of respondents on the ENLACES needs assessment indicated that the transition supports (elementary to middle school; high school to college or the workforce) available at the partner schools were *inadequate* or *very inadequate*. These figures indicate that additional academic, social emotional, physical and mental health supports will be needed to support successful transitions. Finally, the following qualitative

responses on the needs assessment underscore these transition needs. 1: “*Partnerships with local business owners in trades. Students who are not college bound would benefit from internships or work release programs where they learn trades like painting, plumbing, construction, etc. so that they leave high school with a skill that can earn them good money as they transition to the next phase.*” 2: “*Definitely more technical skill classes for students not on the college path.*” 3: “*More class time dedicated to ALL students for preparing for college.*” **How ENLACES will Address the Needs for Effective Transitions.** In order to meet the need of students to manage the transitions between levels of their education and into the workforce, ENLACES will employ several strategies, including: 1) Creating an early warning and tracking system which will identify students who are at-risk for absenteeism, and low academic achievement, so that the appropriate interventions can be employed to help them as early as possible with academic monitoring, counseling services to support academic success; 2) Providing services to help students deal with transitions by promoting children’s language skills, increasing children’s focused attention, managing behavior using positive strategies, and increasing interactive book-reading and early numeracy activities both in school and at home; 3) Providing supports and scaffolding to students at all stages, from early childhood through middle school; 4) Supporting students’ readiness for high-school, post-secondary education and the workforce, including strategies helping students to acquire high school and post-secondary prep skills (e.g. study skills, work habits, time management, help-seeking, and social/academic problem-solving skills) and career/technical skill development; 5) Providing families and students with information needed to make informed decisions about school and career choices.

(2.e.) A Lack of Family and Community Engagement and Supports. The ENLACES needs assessment found significant gaps in family and community engagement supports in San Marcos and National City. 37% of respondents rated family involvement in schools as *inadequate* or *very inadequate*. Moreover, available resources for families and community residents were rated similarly: citizenship preparation (38%), computer skills (45%), arts

programs (52%), housing assistance (45%), literacy programs (40%), and mental health services (48%). As demonstrated above, San Marcos and National City have significantly higher rates of Limited English Proficiency and low-income residents than state and national averages. Given these percentages, families in the project's 5 school communities have requested support, not only for their children's development but also for themselves to improve their ability to live productive and healthy lives. Improving communication strategies between schools and families are also needed as one parent remarked, *"I think communication needs to be better, bottom line. There is not enough notice for school events and since my student doesn't keep me informed, I really need the school to do a better job so I know when registration, back to school night and open houses are coming so we may be prepared and attend."* In interviews, district administrators raised concerns about a significant lack of family engagement at ENLACES school sites. The need for English-language classes also came up repeatedly in discussions with family members and district administrators. One parent remarked, *"I feel English speaking parents often have the most say at our school and district when we are majority Spanish speaking and Latinx families (at our school)."*

How ENLACES will Address the Needs for Effective Family Engagement and Programming.

Offering Weekly Activities to Foster Family Involvement in Children's Learning: To meet the need for families to become engaged with schools, weekly Interactive Family Sessions will be held to offer home learning support topics as: strategies for reading to children, and for early numeracy and mathematical thinking; for talking about schoolwork; systems for monitoring learning; helping their children with technology; approaches to social media, TV, cell phone and computer use; and the creation of home learning centers that now also incorporate the new online resources and learning.

Supporting Leadership Development for Families: To meet the need for family leadership, a family mentoring team from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities. Family leader/mentors, and project staff in collaboration Head Start and San Marcos Promise will offer a series of monthly two-hour family

sessions for groups of 10-15 families and teacher teams at each partner school on developing practical strategies for families to increase family engagement with project schools. *Family Nights and Academic Support Classes*: To meet family learning needs, 150 family members per project year across ENLACES program sites, will have the opportunity to take real-life ESL, GED attainment and computer skills in English and Spanish (including digital skills to support children's use of instructional technologies) classes, financial planning, and family goal setting. *Functional Family Therapy (FFT) and Community Wraparound*: To meet the needs of at-risk juveniles and those involved in the juvenile justice system, FFT will be used as a home family intervention to provide family counseling, case management, crisis intervention, re-entry to school, vocational support, and mentoring. Community Wraparound will provide gang intervention and prevention programming for both students and their families. These evidence-based practices have led to decreased rates of school suspension and reincarceration.

(2.f.) A Lack of Social, Health, Nutrition, Violence Prevention, and Mental Health Services and Supports: The social, health, nutrition, and mental health needs of students in the ENLACES project schools are of special importance to school and district leaders. Principals and teachers in interviews at the 5 schools have rated the schools' ability to meet counseling needs as very low and they expressed their concerns that the needs have increased as a result of the pandemic straining the resources even more. One respondent to the needs assessment remarked, *“Recently, our school, like other schools, has seen an exponential rise in mental health issues with our students and staff. There are simply not enough wrap-around services for our school communities. We need help.”* On average, respondents felt that mental and behavioral health services were *inadequate* or *very inadequate* (40%). Support services for trauma were rated similarly (39%) as well as health services (35%) and mental health services (48%) for families and community residents. Respondents also identified dissatisfaction with support for nutrition (30%) and criminal justice (41%). A parent remarked, *“Need more children mental health resources outside or connected to schools.”* And from a teacher, *“As a teacher at a high school,*

my biggest concern is student mental health. Providing increased support services for mental health is so important.” With high percentages of Mexican and Central American immigrants to San Marcos and National City, students from these families face unique challenges that is only minimally addressed with current resources. Additionally, district administrators have indicated that there are great difficulties for low-income families gaining access to healthcare. Many families don’t know what services are available to them, and do not know how to make appointments for available services. The gap in services for these residents also includes primary care, vision, dental, and more general health and fitness needs. Access to healthy food options was identified as an area of concern in focus groups with community residents. Finally, violence prevention and treatment is an important issue for the students in San Marcos and National City, which was repeatedly mentioned by community residents in focus groups: *“We need more guidance and support at school to prevent violence at school.”* Collectively, these areas demonstrate the enormous need to provide students, families, and community residents with services such as those proposed by the ENLACES project. **How ENLACES will Address the Needs a Lack of Social, Health, Nutrition, Violence Prevention and Treatment Needs, and Mental Health Services and Supports:** To meet social, emotional, health, violence prevention, and mental health needs, ENLACES will engage 100 teachers in 20 hours of PD workshops with coaching and intensive case study sessions providing opportunities for teachers to explore and understand how students function effectively socially and psychologically in their classrooms. *Social, Emotional, and Violence Prevention and Treatment Needs:* Program components offered to meet student needs will be: 1) Gang prevention, counseling, and mentorship; 2) Adventure Education improving students' self-concept, decision-making and their ability to function within groups, 3) Cooperative Learning, which is used in this project to improve students' collaboration and mutual respect, and 4) Motivational Interviewing, which aid in the development of decision-making skills. See Competitive Preference Priority 2 for a detailed description of how violence prevention and treatment needs will be met. *Health Needs:* To meet student health needs,

ENLACES will design and use a health survey to identify the need for health services in such areas as primary care, vision, dental, nutrition education, and physical fitness, all of which have the potential of undermining students' academic performance at school. This survey will allow ENLACES to connect students to available services provided by project partners such as Head Start, YMCA, and Harmony & Inspire. When possible, these services will be designed so that as much as possible can be delivered virtually with telehealth services. *Nutrition Needs:* By partnering with YMCA and Olivewood Gardens & Learning Center, project school families will learn about the importance of physical fitness, quality nutrition, how to obtain low-cost healthy food options, and how to grow their own fruits and vegetables. Resources such as a healthy foods recipe book will be created by families that takes account their cultural culinary heritage but blends it with new and healthier substitutes. *Mental Health Needs:* ENLACES project will connect students with mental health partners, such as Comprehensive Youth Services and JFK School of Psychology that can help provide them with mental health screening and treatment to create developmentally and culturally responsive mental health curriculum.

SECTION 2: QUALITY OF THE PROJECT DESIGN

(A.i.) Project Objectives And Evidence-Based Findings From Existing Literature To Support The Implementation Of The Project's Objectives

The objectives and the outcomes below are clearly specified and measurable in that they meet the SMART standards of being (S) specific, (M) measurable, (A) achievable, (R) relevant, and (T) time-related. See pages 104-111 for a list of quantitative performance measures, including percentage of early childhood educators, families, teachers, and students who have increased their performance over the baseline and at a statistically significant level with an alpha of at least .05 and effect sizes of .25SD; and qualitative assessments for each of these outcomes.

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among ENLACES's Consortium Partners. By December 31st, 2028, a system of collaboration and culture supporting the capacity of ENLACES' schools will be

established to support the implementation and evaluation of full-service community schools program, with 80% of the team members rating the partnerships as functioning effectively.

SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs. By December 31st, 2028, 80% of students will complete the academic requirements and adequately prepared for entrance into kindergarten at one of ENLACES’s elementary schools.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time, Expanded and Enriched Programs, Strategies and Learning Times. By December 31st, 2028, at the 5 project schools, there will have been an 80% increase in the academic performance of students who have participated in the project’s after-school programming at a statistically significant rate of achievement.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children’s Transition into Kindergarten, and from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce. By December 31st, 2028, 80% of the students from the 5 project schools will successfully advance from pre-Kindergarten to Kindergarten, from Kindergarten to first grade, from elementary school to middle school, middle to high school, and from high school to post-secondary school and eventually into the workforce.

FIFTH OBJECTIVE—Developing and Implementing Family and Community Engagement and Supports. By December 31st, 2028, there will have been an 80% increase in the ability of project school families to support the development of their children both at school and at home in the subjects of reading and mathematics and an increase in families’ knowledge about their personal, social, emotional, academic development, physical, and mental health.

SIXTH OBJECTIVE—Developing and Implementing Social, Emotional, Health, Nutrition, Violence, Trauma, and Mental Health Services and Supports. By December 31st, 2028, 80% of the 5,000 students will have increased their social, emotional, health, nutrition, violence

prevention, and mental health in alignment with state standards of social, emotional, health, nutrition, and mental health standards, at a statistically significant higher rate of achievement.

1. Evidence-Based Practices to Support A Systemic Culture of Collaboration, Including

WWC Vetted Research for Objective 1: The ENLACES plan to develop a system of collaboration among administrators, teachers, families, and community partners is informed by a WWC approved study conducted by New York City’s Urban Advantage (UA) program (Weinstein & Shiferaw, 2017), a collaboration between the New York City Department of Education and 8 science education institutions intended to improved science education in middle schools. That study investigated whether the UA system of collaboration led to increases in students’ science achievement in New York City public schools. Using a quasi-experimental design, with unique teacher-student linkage data, the study found that students of teachers participating in the UA collaborative partnership demonstrated significant improvement in science achievement outcomes (as measured by New York State’s standardized 8th grade science exam) vs. business as usual. Moreover, students benefited from teachers who were prior but not active participants in the UA partnership – signaling longevity of the positive effects of teachers’ experiences in this collaborative model. An informal partnership between schools and external institutions became common, and it was concluded that evaluations such as those in this study can be used to guide collaborative changes in program implementation and education policy.

This study employed a quasi-experimental design and meets WWC standards as moderate evidence with a statistically significant positive effect on the relevant outcomes for this objective on collaboration. Study assessed and approved by WWC in 2018:

<https://ies.ed.gov/ncee/wwc/Study/86087>. Consistent with the FSCS RFP definition of promising evidence, the ENLACES model has also been informed by the quasi-experimental study of Bryk et al. (2010). This research demonstrated that for student achievement to be improved, collaboration needs to occur among teachers, principals, and community partners. Accordingly, ENLACES is designed to facilitate collaboration across all partnership stakeholders and views

the school as an organizational system composed of five essential supports (effective school leadership, the development of teacher professional capacity, strong community ties, a climate for authentic student learning, and standards-based curricula). Bryk identified key predictors for accelerated student learning and public-school success in a ground-breaking seven-year research study. This research's statistically significant findings (with effect sizes of at least .25SD) provide valuable evidence on what factors are critical for schools to accelerate learning, which is relevant to this project's objective on collaboration. This research, as well as those described for the professional development below, persuasively makes the case for schools to have the most effective impact on student learning, all of the above essential supports need be included in ENLACES's collaborative system.

2. Evidence-Based Strategies to Support High-Quality Early Childhood Education

Programs, including WWC Vetted Research for Project Objective 2: The ENLACES model implements high-quality, evidence-based early childhood education activities, strategies, and interventions, particularly those that help families to become involved in preparing their children for success in school, including both cognitive and non-cognitive development. Head Start will support this objective as a named partner of ENLACES, technical support and training through NHSA Academy training and programming, including Early Head Start services to leverage the proven Head Start model to positively affect the brain development, health, and well-being of children birth to age three. In an Intervention Report, the WWC found Head Start to have a positive impact on reading achievement. *This WWC Intervention Report was developed from an evidence base of individual studies that met WWC standards and provide promising evidence for this objective on early childhood education. WWC Intervention Report published in 2015:* <https://ies.ed.gov/ncee/wwc/InterventionReport/636>. Moreover, a WWC Practice Guide entitled *Preparing Young Children for School* was recently released that offers 7 recommendations of early childhood and preschool education practices, all supported with moderate or strong evidence. These recommendations were developed by an expert panel upon a comprehensive

review of studies that meet WWC standards and include: 1) Providing regular, intentional, and engaging instruction and practice focused on socio emotional skills; 2) Strengthening children's executive function skills using specific games and activities; 3) Providing intentional instruction to build children's understanding of mathematical ideas and skills; 4) Engaging children in conversations about mathematical ideas and support them in using mathematical language; 5) Intentionally planning activities to build children's vocabulary and language; 6) Building children's knowledge of letters and sounds; and 7) Using shared book reading to develop children's language, knowledge of print features, and knowledge of the world. Accordingly, ENLACES will address early childhood needs by modeling its programming on these critical recommendations, including an emphasis on language and vocabulary, mathematical language and skills, socio emotional development, and executive functioning. *This WWC Practice Guide was developed from an evidence base of individual studies that met WWC standards. These 7 recommendations are supported by moderate and strong evidence for this objective on early childhood education. WWC Practice Guide published in 2023:*

<https://ies.ed.gov/ncee/wwc/PracticeGuide/30>. ENLACES project draws upon the studies included in this Practice Guide to ensure that its strategies are based on the highest quality available evidence that is likely to improve its impact on relevant early childhood outcomes.

3. Evidence-Based Strategies to Support High-Quality School and Out-Of-School-Time Programs and Strategies, including WWC Vetted Research for Project Objective 3:

Intensive professional development activities focused on inquiry-based, constructivist, and arts learning are central to achieving this objective, during both school time and out-of-school-time.

In this regard, the ENLACES project draws upon a randomized controlled study (Parkinson, 2015) that investigated the effects of the Children's Literacy Initiative, an intensive professional development program on low-income students. In providing literacy resources, professional development, coaching, and sustainment, the program demonstrated improved language and literacy and classroom environment outcomes. ENLACES's programming seeks to replicate

these interventions and will incorporate professional development and ongoing coaching for its educators. *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence with statistically significant positive effects student's academic performance for this objective on in-school and out-of-school programs. Study assessed and approved by WWC in 2016: <https://ies.ed.gov/ncee/wwc/Study/81569>.* A central focus of the ENLACES model is on arts-integrated learning through its activities and partnerships. Accordingly, ENLACES draws upon a randomized control trial (Bowen & Kisida, 2019) that found positive effects in literacy outcomes of students participating in a school-community arts partnership program by advancing student access to the arts. A critical aspect of this intervention was the collaborative, strategic planning undertaken by principals in designing and tailoring the program to address each school's needs. ENLACES will replicate these practices of arts-integrated learning and collaborative planning in its design. *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence with statistically significant positive effects on student's academic performance for this objective on in-school and out-of-school programs. Study assessed and approved by WWC in 2021: <https://ies.ed.gov/ncee/wwc/Study/88827>.* Additional research has demonstrated how arts programming can improve students' emotional well-being, confidence, self-awareness, and self-efficacy (Karkou & Glasman, 2004; Atkinson & Robson, 2012). Drawing upon these rigorous studies, ENLACES's model of arts integration in both school and out-of-school-time learning strategies and instruction is well-suited to yield positive and significant student achievement outcomes. ENLACES's PD practices and strategies are supported by moderate to strong evidence. The project's theory of action reasons that centralized and school-based PD within a professional learning community will develop knowledge and attitudes supportive of standards-based arts instruction in dance, music, theater, visual arts and media arts as well as arts integration with reading and mathematics, and the use of digital tools.

4. Evidence-Based Strategies to Support Children’s’ Transition from Elementary School to Middle-School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce, including WWC Vetted Research for

Project Objective 4: This objective, focused on supporting children’s’ transitions from elementary school through the work-force, is supported by high-quality research, including an experimental study vetted by WWC. Edmunds et al. (2017) studied a program supporting high school students’ transition to postsecondary education entitled Early College High Schools. This program focused on postsecondary readiness, high-quality teaching and learning, personal relationships between students and staff, high expectations, and staff commitment to a shared mission. Results showed statistically significant positive effects in graduation rates and continued enrollment among treatment students in comparison to a control group. *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence of effectiveness for this objective on student transitioning. WWC Study assessed and approved in 2017: <https://ies.ed.gov/ncee/wwc/Study/82192>.* ENLACES’s pipeline support system is aligned with the above WWC study and is also based on developmental research into the ways in which the transitions can be made more successful through the use of bridge programs. Song and Zeiser (2019) found that in such programs, participating students were: (1) more likely to enroll in and graduate from 2-year colleges and (2) more likely to complete a bachelor’s degree and did so earlier in their academic careers. Further, these positive impacts were similarly observed for students from different family backgrounds and did not differ significantly by gender, race, ethnicity, or eligibility for free or reduced-price lunch. This type of programming, which is integrated into ENLACES, is likely to lead to positive long-term impacts on students’ workforce and financial outcomes and further enhance their career development. In a study of grade-level transition programs nationwide, Smith (1997) found that programs targeting a combination of students, families, and school staff in assisting students to make the transition have a significant and positive impact, even after accounting for student demographics,

family characteristics, and student behavior. Students participating in such a program were less likely to drop out of high school and performed better academically. This holistic approach, involving students, families, and staff, emphasizes participants' full commitment to students' transition. ENLACES's theory of action draws upon this research in its program design that will target and engage students as they prepare for grade-level transitions, but their teachers and families in intensive support.

5. Evidence-Based Strategies to Support Family and Community Engagement, including

WWC Vetted Research for the Project Objective 5: The continuation and expansion of the family learning environment outside of the classroom to support home learning in coordination with school instruction is a key part of the ENLACES model and is supported by WWC vetted research. Neville et al. (2013) found that a family-based preparation program targeting child attention was highly effective in changing lower socioeconomic status children's neuro-cognitive functioning (nonverbal intelligence and language development) and socio emotional development. The evidence suggests that targeting multiple pathways (including families and the home environment), which are integrated into ENLACES's design, has the potential to narrow the large and growing gap in school readiness and academic achievement between higher and lower SES children. *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence for this objective on family engagement. WWC Study assessed and approved in 2015: <https://ies.ed.gov/ncee/wwc/Study/80698>.* Moreover, ENLACES will function as a family-school-community partnership, providing after-school enrichment and family engagement. These practices, which leverage community, family, and school resources, were found to have a significant, positive impact on students' literacy achievement in a WWC-vetted study (Jones, 2018). *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence for this objective on family engagement. WWC Study assessed and approved in 2021: <https://ies.ed.gov/ncee/wwc/Study/90325>.* Finally, a study (Miller et al., 2016) of the Parent

Engagement Project, a school level intervention to increase parent engagement using a system of ongoing communication notifying parents about upcoming tests, important deadlines, missing homework, and lesson summaries. Students in the intervention group demonstrated significantly higher achievement in mathematics as well as school attendance vs. the control group. *This study employed a randomized controlled trial and meets WWC standards without reservations as strong evidence for this objective on family engagement. WWC Study assessed and approved in 2017: <https://ies.ed.gov/ncee/wwc/Study/84224>.* ENLACES will leverage the information management systems of each participating school to keep students' families informed about their children's learning to enhance and sustain engagement. This evidence suggests that family and community engagement, including the specific strategies delineated above, are important factors that contribute to a students' success and are thus integrated components of ENLACES project.

6. Evidence-Based Strategies to Support Social, Health, Nutrition, and Mental Health

Services, including WWC Vetted Research for Project Objective 6: ENLACES is employing sustained and intensive professional development in its interventions and this objective is aligned with evidence-based research. The WWC recently released an Intervention Report on Good Behavior Game, a PreK-12th grade classroom management strategy designed to help teachers create a positive learning environment by placing students into teams and rewarding them for demonstrating appropriate behaviors and following classroom rules. The reviewed studies provide evidence that Good Behavior Game improved not only student behavior, but also teacher practice and writing conventions. ENLACES's design emphasizes team and reward-based learning, inspired by Good Behavior Game interventions, and will integrate these practices in all professional development. *This WWC Intervention Report was developed from an evidence base of individual studies that met WWC standards and provide strong and promising evidence for this objective on social and mental health. WWC Intervention Report published in 2023: <https://ies.ed.gov/ncee/wwc/InterventionReport/728>.* In Gilliam et al.'s (2016) randomized controlled evaluation of a program providing educator childhood mental health consultation,

employed in the design of ENLACES, children who received services focused on their social, emotional development, health, and nutrition had significantly lower ratings of hyperactivity, restlessness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group. Accordingly, ENLACES's partnership design incorporates the provision of educator consultation on classroom management and students' behavior with mental health clinicians. *This study employed a randomized controlled trial and meets WWC standards without reservations as promising evidence for this objective on social and mental health. WWC Study assessed and approved in 2018: <https://ies.ed.gov/ncee/wwc/Study/84106>.* Adventure education, an experiential approach to outdoor learning and a component of ENLACES's programming, has been found to improve social functioning and foster positive mental health (Granero-Gallegos et al., 2012; Mutz & Muller, 2016). Similarly, Teams, Games, and Tournaments are research supported strategies that have been found to positively impact academics and behavior (Panggabean, 2021). Additionally, ENLACES's programmatic strategies incorporate the evidence-based practices of cooperative learning, which has been found to improve students' time intrinsic motivation to learn and interpersonal relationships (Johnson & Johnson, 2008), and motivational interviewing, which has been found to be effective in reaching behavioral goals (VanBurkirk et al., 2014). Food insufficiency is a serious problem affecting students' learning as Taras (2005) has demonstrated that adequate nutrition is critical to cognitive performance. Children with iron deficiencies perform significantly worse, both cognitively and academically, than children who do not. ENLACES will emphasize the importance of nutrition and work to address food insufficiency with students, teachers, and families, which is supported by this high-quality research. ENLACES's violence prevention and treatment interventions are all evidence-based practices and draw upon high-quality research: 1) universal school-based programming (in a systematic review, Hahn et. al [2007] found that universal school-based violence prevention programs are effective and identified a 15% relative reduction in aggression and disruptive behavior), 2) mentoring (Herrera et al. [2011])

demonstrated that mentored youth are less likely to engage in violence), and 3) treatment to lessen the harms of violence exposure (Cary et al. [2012] found that trauma-focused treatment employing cognitive behavioral therapy were effective in reducing PTSD, depression, and behavioral problems). All of these strategies are informed by the CDC guidelines on best practices in violence prevention and treatment programming (David-Ferdon et al., 2016).

(A.ii.) A High-Quality Plan for Project Implementation Integrating the Four Pillars of Full-Service Community Schools. The following four pillars of the Full Service Community Centers program will be integrated into each of the ENLACES’s 6 objectives; namely, for each objective there will be: (1) integrated student supports at a community school that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a full time community school coordinator; (2) expanded and enriched learning time and opportunities, through evidence-based strategies, including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities; (3) active family and community engagement; (4) collaborative leadership and practices that build professional learning, trust, and shared responsibility.

Described below are descriptions of how this integration of the above four pillars will occur for each of the project’s objectives and its activities. The project’s detailed plan in the Management Section supports in a more detailed way the points made below. A full-time site-coordinator at each school will take a leadership role at each school in implementing the objectives and their associated activities to ensure that each objective addresses the four pillars.

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among ENLACES’s Consortium Partners. Through this objective and its activities, ENLACES’s 10 partners (San Marcos Promise, Boys and Girls Club of San Marcos, YMCA of San Diego County, Olivewood Gardens & Learning Center, Harmony & Inspire,

National Head Start Association, Comprehensive Youth Services, Community Wraparound, A Reason To Survive (ARTS), Juvenile Justice Commission) will undertake a leadership role, through its Leadership and Management Teams in providing direction and oversight focused on integrated student supports focused on student well-being and overcoming academic and socio emotional barriers, expanded and enriched learning time, family and community engagement, and refining the project's based on a quarterly review of evidence-based program strategies and evaluation findings in conjunction with the Independent Evaluator. In addition, all teams under this objective and its activities will nurture mutual respect and a trusting culture supporting professional learning and the development of a community learners with shared responsibility. For example, each objective will have a design and implementation team that will discuss how ideas can be shared and trusting relationships can be developed as the partner agencies collaborate on the implementation of the grant. Finally, to support the continuation of all four pillars after federal funding has ended, the project's Leadership and Management Teams will develop detailed plans for the continued funding of project ENLACES.

SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs. First, in order to effectively implement a high-quality early childhood program, project ENLACES will address the first pillar, in collaboration with Head Start and Harmony & Inspire, by emphasizing in its early childhood educator professional development, family monthly family sessions, and home visit components how academic development can be integrated learning focused on student well-being, social and emotional development, health, nutrition, mental health, and overcoming barriers to development and progress in the early childhood years. Second, expanded and enriched evidence-based learning opportunities, described in detail in the research section above, will be provided for early childhood educators, for families in monthly family sessions, and through the expansion of home visits to support the developmental growth of their children. Third, by its very nature this objective focuses on the third pillar by expanding the engagement of families with children of the PreK level. Fourth,

because a team for this objective has been organized, families will have the opportunity to participate in a culture fostering collaboration and leadership.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time, Expanded and Enriched Programs, Strategies and Learning Times. The third objective places a focus on the first pillar through the integration of cognitive learning and social and emotional development, health, nutrition, and mental health by infusing those topics into all of the group inquiry-based, constructivist, and critical thinking learning through the teaching of Mexico and Latin America’s cultural assets within each respective state and region, including music, drama, dance, the visual arts and braided together into student academic and socio emotional learning. Through in and out-of-school learning, students, in collaboration with the Boys & Girls Club, YMCA, Olivewood Gardens & Learning Center, Community Wraparound, A Reason to Survive (ARTS), and the San Marcos Promise will consider such issues as student well-being, barriers to student development, identity, shared cultural codes and rituals, historical narratives, locus of control, cultural values, group dynamics, motivation, persistence, self-awareness, and empathy, and how these socio emotional dimensions interface with all of the arts of dance, music, theater, the visual arts, and media arts. For the second pillar, offering sustained and intensive evidence-based professional development (as described in detail in the research section above) to teachers on how teaching and learning can provide group and individualized learning, in and out of school, the project will expand and enrich learning for students through team building activities and individualized tutoring and referrals for counseling to Boys & Girls Club and Comprehensive Youth Services. In the case of the third pillar, this objective and its activities extensively engages families in how they can most effectively coordinate school and home learning focused on reading, mathematics, sciences, technology, and arts, and assist students in dealing with such socio-emotional issues as locus of control, anxiety, and managing emotions. Finally, for the fourth pillar, this objective and its activities will be led by a team

highlighting collaboration with students, families, school leaders, and community agencies, especially those provided support for the arts, health, nutrition, and mental health.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children’s Transition to from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the

Workforce. The fourth objective also infuses the four pillars into the delivery of its services focused on transitioning from grade to grade and into the workplace. In the case of the first pillar focused on integrated learning, ENLACES’s transitioning from grade to grade and into the workplace will occur smoothly from grade to grade and into the work place in that students will be monitored and tracked so that underserved can be identified early so that a range of academic and socio emotional supports can be provided along with addressing students who have health, nutrition, and mental health problems, issues of well-being or difficulties in managing the academic and socio emotional barriers they face as they transition through school and into the workforce. In this way the support offered to students needs to be well-integrated if student needs are to adequately address, which is what the activities under this fourth objective address. Once students at-risk are identified, project ENLACES will also provide evidence-based school supports and enriched and expanded learning opportunities, all of which fall under the second pillar. Family engagement under pillar three is also a key component of ENLACES in supporting students making transitions from grade to grade. By establishing a transition team, composed of Community Wraparound, San Marcos Promise, Harmony & Inspire, and NU’s Workforce Education Solutions, underscores how collaboration and a community of learners' approach is critical to the implementation of the project’s fourth pillar.

FIFTH OBJECTIVE—Developing and Implementing Family and Community

Engagement and Supports. ENLACES’s fifth objective has a heavy focus on the first pillar in that family activities have been designed to integrate cognitive as well as student well-being, social, health, emotional, nutrition, and mental health aspects of learning. In partnership with

Head Start, San Marcos Promise, Comprehensive Youth Services, NU's JFK School of Psychology and Workforce Education Solutions, Harmony & Inspire, Community Wraparound, Family Interactive and Friday Night sessions will be offered to provide an integrated approach to teaching and learning as families support the learning of their children at home and how barriers to academic learning can be overcome, as well as socio emotional issues such as developing a locus of control, addressing anxiety, depression, and loss, managing emotions, and functioning in diverse group settings. The second pillar is addressed under this objective in that evidence-based opportunities (see research section above for details) for enriched and expanded learning are embedded in family Interactive and Friday Night sessions and home learning. Additionally, Functional Family Therapy (FFT) will provide family counseling, case management, crisis intervention, re-entry to school, vocational support, and mentoring. This fifth objective involves the increased engagement into teaching and learning through home educational support as well as through literacy, GED, and computer classes, providing families with added skills to support the learning of their children. Finally, the operation and design of this objective includes extensive collaboration and follow-up sharing, and leadership on the part of families, teachers, students/youth, educators, and community agencies as specified in the section below on how multiple perspectives contribute to expansion and enrichment of family programming.

SIXTH OBJECTIVE—Developing and Implementing Social, Health, Nutrition, and Mental Health Services and Supports. This sixth objective by its very nature and focus emphasizes how teaching and learning under the first pillar can be integrated by combining cognitive, as well as socio emotional, health, nutrition, violence and trauma prevention and treatment, and mental health components of effective learning in collaboration with YMCA, Harmony & Inspire, Olivewood Gardens & Learning Center, Comprehensive Youth Services, Community Wraparound, and Juvenile Justice Commission. Expanded and enriched learning opportunities under the second pillar are central to the implementation of this objective and its activities, including evidence-based adventure education, team building, motivational

interviewing, the development of a referral system for nutrition and personal health issues like the need for dental and eye care, hearing assessments, and mental health. The third pillar is addressed under this objective in that families are heavily engaged in supporting the physical and emotional well-being of their children, including how students can better face such issues as: identity development, anxiety, depression, managing emotions, working in diverse group settings, and resolving interpersonal conflicts. Finally, like all of the project's objectives, this one is designed and operated through a collaborative process where students/youth, families, teachers, educators, school leaders, and community agencies pool their resources and expertise to support student development in collaboration under the fourth pillar to develop a community of learners where all voices are heard, and relationships of respect and trust are nurtured.

(A.iii.) Appropriate Evaluation Methods to Ensure Successful Achievement of Project

Objectives. A common set of evaluation strategies will be employed to ensure the successful achievement across all 6 project objectives as described in detail in the Evaluation Section. These evaluation methods, which are summarized here, will include summative strategies, employed by the Independent Evaluator in collaboration with the Project Director and its Management Team to quantitatively assess each of the project's objectives as well as formative evaluation strategies to provide on-going feedback to the teams (organized under each of the objectives) to ensure that the project's objectives are successfully achieved. The evaluation strategies for each objective are appropriate as all evaluation questions will be aligned by objective and will employ both quantitative (e.g., pre and post assessment surveys, student academic achievement, measurement of project outputs) and qualitative (e.g., focus groups, interviews, open-ended survey items) components. In addition, in the Evaluation Section, percentage targets have been set for each objective as performance measures to be reported in Form 524B to the U.S. Department of Education. A detailed description of how each of the common evaluation strategies are aligned with each objective is provided in the Evaluation Section on pages 104-111. *Valid and Reliable Assessment Measures:* Valid and reliable

performance survey data will be generated for the outcomes associated with each objective. Survey validity will be established through construct and criterion assessments. To establish construct validity, a panel of experts will review all questionnaires and surveys and ensure that they are assessing the concepts which are being measured. To establish criterion validity, extant valid assessments that measure relevant constructs will be administered and correlated with the newly developed instruments during piloting. Special attention will be paid to drafting test questions or items fully aligned with the goals and activities of the grant's outcomes. Finally, the above review will include: discussing, editing, and refining all of the surveys individual items to ensure that they are: (a) fully and clearly aligned with the project's outcomes; (b) items providing a range of responses to the concept in question; (c) a level of difficulty that those taking the survey would understand what the items meant; (d) questions that are unambiguously stated and replaced as necessary with items more appropriately and clearly aligned with the project's outcomes. ***Providing Reliable Survey Performance Data:*** To establish the reliability for each of the project's surveys, pilot assessments of each of the project's instruments described below will be conducted with a minimum of 30 participants to determine whether a given instrument has an adequate degree of reliability. The internal statistical reliability of an instrument, used for this grant's surveys, will establish the extent to which an individual survey produces the same results on repeated trials. The reliability for the test will employ Cronbach's internal statistical reliability assessment, which will yield a reliability alpha coefficient of at least .70 or above for each of the project's surveys listed below, which is an accepted level of reliability by researchers ensuring that the instrument has sufficient consistency over time. ***Pre-Post Assessments for Each Objective Employing Appropriate Quantitative Statistics.*** A quasi-experimental design will be employed to compare output and outcome data between students who choose to participate in ENLACES programming and those that do not choose to participate. Data collected will include: ***First Objective Outcomes:*** A pre-post instrument rating the effectiveness of the functioning of the project's various leadership groups will be employed.

Second Objective Outcomes: Pre and post surveys assessing the impact of the project's PD, workshops, and home visits on early childhood educators and families will be conducted. *Third Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student performance, student academic achievement, socio emotional development, knowledge of technology, and college readiness will be administered. Student achievement data from the schools will also be collected. *Fourth Objective Outcomes:* Pre and post teacher and student surveys assessing the degree to which students are successfully transitioning from one grade to the next, and into post-secondary education, and the workplace will be implemented. *Fifth Objective Outcomes:* Pre and post surveys assessing the impact of monthly family sessions and classes on participants. *Sixth Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student social, emotional, nutritional, physical, and mental health development will be administered. ***Measuring the Degree of Pre-Post Impact:*** For each objective, to determine whether project impact has been significant, statistical analysis of the relevant data will be conducted. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. Such a design will use several waves of assessments in both groups (treatment and comparison groups) before and after the introduction of the independent variables into the treatment group. Finally, the evaluation design will use a statistical alpha standard of significance of .05 with an effect size .25SD difference between treatment and comparison groups to determine that a favorable association has occurred. This project will demonstrate evidence of promise by ruling out alternative explanations for its results.

Maintaining a Quantitative and Qualitative Data Base to House Data for Measuring Each Project Objective: A digital data capture system will be established and maintained to systematically keep track of all quantitative data on participants. Housed in the database will be baseline and repeated pre- and post- assessment data on all participants, achievement test scores and academic performance of PreK and K-12 students, as well as family, and student post-

secondary and workforce measures of success. *A Quasi-Experimental Comparison Group Design to Determine the Degree to Which the Project's Objectives had been Attained:*

ENLACES' Independent Evaluator will choose 5 schools equivalent to the treatment schools on major demographic variables to function as a comparison group in order to effectively rule out or control for alternative explanations for the treatment effects that the project has. This quasi-experimental design takes into account the What Works Clearinghouse (WWC) standards and criteria. Equivalency between treatment and comparison schools will be established by identifying comparison schools that are equivalent on both observable and unobservable characteristics (e.g., low-income status, levels of academic performance in reading and mathematics, chronic truancy, ethnic composition, Limited English Proficiency, student mobility rates, teacher years of experience and degrees held, and student individual education plans).

Baseline equivalence of the analytical sample will be demonstrated on observed characteristics using WWC criteria establishing that: (1) the reported difference of the characteristics must be less than 0.25 of a standard deviation (based on the variation of that characteristic in the pooled sample); and (2) the effects must be statistically adjusted for baseline differences in the characteristics if the difference is greater than 0.05 of a standard deviation. Second, attrition will be monitored so that it does not exceed WWC standards. To strengthen the quasi-experimental design, a repeated series of pre-post assessments will be collected. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on threats to internal validity. Outcomes of treatment and comparison schools will be analyzed using univariate and multivariate statistical techniques, appropriate for the data and objective in consideration. The statistical design described above for the project will demonstrate evidence of promise by ruling out alternative explanations for its results.

(B) The Extent to Which the Proposed Project Demonstrates a Rationale. ENLACES will demonstrate how its project design provides a logical basis and rationale for its actions. In ENLACES' graphic logic model, provided in the attachments, illustrates how the project's

inputs, outputs, and outcomes are logically and theoretically connected and flow from one set of categories to the next. The logic model's inputs and outputs are likely to achieve the stated outcomes as they are supported by high-quality, What Works Clearinghouse-vetted research and evidence-based practices (see Section 2.A.i. and Section 3.B. for detailed descriptions of research-aligned project activities). ***Theoretical Underpinnings of the Logic Model:*** The project's five pipelines and six objectives draw upon evidence-based practice and research (Sections 2.A.i. and 3.B.), and emphasize collaborating and sharing of ideas, engaging underserved students in becoming deep learners invested in their educational futures and career development, conducting group problem-solving, interpreting academic and personal narratives, developing a sense of agency and self-reflection, thinking critically, making meaning in one's life, building nurturing and empathic relationships, constructing academic and personal knowledge, being inclusive and supportive of one another, developing inclusive, trusting relationships, developing a deep understanding and mastery of the modes of inquiry in disciplines, drawing upon the arts to inspire and give deeper meaning to learning, respecting differences, creating new solutions, and recognizing the interdisciplinary connections.

ENLACES' inputs include the following resources that are organized around major activities.

LOGIC MODEL INPUT RESOURCES: (1) Establishing a Project Leadership Team (PLT), the Management Team (MT), and the 5 Pipeline Teams (PT), which is inclusive and collaborative; (2) 10 community partners being recruited to provide a wide range of integrated cognitive, socio emotional, health, nutrition, and mental health services to teachers, students, & families; (3) Recruiting of 5 early childhood educators and designing early childhood workshops and home visits; (4) Recruiting 100 families for early childhood workshops; (5) Recruiting 100 teachers at the 5 school sites for PD to support instruction and the health, nutrition, mental health, and violence programs & 10 after-school program instructors; (6) Establishing a monitoring and tracking system to support 5,000 students from PreK through the workplace; (7) 3,000 students being identified to participate in adventure education, cooperative learning, team

learning, and motivational interviewing; (8) 3,000 students who are functioning at below grade level being recruited to participate in out-of-school programming; and (9) A referral system being designed for students' health, emotional, proclivity to violence, mental health, and nutritional needs and the system provides to physicians, dentists, and psychologists. *ENLACES' outputs include the following sets of activities.* **LOGIC MODEL OUTPUTS TO**

IMPLEMENT AND DEVELOP ENLACES: (1) ENLACES' project teams meeting monthly to implement the project; (2) 5 Early childhood educators participating in 20 hours of PD focused on early childhood development; (3) 100 preK to 3rd grade early childhood families participating in interactive workshop sessions, (4) 1,500 families participating in family workshops to support home academic and socio emotional learning, health, and children's mental health and taking GED, ESL, and computer coursework; (5) 75 early childhood families receiving home visits on child rearing; (6) 100 teachers engaging in 20 hours of PD (including workshops, sharing and case study sessions, demonstrations, co-teaching) to support learning in academic disciplines, arts integration, critical thinking, constructivist and inquiry-based learning, team learning, and assist students in improving their socio emotional skills, health, nutrition, and mental health & 10 after-school program instructors offering instructional support to those students most in need; (7) 100 students with extensive needs will be offered 8 hours per week in intensive academic and socio emotional supports; (8) A referral system being offered to address and support students' health, emotional, mental health, and nutritional needs will be leveraged from ENLACES' partnerships; (9) 3,000 students participating in adventure education, cooperative/team learning, and motivational interviewing programs to support their socio emotional learning and well-being; (10) 5,000 students being supported in improving their health, nutrition, mental health, and violence prevention and treatment skills. *ENLACES' outcomes include the following:* **LOGIC MODEL OUTCOMES: SHORT TERM**

OUTCOMES: (1) 80% of project's teams will have rated the collaborative partnership as functioning effectively; (2) 80% of all project families (including early childhood families) will

have increased their abilities to support the learning of their children at home and at school; (3) 80% of the teachers will have acquired the ability to offer integrated authentic teaching and learning programs through the arts to enhance students' academic and socio emotional development; (4) 80% of project students will increase their academic achievement as measured by state assessments, and (5) 80% of the students will have increased their ability to transition across grade levels into postsecondary schools and the workforce, and (6) 80% of project students improving their cognitive, socio emotional, health, nutrition, mental health, including addressing violence prevention and intervention needs. **LONG TERM OUTCOMES:** (1) A systemic, ongoing culture and climate of trust and respect will have been established to create a vibrant school learning community, coordinated with federal, state, and local agencies and sustain the project is after federal funding ends; (2) All project families will have engaged their children in deep learning and development at home and at school; (3) Project teachers will have acquired the ability to offer integrated authentic teaching and learning thru the arts and the study of academic disciplines and team building, critical thinking, & self-reflection to enhance students' cognitive, socio emotional, and career development; and (4) Underserved students will have improved their cognitive abilities, their ability to transition across grade levels to postsecondary education and into the workforce, and to construct knowledge, think critically, collaborate, and meet their academic, socio emotional, health, nutrition, mental health needs, within a trusting, supportive, non-violent, identity-safe milieu.

SECTION 3: QUALITY OF THE PROJECT SERVICES

In order to ensure that a diversity of perspectives is brought to bear on the project design, Design and Operation Teams, as described in detail below will be organized for each of the project's 6 objectives and their associated activities. As appropriate, each of those teams will have members representing the diverse perspectives of students, youth, families, teachers, educators, and staff (including the full-time Full-Service School Coordinator, and school and community leadership). These teams will meet monthly to discuss, plan, and assess how the

activities under each objective can best be designed and implemented. As educators the Independent Evaluators will provide feedback to each of the teams below on pre-post survey outcomes, interviews and focus groups of participants, and data collected for student and family cognitive and socio emotional outcomes, as well outcomes related to social functioning, health, nutrition, and mental health services and supports.

(A.i.) A Diversity Of Perspectives Brought To Bear On The Implementation Of Objective One's Activities: Developing And Implementing A Systemic Culture Of Collaboration And Evaluation Among ENLACES's Consortium Partners:

The ENLACES Leadership Team (which includes students, youth, families, teachers, educators, school-site coordinators, and community leadership) for this objective's will focus on the representing multiple perspectives on issues related to the following: (a) developing a community of learners among the diverse partners, including students, teachers, and families benefiting from ENLACES's services so that there can be an open exchange of ideas in a non-hierarchical manner where there is a high degree of collaboration and sharing so that individual expertise can be extensively shared; (b) integrating the five pipeline services so that they do not function as silos and so that each of the partners and stakeholders can draw upon their funds of knowledge to effectively create an integrated full service school hub of services meeting the needs of partners when diverse perspectives are brought to the table; (c) refining the evaluation so that all constituency voices are represented; (d) enlisting the full support of this diverse group of perspectives; (e) developing data-informed decision-making based on points of view shared by the diverse partners; and (f) collaborating on how each partner can contribute expertise and resources to ensure the continuation of the project after federal funding ends, especially in funding a full-time school coordinator, while applying for resources from a wide range of foundations and agencies with specific targets set for each year.

(A.ii.) A Diversity Of Perspectives Brought To Bear On The Implementation Of Objective Two's Activities: Developing And Implementing A Quality Early Childhood Pipeline

Program: At each project school, the Early Childhood Team for this objective's activities will focus on representing diverse perspectives. Members of this team at each school will include the full-time School Coordinator, four representatives from families with early childhood year children, as well as four representative teachers, and educators, and two school leadership administrators with degrees in early childhood education, and community agency representatives from Head Start and Harmony & Inspire with expertise in delivering early childhood programming in the community. Examples of the types of unique perspectives that will be shared in the design and operation of early childhood programming include: First, families sharing what problems they are facing in raising their children and feedback on how they can effectively interact with and learn from workshop leaders and home visitors. Second, early childhood teachers, educators, and school leadership administrators will discuss with the teams how an assessment of current early childhood programming and screening can contribute to the development and planning of family sessions, what evidence-based research has revealed about what materials and types of interactions improve a child's cognitive and affective development, home visits, refining the mission of early childhood education, and the development and delivery of early childhood professional development for educators. Third, community agency leaders will contribute knowledge and skills they have acquired in delivering hands-on programming that families can employ in developing positive relationships between family members and their children, which enhance their cognitive and socio emotional growth, as well as health, nutrition, and mental health services and supports.

(A.iii.) A Diversity Of Perspectives Brought To Bear On The Implementation Of Objective Three's Activities: Developing and Implementing In-School and Out-of-School Pipeline

Programming: At each project school, the Professional Development Team for this objective's activities will focus on representing diverse perspectives. Members of this team at each school will include the full-time School Coordinator, four student/youth representatives who are being taught during the school day and after-school hours, four teachers, curricular specialists in

reading and mathematics, and school leaders, family members and community agency representatives, including those from Boys & Girls Club, YMCA, Olivewood Gardens & Learning Center, Community Wraparound, A Reason to Survive (ARTS), and San Marcos Promise, with expertise in delivering innovative instruction in the arts, student academic and socio emotional development, and out-of-school programming. Unique perspectives will be shared in the design and operation of in and out-of-school programming. First, students will share the degree to which they have found their cognitive and affective learning, whether in small or large groupings, to be cognitively challenging, engaging, meaningful, and motivating during the school day and after school hours. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research to consider how sustained and intensive PD, with follow-up coaching, sharing, and classroom demonstrations, can respond to teacher and student academic and socio emotional needs, including inquiry-based, constructivist, authentic, online, digital, literacy, mathematics, science, group, special needs, and cultural arts. Third, community agency representatives will discuss and plan how community artists, and those with expertise in mental health services, nutrition, and the corporate and not-for-profit world can respond to real-world problems and issues. Fourth, family members will draw upon their “funds of knowledge” (Moll et al., 1992) to contribute how their cultural backgrounds can better align to student and family needs.

(A.iv.) A Diversity Of Perspectives Brought To Bear On The Implementation Of Objective Four’s Activities: Developing and Implementing Programming for Transitioning from

Grade to Grade, and into the Workplace: At each project school, the Grade and Workplace Transitional Team for this objective’s activities will focus on representing diverse perspectives. Members of this team at each school will include student/youth representatives from grades PreK-12, teachers, and administrative school leaders, family members with children at the project’s schools, and community representatives from Community Wraparound, San Marcos Promise, Harmony & Inspire, and NU’s Workforce Education Solutions, with expertise in field-

based community workplace programming. Unique perspectives will be shared in the design and operation of grade to grade and workplace transition programming. First, students will share the degree to which they have been able to successfully move from grade to grade and into the workplace or faced barriers in doing so. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research and student cognitive and non-cognitive assessments and monitoring tracking systems. Early identification of student challenges related to academic and social and emotional transitions will be enhanced through coaching, sharing, and classroom demonstrations focused on the issues of transitioning through school and work for students with additional needs. Third, community agency representatives will discuss and plan how partners with expertise in mental health services, nutrition, and the corporate and not-for-profit world can address barriers in moving from grade to grade and into the workforce, including how internships in the community can enhance student transitional development. Fourth, family members will draw upon their “funds of knowledge” to contribute how their cultural and socio-economic backgrounds can assist students in transitioning through the educational system and into the workplace.

(A.v.) A Diversity Of Perspectives Brought To Bear On The Implementation Of Objective Five’s Activities: Developing And Implementing Family Programming: At each project school, the Family Development Team for this objective’s activities will focus on representing diverse perspectives. Members of this team at each school will include four student/youth representatives from grades PreK-12, teachers, four teachers, educators, and administrative school leaders who are responsible for teaching in grades PreK-12 at each school and have expertise in collaborating with families to coordinate school and family learning, five family members with children at the project’s schools, and six community representatives from Head Start, San Marcos Promise, Comprehensive Youth Services, NU’s JFK School of Psychology and Workforce Education Solutions, Harmony & Inspire, and Community Wraparound with expertise in how families can develop their academic skills. First, students will share how well

school and home learning are coordinated, what their home learning needs are, and how helpful their families have been in contributing to their academic and socio emotional development, all of which will contribute to the planning of family collaborative and interactive programming. Second, teachers, educators, and administrators will draw upon evidence-based research and student cognitive and non-cognitive assessments to consider how family Interactive Sessions, with follow-up coaching and sharing, focused on teachers and family members can effectively collaborate to coordinate school homework and school learning issues with the type of teaching families undertake at home to support the academic and socio emotional development of their children, including how students with special needs and those children needing small group or individualized instruction can be most effectively assisted with learning. Third, community representatives will discuss and plan how community expertise in instruction can improve family learning in such areas as child development and parenting, family leadership, and classes on English Language Literacy, obtaining a GED, and computer and technological competence. Fourth, family members will complete needs assessment surveys and participate in focus groups so that family perspectives on their needs are fully identified and including in guiding the planning and implementation of family sessions and courses.

(A.vi.) A Diversity Of Perspectives Brought To Bear On The Implementation Of The Objective Six’s Activities: Developing and Implementing Strategies to Support Social, Health, Nutrition, and Mental Health Services: At each project school, the Social, Health, Nutrition, and Mental Health Services Team for this objective’s activities will focus on representing diverse perspectives. Members of this team at each school will include four student/youth representatives from grades PreK-12, teachers, five educators, and administrative school leaders who are responsible for teaching in grades PreK-12 at each school, four family members with children at the project’s schools, and six community representatives from YMCA, Harmony & Inspire, Olivewood Gardens & Learning Center, Comprehensive Youth Services, Community Wraparound, and Juvenile Justice Commission, with expertise in field-based

community workplace programming. Unique perspectives will be shared in the design and operation of the social, health, nutrition, and mental services. First, students will share on surveys and in interviews the degree to which they have faced such challenges as bullying, cyber-bullying, substance abuse, managing emotions, anxiety, depression, loss, locus of control, and establishing proper boundaries between themselves and others. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research on social, health, nutrition, and mental health supports in planning how sustained and intensive PD, with follow-up coaching, sharing, and classroom demonstrations focused on how the previous issues can most effectively be addressed in the classroom and when necessary, through tiered supports and/or referrals to community agencies. Third, community representatives will plan how ENLACES' partners with expertise in mental health and nutrition services can address the above objective's issues, and how a referral system for individual counseling could be established and employed by teachers, educators, and administrators. Fourth, family members will contribute to planning by sharing what health, social, nutritional, and mental health issues their children are facing, and collaborate with the team on how ENLACES could these critical developmental issues.

(B) The Extent to Which the Services Provided Reflect Up-To-Date Knowledge from Research and Effective Practice. The ENLACES project reflects up-to-date knowledge from research and effective practice for each of its five pipeline services.

(1) Recent research on high quality early childhood programs: The ENLACES model implements high-quality, evidence-based early childhood education activities, strategies, and interventions, particularly those that help families to become involved in preparing their children for success in school, including both cognitive and non-cognitive development. The ENLACES model will adopt 7 recommendations of early childhood and preschool education practices from the WWC Practice Guide (2022) *Preparing Young Children for School* including: 1) Providing regular, intentional, and engaging instruction and practice focused on socio emotional skills; 2)

Strengthening children's executive function skills using specific games and activities; 3) Providing intentional instruction to build children's understanding of mathematical ideas and skills; 4) Engaging children in conversations about mathematical ideas and support them in using mathematical language; 5) Intentionally planning activities to build children's vocabulary and language; 6) Building children's knowledge of letters and sounds; and 7) Using shared book reading to develop children's language, knowledge of print features, and knowledge of the world. By emphasizing language and vocabulary, mathematical language and skills, socio emotional development, and executive functioning, ENLACES' services draw upon high-quality research and effective practice that are likely to improve its impact on early childhood outcomes. The design of the early childhood home visit pipeline component, provided by Head Start, drew upon several recent research articles, including those from the Office of the Administration for Children and Families (2023); Stemler, et al. (2022); and Burstein (2020). **(2) Recent research on arts-embedded in-school and out-of-school programs:** A unique focus of the ENLACES model is on arts-integrated learning through its activities and partnerships, which is infused throughout its in-and out-of-school programming. Recent research (Bowen & Kisida, 2019) has demonstrated how arts programming, inquiry-based learning, team learning, and students constructing their own knowledge, delivered through school-community arts partnerships like ENLACES (Mehta & Fine, 2019; Dolfen et al., 2019), can have significant positive impacts on both student academic achievement and social development, including: 1) improvements in school engagement and college aspirations; 2) increased empathy and admiration for others while learning; and 3) a reduction of disciplinary infractions. In a meta-analysis of arts integration interventions, Wan et.al, (2020) concluded that one can expect a child participating in an arts integration intervention to gain 4 percentile points in achievement. Their findings also

suggest that these effects may be magnified for students from racial/ethnic minority groups, low-income families, and urban settings, all targeted by ENLACES. Drawing upon these rigorous studies, ENLACES' model of arts integration in both school and out-of-school-time learning strategies and instruction is well-suited to yield positive and significant student cognitive and non-cognitive achievement outcomes. Finally, extensive research supports ENLACES' approach to PD, which includes extensive follow-up in the form of sharing, case studies, demonstrations, and co-teaching (Grasley-Boy, 2019; Boulay, 2018; Bryk, 2023).

(3) Recent research on children's transitions from elementary school to high school and into postsecondary education and the workforce: ENLACES' pipeline services for supporting children's transition from elementary to middle-school, middle-school to high-school, and high-school into the workforce are supported by current research on effective practice. Transitioning from elementary to middle and high school is enhanced through parent engagement, including improved home literacy and self-directed learning (The Annie Casey Foundation, 2022). Edmunds et al. (2017) found that programming supporting high school students' transition to postsecondary education that focuses on postsecondary readiness, high-quality teaching and learning, personal relationships between students and staff, high expectations, and staff commitment to a shared mission, as in the case of ENLACES, can improve graduation rates and continued student enrollment. ENLACES' pipeline services are aligned with the above research and will provide a more holistic system of supports and emphasize cooperative learning and motivational interviewing, which are evidence-based strategies that are likely to improve students' socio-emotional development and academic achievement, including motivation (Van Ryzin & Roseth, 2018; Rivera-Pérez et al., 2020; Gutierrez et al., 2018).

(4) Recent research on family and community engagement: The major components supporting family and community

engagement, including Family Nights and workshops, have been supported by a wide range of research studies and are designed to assist families and community members better support children's development. In this way, parents and community members are partners in the process of supporting students with their academic and socio emotional development. Research articles that have been critical in the design of these family and community supports include Sim et al. (2021), Thompspon (2017), and Rosenbledt and Ribera (2020). Moreover, ENLACES' strategies to increase family engagement with schools are research-based (Sommer, et al., 2018; Mapp & Bergman, 2021; Kelty & Wakabayashi, 2020). Finally, the family engagement pipeline will provide opportunities for families and community members to improve their own academic skills by attending GED, ESL, and computer workshops. Studies have shown that when families attend these types of programs, where their own academic skills are enhanced, this also has a profound effect on the learning of their children (Shiffman, 2019; Davis-Kean, et al., 2021). **(5) Recent research on socio emotional, health, nutrition, and mental health services and supports, and violence prevention:** *Social-Emotional Research:* The PD offered to teachers and their involvement in case studies will draw upon recent research studies supporting the employment of Adventure Education (Griffin, 2020), Motivational Interviewing (Hui, et. al, 2021), Cooperative Learning (Klang, 2020), and mental health strategies (Jackson, et.al. 2021) to better support the psychological development of students (Gagnier, et. al. 2022) and create an identity-safe, inclusive, and trusting milieu. *Health Research:* Program services focused on improving student health were informed by Kolbe (2019) and Lee, et. al. (2020). *Nutrition Research:* The Youth Risk Behavior Survey (CDC, 2021) found a positive correlation between healthy dietary behaviors and academic grades. Unfortunately, youth dietary habits worsened during the COVID-19 pandemic which highlights the need for strategies to increase healthy dietary

behaviors. Accordingly, ENLACES will emphasize the importance of nutrition and work to address food insufficiency with students, teachers, and families. *Mental Health Research*: ENLACES' teacher PD will emphasize how teachers can support students' mental health (Greenberg et. al., 2023) and effectively make referrals to mental health professionals (Richter, 2023). *Violence Prevention and Treatment Research*: Violence prevention strategies will include inquiry circles to assist teachers and students in understanding how trauma, violence, and loss, impacts behavior and learning. The project's approach to addressing the treatment of violence, including situational supports, cognitive behavioral interventions, and small group programs, has been informed by research (David-Ferdon, et al. 2016).

(C) The Extent to Which the Services to be Provided are Focused on Those with Greatest Need. Tables 1 and 2 of this proposal and Section A on needs make it very clear that the ENLACES project's 6 objectives are focused on serving those students with the greatest need in that: (1) the vast majority of students at ENLACES' schools are performing below grade level; (2) on average 62% of the students are from low income backgrounds; (3) 33% of the students are limited English Proficient; (4) chronic absenteeism and suspension are disproportionately high; (5) healthcare access is a major concern as over 15% of ENLACES' community residents do not have healthcare coverage; (6) more than 25% of the adult population lacks a high school education; (6) homelessness has become a pervasive problem in the ENLACES communities with California having the highest homelessness rate in the nation; (7) the ENLACES needs assessment survey identified a number of areas in which existing services were highly inadequate including: nutrition supports (30%), housing assistance (45%), mental health services (48%) support services for trauma (39%), health services (35%), and criminal justice issues (41%); (8) 38% of respondents on the ENLACES needs assessment indicated that the transition supports (elementary to middle school; high school to college or the workforce) available at the partner schools were *inadequate* or *very inadequate* and only 1% of the students at the

ENLACES partner high school completed academic or CTE subject college credit courses. The ENLACES project focuses its services on those with greatest needs through an extensive array of programming for early childhood students, students with academic needs both through in-school and out of school programming, a monitoring system and extensive supports in the form of workshops and tutoring to assist students with transitioning from grade to grade and into postsecondary education and the workforce, family night sessions addressing how families can assist their children academically and with their social and emotional needs, how families can improve their education through GED, ESL, and computer classes, and with teachers, principals, and families setting up a system of social and emotional supports for students and procedures for mental health referrals, and extensive nutrition and health activities to improve the physical well-being of students served under ENLACES.

SECTION 4: ADEQUACY OF RESOURCES

(A) Plans for a Full-Time Site Coordinator at Each School and Plans to Sustain the Position Beyond the Grant Period and How this Position Will Serve to Plan, Integrate, Coordinate, and Facilitate Programs and Services at Each School. Each school site will have a full-time site-coordinator for the ENLACES project, as required by the Full-Service Community Schools program. As the budget narrative states, positions for 5 full time site-coordinators have been established to ensure the successful implementation. ENLACES will provide two hours per month of PD for key personnel and relevant partner liaisons.

Full-Service School-Site Program Coordinators (FSSPC), (1.0 FTE) and Sustaining this Position After Grant Funding Ends: The individuals chosen to be FSSPCs will form the cornerstone of the project at each of ENLACES partner schools. The Full-Time School Site Coordinators will lead the development, implementation, coordination, and oversight of all ENLACES activities within their respective school site. They will serve as the liaison between the principal, families, teachers, school staff, project staff, and community partners. In partnership with the Management Team, site-coordinators will ensure that the necessary

scheduling, logistics, and infrastructure support is provided. They will lead participant recruitment efforts, work with service providers on participant retention, service delivery, and collaborate to guarantee program equity, quality and consistency. They will also work with service providers, ENLACES staff, and collect reporting and evaluation data.

Project Director (PD, 1.0 FTE) and Principal Investigator (PI, .25 FTE): Dr. Terri Pieretti, Associate Dean of Students at National University and former K12 school principal and district administrator, will serve as Project Director. Dr. Pieretti has extensive relevant experience, including developing Fresno Unified School District's Behavior Office to become an Interagency Child Empowerment Team that addressed educational issues through a trauma informed approach, including the facilitation of connections with educational agencies in support of children and families. Dr. Pieretti will lead the overall direction and coordination efforts for the project and develop a pathway toward sustainability. Dr. Robert Lee, Dean of NU's Sanford College of Education, will serve as Principal Investigator to lead project-associated research and disseminate the outcomes of the ENLACES project.

Regular Meetings of the Project Leadership Team: The Project Leadership team will be made up of the full-time school site-coordinators, the Project Director, Principal Investigator, community partners, teachers and families, school principals, and the independent evaluator to ensure adequate communication at the individual school level and for the project as a whole. The Project Leadership Team's quarterly meetings will provide a forum in which the site-coordinators can work together to discuss issues they're facing at their school-sites, receive support from the other stakeholders, discover ways to improve programming and services, ensure that the project is being implemented with fidelity, and work with the Project Director, Principal Investigator, and the Management Team on the coordination of ENLACES's programming and services. These meetings will also give all stakeholders the opportunity to contribute ideas and learn from one another. Through dialogue on professional teams, participants will create a culture of mutual learning at San Marcos and National school and classroom levels.

Site-Coordination Responsibilities for Facilities, Equipment and Supplies to Plan, Integrate, Coordinate, and Facilitate Programs at Each School: Full-Time School Site Coordinators will have the responsibility of working with the partners and the schools to coordinate facilities, equipment, and supplies for the ENLACES project. Since most of the program activities will occur at the 5 project school sites, the project schools also have agreed to support the project with appropriate facilities and equipment during after-school hours and on Saturdays if necessary; including: multipurpose rooms for meetings, monthly family sessions and after-school classes; meeting rooms for staff meetings and professional development; libraries; storage space; computer labs; auditoriums or large performance/activity spaces akin to an auditorium; gymnasiums; courtyards for assemblies; access to smart-boards, projectors, and screens; access to lunchroom areas, sharing of basic supplies, computer networks, and family communication media. In addition, counselors, teachers, and school administrators at each school will assist with needs assessments, the identification of students with special needs, and assistance with implementing tutoring activities. The LEAs will provide access to their main office meeting and computer rooms, and to their school-based offices at each partner school site; as well as storage space; printers, file cabinets, desks and office supplies; and the sharing of office and computer supplies; and computers. Moreover, ENLACES project schools are 100% accessible for physically handicapped students. Finally, school-based staff will have appropriate work areas, meeting space, and storage at the schools. However, the coordination and scheduling of these facilities, equipment, and supplies will be managed by the site-coordinators in consultation with the Project Director and school administrators.

In addition to this participation in regular meetings of the Project Leadership Team and the Management Team, school site-coordinators will also have the day-to-day responsibilities of planning, integrating, coordinating, and facilitating programs and services at each school.

A Description of How the Full-Time Coordinator Will Serve to Plan, Integrate, Coordinate, and Facilitate Programs and Services at Each School: The purpose of a Full-

Time Site Coordinator at each school site is primarily to ensure that, given the magnitude and complexity of a Full-Service Community Schools project, there is one person at each school who is empowered to plan, integrate, coordinate, and facilitate the programs and services at the site for which he or she is responsible. The planning of the project programs and services will comprise two main components. First, in the initial stages of the project, the site coordinators will work with the Leadership Team and Management Team to design and begin to implement the way in which the proposed project objectives and activities are deployed in each school. This will involve examining the responses to the needs assessment instruments for students, teachers, school staff, administrators, families, and community members, that were administered for this proposal. This will allow the site-coordinators, in conjunction with the rest of the leadership team, to align the specific details of each of the five pipeline services with what is most needed at each school site. This collaborative coordinated planning at the beginning of the project will ensure that ENLACES will have the greatest possible impact by tailoring all programming and services to the greatest areas of need.

Second, throughout the five-year term of the grant, the site-coordinators will, as discussed above, continue to meet with the Leadership Team at least quarterly and Management Team at least monthly in order to address problems with implementation, or new needs that arise as circumstances change. Additionally, the Independent Evaluator will be collecting both quantitative and qualitative data on the impact of ENLACES's programming and services throughout each project year. These data will be used both for the reporting required by the Department of Education on the project's outputs and outcomes, but it will also be used to help the Management Team, and in particular the site coordinators, respond quickly to additional needs, issues with fidelity, or any needed changes in design or implementation to increase the impact of the project's programming and services. The site-coordinators will also be responsible for the integration of programming and services at their respective schools. This integration is guided by the Four Pillars of Full-Service Community Schools, which are: 1) Integrated student

supports; 2) Expanded and enriched learning time and opportunities; 3) Active family and community engagement; and 4) Collaborative leadership and practices. These pillars guide the design and implementation of the system of collaboration among the schools, administrators, teachers, students, families, and community partners, as well as the five pipeline services described on pages 37-42. Integrating programming and services into the school community requires more than just implementation, since integration requires deeper connections with the already-existing academic, socio-emotional, health, mental health, wellbeing components that students encounter every school day. These deeper connections between presumably unrelated topics help to avoid putting these topics in “silos,” which then implies that mental health and academic achievement are unrelated, or that learning only happens in school. The deep, interdisciplinary integration will be provided by the site-coordinators in ENLACES also will make it far easier to provide much-needed services to students who would otherwise find it much more difficult to access them—services such as: medical, dental, vision care, mental and behavioral health services, trauma-informed services. Additionally, at school sites where students and families are facing problems with housing, nutrition, citizenship preparation, or criminal justice issues, the school site, under the leadership of the site-coordinator, can become a hub for providing such services, or giving students referrals to partners who can provide them.

Third, the site-coordinator, as the title suggests, is responsible for coordinating the programs and services at each school site. In this context, the coordination provides the logistical support needed to maximize ENLACES’s impact students, families, and teachers. Such coordination involves working with school administration to ensure that ENLACES has access to adequate school facilities at the times needed to provide the programming proposed. Since these facilities will have to be used jointly between ENLACES and the normal operations of the school, this coordination is critical for the smooth running of both. The site-coordinator also has to coordinate the delivery of the five pipeline services. Successful coordination of the pipeline services will be marked by an efficient deployment of the pipeline services, i.e. the services are

deployed according to the plan established in this proposal, and within the proposed budgetary constraints. At the same time, coordination of programming and services also ensures the effectiveness of the pipeline services, that is, that each of the five services are being implemented with fidelity, aligned with the four pillars, and in accordance with the needs assessments carried out in preparation for this project.

Finally, the site-coordinator must facilitate the programs and services in each school site. For the site-coordinator, detailed yet flexible planning aligned with the needs assessments is the first step that must be taken to be a facilitator of this project. This, of course, also includes the regular meetings with the Management Team to bring together all the major stakeholders in collaboration to design, implement, and ensure the fidelity of the implementation of the project. Site-coordinators also play a key role in facilitating the accurate and timely collection of data for the evaluation of ENLACES. This is important not only because reporting is a requirement of the grant, but also because the collected data are needed for the evaluator to make recommendations on ways to improve the pipeline services as the project progresses. The preceding areas of the site-coordinator's duties pertain to the management end of the project, but the site-coordinator is also responsible for facilitating the day-to-day running of the programs and services. Such tasks include facilitating the integrated student supports (the in and out-of-school supports for students to access resources pertaining to wellbeing, address barriers to learning, mental health, medical, dental, and behavioral services). Also necessary is the facilitating of the expanded and enriched learning time and opportunities for students. This means that the site-coordinators are regularly checking in with the teachers to ensure that academic and non-academic programming is being implemented in such a way as to have the most impact on students cognitive and non-cognitive learning as is possible. Finally, the site-coordinators facilitate family and community engagement. Facilitating in these areas requires the site-coordinators to engage with the families of students and members of the community to ensure that they know what programming is being offered. The site-coordinator will work with the schools and partners so that the timing and

location of the events are convenient for the attendees. In this way, the community school can become a hub for students, families, and community members. Just as the site-coordinators maximize the impact of ENLACES by facilitating the cognitive and non-cognitive learning of students, they will also improve the impact on families and community members by facilitating programming such as: ESL classes, GED classes, violence prevention, citizenship preparation, computer skills, art, health and mental health supports, literacy programming.

(B) Plans to Sustain the Project beyond the Grant Period and the Demonstrated

Commitment of Entities: The ENLACES project will build capacity and yield results beyond the period of the grant, as follows.

Building Project Capacity and Reallocating Resources for Sustaining the Project:

Building project capacity will be successfully undertaken because funds received from the U.S. Department of Education to launch programming will be conceived of as seed monies. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures and capacities (e.g. the Leadership Team, Management Team, and five Pipeline Teams) will have been established to continue the project. After the grant ends, the district staff, project teachers and partners, will continue their participation as part of their regular professional assignments. Accordingly, monies required to sustain the ENLACES project will be substantially less than yearly grant awards. It is estimated that once the federal grant ends, approximately [REDACTED] a year will be needed to sustain the project.

Setting the Stage for External Funding to Extend the Project: ENLACES' partners have collectively agreed to match (of the requested grant funding amounts): [REDACTED] in Year 1, [REDACTED] in Year 2, [REDACTED] in Year 3, [REDACTED] in Year 4, and [REDACTED] in Year 5. By collectively increasing the match percentage each year, ENLACES partners will be moving toward sustainability. Project partners will build capacity for Full-Time School Site Coordinators and other project staff through its sustainability planning. All project partners have an established record of receiving funding from

foundations and have agreed to leverage relationships to further support ENLACES through new fund-raising opportunities.

A Commitment to Institutionalization: First, the project partners have indicated that they are committed to the institutionalization and to use their own resources, while at the same time building school resources and capacity, to continue the project. Principals of target schools indicate that improving schools through integrating standards-based arts education into the curriculum, for at-risk students, is a long-term priority. Second, the project will establish organizational units in the form of leadership, management, teacher, and family teams through seed funds under this grant that will build school capacity and sustainability for this community school project. ENLACES's Leadership Team, Management Team, and Pipeline Teams also will develop detailed plans on how to sustain the project through school funds and private grants. Third, 100 teachers who have received PD through ENLACES will play a critical role in the development of the project because they will have learned how to organize, develop, and facilitate PD sessions and follow-up, and collaborate with community organizations, work effectively with their teacher colleagues on arts integration projects, thus providing each school with teacher leaders who have the skill sets to continue the project after funding ends.

Having Planned for Continued Funding to Support Programming: Fourth, during years 4 and 5, specific plans will be developed to identify how funds can be allocated within the partner institutions to support the work of ENLACES. Specifically, (1) Project personnel will collaborate with schools to include program components into their yearly discretionary funds budget; (2) Funding via California's 21st Century Community Learning Centers Program, and private foundations will also be targeted; (3) It is anticipated that due to the project's products (e.g. tool kits, websites, lesson plans) finances for program continuation through resource re-allocation.

SECTION 5: QUALITY OF THE MANAGEMENT PLAN

(A) A Broadly Representative Consortium That Reflects The Needs Of The Community And Its Stakeholders, And A Description Of The Roles And Responsibilities Of The

Consortium. The ENLACES project has a strong plan with a broadly representative consortium and its stakeholders. In this regard, each of the project’s six objectives has community partners aligned with it, as described in the table below. The community partners participating in the ENLACES project are described below.

The San Marcos Promise is a nonprofit foundation that connects education, industry, and community to provide college and career readiness and workforce development programming and opportunities to students in San Marcos. Boys and Girls Club of San Marcos is a nonprofit that focuses on academic success, good character and citizenship, and healthy lifestyles through afterschool programming for youth ages 6 to 18. YMCA of San Diego County, the largest YMCA association in the nation, is a nonprofit focused on strengthening community through youth development, healthy living, and social responsibility. Olivewood Gardens & Learning Center is a nonprofit outdoor classroom and kitchen that teaches organic gardening, environmental stewardship, and nutrition. Harmony & Inspire, affiliates of National University, are CASEL SElect programs that foster student socio emotional learning through in and out of school programming and educator professional development. The National Head Start Association focuses on early childhood development through education, health, parent engagement, and social services. Comprehensive Youth Services is a nonprofit that provides mental health services to at-risk children and families, including those that have experienced violence and abuse. Community Wraparound is a gang prevention and positive youth development initiative that provides trauma-informed mentoring services. A Reason To Survive (ARTS) provides arts education through community-based creative arts programming and projects. Juvenile Justice Commission is a citizens’ commission to promote an effective, fair, and respectful juvenile justice system in California.

Table 3: Partners and Their Contribution to each Objective

First Objective and Partner Roles	
Partner	Roles and Responsibilities

San Marcos Promise	The first objective for ENLACES is: Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among ENLACES’s Consortium Partners , all project partners will work together to create and maintain this collaboration.
Boys and Girls Club of San Marcos	
YMCA of San Diego County	
Olivewood Gardens & Learning Center	
Harmony & Inspire	
National Head Start Association	
Comprehensive Youth Services	
Community Wraparound	
A Reason To Survive (ARTS)	
Juvenile Justice Commission	
Second Objective and Partner Roles	
Partner	Roles and Responsibilities
National Head Start Association	Providing early childhood PD for teachers and families to educate about children’s health; connect at-risk families to social support services.
Harmony & Inspire	Providing PD for teachers about early childhood socio emotional development.
Third Objective and Partner Roles	
Partner	Roles and Responsibilities
Boys and Girls Club of San Marcos	Providing out-of-school-time programming to support student academic achievement, socio emotional development, and health.
YMCA of San Diego County	Providing out-of-school-time programming to support student health, positive youth development, and social responsibility.
Olivewood Gardens & Learning Center	Providing out-of-school-time, on-site, experiential programming to teach children about gardening, nutrition, and physical health.
Community Wraparound	Providing out-of-school-time, positive youth development programming and mentoring services.
A Reason To Survive (ARTS)	Providing teacher PD in the arts and out-of-school-time programming on arts education.
San Marcos Promise	Providing out-of-school-time programming focused on college and career readiness and workforce preparation.
Fourth Objective and Partner Roles	
Partner	Roles and Responsibilities

Community Wraparound	Collaborating on developing a monitoring and early warning system and mentoring to help students transition.
Harmony & Inspire	Collaborating on developing a monitoring and early warning system; providing PD for teachers about children’s socio emotional development in transitions.
National Head Start Association	Collaborating on developing a monitoring and early warning system; providing PD on early childhood transitions; connecting at-risk families to social support services.
San Marcos Promise	Supporting students’ transitions to college and the workforce through out-of-school-time programming and teacher PD.
Comprehensive Youth Services	Providing PD on identifying at-risk students and families; providing trauma-informed therapy and supportive services.

Fifth Objective and Partner Roles

Partner	Roles and Responsibilities
National Head Start Association	Providing workshops for parents and families to support their children’s academic and socio-emotional development, and mental health; identifying at-risk families and connecting them with social support services.
San Marcos Promise & National University	Providing computer literacy, ESL, and GED supports to improve parents’ own development; providing workshops for parents and families to engage them in children’s’ career exploration and development.
Community Wraparound	Collaborating on developing a monitoring and early warning system and mentoring to help students transition.
Comprehensive Youth Services	Providing PD on identifying at-risk students and families; providing trauma-informed therapy and supportive services.
Olivewood Gardens & Learning Center	Providing education and experiential programming to parents and families on gardening, nutrition, and physical health.
Harmony & Inspire	Providing PD for teachers and families about psychological wellness and development.

Sixth Objective and Partner Roles

Partner	Roles and Responsibilities
YMCA of San Diego County	Providing student and parent programming to support healthy living and social responsibility.
Harmony & Inspire	Providing PD for teachers and families about student psychological wellness and development; providing student programming to support socio emotional development.
Olivewood Gardens & Learning Center	Providing experiential family and student programming on gardening, nutrition, and physical health.
Comprehensive Youth Services	Providing trauma-informed therapy (Functional Family Therapy) and mental health supports to students and families to treat victims of violence and abuse; providing PD to teachers and families about psychological health.

Community Wraparound	Providing gang prevention programming and education; supporting positive youth development through trauma-informed mentoring.
Juvenile Justice Commission	Providing PD on the juvenile justice system to parents and teachers; advising ENLACES on its activities to better support at-risk children and their families.
National Head Start Association	Developing a mental health referral system and connecting at-risk students and families to social support services.

(B) The Applicant’s History Of Effectiveness In Working With A Diverse Range Of Stakeholders, Including Students And Families. As the applicant, National University, in collaboration with its 10 community partners, has established a history of effectiveness in implementing programs having an impact on high need student and family stakeholders. These programs have included in-school and out-of-school-time services, early childhood programming, family services, and social, health, nutrition, and mental health interventions.

A History of Effectiveness in Working with At-Risk Youth and Families. The ENLACES applicant consortium has a history of effectiveness in providing services to at-risk youth, those involved in the juvenile justice system, and their families. Through its Functional Family Therapy (FFT) program, Comprehensive Youth Services (a key ENLACES partner), has provided home family interventions for over 1,000 youth and families. FFT is an evidence-based practice that focuses on improving family relationships through the development of inner strengths, self-sufficiency, and academic performance. Services include family counseling, crisis intervention, support in re-entry to school, vocational preparation, and mentoring. A recent report (CYC Outcomes Report, 2021), which is included in the attachments, highlighted its effectiveness: following FFT treatment, school suspensions decreased by 74% and reincarcerations by 96%. Participating families reported a 54% increase in communication and 48% in parent-child bonding. As a central partner and service, Comprehensive Youth Services’ FFT program will serve the at-risk youth and families of partner schools, bringing this successful evidence-based practice to the ENLACES project.

A History of Effectiveness on Positive Youth Development. The ENLACES consortium has a history of effectiveness in supporting underserved youth through its principal community partner, the San Marcos Promise. A recent report (Stout, 2023), included in the attachments, on a youth workforce readiness development program, Schools Not Prisons, targeted high-need youth, including those from low-income backgrounds (57%), homeless (5%), in foster care (4%), English learners (18%), and with disabilities (49%). This program yielded significant success through career counseling and coaching; a model that has been adapted for ENLACES to support its transition programming. By the end of the program, over 95% of participants had established a career plan and 100% had secured post-secondary financial aid. Moreover, the Boys and Girls Clubs, a key partner of the ENLACES applicant consortium, has a history of effectiveness in supporting positive youth development in a range of areas. In its National Outcomes Report (2022), the Boys and Girls Clubs' Diplomas to Degrees program had a substantial impact on student participants' postsecondary readiness as 75% of 12th grade participants submitted the FAFSA in comparison to 52% of 12th graders nationally. Additionally, 69% of alumni reported that the Club contributed to the person they are today and 65% reported that the Club helped prepare them for adulthood. Club participation also has an impact on participants' likelihood to volunteer in the future as 51% of alumni participate in community service projects in comparison to 23% of the general population. Finally, Club high schoolers are more likely to abstain from substance use when compared to high schoolers nationally (vaping products: 83% Club participants vs. 64% nationally; opioids: 95 Club participants vs. 90% nationally).

A History of Effectiveness on Health Outcomes in Underserved Communities. In collaboration with its community-partners, National University, the lead applicant, established a nurse-led virtual clinic, NUNMC, to provide primary care services in the underserved communities of Los Angeles County (Watts, Inglewood, and Compton). The needs of these communities are acute: Two-thirds of schools in South Los Angeles (the target area) are

classified as substandard and deficient in providing a safe and functional learning environment. Moreover, these communities face disproportionately higher rates of suicide, homicide, and drug-related deaths. This clinic, which has been in operation since 2016 has had a tremendous positive impact in reducing not only the mobility and mortality rates of the patient population, but also in substantial cost-savings to local residents and the public at large (McNeal et al., 2019). Over the course of its three years of operation, the NUNMC project had 457 patient encounters, 69.9% of which returned for follow-up treatments. A cost benefit ratio analysis determined that the clinic saved the community nearly ██████████ in health care expenses with a ratio of ██████; that is, for every dollar that would be spent to cover a clinic visit, there was a cost savings of ██████ for a preventable ER visit. These findings demonstrate how NU as the lead applicant has a history of effectiveness in leveraging resources with community-based partners to provide critical services in underserved communities, as is the case with the ENLACES project.

A History of Effectiveness on Teacher Outcomes through Professional Development.

Inspire, an affiliate of National University and ENLACES core partner, provides high-quality professional development to support socio emotional development and inspirational instruction at no cost. In a recent study (Rothengast, 2023), teachers participated in an online course that teaches the importance of self-compassion and strategies for educator emotion regulation. Longitudinal analysis employing paired t-tests found that statistically significant increases in participants' ability to interpret emotions and manage their worries from pre to post-intervention. Furthermore, 90% of the sample indicated they planned to use many of the module strategies in their daily practice. These findings demonstrate how effective professional development can have a real impact on teacher's well-being and instructional practice. Accordingly, Harmony & Inspire will provide an array of professional development to the ENLACES partner schools to address both student and teacher psychological development. Taken collectively, the findings presented above demonstrate how the ENLACES consortium has a strong history of effectiveness in working with and positively impacting students and families in diverse ways.

(C) The Adequacy Of The Management Plan To Achieve The Objectives Of The Proposed Project On Time And Within Budget, Including Clearly Defined Responsibilities, Timelines, And Milestones For Accomplishing Project Tasks.

(C.i.) A Comprehensive Plan for the Project’s Management, Which Provides an Explanation of how the System of Collaboration Will Function Under the Project’s First Objective. The conceptual design of this proposal--focused on developing a hub of community partners supporting teacher, student, and family performance—has been heavily influenced and inspired by the concept of *a community of learners*. Such a concept, articulated by recent research on best educational practice, places an emphasis on the importance of breaking down hierarchy in educational organizations so that all members of the community contribute ideas and learn from one another. To implement this community of learners concept, ENLACES is proposing a comprehensive plan for management of the proposed project, including: (1) the Leadership Team; (2) the Management Team, and (3) The Pipeline Teams for each project objective and its activities. The membership rosters are described below.

Leadership Team, providing overall planning and oversight: The Leadership Team will provide overall leadership for the project, which will include the following members: full-time school site-coordinators, Project Director, Principal Investigator, community partners, teachers and families, school principals, and the independent evaluator. The Leadership Team will meet quarterly to: (1) set overall policies for the program; (2) monitor the implementation of the project’s objectives and its services and budget; (3) assess the adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5) provide quality control and discuss the effectiveness of the project with the Management Team; and (6) develop and monitor plans to sustain the project after federal funding ends.

Day-to-Day Coordination of the project through the Project Management Team: The Project Management Team, meeting monthly, will provide day-to-day management and coordination of the project. The Management Team will consist of the Project Director, the Full-

Service Community School Coordinators, the school principals, and a teachers representative from each project school, key project personnel; and representatives from each of the community partners. This Management Team will: (1) review timelines and milestones; (2) monitor the budget; (3) define the responsibilities of all staff, (4) implement and carry out an ongoing review of the project's components; (5) modify the activities of the project based on feedback received from the project's staff; (6) collaborate with the Independent Evaluator (see Evaluation section) to implement the project's evaluation design, including the development of assessment measures, the collection of data, and the review and analysis of evaluation results as part of on-going performance feedback and consultation; and (7) assist with the preparation of all annual reports to the U.S. Dept of Ed with the Independent Evaluator. **Role of the principals in project management:** The principals with the School Site Coordinators will be responsible for recruiting teachers, students, and families, so that the necessary logistics, school personnel, rooms/spaces, equipment, are in place to support ENLACES student, teacher and family project activities, and all evaluation reporting. **Role of community partners in project management:** The community partners will serve as a cornerstone of the project in that they will provide academic and enrichment services to students, monthly family sessions, personnel development activities, and leadership institutes to families, and programming to families and family members of students. *A Summary Of Plans To Achieve Objectives Two Through Six Of The Proposed Project (Responsibilities, Timelines, And Milestones For Accomplishing Tasks Under Each Objective Are Listed In The Management Chart At The End Of This Activities Section For Each Objective).*

(C.ii.) Detailed plans to achieve the project's second objective: By December 31st, 2028, 80% of students will have been adequately prepared and satisfactorily completed the requirements for entrance into kindergarten at ENLACES's elementary schools.

Professional Development (PD) for Early Childhood Educators Delivering the Early Childhood Education Programs: Annually, 5 early childhood educators will participate in 20 hours of PD, including two hours of monthly in-person and virtual family sessions and one hour

monthly follow-up sessions for coaching provided by the staff from Head Start and Harmony & Inspire. Teachers and families will work together to support of several aspects of young children's development, including cognitive skills, social, mental health, and behavioral skills, and self-regulatory processes. Cognitive skills entail oral language and early literacy (e.g., letter knowledge, phonological awareness) skills and early numeracy skills (e.g., counting, sorting, measuring, comparing, recognizing patterns, number sense), while social and behavior skills will include behaviors such as cooperation and social engagement.

Interactive Monthly family sessions and Follow-Up Coaching to Families on Early Childhood Education in the Home, and Playgroup Activities. Each project year, 100 families who have children in ENLACES's PreK, Kindergarten, and Birth-3 programs will participate in 10 to 15 two-hour interactive monthly family sessions, where families and early childhood educators come together as partners, sharing ideas and receiving monthly follow-up support and coaching. These interactive monthly family sessions will involve families and early childhood educators in collaboratively planning how to foster rich learning environments at home. In addition, families will learn how to provide opportunities at home through inquiring into the world around them by taking digital photos, drawing and talking about what they have seen, and representing their observations in developmentally appropriate ways. ***Creating a Program for Early Childhood Home Visits.*** Under ENLACES a program for home visits will be offered for 75 families each project year by early childhood staff in collaboration with Head Start.

ENLACES will use the HIPPIY Model of home visiting that focuses on family involvement in family-involved early learning. The model consists of four distinct features: (1) developmentally appropriate curricula, (2) home visits and group meetings, (3) use of role playing as a method of instruction, and (4) the provision of home visitors from the community that is served and who are culturally sensitive professionals. Following that approach the home visits component has been designed to increase family support for learning at home as children navigate the transition between pre-Kindergarten into kindergarten. Visits will follow a well-specified curriculum

manual and will be coordinated with curricula targeting the three domains of child socio emotional, numeracy and language-literacy skills. To support socio emotional development, the ENLACES home learning curriculum will include activities such as compliment lists and the use of feelings faces, as well as interactive stories for families to read with their children featuring familiar characters and teaching basic socio emotional skill concepts.

(C.iii.) Detailed plans to achieve the project’s third objective: By December 31st, 2028, 80% of ENLACES students who have participated in the project’s after-school programming will have increased their academic performance and socio-emotional development.

Sustained and Intensive Professional Development to ENLACES Teachers to Assist Them with Improving the Quality of School and Out of School Strategies and Instruction.

By December 31st, 2028, 100 teachers in ENLACES’s FSCS project schools will have increased their ability to implement inquiry and standardized-based academic and arts programming and arts integrated curricula to increase student reading and mathematics achievement. In all of the PD sessions teachers will develop strategies, in collaboration with Harmony & Inspire, that will enable instruction to be designed and implemented for students to become engaged in inquiry-based and constructionist authentic arts integration and socio-emotional forms of instruction that are deeply meaningful to them. ***Workshops, Coaching, and Sharing Sessions for All Teachers:*** During the first through the fifth years, the 100 project teachers (augmented by Teacher Artists and Artists-in-Residence) will participate each year in 20 hours of sustained and intensive inquiry-based standardized academic and arts PD program for deeper learning, which will include workshops, sharing sessions, classroom demonstrations, case sessions, and co-teaching. Twelve of these teachers will function as leaders on the Professional Development Team to provide on-going coordination and support for the PD workshops and coaching. Accordingly, all teachers will participate in 20 hours of PD workshop sessions each year, two-hour workshops August through May. The PD sessions will be led by teaching artists from A Reason to Survive (ARTS), as well as subject matter specialists in reading and mathematics and partners with

expertise in socio-emotional and mental health development and violence prevention (including Comprehensive Youth Services and Community Wraparound) and learn how students can collaboratively learn and deliberate in teams. ***Follow-up PD and Mentoring having been offered in Years 1- 5:*** ENLACES' collaboration with Harmony & Inspire, Comprehensive Youth Services, and Community Wraparound, and NU's Workforce Education Solutions and College of Education faculty will provide 10 hours of on-going monthly one hour follow-up coaching sessions to assist teachers and students with modes of inquiry in academic disciplines, and the movement from concrete operations to formal operations thinking at the upper grades. ***The Focus of PD Programming in Years 1-5:*** During the PD sessions teachers will develop foundational knowledge in the cultural arts of Mexico, Latin American, and the United States that can support students' developing the skills in creating, performing, and responding to the arts so that teachers will be able to consider how cultural arts can assist students and how learning in academic disciplines can become a meaningful and relevant endeavor. ***Employing the Arts and Rigorous Academic Standards Focused in Cultural Arts of Mexico, Latin America, and the United States, Including Students with Limited English Proficiency and Special Needs:*** To prepare teachers with the knowledge and skills they will need to employ cultural arts in their classrooms, in the PD sessions, teachers will focus on different sets of major dances and music, and their connections to theater and visual arts. Experiential classroom experiences, especially for students with Limited English Proficiency and Special Needs benefit from culturally responsive, engaged learning opportunities using traditional arts forms which introduces opportunities to learn and practice ethnographic research skills such as interviewing, note taking, and sketching. ***An online learning community:*** An online learning community will be created including a facilitated website for teachers to share reflections and discuss lesson plans, including a resource bank of lesson plans and instructional materials.

Regular School Day Programming and Strategies Students Having Been Engaged in Inquiry-Based, Constructivist, Authentic Teaching and Learning: Student learning under

ENLACES, in collaboration with NU's College of Education, Harmony & Inspire, and A Reason to Survive (ARTS), will place a major emphasis on underserved students becoming immersed in authentic teaching and learning where under-served students conduct deeper and visible inquiry into the arts and content disciplines through deeper inquiry-based constructivist learning, where students critically create their own knowledge. ***English Language Learners and Under-served Students with Special Needs:*** This project, through Universal Design for Learning Curriculum Development, also will provide specific techniques, described in the arts and academic content connections below, for using the arts to increase vocabulary, comprehension, fluency, and writing for LEP students, and for students with special needs and those performing below grade level. ***Culturally Relevant Arts Using Digital Tools in Classrooms:*** Digital tools, as appropriate, will include: photography, video, audio recording equipment, sound and video editing, media arts production such as scriptwriting, and graphic design. ***A year-end culminating performance and family night:*** In June of each project year, all of the students who have studied various art forms will perform and showcase them for their schools during assembly times, thus learning how to collaborate in learning groups. ***Arts into core curricular areas in the first through the fifth years:*** Underserved students in grades K-12th will engage in introductory arts and authentic teaching and learning activities, which highlights the visual art, music, literature, drama, or movement with another subject area, for example, English language arts, math, science, or social studies. This process develops understanding and activities in both the connected areas. Drawing upon family and community resources which often carry traditions specific to a region, ethnic group, occupation, or family, students will engage in local traditions through an informal pedagogy. Passing on a traditional art form allow students, families, and schools to connect representing the collective experience of their community. For example, as dance is an integral part of culture and life with particular rhythms associated within different regions in Mexico, students will participate in folk musical styles which may be either highly proscribed in *Ranchera* or lyrical in *Mariachi*, which both often portray love of the earth, hometown, native

land, religion, nature, fellow countrywomen and the strength of the country. In addition, the folkloric dance traditions of Mexico will introduce students to regional dances and enable them to understand the subtext of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion.

Out-of-School-Time Learning Classes with a Focus on the Arts and Technology: The after-school instructional design of this Full-Service project, collaboratively supported in its implementation by A Reason to Survive (ARTS), Harmony & Inspire, Boys & Girls Club, YMCA, Olivewood Gardens & Learning Center, Community Wraparound, and San Marcos Promise, is likely to improve student achievement and socio-emotional development by students constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge as necessary more abstractly. All expanded learning will be offered in a safe and supportive environment to provide active and engaged learning. Accordingly, each year of ENLACES, 3,000 students who have the need for supplemental academic support will be given the opportunity to attend after-school cultural arts and academic enrichment programming. Teachers from the project schools will assist with instruction during these after-school programs and coordinate out-of-school instruction with regular day instruction. ENLACES will offer classes in the art forms of dance, theater, the visual arts, media arts, and music. Students will learn about the connections between the arts and academic subjects in the same manner as during the regular school day. In each out-of-school-time class, teaching artists and instructors also will help students will become invested in inquiry-based arts project, which are aligned with the State Academic Standards. These inquiry-based projects, based on the Harvard Project Zero Artful Thinking Program (2008) will demonstrate how critical habits of mind as questioning and investigating; observing and describing; reasoning; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed.

Providing Tutoring and Academic Support to Under-served Students: The YMCA and Boys & Girls Club will provide ENLACES students with after-school academic support including “power hours” and tutoring. Moreover, trained high school, paraprofessionals, and college tutors will be an integral resource for the students participating in the ENLACES out-of-school-time programming. The tutors, who will be selected by the participating schools, will take on this role as part of their service and community learning projects, and will undertake a leadership role in the after-school inquiry-focused coaching sessions. By having senior high school students, paraprofessionals, and college students at each school join the artists, the students will be more likely to make connections with the inquiry-based arts. Ten hours of training will be required for the tutors prior to the school year and continuing training will be offered monthly in one-hour follow up sessions.

Providing Students with Cultural Experiences for Academic Enrichment: To further motivate students in the after-school sessions, they will attend theatre productions, concerts, dance performances, and art exhibitions in San Marcos and National City, all of which will be focused on celebrating the role of the arts in life and society, which they have been learning about in their after-school classes.

Fostering Teamwork through the Arts: During the out-of-school-time sessions, students will be organized into learning teams. One of the two-hour after-school sessions will be devoted to assisting these student teams each project year with developing authentic inquiry-based arts projects. Assisted by the teaching artists, each student cohort team will undertake at least two inquiry-based art projects each year that require students to research cultural and family histories to present proposals for public art displays.

(C.iv.) Detailed plans to achieve the project’s fourth objective: By December 31st, 2028, students from the 5 project schools will successfully advance to kindergarten from PreK, from kindergarten to elementary school, from elementary to middle school, from middle to high school, and from high school to post-secondary school and eventually into the workforce.

TABLE 4: ENLACES Activities, Rationale, Description, Frequency, Sessions, Length, & Target Group

Activity	Rationale	Description	Frequ ency	Sessions	Length	Target Group
Academic Enrichment: Literacy, Math and Science	Academic support activities provided by teachers and instructional specialists in core content areas to increase achievement grades, test scores, and overall academic performance.	Standards and evidence-based and school curricula aligned instructional, learning, and academic support activities driven by critical strategies via “thinking routines” & inquiry and project based learning, including homework/academic support via an “Academic Power Hour”.	2 days per week	Year-round (56 sessions)	2 hours	Students in K-12th grades
Arts Integration	Integrating the arts in core content areas of literacy, math, and science to increase student motivation & academic achievement	A host of curricula aligned arts (visual art, dance, music, drama & digital media) classes, workshops, and activities provided by arts teachers and partners.	2 days per week	Year-round (56 sessions)	2 hours	Students in K-12th grades
Technology	The continued promotion of technology, internet and digital media to strengthen student academic success across all school and project content areas.	Technology specialists integrate technology into student learning enabling them to use software, applications, websites, learning games, and digital tools to enhance their learning.	Integrat ed across all progra m areas	Year-round (56 sessions)	Integrat ed across all program areas	Students in K-12th grades
Social-Emotional Learning	Support student development where students apply knowledge, attitudes and skills to understand/manage emotions, set & accomplish positive goals, feel & demonstrate empathy for others, develop & maintain positive relationships, & make responsible decisions.	The integration of cooperative learning into all after-school learning in literacy, math, & science. The Collaborative for Academic, Social, and Emotional Learning (CASEL) assisting students in addressing social and emotional issues in their lives to develop socio-emotional skills.	Infused through -out progra mming	Year-round (56 sessions)	Infused through-out program ming	Students in K-12th grades

Early Warning System and Academic Monitoring and Supporting Students at Risk and Tracking Their Progress. ENLACES will use data systems that record attendance, grades, developmental markers, and socio-emotional, mental health, and behavioral referrals to identify at-risk students from PreK-12th grade. Ongoing monitoring of attendance, including an automated notification system that informs ENLACES Site Coordinators who will alert teachers and families about counseling students into the project's out-of-school programming at the project's elementary and middle schools, and counselors and student advisors at Mission Hills High School. To assist ENLACES with providing support to students as they proceed from grade level to grade level, and from post-secondary education and eventually into the workforce, in collaboration with Community Wraparound, San Marcos Promise, Harmony & Inspire, and NU's Workforce Education Solutions, will develop a system for tracking students. Once students enter high school, ENLACES project staff and its above partners will collect a range of contact information so that the district can remain in on-going contact with students as they graduate from high school and post-secondary education institutions, and when they enter the workforce.

Academic Monitoring, Counseling, and Support. Head Start, and San Marcos Promise, in collaboration with the ENLACES Site Coordinator, school staff, the school-based mental health team and families, will respond to early warning signals when students are at-risk and will develop an action plan for improving students' academic performance and if necessary, making referrals to Comprehensive Youth Services for counseling. ***Credit Recovery.*** In high school, the college and career counselors will review the student's transcript to identify credits needed to graduate and direct to credit recovery opportunities provided by district in evenings and during the summer. Students will be advised to enroll in credit recovery classes if necessary to meet their academic needs. ***Course Selection Counseling.*** Transcript review by Mission Hills High School career counselors will assist students with course selection that matches their college and career goals, including two years of math beyond Algebra I. ENLACES' interventions to impact

this outcome begin through work with families in understanding college entrance requirements through the Family College Awareness Sequence.

Transition from PreK to Kindergarten and Elementary School. A central focus of ENLACES is that children benefit from the interactive effect of providing both high quality, responsive instruction in preschool and kindergarten and a responsive parenting intervention. Under ENLACES teachers in PreK-2nd grade will implement organizational strategies, activities, and responsive interactions with children that promote language development, pre-literacy and early numeracy skills, and self-regulation. As part of monthly family sessions, facilitated by Head Start, San Marcos Promise, Harmony & Inspire, Community Wraparound, and NU's JFK School of Psychology, Workforce Education Solutions, and College of Education, families will learn how to apply related skills at home, including how to promote their children's language skills, increase children's focused attention, manage behavior using positive strategies, and increase interactive book-reading and play around counting, sorting, shapes, patterns, and numbers. By providing professional development for teachers and monthly family sessions for families will highlight the advantages for the implementation of more global family responsiveness interventions versus one specifically targeting one home activity (e.g., shared book reading). Home visits will prepare families to use responsive interactions, dialogic reading and various language, literacy and numeracy activities. The addition of a coach working with families, as will be implemented under the ENLACES project will support the use of new behaviors across everyday activities.

Transition from Elementary School to Middle School. Harmony & Inspire and NU's College of Education will collaborate on implementing this transition component. In order to address the specific issues related to the transition from elementary school to middle school, teachers, as part of their professional development will be introduced to the expectations that middle school students need to meet, bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school, and consider

the procedural, social, and academic changes that young adolescents face when transitioning. The middle school personnel will collaborate with the feeder elementary schools to gain information from the teachers about students through meetings and from student surveys. Using this information, ENLACES will create a program that features students in seventh grade returning to their feeder schools to report to sixth graders about their transitional experiences. Potential follow up experiences would allow sixth graders to participate in school tours, family and student meetings to discuss the differences between elementary and middle school, question and answer sessions, and open house activities such as: opening lockers, practicing lunch room procedures, walking through the student's schedule. After collecting background information and ideas, families and students will be invited at two two-hour out-of-school-time sessions in April and May of each project year to share their issues and concerns about the middle school transition. Improvements will also include having elementary school counselors meeting with middle school counselors at two two-hour sessions in January and February of each project year to discuss the needs of the upcoming middle school students, having meetings with the students and families to discuss their questions and concerns, touring the middle school, shadowing experiences, holding family-to-family meetings where families could discuss their concerns with each other and network, and constantly evaluating the transition program so that changes could be made. ***Extended Transitional Support:*** ENLACES's transition program will survey students to see what concerns they still have and address these concerns through activities and meetings, activities that focus on communication between families and student, families and school, and building rapport with teachers and students. Continuing to support transition issues across the school year allows students opportunities to be included in the transition process, especially since some of them may not have felt comfortable with participating and giving their input at the beginning of the transition process.

Transition from Middle School to High School to the Post-Secondary Level. To support students' readiness for post-secondary education and colleges, and trade-schools, ENLACES will

employ a multi-faced approach tailored to Mission Hills High School. *First, the San Marcos Promise will partner with ENLACES project staff to help students navigate the transition to high school and to build relationships with local colleges, universities, and trade-schools.* NU partners with all California Community Colleges that offer Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T) majors. These programs collectively at the CA Community College system are called Associate Degrees for Transfer (ADT) which streamlines the transfer process. NU will also offer a scholarship incentive (reduction in tuition) to reduce tuition to only [REDACTED] per year for all ENLACES students. *Second, each project student will develop individualized high school and post-secondary plans aligned with State Academic Standards and the State Career Ready Standards, which will be reviewed throughout the school year, which will include acquiring high school and college prep skills, including: study skills, work habits, time management, help-seeking, and social/academic problem-solving skills.* ENLACES is developed to create fluidity in the transitions from middle school to high school and high school to postsecondary. Objectives include: (a) Align community, culture and family values to the educational aspirations of youth; (b) Guide youth in creating life plans focused on future education and career goals; (c) Provide families and students the tools and information needed to make informed decisions about school and career choices; and (d) Leverage partnerships to create a larger network of student support for transition. It also provides opportunities for students and their families to explore and build relationships with local post-secondary institutions. During the school year, students who are planning to attend Mission Hills High School are able to develop connections before they graduate. During high school visits, they learn about how the school functions and familiarize themselves with the buildings. *Third, a culture of high school, college, and career readiness will be developed through student internships.* *Fourth, other academic readiness skills of positive youth development will include: collaborative learning, trusting teacher-student relationships, investment in learning, problem-based learning, and rigorous and critical thinking.* *Fifth, students will use online resources such*

as: online college and career planning tools, Career Finder, College Matching Assistant, and Scholarship Finder. High school students will also learn how to: complete college applications, including writing a persuasive essay; identifying financial aid; and completing FAFSA forms. *Sixth, project staff will simulate college visits for students* and plan with local universities how college visits can be arranged to provide students with first-hand experiences of college life. *Seventh, students' families will be provided with strategies to assist their children* in pursuing their careers and attaining their post-secondary aspirations including financial literacy classes.

Transition from Post-Secondary Level to the Workforce. The San Marcos Promise and NU's Workforce Education Solutions will assist ENLACES students to make a smooth transition from high school or from post-secondary institutions to the workforce. The ENLACES tracking system will enable the project to assist post-secondary students in making the transition into the workforce. In the senior year of high school for those students going directly into the workforce and for those students pursuing post-secondary level schooling, ENLACES will provide career counseling, coaching, and seminars, which will focus on issues related to effectively transitioning into the workforce. Issues to be considered and discussed will include: (1) developing a career networking plan; (2) learning how to write high quality résumés and letters of inquiry; (3) tips for successfully interviewing; (4) how to maintain on-going contacts with career networks, including peers, post-secondary alumni, recruiters, trade and business organizations, online professional networks; (5) learning how to manage your time in a social setting that is different than the one experienced in high school or in a post-secondary institution; (6) financial literacy (provided by NU) on personal finance and credit, budgeting and planning, home ownership and large purchases, and investing, retirement, and insurance; (7) keeping in touch with the latest job trends in the field of your career or our prospective job market; (8) developing a professional demeanor as required for your new career position; (9) considering your first job as the stepping-stone or first step in your career path; (10) being psychologically aware that your first application might not lead to employment; (11) being prepared for how to

deal with job offers and salary negotiations; and (12) how to cope with job stress and continuing one's physical fitness. Finally, Paxton/Patterson Learning Systems will provide programming to ENLACES students on an array of future careers and necessary skills including: cosmetology, welding, veterinary medicine, hospitality and tourism management, culinary arts, digital audio/video production, emergency and fire management, and design and marketing.

(C.v.) Detailed plans to achieve the project's fifth objective: By December 31st, 2028, there will have been an increase in the ability of ENLACES' families to support the academic development of their children both at school and at home in collaboration with teachers and community agencies, and an increase in families' knowledge about how they can support the socio emotional development, health, and mental health of their children.

A Collaborative Model of Family Engagement: The ENLACES project staff, in collaboration with Head Start, Comprehensive Youth Services, NU's JFK School of Psychology and Workforce Education Solutions, Harmony & Inspire, and Community Wraparound, will increase family engagement at the 5 project schools. The ENLACES model of family engagement and involvement begins with certain assumptions of integrating families and families into the fabric of the school community. *First*, ENLACES views families as "adult learners who are autonomous, self-directed, and have a foundation of life experience" (Knowles, 1970). *Second*, families and families are honored and recognized for their "funds of knowledge" which refers to their "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992). In this model, families are viewed as partners and collaborators along with teachers, administration, and other staff, and this enables a foundation of trust among all stakeholders which will build a strong community partnership. *Thirdly*, ENLACES views families from an asset-based lens (not a hierarchical top-down model) as equal contributing partners. Understanding these factors will ensure that activities and services are relevant, responsive, and make use of the resources families can bring to the school community. Whenever possible, families will work as home

visitors and advocates to outreach to others' families and community members as they are uniquely qualified as they often share the same cultural and language backgrounds and know first-hand the social emotional, educational, economic, financial, safety, and societal issues which confront neighbors in the community.

Interactive Family Engagement Sessions with Follow-Up Collaboration and Support:

As the result of ENLACES's family needs assessment, a series of two-hour interactive *Monthly Parent Empowerment* sessions will be offered to provide parent tips on children's academic and socio emotional development and keep parents informed through district and community partner announcements and resources. In this way, as partners, families and teachers will consider how their collaborative work can benefit the development of their children. These interactive sessions will consider such topics as: (1) the family role in their children's academic learning in reading, mathematics, writing, and science; (2) in collaboration with the San Diego District Attorney, issues such as bullying, cyberbullying, domestic violence, substance abuse prevention, and human trafficking; (3) arts-integrated family literacy activities which will emphasize how the cultures of Mexico, the United States, and Central America can be celebrated; (4) volunteer opportunities in the community; (5) the coordination of health, mental health, and nutrition with a child's personal needs; (6) presentations by community organizations who offer resources to families on children's academic and socio-emotional developmental progress, and (7) how home learning can interface with and be coordinated with school learning. *Coffee with Principals* will offer monthly opportunities for parents to engage with school administration and discuss topics such as math and reading supports, understanding report cards, state testing, and school attendance and registration.

Family Leadership and Advocacy Programming: To develop leadership and advocacy skills, families will participate in a series of monthly two-hour monthly sessions (provided Boys & Girls Club and YMCA) on developing practical strategies that families can employ at their home schools including how to plan and increase families' involvement in school events, and

collaborate with other families to become advocates for their children's academic and socio-emotional development. *Parent Websites* for each ENLACES school will keep families informed and engaged with school and community events, activities, and resources.

Family Night Programming: Weekly two-hour family nights will be offered by Head Start, San Marcos Promise, Comprehensive Youth Services, Olivewood Gardens & Learning Center, Harmony & Inspire, and Community Wraparound for two hours to foster family engagement with their children on a number of dimensions of academic, socio emotional, health, and dietary development. These sessions will place a premium on: (1) creating optimal challenges for families and students, e.g. personal agency, self-efficacy, and home learning; (2) developing strategies for conflict resolution and collaborative problem-solving; (3) financial planning; (4) the use of workplace English; (5) and job readiness skills; (5) setting personal and family goal setting, in the areas of academic and socio emotional development, which build on the developmental coping skills described above in more detail; (6) learning how to set up visits to libraries, computer facilities, museums; (7) developing learning centers and quiet spaces for learning at home, (8) understanding how to purchase educationally productive learning games; (9) learning forms of exercise to set the stage for aerobic family physical activity; (10) comprehending how the body functions (including describing and explaining the structure and functions of the human body systems and how they interrelate); (11) explaining the effects of health-related actions on the body systems; (12) adopting optimal eating habits including the consumption of vegetables and fruit; (12) learning about the food groups, portion control, how to read food labels, and the importance of eating breakfast; (13) acquiring healthy eating habits and providing useful tips to supporting a healthier lifestyle; (14) making traditional recipes with healthier and food substitution suggestions; and (15) the opportunity to begin a family-led book club which would focus on books of great interest to families as they nurture and raise their children in an ever-changing, dynamic environment. ***Interactive Family Activities:*** All of the above interactive sessions will take place in-person and virtually and will involve interactive

activities that families and children can undertake at home with an emphasis on literacy and reading, numeracy, and other ways to support their children's socio emotional development, health, and nutrition. Moreover, during these Family Nights, families and teachers will have the opportunity to interact as members of a community of learners far beyond the traditional parent-teacher conference or discipline related intervention.

Functional Family Therapy (FFT): Comprehensive Youth Services will provide home family interventions for at-risk youth and families involved in the juvenile justice system. FFT is an evidence-based practice that focuses on improving family relationships through the development of inner strengths, self-sufficiency, and academic performance. Services include family counseling, crisis intervention, support in re-entry to school, vocational preparation, and mentoring. This program is highly effective: following FFT treatment, school suspensions decreased by 74% and reincarcerations by 96%. Participating families reported a 54% increase in communication and 48% in parent-child bonding. FFT services will target those families that are identified through their involvement in the juvenile justice system.

Overview of Academic and Personal Supports for Families: Weekly two-hour academic support classes will be offered to 150 family members for English as a Second Language; GED attainment; and computer skills to support families in assisting families with engaging their children with learning at school and home at the project's 5 schools by NU's Workforce Education Solutions and San Marcos Promise. Support will also be provided to families in the areas of citizenship and immigration, and food and housing insecurity. All of these courses will include examples of real-life experiences and everyday needs that will make the courses more meaningful and applicable to the cultures of the participants. These examples include: going to the doctor, grocery shopping, credit and financial management, dealing with social services, and the schools and other institutional bureaucracies. **Family Academic Support Overview:** ENLACES will partner with the University of San Diego's Parent University to provide 8 college credit classes to participating families. **Computer and Literacy Skills:** These courses will

be provided at both basic and advanced levels in order to assist families based on their pre-existing skills, and in order to support their children's learning. Basic courses will include such activities as: word processing, accessing the Internet, web search, and email. They will also be introduced and create documents and presentations in Word, Excel, and PowerPoint. Advanced courses will focus on creating multi-media presentations, as well as learning about internet safety, cyber-bullying, and social, legal and ethical issues related to the use of technology, including acceptable use and copyright. **English as a Second Language Literacy:** Families and community members will receive English language assessments before and after being enrolled in a course. There will be three different levels offered, Initial, Level 1, and Level 2. The initial level will include supports for those who function minimally in English. They will learn the foundational literacy skills in their own language that they will need to begin the ESL course. At Level 1 the classes include basic communication skills using simple phrases or sentences. Level 2 classes prepare participants to use appropriate language for entry-level jobs, reading manuals, communicating with other workers, and completing business forms. **General Education Diploma (GED):** Pre-GED and GED courses will be offered to assist parents and families obtain their certification of high school equivalence. **Drives and Resource Fairs:** Through the *Costco Toy Drive*, *Good Deeds Day*, and *Annual Resource Fairs*, ENLACES families with the greatest needs will receive toys, clothing, food, toiletries, uniforms, school and basic medical supplies.

(C.vi.) Detailed plans to achieve the project's sixth objective: By December 31st, 2028, 5,000 students will have increased their ability to meet social, emotional, health, nutrition, violence prevention/treatment, and mental health development.

Providing Teacher Professional Development to Support Student Social, Emotional, Health, Nutrition, Violence Prevention and Treatment and Mental Health. 100 project teachers will participate each of the five years in 20 hours of sustained and intensive programming offered by ENLACES in collaboration with NU's JFK School of Psychology and College of Education, Harmony & Inspire, Olivewood Gardens & Learning Center, Comprehensive Youth

Services, Community Wraparound, and Juvenile Justice Commission. PD modules will include 1) students' academic and socio emotional development (2) physical health and nutrition (3) violence and gang prevention and mental health treatment, (4) bullying and substance abuse prevention and intervention, (5) social media and its effects on psychological health, (6) culturally responsive discipline and classroom management including restorative justice, circles, and pro-social approaches, (7) parent, family, and community wellness, (8) trauma-informed instruction and practice, and (9) teacher wellness and self-care. **Workshops, Coaching, and Sharing PD:** Accordingly, all teachers will participate in 20 hours of PD modules covering the above topics and 10 hours of coaching each year on their application to instruction, beginning with two 2-hour monthly workshops in August through May and one hour of coaching each month. Twenty hours of family sessions (one two-hour session per month) will be provided to support student development, as well as the development of curricula. Coaching for families will be offered as part of the family sessions. **Intensive Case Study PD for Teachers:** In order to ensure that the professional development offered on social, health, nutrition, violence prevention and treatment, and mental health issues is as intensive as possible, each semester the project will offer two-hour, once a week case study sessions for 5-8 teachers. While discussing individual cases, teachers will delve deeply into topics like trauma-informed instruction, online safety, bullying and cyberbullying, school safety, and responding to trauma in the classroom and community. These sessions will assist teachers to develop a better understanding not only of how their students cope socially and psychologically, but also how they can respond more empathically to social and mental health needs. A major emphasis will be placed on unpacking the meanings of personal and social conflicts implicit in student interactions with their peers and authority figures, which moves beyond surface understanding into a deeper unfolding of how individual narratives play out in the day-to-day interactions, underlying how students react and are influenced by and respond to their participation in social relationships. As individual cases are being discussed, teachers will learn how students address such fundamental psychological

and social issues as anxiety, stress, trauma, substance use, depression, suicidal ideation, individuation, identity, creativity, mastery, loss, locus of control, personal boundaries, conflict, sexual maturation and orientation violence, emotional regulation, defense mechanisms, and group dynamics. In these sessions, teachers will learn how to support their students in dealing with these issues. Teachers, and subsequently students, will learn how to probe into the meaning of events and interactions and how they view the multiplicity of meanings within their relationships with others. When teachers become aware of and understand their own reactions to a child, they can translate those insights to develop more effective and impactful approaches to their teaching. Finally, through these case study sessions, teachers will become more aware as to when they need to make mental health referrals. ***Follow-up PD and mentoring:*** ENLACES's social, health, nutrition, violence prevention, and mental health partners will provide on-going monthly one-hour follow-up coaching sessions at the classroom level for teachers. The follow-ups will include 10 hours from September through June of observations, coaching, reflection sessions, data collection and analysis, the development of case material and collaborative strategy sessions to review how to apply skills acquired from the PD sessions. ***Research-Based PD that Enhances Health and Nutrition Instruction and Curricula for Continuous Improvement:*** The instructional and curricular design of this project that will be infused throughout the PD sessions are based on cutting edge physical fitness and nutrition research. This PD approach will demonstrate how critical it is to: (1) assess student physical and health needs on an on-going basis *with an understanding of procedures for obtaining family permission*; (2) provide optimal physical and health challenges matching a student's capabilities; (3) create a mastery motivational climate promoting personal agency where mistakes are viewed as part of the learning process; (4) understand how physical activity can be enjoyable and meaningful; and (5) provide teachers expertise on how to teach physical and nutritional skills that appeal to the ethnic backgrounds of students, e.g. folk and ethnic dances and diets that take into account their ethnic heritage.

Employing Social, Emotional, And Mental Health Strategies. Adventure Education:

This project will employ Adventure Education in its design as an approach to improving students' self-concept, decision-making and their ability to function effectively within groups through group problem-solving in order to solve challenges facing a group. More specifically, Adventure Education is a strategy for groups of students that includes activities designed so that students must confront and meet physical challenges at school and field sites where they overcome physical barriers, move from one place to another while being physically encumbered, or being challenged to climb walls. A key component of adventure education is group processing after the challenges have been concluded, when the team gathers to discuss the effectiveness of the group's decision-making, and the development of future alternative approaches to meeting group challenges. The processes inherent in Adventure Education are especially important given the cognitive, social, emotional, and mental health issues students are confronting as a result of the pandemic. ***Team Learning:*** The project's use of mixed ability teams through Teams, Games, and Tournaments (TGT), which encourages cooperation and competition to improve socio emotional skills, and to achieve physical fitness and improved nutrition. Under TGT students are able to acquire more positive attitudes towards cooperation and academic achievement as their mixed ability team competes against other mixed ability teams. Likewise, students improved their abilities to be cooperative, use critical thinking skill sets, and collaboratively problem-solve and develop conflict resolution skills in groups when engaged in TGT. Moreover, students involved in TGT will be able to develop more positive attitudes towards academic learning, and their understanding of their peers, and achieve at high levels, while at the same time acquiring such social skills as resolving differences and working with peers with perspectives other than their own. ***Cooperative Learning:*** Under cooperative learning students work together in cohesive groups to achieve shared learning objectives. In the process, students take on responsibility for their own learning and the learning of group members. Under cooperative learning, students listen attentively, raise questions, resolve conflicts or negotiate outcomes to help the group reach

agreed upon outcomes. In the process, students begin to trust each other, communicate more clearly and unambiguously, accept support from one another, and make decisions about what to change in the future. **Motivational interviewing (MI):** MI is a client-centered counseling style program directed at analyzing and resolving ambivalence about changing personal behaviors. Rather than just imparting information, it emphasizes exploring and reinforcing individual and group motivation toward positive physical and nutritional behaviors while supporting their autonomy. This approach has been found to be an especially good fit for pre-adolescents who need to exert their independence and make decisions for themselves.

Programs to Improve Student Physical Health, Fitness, and Nutrition. Staff members from Olivewood Gardens & Learning Center, YMCA, and Boys & Girls Club will work with the project's schools to assess students' needs, using a health survey to identify the need for health services in such areas as primary care, vision, dental, nutrition education, and health, all of which have the potential of undermining students' academic performance at school. This assessment process will provide valuable data for the design of the ENLACES health component. This needs assessment process will be used to design the health and fitness programs described below.

Based on the schools' health surveys, the LEA partners will collaborate with the Site Coordinator to implement a school-wide referral system to link students identified with physical needs, which can take the first steps to address these concerns. The surveys will also identify students who are out of compliance with immunization requirements and in need of yearly physical examinations, and who were consequently in need of additional health services to bring their physical and nutritional functioning to an optimal level to support academic achievement. These students will be referred to local physicians for primary care. **Family programming focused on improving nutrition and physical health:** Throughout each project year, classes on gardening will be offered for families to improve family nutrition. In addition, monthly family sessions on nutritional grocery shopping on a budget will be conducted by Olivewood Gardens & Learning Center and YMCA. **Students Having Acquired Healthy Eating Habits and Good Nutrition:**

During each school's weekly after-school session and in their classrooms, the project's teachers will implement integrated curricular lessons, to support healthy nutrition habits by combining human anatomy and physiology with proper dietary guidelines to support healthy development. In addition, nutrition strategies that will be presented in the after-school sessions include: experiential and inquiry-based learning cross-curricular instruction, and having students set nutritional goals and documenting the results of those nutritional changes. As with fitness, students will be organized into diverse teams to support one another in meeting their goals which will be research-based fitness/nutrition activities provided by ENLACES. **Promising New Health Strategies:** All of the strategies below meet the Department of Education's definition of "evidence of promise" since they are supported by either quasi-experimental or experimental research with citations as described in detail under Competitive Priority 4. The project's promising new strategies will build upon existing strategies, and they will be presented to students in an integrated manner. **Physical Health/Fitness:** The health strategies taught to students under this project have been chosen from what recent research has demonstrated are effective approaches to engaging students in healthy lifestyles. The project will emphasize how students can develop resilience and executive functioning. Key themes under this objective include the development of health literacy, while at the same time coupling that literacy with thinking and the establishment of personal qualities that are essential for learning, e.g. perseverance, resilience, tolerance, and determination. Finally, the project will employ such strategies as: behavioral self-management of health activities; providing age and developmentally appropriate materials; and teaching students the behavioral change skills necessary for self-monitoring, behavior contracting, and decision-making, all with on-going weekly follow-up support. **Nutrition:** Strategies that are promising include experiential and inquiry-based learning (e.g. trying new and more nutritious diets, developing school gardens, exploring alternative diets, and implementing those diets and assessing their consequences), cross-curricular instruction (having nutrition taught across the curriculum in such subjects as

mathematics, science, reading, art, and writing, as well as in physical education classes), and having students set nutritional goals and documenting the results of those nutritional changes. During each school's weekly after-school session and in their classrooms, the project's teachers will implement integrated curricular lessons to support healthy nutrition habits by combining human anatomy and physiology with proper healthy dietary guidelines.

A Teacher, School Staff, and Family Referral System for Mental Health Services for ENLACES Students: NU's JFK School of Psychology and Comprehensive Youth Services will conduct three two-hour monthly sessions in the fall, winter, and spring of each project year to increase teachers, school staff, and families' ability to understand and utilize what school-based mental health teams, local mental health agencies and facilities are available in the San Marcos and National City communities, and how to make referrals. During these sessions, these participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* that will assist them in identifying individuals in need of psychological intervention. These monthly family sessions will provide participants with an elementary understanding of the criteria needed to identify a range of disorders such as, depression, anxiety and trauma and stress related symptoms, bipolar and psychosis. Based on these understandings, workshop participants will also learn proper school-based internal and community referral procedures in alignment with State and Federal laws. Finally, participants will learn what the signs are for individuals who may exhibit suicidal ideation, be victims of sexual or physical abuse or neglect, or be engaged in self-harming behaviors. Participants will also learn about resources to share with students such as peer to peer support groups, online, text, phone, and crisis lines for children and teens and other at-risk resources.

Additional violence prevention and treatment activities are described under Competitive Priority Two.

(C.vii.) Management Plan for the Project's Six Objectives: Activity Milestones, Timelines, and Persons Responsible for Each Project Objective.

Key for Persons Responsible for the Six Objectives Below: Project Director (PD); Principal Investigator (PI); Full-Service School Site Coordinators (FSSC); the five Pipeline Teams (PT); Community Partner Liaisons (CPL); Leadership Team (LT); Management Team (MT); and Independent Evaluator (IE).

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among ENLACES’s Consortium of Project Partners. Milestones: (1)

Quarterly LT meetings and monthly PT and MT meetings are held. LT, PT, and MT participants will rate the partnership as functioning effectively to support effective functioning of the full-service project in San Marcos and National City schools: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%); (2) Monthly or weekly meetings are conducted and pipeline service implementation and integration are reviewed and improved each project year; needs assessment surveys are administered each project year and findings are used by project teams to improve ENLACES full-service pipeline programming, and to provide monthly on-going project improvements and feedback; (3) A revised evaluation plan is written and distributed to all project staff by March 2024; and (4) A systemic planning process for sustaining the project year-by-year is developed.

Timelines: (1 & 2) Monthly and weekly PT and MT meetings from Jan.-Sept. 2024 for Year 1, and Oct.-Sept. each subsequent project year; (3) June 15th, 2024; 4) July 2024 – Sept. 2024, and ongoing planning each project year from Oct.-Sept. **Persons Responsible:** PD, LT, CPL, PI, PT, MT, FSSC, IE.

SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs. Milestones: (1)

An assessment of the current early childhood programs is conducted with recommendations for PD for early childhood educators, PreK screening, monthly family sessions and coaching to be offered to families, and a proposal for expanded early childhood home visits; (2) 5 early childhood educators participate in ENLACES PD activities; (3) 100 families participate in monthly two-hour monthly family sessions and follow-up support as deemed necessary through home visits; and (4) 75 additional home visits per year are

conducted at family homes. **Timelines:** (1) Jan-Sept 2024, and Oct-Sept of each subsequent project year; (2) March – June 2024 and Oct.-Sept of each subsequent project year; and (3 & 4) Monthly of each project year. **Persons Responsible:** PD, MT, CPL, PT, FSSC.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies. **Milestones:** (1) 100 teachers in ENLACES’s 5 FSCS project schools participate in 20 hours of sustained and intensive PD to enhance student school and out-of-school-time learning; (2) Instructional materials are developed each project year; and (3) 5,000 students participate in school day programming, and 3,000 students will participate in out-of-school-time programming two hours per day, two days per week for 28 weeks. **Timelines:** (1) Feb.-June 2024 and Oct.-Sept. of each ensuing project year; and (2 & 3) Monthly of each project year. **Persons Responsible:** PD, PT, CPL, FSSC, RPL.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children’s Transition from PreK to Kindergarten, from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce. **Milestones:** (1) Early warning system monitoring, student support and tracking are being implemented; and (2) Years one through four, students from the 5 project schools transition from level to level. In year five, at least 80% of high-school students transition to post-secondary education. In year 5, 80% of the college students obtain employment in the workforce. **Timelines:** (1) Feb.-Sept. of the first project year, and Oct. – of ensuing project years; and (2) Transitions are completed by Jun. in the first five years, and by Oct. in the 5th year. **Persons Responsible:** PD, PT, CPL, FSSC, IE.

FIFTH OBJECTIVE—Developing and Implementing Family and Community Engagement and Supports. **Milestones:** (1) 1,500 families of students in the 5 project schools participate in monthly family sessions to provide home learning support strategies; (2) Weekly family nights are provided at each project school to foster family engagement with children on academic, socio emotional, health, and dietary development; and (3) Courses are offered two times per week for

16 weeks twice each project year. **Timelines:** (1) Weekly of each project year; (2) monthly of each project year beginning March of Year 1; and (3) eight times a month each project year & beginning in March of Year 1. **Persons Responsible:** FSSC, PT, PD, CPL, IE.

SIXTH OBJECTIVE—Developing and Implementing Social, Emotional, Health, Nutrition, and Mental Health Services, Violence Prevention and Treatment Supports. Milestones: (1) 100 teachers participate in 20 hours of PD sessions. 1,500 families participate monthly family sessions; (2) 3,000 students participate in after-school programs which are integrated into school and after-school instruction to support socio emotional learning and prevent violence; (3) Students referred to health and mental health professionals based on assessments; (4) 300 project students each year (1,500 over the five grant years) will participate in after-school health and fitness programming; and (5) Two-hour monthly family sessions are conducted for teachers, school staff, and families. **Timelines:** (1 and 2) Monthly each project year; and (3, 4, & 5) weekly of each project year. **Persons Responsible:** PD, CPL, PT, FSSC, IE.

SECTION 6: QUALITY OF THE PROJECT EVALUATION

(A) The Extent To Which The Methods Of Evaluation Are Thorough, Feasible, And Appropriate To The Goals, Objectives, And Outcomes Of ENLACES.

(1) **Thoroughness of the Evaluation Methods.** The purpose of this project's evaluation plan is to provide a thorough analysis of whether the ENLACES's objectives have been met through a summative assessment, and how the project can be improved as it is being implemented through a formative assessment. Objectives, milestones, and timelines will be set annually and reviewed to gauge whether the project's activities are meeting the ENLACES's Full-Service Community Schools' objectives. Throughout the programs, families, teachers, educators, principals, school staff and children's performance will be assessed using summative quantitative and formative qualitative measures. (a) **Employing Appropriate Quantitative Methods of Evaluation, Data Collection, & Methods of Analysis:** A repeated measures design (with pre assessment baseline points in October of the first year and August of ensuing years,

and post assessments in June of each project year, resulting in multiple baseline and post assessments over the project's four years) will determine the degree to which the project has had an impact on ENLACES participants and the degree to which the program's objectives have been achieved. Where appropriate, paired samples t-tests, ANOVA (analysis of variance and repeated measures analysis of variance), and regression analyses will be used to measure the significance of impact. The threshold for rejecting the null hypothesis will be set at .05 for all tests of significance, a level deemed appropriate in related research and evaluation. Appropriate effect size indices (e.g. omega square, Cohen's d) will be calculated to estimate the magnitude of program effects on the quantitative outcomes, with an effect size standard of .25SD. **(b) *Establishing the Validity and Reliability of Assessment Instruments:*** Using appropriate psychometric metrics and qualities for the project's assessment instruments, see Section C for additional details. **(c) *Addressing Annual Evaluation Indicators:*** ENLACES will collect a wide array of quantitative and qualitative data for the summative assessment of the project, which are described in detail under each of the project's outcomes and performance measures described on pages 104-111. Quantitative measures will include pre-post survey assessments each project year to determine whether statistically significant progress has been made for each objective. Qualitative data will include: student and teacher school and district records for teacher qualifications and student absenteeism and disciplinary rates, and graduation and promotion rates; attendance data maintained for all ENLACES project PD, monthly family sessions, meeting agendas, and minutes; needs and assets assessment surveys; feedback and satisfaction surveys administered to the participants at all ENLACES project events; school and district accounting records; and pre-post student, teacher, consortium partners, and family surveys measuring the degree of improvement in collaboration, student and teacher performance, school climate, descriptions of project events, instructional units, teacher and administrator logs or journals, content analysis of documents such as instructional curricula; agenda; case studies of schools, teachers, families, and students; the partnership's web site; non-structured interviewing;

self-assessment; and peer observations. Finally, throughout the program, such measures as questionnaires, observations, focus groups, and interviews will be used to assess program modifications to be undertaken. ENLACES will also collect a variety of annual quantitative indicators, including: 1) Student chronic absenteeism rates; 2) Student discipline rates (including suspension and expulsion); 3) School climate information from student, family, and teacher surveys; 4) Provision of integrated student supports and stakeholder services; 5) expanded and enriched learning time and opportunities; 6) Family and community engagement efforts and impact; 7) Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity; 8) Rates of teacher turnover; 9) Teacher experience; 10) Graduation rates.

(2) Feasibility of the Evaluation Methods. (a) Management of Project's Evaluation: An Independent Evaluator, the Complément Consulting Group (CCG), will be responsible for managing the project's evaluation design. This Independent Evaluator in collaboration with the Project Director, Principal Investigator, and the Leadership Team will refine the project evaluation design and implement it. CCG's lead consultant and founder is Jerry B. Olson, a former Associate Dean for School Relations at Northeastern Illinois University with a Ph.D. from the University of Chicago. Dr. Olson has over 40 years of experience as an evaluator and a director of numerous federal, state, and privately funded grants, as well as other student, family, community, and school improvement and PD projects. The 10-member evaluation team that Dr. Olson leads has extensive expertise in the areas of evaluation design, assessment development, psychometrics (establishing scale reliability and validity), and both cognitive and socio emotional dimensions of student development. CCG's expertise in mixed methods (quantitative and qualitative) research, in addition to evaluating community schools programming in school, uniquely qualifies them to function as the ENLACES Independent Evaluator. CCG has no affiliation with either San Marcos and National school districts, and as a result will be able to conduct an independent and objective evaluation of the project. As evaluator, CCG will prepare

reports periodically each year to assist the project in making adjustments in its design based on formative evaluation data. They will also provide technical assistance on the design of evaluation instruments, their administration, and the analysis of evaluation data. Assisting the Independent Evaluator with data collection and analysis will be the School Site Coordinators who will be responsible for statistical data collection and the returning of surveys. The Project Director, Principal Investigator, and Independent Evaluator will be responsible for assembling all federal accountability reports. ***(b) Objective Quantitative Performance Measures and a Timeline for Their Implementation:*** The objective quantitative performance assessments in the 6 tables described below include such measures as: repeated survey assessments (multiple pre or baseline and post assessments over the five project years) will be developed, piloted, and checked for reliability and validity in the project's first year from October of 2024 through February of 2025.

(3) The Appropriateness of the Project's Evaluation Design. (a) Methods established for project objectives and their outcomes: The evaluation methods for the project are appropriate because specific evaluation strategies have been designed for each of the project's 6 objectives. These specific methods are described in detail later in this section. ***(b) Employing A Quasi-Experimental Design:*** ENLACES's Independent Evaluator will choose 5 schools equivalent to the treatment schools on major demographic variables to function as a comparison group in order to effectively rule out or control for alternative explanations for the treatment effects that the project has. That quasi-experimental design takes into account the What Works Clearinghouse (WWC) standards and criteria. First, comparison schools will be identified by establishing equivalence on the following characteristics: low-income status, levels of academic performance in reading and mathematics, chronic truancy, ethnic composition, Limited English Proficiency, student mobility rates, teacher years of experience and degrees held, and student individual education plans. Baseline equivalence of the analytical sample will also consider WWC criteria in that the reported difference of the characteristics must be less than 0.25 of a standard deviation (based on the variation of that characteristic in the pooled sample). Second, the project's

evaluation will show promise because it will employ assessment instruments that meet WWC standards for reliability and validity. Third, attrition will be monitored so that it does not exceed WWC standards. Fourth, to strengthen the quasi-experimental design, a repeated series of pre-post assessments will be collected. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. ***(c) Availability of Results, Timelines, and Reporting to the U.S. Department of Education:*** The Management Team and the Independent Evaluator will be responsible for conducting the evaluation activities in a timely manner. Baseline and post assessment data for summative measures will be collected according to the schedule described above. Formative assessments will be administered quarterly throughout each project year. Each project year, FSCS indicators as well as APR and AdHoc reports will be addressed based on the quantitative and qualitative data collected under the evaluation and submitted to the U.S. Department of Education. ***(d) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data on student outcomes and equitable treatment of project participants.*** The tables and assessments below explain how the objective performance measures are clearly related to the outcomes, and how quantitative and qualitative psychometric measures will be employed.

(4) Project Objectives with Objective Performance Measures Clearly Related to Intended Outcomes, and Assessment Instruments Producing Quantitative and Qualitative Data. *Full statements of the objectives appear in the Project Design Section B.1.*

Table 5 for Aligned Outcomes and Objective Performance Measures for Objective 1

<i>Objective 1: Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among ENLACES’s Consortium of Project Partners.</i>	
Outcomes	Performance Measures
By September 30th of each project year, ENLACES Leadership Team (LT), Management Team (MT), and five Pipeline Teams will have been	By September 30th of each project year, ENLACES Leadership Team (LT), Management Team (MT), five Pipeline Teams (PT), & community partners will have, on the average, met 12 times per project

established and meeting at least monthly.	year to plan, develop, and implement the collaborative partnership system.
By December 15, 2024, ENLACES's pre/post evaluation instruments will have been designed, reviewed, and assessed for their reliability and validity with consistency coefficients of at least .70.	By December 15, 2024, ENLACES's pre/post evaluation instruments will have been designed so that they demonstrate adequate face and construct validity and Cronbach internal consistency measure reliability coefficients of at least .70.
By September 30th of each project year, collaborative community learning community partners will have quantitatively rated the partnerships as functioning effectively.	By September 30th of each project community agencies, teachers, principals, project personnel, and families will have rated on a survey that the collaborative partnership is functioning effectively to support an integrated full-service community schools project in San Marcos and National schools at the following rates: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4 and Yr.5: 85%).
By September 30th of each project year, planning for the institutionalization of ENLACES full-service community schools services project will have been undertaken plans to sustain the project beyond federal funding.	By September 30th of each project year, documented plans for institutionalizing the project and continuing ENLACES will have been developed with partners matching the requested grant funds with yearly increases moving towards sustainability: Yr.1: 67%; Yr.2: 68%; Yr.3: 70%; Yr.4: 73%; Yr.5: 75%).

Quantitative and Qualitative Assessment Instruments for Objective 1: Repeated each project year: (1) pre-post Likert surveys assessing the partnership's collaborative functioning and the effectiveness of the project's mentors; (2) PD sessions will be administered in October and June of each project year; (3) documents describing the detailed evaluation plan, as well as policies & practices, & organizational units in the community partnership; (4) attendance records, minutes; (5) Feedback, satisfaction, and outcome questionnaires assessing the effectiveness of the project's programming sessions; (6) plans & reports documenting the work of the Leadership Team, the Management Team, the five Pipeline Teams, community partners; and (7) Content analyses of documents produced.

Table 6 for Aligned Outcomes and Objective Performance Measures for Objective 2

Objective 2: Developing and Implementing High-Quality Early Childhood Education Programs.	
Outcomes	Performance Measures

By December 15, 2024, San Marcos and National City’s current early childhood program will have been assessed and rated, including its birth to five-year-old programming, PreK screening, monthly family sessions, and home visits.	By December 15th, 2024, a report will have been developed assessing the quality of San Marcos and National’s current early childhood program, including early childhood educator and community partner assessments of the quality of current programming.
By September 30th of each project year, ENLACES’s 5 early childhood educators will have participated in 20 hours of intensive and sustained PD focused on delivering the early childhood education programs, and implementation of the early childhood activities.	By September 30th of each project year, 80% of the 5 treatment early childhood educators will have participated in at least 20 hours of PD, as documented in an attendance spreadsheet, over at least an 8-month period, focused on implementing the ENLACES early childhood component of the program in project classrooms (including monthly follow-up coaching).
By September 30th of each project year, 5 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.	By September 30th of each project year, 80% of ENLACES’s early childhood educators, according to reliable and valid pre and post surveys that they will have inducted effective early childhood programming (as measured by a frequency scale) at a statistically significant .05 level with effect sizes of at least .25SD.
100 families will have participated in monthly two-hour monthly family sessions on early childhood education in the home, and have increased their ability, at a statistically significant level, to provide early childhood education in the home.	By September 30th of each project year, 80% of ENLACES’s families, according to reliable and valid pre and post surveys that they will have inducted effective early childhood home support (as measured by a frequency scale) at a statistically significant .05 level with effect sizes of at least .25SD.
Early childhood visits will have increased the ability of families, at a statistically significant level, to provide effective early childhood education in the home.	By September 30th of each project year, 80% of ENLACES families, according to reliable and valid pre and post surveys that they will have inducted effective early childhood home support (as measured by a frequency scale) at a statistically significant .05 level with effect sizes of at least .25SD.

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 2: See Section C below for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) a content analysis of the early childhood assessment report; (2) records of educator attendance at PD and follow-up sessions recorded on an Excel spreadsheets; (3) a pre-post survey assessing early

childhood educators' knowledge and record in applying the PD skills that educators have acquired on assisting families to effectively create home learning environments for their children; (4) the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a series of tests that assess early childhood literacy; (5) pre and post assessments determining the degree to which families have acquired and implemented skills enabling them to provide home support to their children to prepare those children for kindergarten; (6) pre and post assessments measuring the degree to which families have implemented early childhood supports based upon home visits by ENLACES early childhood educators; (7) units and lesson plans of early childhood educators; (8) early childhood educators reporting on the results of their home visits to project families.

Table 7 for Aligned Outcomes and Objective Performance Measures for *Objective 3*

<i>Objective 3: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i>	
Outcomes	Performance Measures
By September 30th of each project year, ENLACES's teachers at the 5 project schools will have acquired authentic teaching and learning skills using the arts to increase those skills, at a statistically significant level, in their teaching to increase student achievement in reading and mathematics.	By September 30th of each project year, 80% of ENLACES's treatment teachers according to reliable and valid pre and post surveys that they will have increased their ability to use authentic teaching and learning in their instruction, and acquired teaching skills to integrate those arts into their teaching of reading and mathematics at a statistically significant .05 level with effect sizes of at least .25SD.
By June 30th of each project year, students at ENLACES's 5 project schools will have increased their academic achievement in reading and mathematics, at a statistically significant level.	By June 30th of each project year, 80% of ENLACES students will have performed statistically significantly higher than students at comparison schools on state standardized state tests for reading and mathematics, at a .05 alpha level with effect sizes of at least .25SD.
By September 30th of each project year, ENLACES after-school instructors at the 5 project schools will have acquired authentic teaching and learning skills using the arts to increase those skills in their teaching to increase student achievement in reading and mathematics, at a statistically significant level.	By September 30th of each project year, 80% of ENLACES after-school instructors according to reliable and valid pre and post surveys that they will have increased their ability to use authentic teaching and learning in their instruction, and acquired teaching skills to integrate those arts into their teaching of reading and mathematics at a statistically significant .05 level with effect sizes of at least .25SD.

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 3: See Section C below for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) Equivalent pre-post measures will be developed and administered in October and June of each project year focused on the teacher integration of authentic teaching and learning employing the arts into core curricula; (2) pre and post measures of valid and reliable state standardized tests of student achievement in reading and mathematics; (3) a reliable and valid survey to be developed by the Independent Evaluator to capture students' ability to become engaged in authentic teaching and learning experiences requiring students constructing knowledge, possessing the skills to deliberate about their learning, and the degree to which learning has become relevant and meaningful for them; (4) a protocol with quantitative rubrics to interpret the quality of students' academic work and creations; (5) a reliable and valid survey to be developed by the Independent Evaluator to capture students' ability to think critically and become deeply engaged in learning; (6) documentation of student performances; (7) satisfaction surveys on teacher and student programming sessions; teacher instructional units and lesson plans; (8) teacher and student attendance records for teacher PD and student out-of-school-time sessions; and (9) copies of student inquiry-based projects.

Table 8 for Aligned Outcomes and Objective Performance Measures for *Objective 4*

<i>Objective 4: Developing and Implementing Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i>	
Outcomes	Performance Measures
By September 30th of each project year, an early warning system and academic and supporting of students at-risk and tracking the percentage of students making progress through each level of education and into the workforce will have been implemented.	By September 30th of each project year, a detailed early warning system plan, describing what strategies, information, and instructional materials of ENLACES necessary to track students through levels of academic transition will have been implemented and will have tracked 80% of the ENLACES project students.

By September 30th of each project year, transition pipeline services from PreK to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce will have been effectively implemented and rated by students as having been highly successful.	By June 30th of each project year, the effectiveness of student transitions will be determined by documenting that at least 80% of the students will have successfully been able to make appropriate academic and workplace transitions.
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Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 4: Collected each project year: (1) a manual describing how the ENLACES transition tracking system functions; (2) academic records indicating that ENLACES students have successfully progressed through transition points from kindergarten through placement in workforce positions; (3) feedback and satisfaction surveys (with Likert-type scales and open-ended items) administered to a representative random sample of students at each transition point to determine the degree to which ENLACES has been effective in supporting students in making the transition through the educational system and into the workforce; and case studies documenting how ENLACES students have been able to navigate through transition points and problems encountered.

Table 9 for Aligned Outcomes and Objective Performance Measures for Objective 5

Objective 5: Developing and Implementing Family and Community Engagement and Supports.	
Outcomes	Performance Measures
By September 30th of each project year, families will have improved their ability, at a statistically significant level, to support the development of their children both at school and at home in the subjects of reading and mathematics.	By September 30 of each year of the project, 80% of the families will have demonstrated a statistically significant (at the .05 level) increase in their ability to support the development of their children both at school and at home in the subjects of reading and mathematics, with an effect size of at least .25.
By September 30th of each project year, families will have improved their ability, at a statistically significant level, to support the socio emotional, physical, and nutritional development of their children.	By September 30 of each year of the project, 80% of the families will have demonstrated a statistically significant (at the .05 level) increase in their ability to support the socio emotional, physical, and nutritional

	development of their children, with an effective size of at least .25SD.
By September 30th of each project year, there will have been an increase in the ability of project school families, at a statistically significant level, to acquire competencies in EL and GED attainment and computer skills to support the academic development of their children both at school and at home in the subjects of reading and mathematics.	By September 30th of each project year, 80% of families will have demonstrated a statistically significant increase (at the .05 level) in the ability of project school families to employ computer skills to support the academic development of their children both at home and at school, based on pre-post assessments with a final effect size of .25SD.

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 5: Collected each project year: (1) pre and post family assessments determining how successful families have been in acquiring skills to assist their children at home to succeed to school in reading and mathematics; (2) pre and post assessments determining how successful families have been in providing support to their children's socio emotional, physical, and nutritional development; (3) Excel spreadsheets attendance records for monthly family session attendance; (4) feedback or satisfaction surveys administered to families on how effective the ENLACES monthly family sessions have been; (5) family instruction units and lessons plans documenting the topics that have been addressed in monthly family sessions on families' assisting students with home learning and family school leadership; (6) a pre-post assessment document the degree to which families have been engaged and utilized the support of teachers at their children's schools; and (7) academic records documenting the degree to which family members have successfully completed ENLACES's ESL, GED, and computer class programming.

Table 10 for Aligned Outcomes and Objective Performance Measures for Objective 6

<i>Objective 6: Developing and Implementing Social, Health, Nutrition, Violence Prevention/Treatment, Trauma, and Mental Health Services and Supports.</i>	
Outcomes	Performance Measures
By September 30th of each project year, ENLACES teachers at the 5 project schools will have increased their ability, at a statistically significant level, to assist students in improving their socio-emotional skills,	By September 30th of each project year, 80% of ENLACES teachers, according to reliable and valid pre and post surveys, will have increased their ability to assist students in improving their socio-emotional skills, health, fitness, and nutrition, violence

health, fitness, and nutrition, violence prevention/treatment, and mental health.	prevention/treatment, and mental health at a statistically significant .05 level with effect sizes of at least .25SD.
By September 30th of each project year, students at ENLACES's 5 project schools and in the our-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health. (5) increase their ability to address issues of violence prevention/treatment.	By September 30th of each project year, 80% of ENLACES students will have improved their social and emotional skills, physical fitness, nutrition, and physical and mental health, and violence prevention/treatment at a .05 alpha level with effect sizes of at least .25SD.
By September 30th of each project year, an internal, school-based, and external referral systems for mental health services for students at the 5 project schools will have been implemented and rated as highly successful by program students and families.	By September 30th of each project year, the ENLACES mental health services internal school-based and external referral system will have been implemented to serve 5,000 students and 80% of students will report the referrals as being highly successful.

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 6: (1) Pre-post-assessments of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. (2) Pre-post student surveys and weekly student logs with questions on the frequency of fruit and vegetable consumption. Pre and post assessments of nutrition will be evaluated using the Youth Risk Behavior Survey and the National Youth Physical Activity and Nutrition Survey; (3) A pre-post socio-emotional survey will be developed by the Independent Evaluator and will be administered to measure students' cooperative learning skills, ability to work effectively on teams and socio emotional skills (e.g. self-awareness, responsible decision-making, relationship skills, and social awareness); (4) pre-post multiple time-series surveys assessing teachers' acquisition of knowledge for nutrition, team building, cooperative learning, team-building, and nutrition skills; (5) feedback questionnaires on teacher PD; (6) PD curricula lesson plans; and (7) PD attendance using Excel spreadsheets; (8) standard school climate/violence surveys.

(B) The Extent To Which The Methods Of Evaluation Will Provide Periodic Performance Feedback And Permit Periodic Assessment Toward Achieving Intended Outcomes.

To provide regular or periodic performance feedback on period progress in meeting the project's intended outcomes, a variety of summative (pre-post assessments) and formative methods of analysis will be employed to assess whether intended outcomes are being achieved. The pre-post quantitative assessment instruments are specified in Tables 5-10 above. The formative elements of the evaluation design will provide on-going feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project, including interviews, focus groups, and instructional records. Systems for providing feedback and on-going assessment will be established as well as measures of on-going project progress. For example, the Project Director and the ENLACES Leadership Team for each objective will receive monthly feedback from the Management Team and the Independent Evaluator to ensure that timely and valid information is provided on both intended formative and summative outcomes. Summative data will be reported, based on yearly Annual and Final Performance reports. Moreover, at the end of each program session the leaders of those programs will meet to both reflect upon and provide data (including feedback or satisfaction questionnaires from teachers and families) on how effective those program components were implemented. The feedback surveys, using Likert scales and open-ended items, will include items on the effectiveness of the professional development sessions.

Not only have benchmarks and timelines been set to annually gauge the extent to which project's activities are meeting program objectives, but a range of summative and formative evaluation measures (as described above) will be employed to provide on-going and continuous feedback on the project's progress to project teams aligned with each objective. The following formative assessment strategies will be used to give performance feedback to the ENLACES Leadership Team and Management Team: (a) focus groups convened quarterly to discuss how what impact the project is having on students' academic performance, teacher instruction, and family support; (b) structured and unstructured interviews, and case studies administered bi-

annually with representative students and family members, providing in-depth analysis of project development; (c) staff will regularly review evaluation data, including: teacher, student, and family time series pre-post assessments, standardized student achievement results, curricula development, and sample lesson plans and units posted on the website to consider design changes; and (d) the Management Team will convene monthly to review the above data to assess how efficiently the project is being managed.

Information will be used in a variety of ways to manage progress towards the project's objectives. First, the Management Team will determine during each year the degree to which benchmarks, milestones, and performance measure targets have been met. The quantitative and qualitative intended measures and results, for both formative and yearly summative evaluations will be shared on a quarterly basis by the Management Team. Second, the Project Director will meet with project staff to share the formative and summative evaluation findings and in consultation with the Leadership Team and the Management Team to determine which modifications should be undertaken. Third, after implementation of these modifications, the ENLACES Leadership Team and Management Team will determine, in collaboration with the Independent Evaluator, the impact of the changes. Fourth, this process of providing continual feedback loops on summative and formative intended outcomes will be repeated each project year to ensure continual progress towards meeting project outcomes.

(C) The Extent To Which The Methods Of Evaluation Will Provide Valid And Reliable Performance Data On Relevant Outcomes.

Valid and reliable performance survey data will be generated for the outcomes associated with each objective. The following procedures will be employed to establish face and construct validity for each of the project's surveys (see below for a list of the surveys for which validity and reliability will be calculated). **Providing Valid Survey Performance Data:** Survey validity will be established through construct and criterion assessments. For construct validity, a panel of experts will review and conclude that the questionnaire or survey instrument that is assessing the

concepts which are being measured. This panel of experts will establish the degree to which an instrument measures the trait or theoretical construct that the instrument is intended to measure using their own expert knowledge as well as via review of the research literature, as appropriate. Moreover, in order to establish criterion validity, extant valid assessments that measure relevant constructs will be administered and correlated with the newly developed instruments during piloting. The following procedures will be employed: (1) A panel of experts on content and constructs in question, teacher education, test construction, and evaluation will meet to discuss the overall design of the assessment instruments; (2) The survey experts and educators included will be: the Project Director, representative specialists on the content area in question, San Marcos and National City area PD educators, as well as the project's Independent Evaluator with expertise in test construction as well as the conduct and evaluation of professional development for teachers and school improvement program; (3) The surveys will be designed with the following rubrics or principles in mind, so that each will have: at least 20 items (with, as appropriate, at least 5 items per subscale), a rubric to score responses to the questions, items that required participants to demonstrate their knowledge or impact of the subject area being assessed, pre and post assessment scores that could be calculated for each participant, and alignment with the content being addressed; and (4) In line with the previously listed rubrics, the panel will write a first draft of the survey instrument. Special attention will be paid to drafting test questions or items fully aligned with the goals and activities of the grant's outcomes. Finally, the above review will include: discussing, editing, and refining all of the surveys individual items to ensure that they are: (a) fully and clearly aligned with the project's outcomes; (b) items providing a range of responses to the concept in question; (c) a level of difficulty that those taking the survey would understand what the items meant; (d) questions that are unambiguously stated; and (e) replaced as necessary with items more appropriately and clearly aligned with the project's outcomes. These procedures will ensure that the final survey versions can be attested as valid by a panel of art experts and professional educators, with full alignment with the project's

outcomes. **Providing Reliable Survey Performance Data:** To establish the reliability for each of the project's surveys, pilot assessments of each of the project's instruments described below will be conducted with a minimum of 30 participants to determine whether a given instrument has an adequate degree of reliability. The internal statistical reliability of an instrument, used for this grant's surveys, will establish the extent to which an individual survey produces the same results on repeated trials. In short, it is an approach that determines the stability or consistency of participant scores over time. Participants' responses for each survey will be entered into a spreadsheet, coded to indicate the range of responses for each survey item. Standard internal consistency analysis for the entire instrument will be conducted by the Independent Evaluator using the Statistical Package for the Social Sciences (SPSS). The reliability for the test will employ Cronbach's internal statistical reliability assessment, which will yield a reliability alpha coefficient of at least .70 or above for each of the project's surveys listed below, which is an accepted level of reliability by researchers that will ensure that the instrument has sufficient consistency over time. **Survey performance data instruments for which validity and reliability will be calculated:** *First Objective Outcomes:* An instrument rating the effectiveness of the functioning of the project's various leadership groups. *Second Objective Outcomes:* Pre and post surveys assessing the impact of the project's PD, monthly family sessions, and home visits on early childhood educators and families. *Third Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student performance, and surveys assessing student academic achievement, socio emotional development, knowledge of technology, and college readiness. *Fourth Objective Outcomes:* Pre and post teacher and student surveys assessing the degree to which students are successfully transitioning from one grade to the next, and into post-secondary education, and the workplace. *Fifth Objective Outcomes:* Pre and post surveys assessing the impact of monthly family sessions and classes on participants. *Sixth Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student social, emotional, nutritional, physical, and mental health development.