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1. Need for the project

- Community and School District Overview

- *Demographics and Socioeconomic Conditions*

The City of Poughkeepsie, located in Dutchess County, New York, has a population of 31,577 residents. Residents face a number of challenges including poverty, crime, and other socioeconomic barriers. According to the US Census Bureau, 19.5% of residents live below the poverty line, including over a quarter (26%) of children under 18, which is more than double the rate in Dutchess County (12%) and 1.4 times higher than the state of New York (14%). Twenty-six percent of residents experience food insecurity compared to 7.2% of Dutchess County residents. The median household income is just 54% of that for Dutchess County [REDACTED]. Sixty percent of families in Poughkeepsie are single-parent households, compared to 29% in Dutchess County, and 16.6% of adults over 25 do not have a high school diploma or equivalent, compared to 7.8% in Dutchess County and 12.4% state-wide. The Poughkeepsie City School District catchment area includes two federally Qualified Opportunity Zones.

Poughkeepsie was once prosperous, but the 1950s “urban renewal” push demolished neighborhoods and built highways through the city. Redlining and school districting favoring the suburbs encouraged ongoing white flight, and industry left for places with cheaper labor. The city is now 48% White, 32 % Black, and 21% Latino. Black residents live disproportionately on the under-resourced Northside, where the average annual household income is [REDACTED] for adults who grew up in these neighborhoods and is as low as [REDACTED] for low-income black men, which is **among the lowest rates of upward mobility anywhere in the United States**. (Source: The Opportunity Atlas <https://www.opportunityatlas.org/>)

Violence in the community is a pervasive threat in Poughkeepsie, which had an overall violent crime rate of 66 reported crimes per 10,000 residents in 2021 (the most recent data available), compared with 20 per 10,000 statewide. The city also experienced 70 reports of domestic violence per 10,000 residents, compared to 28 in Dutchess County and 43 per in New York State (outside of NYC). (Source: Mid-Hudson Valley Community Profiles.)

The demographic makeup of the Poughkeepsie City School District (PCSD) student population is notably different from that of the city itself, with more racial diversity and a greater proportion of economically disadvantaged individuals. There has also been a significant decline in White families and middle-income families attending PCSD in the past decade. In the 2012-2013 school year, 47% of students were White, 18% were Black, 24% were Hispanic, and 54% were economically disadvantaged. As of the 2022-2023 school year, the student population was 6% White, 46% Black, 39% Hispanic/Latino, and 77% economically disadvantaged (New York State Education Department Student Information Repository System).

- *Cross-Sector Collaborations*

For the past four years, the PCSD has initiated cross-sector collaborations and partnerships with governmental institutions, philanthropic organizations, higher education, businesses, and community-based organizations to lay the foundation for comprehensive, community-wide strategies that bring stakeholders together to address the long-standing disparities that exist for children and families in Poughkeepsie. Previous attempts to coalesce cross-sector efforts through school district leadership in Poughkeepsie have historically achieved limited success; a major impediment has been significant superintendent and school board turnover along with the lack of durable civic institutions with the infrastructure in place

to advance collaborative action across government and school district administrations. The appointment of Dr. Eric Jay Rosser as Superintendent of PCSD in 2019 helped usher in a new era of school district leadership that has aimed to enhance place-based cross-sector collaboration through two leading strategies: i) Institutionalizing the FSCS approach within PCSD and the community and, ii) Co-founding the Poughkeepsie Children's Cabinet as an independent cradle-to-career backbone organization that accompanies the work of PCSD and key anchor institutions. Dr. Rosser previously served as an Associate Superintendent for the Buffalo Public Schools, where he was instrumental in implementation of the Full-Service Community Schools model in a community facing similar challenges to those in Poughkeepsie today.

Since 2019, PCSD's Community Schools Department has concentrated its efforts in creating the enabling conditions for collective impact to thrive: building trust with local partners, families, and the community, securing national partnerships, launching signature initiatives with community-based organizations, and identifying evidence-based practices. In 2020, Dr. Rosser appointed Natasha Brown as the inaugural Executive Director of PCSD's Community Schools Department and subsequently proceeded to assign full-time Community Schools Coordinators to all PCSD elementary schools, establishing the necessary staffing infrastructure to operationalize the Full-Service Community Schools (FSCS) approach.

Another critical place-based organization that emerged around the same time as PCSD's Community Schools Department was the Poughkeepsie Children's Cabinet. The creation of the Cabinet was an outcome of the Poughkeepsie Summit at Harvard organized in August 2019 by a group of young professionals that included several PCSD alumni. This first of its kind summit convened more than 20 local officials and nonprofit leaders to discuss

community development opportunities related to the City of Poughkeepsie's future, with a focus on improving opportunities and shifting conditions for children, youth, and families. At the summit, PCSD Superintendent Dr. Rosser and the Mayor of the City of Poughkeepsie publicly committed to launching a Children's Cabinet to establish a citywide cradle-to-career agenda for and with children, youth, and families. In February 2020, the Poughkeepsie Children's Cabinet (PCC) formally launched to the public when the Mayor and Superintendent appointed a 28-member Executive Committee composed of leaders across sectors that came together to address Poughkeepsie's pervasive intergenerational challenges of poverty and educational inequities. Dr. Rosser and the Mayor of the City of Poughkeepsie agreed to co-chair the Cabinet's Executive Committee which includes representatives from local businesses, faith-based organizations Vassar College, Dutchess County Regional Chamber of Commerce, City of Poughkeepsie Common Council, SUNY New Paltz, Community Foundations of the Hudson Valley, Dutchess Community College, Poughkeepsie Public Library District, United Way of the Dutchess-Orange Region, Poughkeepsie Public School Teachers' Association, New York State Senate, New York State Assembly, Dutchess County Family Services-Division of Youth Services and the Dutchess County Executive's office. In addition to its Executive Committee, the PCC has convened two citywide working groups in early childhood and out-of-school enrichment and learning that bring together subject matter experts with technical and lived experience to develop programmatic and policy solutions for the consideration of the PCC Executive Committee and the City of Poughkeepsie community at large.

Following the development of the Poughkeepsie Children's Cabinet, the PCSD designated all seven of its schools as Community Schools, with a long-term vision of all

buildings becoming Full-Service Community Schools. The decision behind the designation was to create schools that serve as community beacons, bringing together school and community resources to improve student success and create stronger families and healthier communities. Overall goals of the PCSD Community Schools initiative are to:

- Implement strong educational programs which reduce learning gaps, enrich and expand the curriculum, and strengthen parent and community engagement throughout all schools
- Implement high quality extended day and year-long programs of excellence
- Coordinate local resources to offer medical, dental, health, and wellness for families
- Extend PCSD's involvement in the prenatal- to- college & career success youth development space

The district has developed a blueprint for its Community Schools initiative that aligns with the national Full-Service Community Schools model's four Pillars: 1) Integrated Student & Family Supports, 2) High-Level Community & Family Engagement, 3) Expanded and Enriched Learning Opportunities, and 4) Collaborative Leadership Practices. Recognizing the urgent need to improve outcomes for its youngest students, the PCSD Community Schools Department has added a fifth Pillar: Early Learning. By leveraging a variety of funding sources and partnerships with community organizations and stakeholders interested in academic success and positive youth development, the PCSD Community Schools Department has fostered the implementation of an array of services and activities. Work that has been accomplished thus far, by Pillar, includes:

Table 1: PCSD Community Schools Compendium of Existing Services and Supports for Elementary Schools

Pillar 1: Integrated Student Supports

Individualized Student and Family Supports and Referral Systems

- Public Health Nurse placed in PCSD Smith Early Learning Center to support chronic absenteeism reduction and public benefits utilization
- PCSD Family Needs Assessment: An annual survey administered to PCSD families to capture strengths, needs, interests and community-wide priorities.

Prenatal-5 Early Childhood Programming and Transition Supports

- The Poughkeepsie Basics: A prenatal-age 5 family and community engagement program focused through Poughkeepsie Basics University: A PCSD prenatal-5 family early childhood education program focused on The Basics scientific principles.
- Universal Pre-K programming at PCSD Smith Early Learning Center and four (4) PCSD Community Partners
- Early Learning Corps: National evidence-based program that recruits and places local residents as AmeriCorps members to provide high-dosage tutoring in Early Learning classrooms for children ages 3-5 to promote individualized learning experiences in order to ensure that young children are ready for kindergarten.

Public Benefits and Social Services Utilization

- Supplemental Nutrition Assistance Program (SNAP) enrollment coordination with Dutchess County and United Way of Dutchess-Orange
- Family housing supports coordination with Hudson River Housing
- Health Insurance matching and enrollment with Fidelis
- Child Care Subsidy enrollment with Dutchess County Government
- Legal Services for PCSD families with Hudson Valley Justice Center
- Grace Smith House domestic violence services

Health/Wellness Supports (Medical, Dental, Vision Care, Mental/Behavioral Health, Nutrition)

- Vision Clinic: Annual vision clinic (free eye exams and glasses) for all PCSD students organized in partnership with New York State Education Department (NYSED), VSP Vision, the New York State Optometric Association (NYSOA), and the New York State Society of Opticians (NYSSO)
- Food Security programming with Dutchess Outreach including in-school food pantries and food drives
- School supplies drives
- Coat and winter accessories drives

Community Violence Prevention

- SNUG Community Violence Prevention Program: Evidence-based community violence interrupter program by the Cure Violence model created in Chicago
- New York State School (NYS) Extended School Day/School Violence Prevention Program: NYS violence prevention program being implemented at Morse and Krieger Elementary Schools by the Boys & Girls Club of Newburgh and Poughkeepsie

- STOP School Violence program, through the U.S. Department of Justice, which provides Crisis Intervention Workers, anonymous threat reporting capability, and training in Comprehensive School Threat Assessment Guidelines for School

Pillar 2: Expanded and Enriched Learning Time

In-School Interventions

- Academic Intervention Services (AIS): Students performing below grade level are assigned additional math and reading supports grades K - 8.
- K-3 Math Corps: AmeriCorps members provide high-dosage tutoring in K-3 classrooms.

Afterschool

- Poughkeepsie City School District Extended Learning Time (Grades 1-5): District-led afterschool program for PCSD elementary school students

Weekends

- Saturday Morning Lights: Saturday morning enrichment and learning program for PCSD students implemented in partnership with community-based organizations
- Boys 2 MENtors: in collaboration with Community Matters 2 and The Leadership Program, provides financial literacy, leadership, and SEL instruction for boys in grades 3-5 on Saturdays. Family engagement workshops are also held throughout the year.
- Rising Pioneers: District-led program that provides literacy supports for K-2 students on Saturdays.

Summer Enrichment and Learning

- Extraordinary Youth Summer Camp: Summer camp for PCSD elementary school students implemented in partnership with local community-based organizations Community Matters 2 Inc. and Charlia Frank
- Summer Lights at Camp Nooteeming: Summer camp for PCSD elementary school students implemented in partnership with Dutchess County government and local community-based organizations

Pillar 3: Active Family and Community Engagement

- Shared Services Bilingual Public Information Officer partnership with City of Poughkeepsie: Full-time dedicated staffer shared with City of Poughkeepsie Government dedicated to promoting access to information for City of Poughkeepsie/Poughkeepsie City School District families on key service offerings
- Extraordinary Youth Summer Camp
- Saturday Morning Lights
- Summer Lights at Camp Nooteeming
- The Poughkeepsie Basics Insights
- ICARE Initiative: community-wide culture-building strategy to enroll individuals and key community institutions as partners of PCSD Community Schools
- Parent Empowerment Center: PCSD hubs for family engagement programming and workshops
- Community-wide Festivals & Celebrations: Periodic programming
- Parent Teacher Associations (PTA) Technical Assistance & Capacity Building: supports to school-level PTAs and the district-wide Parent Advisory Board

<ul style="list-style-type: none"> ● Community Schools Coordinator Workshops: Workshops led by full-time PCSD Community Schools Liaisons for elementary schools families ● PCSD Family Needs Assessment
<p>Pillar 4: Collaborative Leadership and Practices</p> <ul style="list-style-type: none"> ● Community Schools Executive Committee: Leading governance body for PCSD’s Community Schools agenda-setting and decision-making ● Community Schools Parent Teacher Association Capacity Building ● District-wide Parent Advisory Board: Advisory Committee meets monthly with the superintendent to identify and collaboratively work on projects that will advance student success (in and out of school) and increase parent and community engagement. ● Poughkeepsie Children’s Cabinet Executive Committee: Citywide coordinating body focused on a comprehensive cradle-to-career agenda for the City of Poughkeepsie. Working groups include the Early Childhood Working Group, focused on agenda-setting for early childhood systems-building and the Out-of-School Enrichment and Learning Working Group, focused on agenda-setting for Out-of-School Enrichment and Learning systems-building ● Poughkeepsie Children’s Cabinet Youth Services Financing: Citywide strategy to develop increased and sustainable financing for youth services in the City of Poughkeepsie in partnership with the Children’s Funding Project ● Youth Arts Empowerment Zone: Citywide youth engagement strategy focused on public arts interventions and youth voice in out-of-school time programming

- Schools to be served and Absolute Priorities

The Poughkeepsie Full-Service Community Schools project will build on the foundation that the district has laid through its Community Schools effort by implementing new initiatives and coordinating existing initiatives at all five elementary buildings in the Poughkeepsie City School District: Smith Early Learning Center (grades PreK-1), Krieger Elementary (grades 1-5), Morse Elementary (grades 1-5), Warring Elementary (grades 1-5), and Clinton Elementary (grades 1-5). All are Title IA schoolwide buildings, **in accordance with Absolute Priority 1, Title IA Schoolwide Program Eligibility**. These schools were selected for the project due to the fact that approximately 60% of students enter kindergarten each year without the academic and social emotional skills needed for school readiness, as indicated by results of the Speed DIAL (Developmental Indicators for the Assessment of Learning) screening assessment that is administered for all students when they enter

kindergarten. This lack of readiness is a major contributing factor to the large number of elementary level students achieving below grade level in reading and math (see Tables 2 and 3 below). In order to address disparities from the very beginning, the project will also include children ages 0-3 and their families, as well as children ages 4-5 who are not enrolled in public prekindergarten due to the low number of available prekindergarten slots, which represent just 18% of eligible students in Poughkeepsie.

The project will address **Absolute Priority 3, Capacity Building and Development Grants**, as it will include development of a comprehensive needs assessment and extensive community engagement to build on the Community Schools foundation that has been laid, by developing the necessary infrastructure, pipeline services, and partnerships to create true Full-Service Community Schools at the five identified sites. This initiative will help the PCSD to fulfill its mission, which states “We are champions of children who inspire and nurture the whole child by providing innovative, high-quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community.”

- Student, family, and school community to be served, and the challenges they face

The Poughkeepsie Full-Service Community Schools project will serve approximately 3,208 children from birth through fifth grade and their families each year. This includes 1,941 children who are currently enrolled in PCSD’s five elementary buildings and in public prekindergarten (ages 4 and 5) at three community-based sites, through New York State’s Universal Prekindergarten initiative (UPK), as well as a projected 1,267 children ages 0-3 in the community. (Data Source: New York State Council on Children & Families Kids' Well Being Clearinghouse.)

Students, families, and community members in Poughkeepsie face multiple challenges to academic, social emotional, and overall wellness. In the spring of 2023, the PCSD Community Schools Department conducted a Family Needs Assessment to determine the issues that are of most concern for families in the district. Out of 649 responses, over 50% of families rated Food Insecurity, After Hours Programming, Classroom Support (meeting academic goals, teacher support, and school/classroom culture), Tutoring, and Childcare as areas of mild to high degrees of concern. Other areas that significant percentages of families indicated were of concern include Unstable Housing (43%), Medical Support (finding insurance or medical, dental, and mental health services) (41.5%), Employment (49%), Education (GED prep, higher education applications, and job training) (47%), and Child with Exceptionalities (additional support for these children outside of school) (46%).

Results from the 2022 Poughkeepsie Children’s Cabinet’s Early Childhood Working Group and Out-of-School Enrichment and Learning (OST) Working Group echo the concerns expressed by parents in the Family Needs Assessment. The Early Childhood Working Group found that, despite the urgent need for affordable childcare and early childhood education options for economically disadvantaged families in Poughkeepsie, there is insufficient capacity to meet the needs of most young children and their families. There are a total of 455 slots for free early childhood programs available for children ages 0-5 within the Poughkeepsie City School District limits. This represents capacity for just 18% of the 0-5 population of the City of Poughkeepsie.

Although detailed data are not available regarding the total number of City of Poughkeepsie children and/or Poughkeepsie City School District children and youth currently enrolled in out-of-school time (OST) programs (other than district-sponsored programs) or the

exact number of OST spots available citywide, the OST Working Group found that there are not enough high-quality, tuition-free OST enrichment opportunities available to Poughkeepsie youth. The PCSD does offer after-school extended learning time programming at its four elementary buildings serving grades 1-5 (Clinton, Krieger, Morse, and Warring), but there is no after-school program currently at Smith Early Learning Center for children in prekindergarten and kindergarten. During the summer of 2023, PCSD collaborated with two community-based organizations to deliver the Extraordinary Youth Summer Camp, which provided enrichment activities for 150 students in grades K-6, with over 100 children on a waitlist for the program. In addition, 75 students in grade 3-6 had the opportunity to participate in Camp Nooteming, an academic enrichment program that provided a summer camp experience at an actual campground. There were approximately 75 children on the waitlist for this program. Overall, these two programs only served approximately 12% of the total K-6 population, illustrating the gap in tuition-free academic enrichment opportunities for young children in Poughkeepsie.

Chronic absenteeism (missing more than 10% of scheduled days of instruction, as defined by the New York State Education Department) is another consistent challenge to students' academic and social emotional success. Although there are many reasons why children are absent from school, one contributing factor is suspension from school for disciplinary reasons. In the 2022-2023 school year, there were 104 students in the five PCSD elementary buildings who had out-of-school suspensions for one or more days, representing 553 total missed days due to suspensions. Table 2 below summarizes the disparity between PCSD elementary schools and the New York State average for chronic absenteeism in elementary/middle school.

Table 2: PCSD Elementary School Chronic Absenteeism Rates (2021-22; most recent data available)

PCSD School	Chronic Absenteeism Rate	New York State Elementary/Middle School Chronic Absenteeism Rate
Smith Early Learning Center	Not Reported	29.8%
Clinton Elementary School	64%	
Morse Young Magnet School	60%	
GW Krieger School	59.6%	
Warring Elementary School	64.8%	
PCSD Elementary School Average	62.1%	

Source: New York State Education Department

Due to the many early childhood challenges they face, as well as chronic absenteeism in elementary school, PCSD students significantly underperform on state assessments in ELA and Math relative to the statewide averages, as illustrated below.

Table 3: PCSD Elementary School ELA Proficiency (2021-22; most recent data available)

PCSD School	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 3-5 Average by School	New York State Grades 3-5 Average ELA
Clinton Elementary School	18%	27%	24%	23%	42%
Morse Young Magnet School	34%	11%	19%	21%	
GW Krieger School	25%	16%	17%	19%	
Warring Elementary School	26%	24%	20%	23%	
PCSD Elementary School ELA Proficiency Rate Average by Grade	26%	20%	20%	22%	

Source: New York State Education Department

Table 4: PCSD Elementary School Math Proficiency (2021-22; most recent data available)

PCSD School	Grade 3 Math	Grade 4 Math	Grade 5	Grade 3-5 Average by School	New York State Grades 3-5 Math Average
Clinton Elementary School	24%	13%	15%	17%	43%
Morse Young Magnet School	24%	8%	5%	12%	
GW Krieger School	20%	4%	5%	10%	
Warring Elementary School	17%	7%	7%	10%	
PCSD Elementary School Math Proficiency Rate Average By Grade	21%	8%	8%	12%	

Source: New York State Education Department

Low academic achievement in elementary school, combined with limited individualized mentoring, academic and enrichment supports for older students, has led to a 24% dropout rate in the Poughkeepsie City School District, as compared to the statewide average of 5%, as well as a 60% graduation rate in the district as compared to 87% statewide.

- Invitational Priority:** the project will address the **Invitational Priority of Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings Into Kindergarten and From Kindergarten into the Early Grades**, through implementation and coordination of a variety of programs (described in more detail throughout this proposal) that complement the district’s other programming in this area, including:

- *Early Learning Corps*: Ampact AmeriCorps members will provide high-dosage tutoring in prekindergarten classrooms to maximize learning in literacy and math.
- *K-3 Math Corps*: Ampact AmeriCorps members will provide high-dosage tutoring in math for students in grades K-3
- *The Poughkeepsie Basics*: presentations and workshops for families with children ages 0-3 will help ensure they have the information and supports they need to launch their infants and toddlers toward life success and to help ensure their children are kindergarten-ready.
- *City Connects*: by Year 5 of the proposed project, every student (PreK-5) will receive an individualized plan of support that matches the student to the services and enrichments that best meet their strengths and needs.
- Competitive Preference Priorities: the project will support **Competitive**

Preference Priority 1, Meeting Student Social, Emotional, and Academic Needs

The PCSD Full-Service Community Schools initiative will work to meet students' social, emotional, and academic needs through implementation of a variety of evidence-based programs and services that align with the Four Pillars of Full-Service Community Schools and PCSD's fifth Pillar (Early Learning). A brief summary of these programs and services is provided below, with additional detail throughout this proposal.

- *City Connects* is a comprehensive, evidence-based approach to addressing the strengths and needs of every child in a school. Through City Connects, each student receives an individualized plan of support across the major domains of development—academic, social emotional, physical health and family, which

matches the student to the services and enrichments that best meet their strengths and needs. City Connects will work with pipeline services and with a wide array of community providers to understand their offerings and organizes services according to tier of intensity (prevention/enrichment, early intervention, intensive/crisis intervention) and type of service (e.g., youth development, arts enrichment, mentoring, counseling, health/medical intervention). This information makes it possible to tailor a plan for every student, with the input of families and the collaboration of teachers and others in the school.

- *Early Learning Corps:* Ampact AmeriCorps members will provide high-dosage tutoring in prekindergarten classrooms to maximize learning in literacy and math
- *K-3 Math Corps:* Ampact AmeriCorps members will provide high-dosage tutoring in math for students in grades K-3, using evidence-based strategies proven to accelerate student achievement in math.
- *The Poughkeepsie Basics* will provide presentations and workshops for families with children ages 0-3 to help ensure they have the information and supports they need to launch their infants and toddlers toward life success and to help ensure their children are socially, emotionally, and cognitively kindergarten-ready. In addition, families will have access to the Basics Insights system, which is an evidence-based text messaging program for early childhood caregivers.
- *Saturday Morning Lights* provides PCSD students in grades PreK-12 and their families the opportunity to engage in academic enrichment, positive youth

development, and family bonding experiences. This program is uniquely designed to provide support for both students and caregivers in the PCSD community.

- *EveryDay Labs* is an intervention that enables districts to quickly leverage real-time attendance data to meaningfully use it as an early warning indicator and act before students are off-track. EveryDay Labs' Intervention is an evidence-based program that has been shown to reduce chronic absence by 11–15%, thereby supporting increased academic achievement.
- *ELC After School program*: The district will deliver a new after-school program at Smith Early Learning Center, serving students in grades prekindergarten and kindergarten.

The project will also support **Competitive Preference Priority 2, Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change** by addressing community violence prevention and intervention. The PCSD recognizes that violence in the community affects everyone and that there is no single solution nor single agency that can effectively combat community violence. Through the PCSD Full-Schools initiative and complementary efforts, the district and its partner agencies will implement a multi-pronged approach to addressing community violence, with multiple points of entry to tackle this issue. These include:

- *SNUG*, a community-wide intervention, led by Family Services (a project partner), which implements an evidence-based street outreach program based on the Cure Violence Model in Chicago. SNUG strategies include placing trained social workers on the streets, providing therapy services for people affected by or at-risk of gun violence where they are; outreach workers who refer people to social

workers and who are also deployed in the wake of shootings, as violence interrupters; and risk reduction strategies that focus on youth attending Poughkeepsie Middle School and Poughkeepsie High School who are at high risk for involvement with gun violence. The SNUG program leverages cross-sector collaboration between PCSD, Family Services, social service agencies, local community-based organizations, faith-based organizations, and the City of Poughkeepsie Police Department to promote positive youth development and reduce violence.

- *Extended School Day/School Violence Prevention Program* at Morse and Krieger Elementary, which leverages cross-sector collaboration between PCSD, the Boys & Girls Club of Newburgh and Poughkeepsie, local community-based organizations, faith-based organizations, and the City of Poughkeepsie Police Department to promote positive youth development and academic achievement and reduce risk behaviors.
- *Crisis Intervention Workers*: In 2022, the district hired two new full-time (1.0 FTE each) School Social Workers, whose roles are as Crisis Intervention Workers, with a specific focus on violence prevention. Key responsibilities include crisis intervention; becoming certified trainers in behavioral threat assessment; assisting in developing positive behavioral intervention strategies; providing counseling (group, individual, and family); assisting students with conflict resolution and anger management; working to address problems in a student's living situation (home, school, and community) that affect their adjustment in school; and mobilizing

family, school, and community resources to enable the student to learn as effectively as possible.

- *Threat Reporting and Assessment Team:* The district has formed a Behavioral Threat Assessment Team, comprised of district administrators, School Resource Officers (sworn officers of the Poughkeepsie Police Department), two Crisis Intervention Workers, other district mental health professionals, nurses, and coaches. The team is in the process of completing training in the evidence-based Comprehensive School Threat Assessment Guidelines. Its role is to define concerning behaviors, determine the threshold for law enforcement involvement, establish assessment procedures, and develop individualized interventions and case management plans for students who make threats that are determined to be credible. As a complementary initiative, the district has also deployed P3 Campus reporting software, which students, staff, parents, and community members can access from mobile platforms in order to safely report potential threats. P3 Campus provides the ability for two-way discussion if more information is needed, as well as the ability for the reporting person to attach screen shots, video, etc. The system automatically alerts the Behavioral Threat Assessment Team of reports.

2. Quality of the Project Design

A. Comprehensive Plan for Project Implementation

- Description of the eligible entity

The Poughkeepsie City School District (PCSD) is a Title I PreK-12 public school district in Dutchess County, serving approximately 4,000 students in seven buildings. These include an Early Childhood Learning Center serving grades preK-K and one dual language

classroom of 1st graders, four elementary school buildings serving grades 1-5, one middle school serving grades 6-8 and one high school serving grades 9-12. PCSD is categorized as a “High Need” district by the New York State Education Department. Demographically, 46% of students are Black, 39% are Hispanic, 7% are Multiracial, 6% are Caucasian, and 1% are Asian. Over 10% of students are English Language Learners, 7% of students are homeless, 19% are students with disabilities, and 77% are economically disadvantaged. PCSD will collaborate with multiple community-based organizations (CBOs) in the implementation of a Full-Service Community Schools initiative.

- Community partners and their roles

Brief descriptions of key community partners and their programs, as well as a list of their roles in the project, are provided below. In addition to their specific roles, each partner has committed to the following:

- Participate in the FSCS Advisory Committee including attending regular meetings to assist with the planning, implementing, and monitoring of the FSCS programs and activities.
- Participate as needed in the national evaluation that will be used to refine and improve activities, including providing relevant participation and outcome data.
- Participate in a comprehensive planning process during the first year of the grant that will include extensive community engagement, completing a community needs assessment and resource mapping process, finalizing goals, objectives, and performance indicators for the grant period, and developing detailed plans for identifying and implementing programmatic elements.

- Develop mechanisms and opportunities to communicate on a regular basis with stakeholders, collaborators, and family members regarding the FSCS initiative.
- Represent the organization in the support of leveraged resources for the FSCS initiative.
- Participate in regularly scheduled meetings between the staff of the partnering agencies and school principal(s), as well as other appropriate personnel, to discuss all issues pertaining to the FSCS initiative. Issues would include, but not be limited to, staff performance, effectiveness of program features, and other issues of program implementation.
- Develop mechanisms and opportunities to communicate on a regular basis with the collaboration of stakeholders and family members collectively supporting the PCSD FSCS initiative.

City Connects: Over the last two years, the Mary E. Walsh Center for Thriving Children has partnered with the PCSD, Dutchess County government, and the Poughkeepsie Children’s Cabinet to implement a pilot of the City Connects program in Poughkeepsie Middle School. This program creates a coordinated and systematic infrastructure for integrated student and family supports that tailors serves to each child across the major domains of development—academic, social emotional, physical health and family. The Mary E. Walsh Center for Thriving Children will:

- Through the City Connects model, provide the means by which an FSCS approach will be delivered in the participating Poughkeepsie schools.
- Provide the full set of City Connects Scope of Services offerings to each school participating in each program year, including software, system data upload, and

technical support; professional development; coaching support and peer collaboration; fidelity system and monitoring; program evaluation (which includes on-demand and summative reports on reviews, services, and partnerships, and annual stakeholder feedback surveys).

Ampact is a national nonprofit organization that leverages the power of national service to solve complex problems. Current programs in the K-12 education space include Reading Corps, Math Corps, and Early Learning Corps. As a key partner, Ampact will:

- Deliver the Early Learning Corps program at PCSD's Early Learning Center and community-based UPK sites as well as the K-3 Math Corps program at the other four elementary buildings that will participate in the FSCS initiative.

City of Poughkeepsie: Over the last four years, the City of Poughkeepsie government has established groundbreaking partnerships with the PCSD through its Community Schools Department and the Poughkeepsie Children's Cabinet. As a key FSCS partner, the City of Poughkeepsie will:

- Participate in relevant FSCS committees, program development, public policy alignment, and funding coordination efforts.
- Participate in ongoing needs assessment and planning processes with the overarching goal of creating a cradle-to-career system of opportunities for and with PCSD youth, children, and families.

Family Services: Founded in 1879, Family Services brings people together to find the support they need, improving their lives and communities, and building a stronger, safer Hudson Valley. Its program areas include Behavioral Health, Victim Services, Family Programs, Youth Services, Community Safety, and Prevention. Family Services is a core partner of the PCSD

Community Schools Department and is currently working with PCSD on its signature community violence prevention initiative, SNUG, which is a community-wide intervention that implements an evidence-based street outreach program based on the Cure Violence Model in Chicago. The SNUG team is implementing risk reduction strategies that focus on youth attending Poughkeepsie Middle School and Poughkeepsie High School who are at high risk for involvement with gun violence. These strategies include Outreach Workers conducting daily check-ins, meeting face-to-face with participants individually and in small groups to assist students in avoiding situations that could lead to violence by providing on-the-spot alternatives and broadening the decision choices that students may consider. Outreach Workers mentor participants, conduct risk assessments, and provide individualized risk reduction plans. They also provide referrals to a variety of community resources as appropriate, including referring students to the SNUG Social Worker and Case Manager to address the ways in which constant exposure to violence affects youth. The SNUG program leverages cross-sector collaboration between PCSD, Family Services, social service agencies, local community-based organizations, faith-based organizations, and the City of Poughkeepsie Police Department to promote positive youth development and reduce risk behaviors. As a key FSCS partner, Family Services will:

- Continue to deliver the SNUG program at Poughkeepsie Middle School and High School.

Boys & Girls Club of Newburgh and Poughkeepsie (BGC) is a core community partner of PCSD's Community Schools Department and is currently working with the district on a number of important initiatives including serving as a community-based Universal Prekindergarten (UPK) provider for PCSD students; hosting the Early Learning Corps program

at its UPK site to increase kindergarten readiness for PCSD students; and serving as the implementation partner for the New York State Education Department-funded Extended School Day/School Violence Prevention program at PCSD's Morse and Krieger Elementary Schools. This last program leverages cross-sector collaboration between PCSD, BGC, local community-based organizations, faith-based institutions and the City of Poughkeepsie Police Department to promote positive youth development and academic achievement and reduce risk behaviors. As a key FSCS partner, BGC will:

- Continue to deliver the Extended School Day/School Violence Prevention program and UPK

EveryDay Labs provides solutions that are designed to help increase the efficacy of district and school attendance initiatives. This enables districts to quickly leverage real-time attendance data to meaningfully use it as an early warning indicator and act, before students are off-track.

As a key FSCS partner, EveryDay Labs will:

- Provide the EveryDay Labs Intervention

The Basics is the PCSD's leading strategy to engage the families of children 0-3 in the community. PCSD is an active member of the Basics Learning Network (BLN) and is participating with other communities to gauge impacts and refine implementation of The Basics to assist families of young children in supporting their child's executive function, social emotional, and cognitive skills to ensure school readiness. The Basics will provide an extensive suite of BLN tools and materials as well as technical support for integrating The Basics Strategy with other important elements of the FSCS initiative. As a key FSCS partner, The Basics will:

- Provide The Basics Insights

(More detail on services each organization will deliver is provided throughout this proposal.)

Memoranda of Understanding (MOUs) and Letters of Support from each of these partners, as well as from other organizations who will participate in general FSCS roles, are attached to this proposal. These include Poughkeepsie Children’s Cabinet, Charlia Frank, Inc. (Saturday Morning Lights and summer camp provider), DAY ONE (UPK provider and The Basics implementation provider), Dutchess County (governmental partner), and The Art Effect (Saturday Morning Lights Provider and partner in integrating youth voice into Community Schools programming).

Other entities whose services will be coordinated through the FSCS initiative, or who will participate in elements of the initiative, include:

Saturday Morning Lights: Over the last four years, Saturday Morning Lights (SML) has been a critical expanded and enriched learning time intervention that engages students, families, and the greater Poughkeepsie community in whole child development. Through the SML program, PCSD students and parents engage in a variety of project-based academic courses and interactive enrichment activities. (More detail on SML is provided on pages 38-39 of this proposal.)

Children’s Funding Project: The Children’s Funding Project (CFP) is a national nonprofit social impact organization that helps communities and states expand equitable opportunities for children and youth through strategic public financing. CFP is a formal partner of the Poughkeepsie Children’s Cabinet (PCC) and the PCSD Community Schools Department. To date, they have supported the PCC, the PCSD, and its partner organizations in the development

of the City of Poughkeepsie's first-ever fiscal map of public and private funding streams for young people ages 0-19. This is the first step in understanding the local ecosystem of resources for youth services. More recently, the PCC was awarded a national philanthropic grant from the Wallace Foundation that will facilitate additional technical assistance to Poughkeepsie to support activities related to generating and aligning sustainable resources for youth services, including the FSCS initiative.

William Julius Wilson Institute at Harlem Children's Zone: Over the past 18 months, the William Julius Wilson Institute has provided hands-on strategic planning and technical assistance to the PCSD, PCC, and other organizations in the City of Poughkeepsie and Dutchess County to develop a comprehensive, cradle-to-career vision for and with children, youth, and families to achieve economic and social mobility and racial equity. Named for one of our nation's most prolific African American scholars on poverty and inequality, the William Julius Wilson Institute works with on-the-ground collaborators and national partners to deliver comprehensive strategies, support services, and tools that systematically root out poverty and close opportunity gaps in neighborhoods across America. Poughkeepsie, NY is one of only approximately 21 communities nationwide that they have selected to work with directly, and is the only one in New York State. The William Julius Wilson Institute at Harlem Children's Zone has committed to continuing to provide technical assistance to the PCSD throughout the FSCS project period to strengthen programming and develop the organizational infrastructure necessary to sustain this work.

EdRedesign Lab: In June 2020, the EdRedesign Lab at Harvard's Graduate School of Education invited the City of Poughkeepsie (represented by the Poughkeepsie Children's Cabinet) to join their By All Means Communities of Practice initiative. Poughkeepsie is one of only 10

communities in the nation that participates in this effort, which aims to strengthen place-based, cross-sector collaboration. Since then, Poughkeepsie has continued to attract the attention of nationally renowned institutions such as the Harlem Children’s Zone, the Children’s Funding Project, and the Wallace Foundation. As a result, the EdRedesign Lab produced a case study on the genesis of the Poughkeepsie Children’s Cabinet in August 2021. In spring 2022, EdRedesign expanded its partnership with Poughkeepsie and the PCSD to join its new Institute for Success Planning, which aims to support communities across the country in developing cross-sector systems of personalized support for children, youth, and families. They will continue to support the PCSD’s work around Success Planning throughout the FSCS initiative.

Dutchess Outreach acts as a catalyst for community revitalization and exists in Dutchess County as an advocate and provider of hunger and relief programs in order to ensure that everyone, regardless of income, has access to fresh, healthy food, and the support they need. Its Executive Director currently serves as the PCSD Community Schools Executive Committee Co-chair and has committed to serving on the PCSD FSCS Advisory Committee, as well as assisting with implementation and progress monitoring of the initiative.

Letters of Support from each entity above, as well as from a variety of additional individuals and organizations, including the Dyson Foundation and the United Way, are attached to this proposal.

- Planning Process

The project will commence with a comprehensive planning process that will take place from January 2024-August 2024. The first step in this process will be to hold an initial meeting of the Community Schools Executive Committee, which is co-chaired by the PCSD

Superintendent of Schools and Executive Director of Dutchess Outreach, to create a shared vision statement for the PCSD Full-Service Community Schools (FSCS) initiative, and to map out timelines for the planning process and individuals with key roles in that process. The resulting plan will include:

- A refined implementation timeline, staffing, and resource allotment for new pipeline services
- A collaborative leadership structure
- The FSCS governance model
- A Comprehensive Strategic Plan, including:
 - Strategies for strengthening family and community engagement
 - Strategies to ensure alignment of FSCS activities with the Children’s Cabinet’s citywide cradle-to-career approach
 - Strategies for elimination of duplicative programming for families/community members and direct service providers
- A plan for site visits to exemplary community schools and place-based cradle-to-career models
- Collaboration w/Harvard EdRedesign on Success Planning, a framework that distills key elements of several models for personalizing supports for children, emphasizing both the importance of healthy developmental relationships between adults and children, as well as integrated, comprehensive supports

In January 2024, the district will begin the recruitment and hiring process to onboard a Full-Service Community Schools (FSCS) Project Director with an anticipated employment start date of approximately April 1, 2024. The Community Schools Executive Committee,

which will function as the PCSD Full-Service Community Schools Advisory Committee (referred to hereafter as the Advisory Committee), will conduct a comprehensive needs and assets assessment to identify the unmet academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents, as well as available community- and school-based resources that could be leveraged to help meet these needs. This process will be guided by tools that are provided in the National Center for Community Schools' Needs Assessment Toolkit and will be assisted by the local evaluator.

The assessment will collect and analyze archival need data including student attendance, academic and behavioral reports, outcomes of previous and current initiatives that target at-risk students and families, school climate surveys, publicly available data such as the Children's Cabinet's reports on Early Childhood and Out of School Time opportunities, New York State Education Department school report cards, New York State Division of Criminal Justice Services data, and internal data that Community Schools partner agencies have collected. The Advisory Committee will also compile a Resource Inventory to assess the resources that are available within the schools or in the community.

The Advisory Committee, with guidance from the project's independent evaluator, will then develop surveys to be distributed to parents, students, staff, and other stakeholder groups, asking them to indicate the degree of need for an assortment of potential services, and then rank the top three to five priority areas as well as ask for suggestions on addressing these areas.

Following completion of the needs and assets assessment, the Advisory Committee will then conduct a series of community engagement activities, facilitated by the independent evaluator, to review and synthesize the data in the needs assessment. Students, parents, teachers, and other community members will be asked to participate in these activities. They

will provide input into what they believe the data that has been collected means for the students and the community, identify priorities for the FSCS initiative, and provide input into a final project logic model, which will include anticipated outcomes, performance objectives, and the number of families and students to be served, including an increase in the number and percentage of families and students targeted for services each year of the program. These outcomes and performance objectives will reflect progress toward the legislative intent of Full-Service Community Schools, which is that children are prepared for kindergarten, achieve academically, and are safe, healthy, and supported by engaged parents. FSCS Site Coordinators at each building, in collaboration with the PCSD Executive Director of Community Schools and the FSCS Project Director, will work to identify and recruit parents, students, educators, and community members as potential participants in the planning process, through a combination of mass messaging and targeted selection to ensure a diversity of stakeholders. In addition, the PCSD Superintendent will encourage and inform the community regarding the opportunity to participate in planning and to serve on the Advisory Committee through his quarterly Fireside Chats, which are in-person events that provide families and community members with a vehicle for two-way communication on an assortment of important topics.

- Goal(s) and preliminary annual measurable performance objectives and outcomes

The PCSD Community Schools Department, in collaboration with existing community partners, has developed preliminary goals and objectives and an implementation plan to achieve those goals by Year 5 of the FSCS grant period. As described previously, these will be refined and revised during a collaborative process that will engage students, families, district staff, project partners, and community members during Year 1 of the project. Preliminary goals, objectives, and performance measures are shown below.

Table 5: Goals, Objectives, and Performance Measures	
Goal 1: To improve academic achievement for all students grades Pre-K-5, particularly students identified as most at-risk and disadvantaged.	
<p>Objective 1.1: Increase in the number of students that are kindergarten ready by 20 percentage points by the end of the five-year grant period</p>	<p>-Performance Measure 1.1.1 #/% Annual increase of students that are receiving high dosage tutoring supports from Early Learning Corps and Academic Intervention Services (AIS) from Year 1 Baseline programming</p> <p>-Performance Measure 1.1.2 #/% Annual increase of children and families that are participating in The Basics Insights text messaging program from Year 1 Baseline</p> <p>-Performance Measure 1.1.3: #/% Annual increase of Pre-K and Kindergarten students, receiving integrated student supports referral services through City Connects program from Year 1 Baseline</p> <p>-Performance Measure 1.1.4: #/% Annual increase of students that are kindergarten ready as measured by the Poughkeepsie City School District Speed DIAL Screener from Year 1 Baseline (September 2023)</p>
<p>Objective 1.2: Increase in the number of PCSD elementary school students (grades 3-5) scoring proficient in Math on state assessments by 15 percentage points by the end of the five-year grant period</p>	<p>-Performance Measure 1.2.1: #/% Annual increase of students receiving K-3 Math Corps high dosage tutoring supports from Year 1 Baseline</p> <p>-Performance 1.2.2: #/% Annual increase of students participating in afterschool, weekend and summer expanded learning programming from Year 1 Baseline</p> <p>-Performance Measure 1.2.3: #/% Annual increase of elementary school students, receiving integrated student supports referral services through City Connects program from Year 1 Baseline</p> <p>-Performance Measure 1.2.4: Improve academic performance as evidenced by more than 50% of grades 3- 8 students meeting their IReady stretch growth diagnostic targets in Math</p> <p>-Performance Measure 1.2.5: #/% Annual increase of elementary school students scoring proficient or above on New York State Math Assessment (3 or 4) from Year 1 Baseline</p>
<p>Objective 1.3: Increase in the number of PCSD elementary school students (grades 3-5) scoring proficient in English</p>	<p>-Performance Measure 1.3.1: #/% Annual increase of students receiving high dosage tutoring supports through AIS programming from Year 1 Baseline</p>

-	<p>-Performance 1.3.2: #/% Annual increase of students participating in afterschool, weekend and summer expanded learning programming from Year 1 Baseline</p> <p>-Performance Measure 1.3.3: #/% Annual Increase of students, receiving integrated student supports referral services through City Connects program from Year 1 Baseline</p> <p>Performance Measure 1.3.4: Improve academic performance as evidenced by more than 50% of grades 3- 8 students meeting their IReady stretch growth diagnostic targets in ELA</p> <p>-Performance Measure 1.3.5: #/% Annual increase of elementary school students scoring proficient or above on New York State ELA Assessment (3 or 4) from Year 1 Baseline</p>
<p>Objective 1.4: Decrease in the number of chronically absent elementary school students by 15 percentage points by the end of the five-year grant period</p>	<p>-Performance Measure 1.4.1: #/% of chronically absent students and families receiving targeted and customized attendance interventions through EveryDay Labs programming</p> <p>-Performance Measure 1.4.2: #/% Annual decrease of chronically absent students from Year 1 baseline</p> <p>-Performance Measure 1.4.3: #/% Annual decrease of student</p>
<p>Goal 2: To increase access to individualized integrated student and family supports</p>	
<p>Objective 2.1 Increase in the number of partnerships with community agencies and organizations focused on social services, health and family empowerment, compared to the baseline at the beginning of Year 1</p>	<p>-</p> <p>-Performance Measure 2.1.2: # partnerships with housing, transportation, food security and economic empowerment providers</p> <p>-Performance Measure M 2.1.3: # partnerships with organizations assisting with community violence prevention</p> <p>-Performance Measure M 2.1.3: # partnerships with organizations assisting with early childhood to grade 3 transitions</p> <p>-Performance Measure 2.1.4: # of community agencies and organizations logged in the City Connects MyConnects data system for service referrals</p>
<p>Objective 2.2: Increase in the number of PCSD students and households referred to a social service agency (e.g., housing assistance, health, mental health,</p>	<p>-Performance Measure 2.2.1 # of social service programs identified for PCSD households</p> <p>-Performance Measure 2.2.2: #/% of families who participate in PCSD Full-Service Community Schools Programs</p>

<p>food security providers), compared to the baseline at the beginning of Year 1</p>	<p>-Performance Measure 2.2.3: #/% of students referred to relevant social services through City Connects</p> <p>-Performance Measure 2.2.4: #/% of families referred to relevant social services</p>
<p>Goal 3: To enhance the expanded and enriched learning time ecosystem for PCSD students</p>	
<p>Objective 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p>	<p>-Performance Measure 3.1.1: #/% Annual increase of students who participate in expanded and enriched learning time programming from Year 1 Baseline</p> <p>-Performance Measure 3.1.2: #/% Annual increase of PCSD students referred to expanded and enriched learning time programming through City Connects from Year 1 Baseline</p> <p>- elementary students participate in expanded and enriched learning time programming from Year 1 Baseline</p>
<p>Objective 3.2: Improve the quality of expanded and enriched learning time programming</p>	<p>- expanded and enriched learning direct service provider trained in evidence-based practices and curriculum (families, educators, community members, and volunteers) from Year 1 Baseline</p> <p>-Performance Measure 3.2.2 # of partnerships with subject matter expert organizations and evidence-based programs assisting with improving PCSD expanded and enriched learning time program quality</p> <p>- expanded and enriched learning time programs using the New York State Network for Youth Success NYS Quality Self-Assessment (QSA) as a tool for enhancing program effectiveness</p>
<p>Objective 3.3: Increased local investment in expanded and enriched learning opportunities through innovative public-private partnerships, as measured by the fiscal mapping and surveys of local youth services funders</p>	<p>- investment (in dollars) in expanded and enriched learning opportunities for PCSD elementary school students from local public and private entities from Year 1 Baseline</p> <p>- number of tuition-free expanded and enriched learning opportunity spots available for PCSD elementary school students through new child/youth services investments from Year 1</p>
<p>Goal 4: To increase active family and community engagement</p>	

<p>Objective 4.1 25% increase over the five-year grant period in the number of families and community members who come to PCSD elementary schools for FSCS events and programming</p>	<p>-Performance Measure 4.1.1: Annual increase in # of opportunities for families and community members to engage with PCSD elementary schools from Year 1 Baseline</p> <p>-Performance Measure 4.1.2: Increased #/% of attendance for FSCS programming at PCSD elementary schools from Year 1 Baseline</p>
<p>Objective 4.2: 25% increase over the five-year grant period in the #/% of PCSD families who see their elementary school as a “hub for services”</p>	<p>-Performance Measure 4.2: Increased #/% of positive responses from PCSD families on pre/post FSCS surveys from Year 1 Baseline</p>
<p>Objective 4.3: 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p>	<p>-Performance Measure 4.3.1: Annual increase in the # of overall volunteers at each PCSD elementary school from Year 1 Baseline</p> <p>-Performance Measure 4.3.2: Annual increase in the # of overall volunteers at each PCSD elementary school from Year 1 Baseline</p> <p>-Performance Measure 4.3.3: # Annual increase of AmeriCorps alumni that have served with Early Learning Corps and/or K-3 Math Corps programs from Year 1 Baseline</p> <p>-Performance Measure 4.3.3: # Annual increase of adults serving on PCSD elementary school PTAs from Year 1 Baseline</p>
<p>Goal 5: To build and sustain collaborative leadership processes and practices</p>	
<p>Objective 5.1 Increase in the number of students, educators, family members, community members participating in collaborative leadership processes and practices at multiple levels</p>	<p>-Performance Measure 5.1.1: # of PCSD Community Schools Executive Committee participants</p> <p>-Performance Measure 5.1.2: # of PCSD Community Schools Steering Committee participants</p> <p>-Performance Measure 5.1.3: # of School-based Community Schools Committee participants (grassroots group of parents, students, teachers, school leaders shaping the work in their respective elementary school)</p>
<p>Objective 5.2: Sustain participation at 75% or higher attendance in collaborative leadership processes over the course of the 5-year project</p>	<p>-Performance Measure 5.2.1: % of PCSD Community Schools Advisory Committee members attending meetings and work sessions</p> <p>-Performance Measure 5.2.3: # of new members added each year to each group to ensure diversity of perspectives throughout the project</p>

	- Performance Measure 5.2.4: # of groups and members continuing to meet in Year 6 of the project as the work is sustained
Objective 5.3: Increased PCSD Community Schools coordination with existing City of Poughkeepsie and Dutchess County coordinating bodies (e.g. Poughkeepsie Children’s Cabinet, Dutchess County Youth Board & Coordinating Council, City of Poughkeepsie Division of Youth Services, Northside Collaborative)	- Performance Measure 5.3.1 # of city and county-wide coordinating bodies where PCSD Community Schools is a core partner

- Preliminary pipeline services to be coordinated

The PCSD Full-Service Community Schools project design brings together crucial implementation partners, harnessing their organizational energy and commitment, to fulfill all four FSCS pillars and align data, strategies and project objectives. Existing and new services that will be included in the project, as well as their alignment with the U.S. Department of Education (US DOE) Competitive Preference Priorities and Invitational Priorities, are illustrated below. Detailed descriptions of each service follow Tables 6 and 7.

Table 6: Existing Services to be Coordinated in the FSCS Project			
Service	US DOE FSCS Pillar(s)	US DOE Competitive Preference Priorities	US DOE Invitational Priority: Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades
The Poughkeepsie Basics	3: Active Family & Community Engagement	CPP 1: Meeting Student SEL and Academic Needs	Yes

Saturday Morning Lights	2: Expanded and Enriched Learning Time 3: Active Family & Community Engagement	CPP1: Meeting Student SEL and Academic Needs	Yes
Early Learning Corps	1. Integrated Student Supports 2. Expanded and Enriched Learning Time 3. Active Family & Community Engagement	CPP 1: Meeting Student SEL and Academic Needs	Yes
K-3 Math Corps	2. Expanded and Enriched Learning Time 3. Active Family & Community Engagement	CPP 1: Student Meeting SEL and Academic Needs	Yes
Boys & Girls Club School Extended School Day/School Violence Prevention Program	1. Integrated Student Supports 2. Expanded and Enriched Learning Time	CPP 1: Student Meeting SEL and Academic Needs CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Reduce Community Violence	Yes
SNUG	3. Active Family and Community Engagement	CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Reduce Community Violence	

Table 7: New Services to be Provided through the FSCS Project			
Service	US DOE FSCS Pillars	US DOE Competitive Preferences	US DOE Invitational Priority
City Connects	1. Integrated Student Supports 2. Expanded and	CPP 1: Meeting Student SEL and Academic Needs	Yes

	Enriched Learning Time 3. Active Family and Community Engagement 4. Collaborative Leadership and Practices	CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Reduce Community Violence	
EveryDay Labs	1. Integrated Student Supports 3. Active Family and Community Engagement	CPP 1: Meeting Student SEL and Academic Needs	Yes
Smith Early Learning Center Afterschool Program for Pre-K and Kindergarten Students	2. Expanded and Enriched Learning Time	CPP 1: Meeting Student SEL and Academic Needs	Yes

Descriptions of Existing Services

- *The Poughkeepsie Basics*: The Basics, Inc. grew out of the Achievement Gap Initiative at Harvard University, in partnership with the Black Philanthropy Fund in Boston. PCSD’s local implementation of The Basics is known as The Poughkeepsie Basics. The Basics mission is to bolster social determinants of cognitive, emotional, and relational health, by cultivating collective, cross-sector commitment and capacity in communities to support families in promoting children’s wellbeing and development. Its priority is to help ensure that all families with children ages 0-3 have the information and supports they need to launch their infants and toddlers toward life success. The five principles of effective parenting and caregiving that are incorporated into this model include:
 - Maximize Love, Manage Stress: Maximizing love and managing stress helps caregivers stay emotionally present with their children. Consistent, nurturing relationships and freedom from excessive stress promote children’s development and emotional wellbeing.

- Talk, Sing & Point: Talking, singing, and pointing accelerate language development, which in turn accelerates children's early learning and engagement with the surrounding world.
- Count, Group & Compare: Counting, grouping, and comparing lay the foundations for mathematical thinking, helping children make sense of the numbers and categories they encounter in the world.
- Explore through Movement & Play: Exploring through movement and play encourages curiosity, exploration, and discovery, and supports the development of motor skills and a healthy body.
- Read & Discuss Stories: Reading and discussing stories engages children in thinking and builds their knowledge, reasoning, and early literacy skills.

The PCSD began providing families with education around The Basics Principles in the spring of 2023 through its Poughkeepsie Basics University. This Saturday event welcomed families to a breakfast where parents were able to socialize with staff from the district and partnering organizations and among themselves, with the presentations and workshops that covered The Basics Principles as well as related topics including SNAP benefits and health insurance. Each of the 20 families that attended received Family Engagement Kits, which included age-appropriate books, a whiteboard, alphabet stencil, puppets, crayons, play doh, puzzles, scissors, paper and manipulatives. Through the PCSD Full-Service Community Schools initiative, Poughkeepsie Basics University will be an annual event, and families will also have access to the Basics Insights system, which is an evidence-based text messaging program for early childhood caregiving.

- *Saturday Morning Lights*: PCSD's Lights Initiative was developed as a partnership between dedicated staff and community members to provide PCSD youth with an extended learning environment where they can develop positively as youth. The Lights Initiative began as a school and community response to the uptick of violence in the City of Poughkeepsie on the weekends. The initial purpose was to offer the children a safe space to learn, socialize and just be a kid outside of the school day. In 2019, Friday Night Lights transformed into Saturday Morning Lights, to provide greater opportunity for parent and caregiver involvement and to eliminate concerns of children traversing home in the dark during the winter months.

Saturday Morning Lights provides PCSD students in grades PreK-12 and their families the opportunity to engage in academic enrichment, positive youth development, and family bonding experiences every Saturday from October to June, with the exception of holiday weeks. This program is uniquely designed to provide support for both students and caregivers in the PCSD community. Parents and caregivers are encouraged to attend the three-hour morning program along with their child, either by engaging in courses like Book Buddies with their child, and/or by attending and participating in a variety of workshops provided during the time their child is in class. The topics of the workshops vary each week in accordance with interest and requests from the school community. Classes/activities for children include evidence-based and evidence-informed programming, with current offerings including Girls Who Code (grades 3-12), Black Pearls (self-esteem and self-confidence for black

girls in grades 6-12), Robotics (all ages), Stand Up and Write (exploring social justice and other issues of importance to students in grades 6-8 through writing), National Math Club (grades 6-8), Shark Tank Club (Entrepreneurship, for grades 9-12), Drawing our Stories (art and literature for students in grades PreK-2), Creative Creatures (science, art and literature for students in grades PreK-2), and Creative Writing (grades 3-5), as well as recreation and wellness activities for all ages.

- *Early Learning Corps (ELC)*: This national, evidence-based program was developed and implemented by Ampact, which supports more than 3,300 AmeriCorps members nationwide as they serve their communities. ELC provides high-dosage tutors for early childhood settings to promote individualized learning experiences through play, song, instruction, activities, and conversation in order to ensure that young children are ready for kindergarten. ELC tutors are embedded in each classroom, supporting high-quality learning environments by modeling positive verbal interactions, and enhancing every moment of instructional and non-instructional time, making every moment a learning moment. In this way, children develop a positive self-image and the academic skills that predict future success. Tutors follow a schedule designed to maximize literacy and math learning throughout the day; it includes individual, small group, and class-wide interventions. Each intervention is designed to build a specific early math or reading skill, such as letter name recognition and counting. These interventions are evidence-based,

grounded in the research on how to effectively build these important skills among preschoolers.

Students are assessed weekly to track growth and fine-tune interventions. Weekly results are entered into customized data management software and reviewed by tutors and coaches weekly, empowering tutors to craft personalized, data-based sessions. Tutoring sessions are monitored to ensure fidelity and provide feedback to tutors. Students are benchmarked three times per year to assess their progress toward learning targets.

Tutors also engage families in their children's acquisition of literacy skills by preparing at-home "Talk, Read, Write & Count with Me!" (TRWC) kits and tracking their use. This unique component of the program encourages more practice time and family involvement in their children's education. The parent tip sheets have been translated so that language is not a barrier. Children participating in the program for the first time keep a set of 38 books from the year to start their own home libraries.

Tutors receive intensive training in a 3-day Early Learning Institute before they begin working in classrooms. Beyond training in best practices related to literacy and math skill acquisition, tutors also receive extensive training related to building positive relationships with young children that affirm and promote social-emotional well-being. Each tutor is supported throughout the school year by a Coaching Specialist (an early learning expert from the program) and an Internal Coach (a supervising staff member at the preschool).

- *K-3 Math Corps* is a recent adaptation by Ampact of its evidence-based Math Corps program for grades 4-8, which has served students since 2008. Through the K-3 Math Corps program, students receive evidence-based math support from trained AmeriCorps members who provide high-dosage tutoring, track student progress, and regularly meet with coaches to assess data and work toward learning targets.

Tutors are recruited from the community, and schools are encouraged to participate in this process. These dedicated individuals commit to a year of service at one school, delivering interventions to students. After an interview process, background check, and training, tutors are embedded in schools to provide daily, one-on-one interventions for students who are not at grade level. Each student spends 20 minutes per day with their tutor; these sessions are carefully scheduled during the school day so that students do not miss core instruction. Tutors are a caring adult figure, building positive relationships with students.

Data-driven decision-making, coaching, and evidence-based interventions are behind the success of K-3 Math Corps. At the beginning of the school year, tutors benchmark each student in the grades they serve and consult with teachers, school administrators and program coaches to identify the students most in need of support. Students are added to the tutor's caseload and daily interventions begin. K-3 Math Corps interventions target key, grade-level skills and are derived from research on how children learn. Each student gets a personalized intervention plan, focused on building the skills that need to

grow. Once a student masters skills, they “graduate,” on track for grade-level math achievement.

The program also includes 5-Minute Math newsletters, which are sent home each time a student starts a new unit. They have connections to real world math and also highlight a person from a STEM field who has used math in their career. For example, the one on addition and subtraction includes six ideas for caregivers to include math in everyday life.

- *Boys & Girls Club Extended School Day/School Violence Prevention*: The Boys & Girls Club of Newburgh (BGC) provides an array of research-based after school, summer, and Saturday enrichment activities for students at Krieger and Morse Elementary Schools. BGC also serves as a community-based Universal Pre-K (UPK) provider for PCSD students, and hosts the Early Learning Corps program at its UPK site to increase kindergarten readiness.
- *SNUG* (“guns” spelled backwards), a program of Family Services, is an evidence-based street outreach program based on the Cure Violence Model in Chicago, which treats gun violence like a disease by identifying its causes and interrupting its transmission. The program focuses on youth between the ages of 14 and 24 who are at high risk for involvement with gun violence. The SNUG team develops and implements risk-reduction strategies to reduce that involvement, with the goal of saving lives and helping individuals turn their lives around. These strategies include placing trained social workers on the streets, providing therapy services for people affected by or at-risk of gun violence where they are, as many of the most at-risk community members,

notably black males, are unlikely to engage in traditional therapy in a clinic. Individuals are identified by Outreach Workers, credible messengers who often have a history of involvement in the criminal justice system and/or gun violence. These Outreach Workers are also deployed in the wake of shootings, as violence interrupters, in order to defuse retaliatory violence. SNUG, which is funded in part by the New York State Division of Criminal Justice Services, has dedicated Outreach Workers for Poughkeepsie Middle School and Poughkeepsie High School. SNUG teams also respond to families of students at all grade levels who have been impacted by gun violence.

Descriptions of New Services

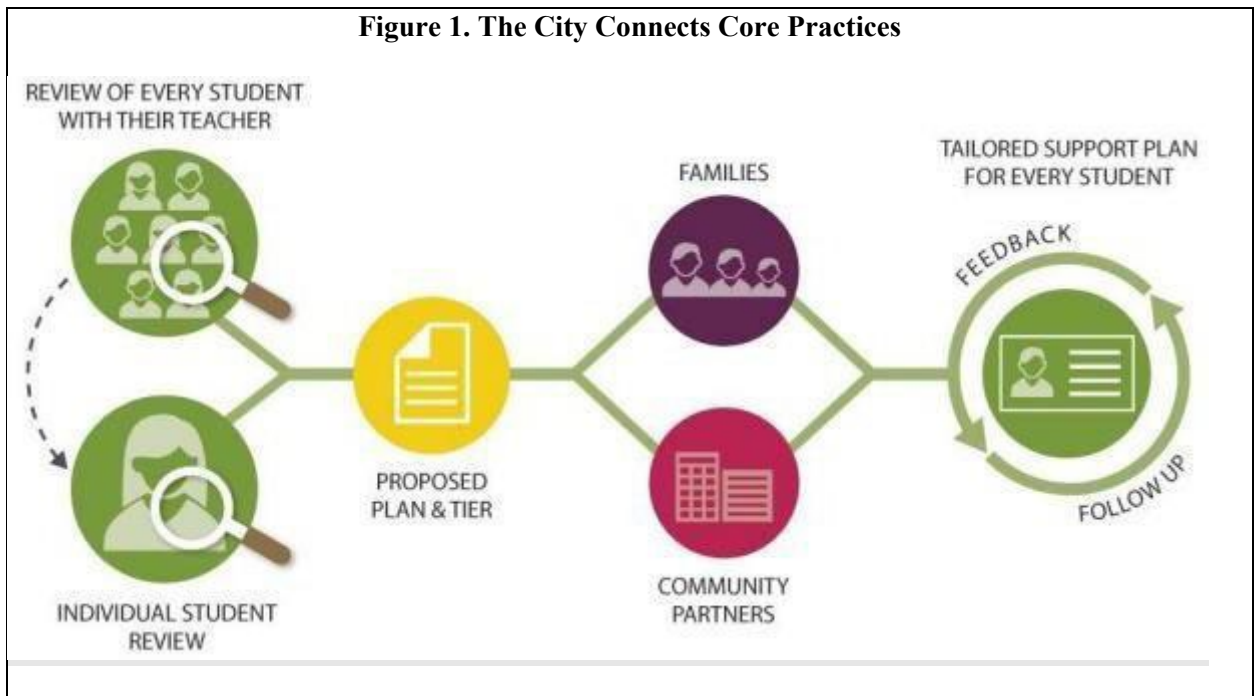
- *City Connects* is a comprehensive approach to addressing the strengths and needs of every child in a school. Through City Connects, each student receives an individualized plan of support that matches the student to the services and enrichments that best meet their strengths and needs. City Connects works with pipeline services and with a wide array of community providers to understand their offerings and organizes services according to tier of intensity (prevention/enrichment, early intervention, intensive/crisis intervention) and type of service (e.g., youth development, arts enrichment, mentoring, counseling, health/medical intervention). This information makes it possible to tailor a plan for every student, with the input of families and the collaboration of teachers and others in the school.

The City Connects model was developed through a two-year planning period involving Boston College; Boston public schools administrators,

teachers, and staff; families; and local community agencies. Today, the City Connects model is being implemented in more than 160 public, charter, and private schools across Massachusetts, New York, Connecticut, Ohio, Indiana, and Minnesota, reaching about 50,000 pre-K through 12th-grade students.

In every City Connects school, a Coordinator delivers the core practices of the model. The Coordinator meets with every classroom teacher every year to review the strengths and needs of each student across four developmental domains: academic, social-emotional/behavioral, health, and family (Whole Class Review). With the teacher's input, the City Connects Coordinator proposes a plan of services and enrichments tailored to the individual students' strengths and needs, as well as interests. For students experiencing intensive risk, a second, more in-depth meeting with a wider team of professionals is convened (Individual Student Review) and goals are set. The Coordinator connects with the family to discuss the proposed plan, adjust as needed, and work to overcome barriers such as transportation. Also, the Coordinator establishes and maintains connections with community agencies to ensure a good fit for students. Details of each student's plan are captured in City Connects' proprietary software, MyConnects, to enable tracking of service delivery and follow-up. The MyConnects Data system captures individualized student data across four key domains: Family, health, academic, and social/emotional. It also houses a master list of in-school and out-of-school services that can support children and family at the school and community level, facilitating seamless connections. City Connects also has an onboarding system

for direct service providers in the community to be enrolled in the system. The City Connects practice is schematized in Figure 1 below.



- EveryDay Labs*: provides solutions that are designed to help increase the efficacy of district and school attendance initiatives. This enables districts to quickly leverage real-time attendance data to meaningfully use it as an early warning indicator and act, before students are off-track. *EveryDay Labs*’ Intervention is an evidence-based program that has been shown to consistently reduce chronic absence by 10–15% in participating school districts across the nation. Dr. Todd Rogers, Professor of Public Policy at Harvard University and *EveryDay Labs*’ co-founder and Chief Scientist, developed the program and founded *EveryDay Labs* to implement it nationwide based on his seminal research. It leverages nudges—a concept from the science of behavior change—to improve student outcomes. The program harnesses the power of absence

data as an early warning indicator. When students in the district are at-risk of becoming off track for success (missing 5% or more of scheduled days), their families automatically begin to receive personalized, differentiated nudges via text and mail, in their home language. Nudges are differentiated based on a student's grade level, school, and level of absenteeism. The nudges help prevent one-off absences that add up to missed learning milestones. The nudges honor families' agency over attendance by:

- Offering a problem-solving partnership that makes support more accessible
- Providing clear information about the number of and dates of absences
- Helping them make connections between attendance and their student's success
- strong attendance habits early to help prevent and reduce chronic absence

EveryDay Labs provides two check-in surveys per year to solicit qualitative feedback from families. They will also provide actionable reporting twice per year to gauge the impact of the program, including how many students improved their attendance.

- *Early Childhood After-School Program:* This program will serve approximately 60 Pre-k and K students at the Early Childhood Learning Center from the hours of 3:00pm-5:30pm Monday-Thursday throughout the school year. Using the same format as the Saturday Morning Lights Program, the district, in collaboration with community-based organizations that will be

selected through an RFP process, will provide supplemental enrichment activities which will include STEAM, Wellness and Physical Activities and social emotional development through evidence-based learning activities.

- Plan for identifying and developing additional pipeline services

Guided by the results of an ongoing needs assessment process, the FSCS Advisory Committee will identify additional pipeline services to be coordinated through the FSCS initiative, in order to address gaps that have been identified in available resources, toward meeting the goals of the project. This will be part of an iterative, data-driven process, which will include an annual revising of the needs and assets assessment to reflect changing or evolving circumstances in the community and the schools as well as an ongoing evaluation of the effectiveness of the programs and activities being offered. Key sources that will inform the needs and assets assessment will include the annual Family Needs Assessment to identify family/household needs, the City Connects system of individualized plans for every child, results of the annual local and national program evaluations, and input from the community via the Advisory Committee and the Superintendent's Fireside Chats. The Advisory Committee will form work groups to identify evidence-based programs and activities to address specific gaps in pipeline services, and to develop plans to implement them, including identification of resources necessary for implementation.

B. Rationale

- Logic Model

The preliminary logic model (attached) illustrates the theory of change for the PCSD Full-Service Community Schools project. A detailed logic model will be built out as part of the

comprehensive planning process, including development of performance indicators as a collaborative process with program partners and community members.

- How key project components in the logic model are informed by research or evaluation findings

The PCSD Community Schools Department and its community partners identified the existing and new services to be coordinated/implemented through the Full-Service Community Schools (FSCS) initiative by analyzing internal PCSD data and community-level data, particularly those described in the Poughkeepsie Children’s Cabinet’s Early Childhood and OST Working Group reports, as well as by researching evidence-based programs and practices with a strong likelihood of positively impacting the desired outcomes of the FSCS initiative. The rationale for selection of services is illustrated in tables 8 and 9 below, and a description of the evidence-base can be found in section 3B of this proposal, on pages 56-65.

Service	Partner(s)	Why Selected	Selection Process	Target Outcomes
<p>The Poughkeepsie Basics</p>	<p>National Partner: The Basics</p> <p>Local Implementation Partner: DAY ONE Early Learning Community</p> <p>Community Partners: Poughkeepsie families, birthing hospitals, pediatricians and early childhood centers</p>	<p>-To introduce a national evidence-based community-wide early childhood education strategy that empowers PCSD families and the City of Poughkeepsie community in strengthening the early learning ecosystem with a strong focus on 0-3 and reaching every household with young children.</p>	<p>-PCSD Community Schools Department and community partners identified early learning as an internal “5th Pillar” to prioritize to improve student outcomes</p> <p>-Poughkeepsie Children’s Cabinet Early Childhood Working Group report identified the need for community-wide approaches for family and community engagement around early childhood with a particular focus on 0-3</p>	<p>Goal 1: Improving Academic Achievement Pre-K-5</p> <p>-Obj 1.1 Increase in the number of students that are kindergarten ready by 20 percentage points by the end of the five-year grant period</p> <p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.3 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p>
<p>Early Learning Corps</p>	<p>Implementation Partner: Ampact</p> <p>School/Early Childhood Sites: PCSD Smith Early Learning Center, Boys & Girls Club, DAY ONE Early Learning Community, Astor Services, Community Family Development (early childhood providers)</p>	<p>-To provide high-dosage early learning tutoring supports to City of Poughkeepsie and PCSD students ages 3-5</p> <p>-To create pathways for local residents to civic leadership and educational careers through service year opportunities</p>	<p>-PCSD Community Schools Department and community partners identified early learning as an internal “5th Pillar” to prioritize to improve student outcomes</p> <p>-Poughkeepsie Children’s Cabinet Early Childhood Working Group and report recommend leveraging innovative AmeriCorps partnerships to improve student outcomes and actively engage families and community members through service year</p>	<p>Goal 1: Improving Academic Achievement Pre-K-5</p> <p>-Obj 1.1 Increase in the number of students that are kindergarten ready by 20 percentage points by the end of the five-year grant period</p> <p>Goal 3: Enhanced Expanded and Enriched Learning Time Ecosystem for PCSD Students</p> <p>-Obj 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p>

			opportunities	<p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.3 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p>
K-3 Math Corps	<p>Implementation Partner: Ampact</p> <p>School Sites: All PCSD elementary schools</p>	<p>-To improve early grade math proficiency in PCSD students through high-dosage tutoring</p> <p>-To create pathways for local residents to civic leadership and educational careers through service year opportunities</p>	<p>-Poughkeepsie Children’s Cabinet Out-of-School Enrichment and Learning Working Group recommend leveraging innovative AmeriCorps partnerships to improve student outcomes and actively engage families and community members through service year opportunities</p> <p>-PCSD Community Schools Department and community partners identified AmeriCorps partnerships as a leading strategy for family and community engagement</p>	<p>Goal 1: Improving Academic Achievement Pre-K-5</p> <p>-Obj 1.2 Increase in the number of PCSD elementary school students (grades 3-5) scoring proficient in Math on state assessments by 15 percentage points by the end of the five-year grant period</p> <p>Goal 3: Enhanced Expanded and Enriched Learning Time Ecosystem for PCSD Students</p> <p>-Obj 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p> <p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.3 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p>
Saturday Morning Lights (SML)	-Community Matters 2 Inc., The Art Effect, Growing Stemz	-To increase access to high-quality expanded and enriched learning time on	-SML is a well-established and trusted PCSD initiative that exemplifies partnership	<p>Goal 3: Enhanced Expanded and Enriched Learning Time Ecosystem for PCSD Students</p>

	<p>Foundation, Charlia Frank, others to be determined</p> <p>School Sites: All PCSD Elementary Schools</p>	<p>weekends during the academic year</p>	<p>with community-based organizations on expanded and enriched learning time programming</p> <p>-Poughkeepsie Children’s Cabinet OST Working Group recommendations for year-round weekend out-of-school time programming in partnership with CBOs</p>	<p>-Obj 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p> <p>Goal 2: Increased Access to Individualized Integrated Student and Family Supports</p> <p>-Obj 2.1 Increase in the number of partnerships with community agencies and organizations focused on social services, health and family empowerment, compared to the baseline at the beginning of Year 1</p> <p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.2 25% increase over the five-year grant period in the #/% of PCSD families who see their elementary school as a “hub for services”</p>
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Service	Partners	Why Selected	Selection Process	Target Outcomes
<p>City Connects</p>	<p>National Partner: Mary E. Walsh Center for Thriving Children at Boston College</p> <p>Project Partners: Dutchess County Government, Poughkeepsie Children’s Cabinet</p> <p>-School Site Partners: PCSD Elementary Schools</p> <p>Local Implementation Partner: Local community-based organization to be selected as implementation partner through PCSD RFP process</p>	<p>-To establish a system and cross-cutting practice that coordinates individualized integrated student/family supports and aligns with all FSCS pillars</p>	<p>-During the early phases of the pandemic, members of the Poughkeepsie Children’s Cabinet identified the need for personalized student and family supports across key issue areas to address the out-of-school factors that impact learning</p> <p>-Dutchess County government has an interest in developing a real-time cradle-to-career data system and coordination strategy to deliver services to students and families</p> <p>-PCSD interest in strengthening cross-sector collaboration through community schools approach</p>	<p>Goal 1: Improving Academic Achievement Pre-K-5</p> <p>-Obj 1.1 Increase in the number of students that are kindergarten ready by 20 percentage points by the end of the five-year grant period</p> <p>-Obj 1.2 Increase in the number of PCSD elementary school students (grades 3-5) scoring proficient in Math on state assessments by 15 percentage points by the end of the five-year grant period</p> <p>-Obj 1.3 Increase in the number of PCSD elementary school students (grades 3-5) scoring proficient in English Language Arts (ELA) on state assessments by 15 percentage points by the end of the five-year grant period</p> <p>-Obj 1.4 Decrease in the number of chronically absent elementary school students by 15 percentage points by the end of the five-year grant period</p> <p>Goal 2: Increased Access to Individualized Integrated Student and Family Supports</p> <p>-Obj 2.1 Increase in the number of partnerships with community agencies and organizations focused on social services, health and family empowerment, compared to the baseline at the beginning of Year 1</p> <p>-Obj 2.2 Increase in the number of PCSD students and households referred to a social service agency (e.g., housing assistance, health, mental health, food security providers), compared to the baseline at the beginning of Year 1</p>

				<p>Goal 3: Enhanced Expanded and Enriched Learning Time Ecosystem for PCSD Students</p> <p>-Obj 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p> <p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.2 25% increase over the five-year grant period in the #/% of PCSD families who see their elementary school as a “hub for services”</p> <p>-Obj 4.3 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p> <p>Goal 5: Building and Sustaining Collaborative Leadership Processes and Practices</p> <p>-Obj 5.1 Increase in the number of students, educators, family members, community members participating in collaborative leadership processes and practices at multiple levels</p>
EveryDay Labs	<p>National Implementation Partner: EverDay Labs</p> <p>School Site Partners: PCSD Elementary Schools</p>	-To make significant reductions in PCSD student chronic absenteeism through customized and targeted student/family engagement	-Poughkeepsie Children’s Cabinet and PCSD identified chronic absenteeism as a priority student outcome metric that requires increased evidence-based interventions to address	<p>Goal 1: Improving Academic Achievement Pre-K-5</p> <p>-Obj 1.4 Decrease in the number of chronically absent elementary school students by 15 percentage points by the end of the five-year grant period</p> <p>Goal 4: Increased Active Family and Community Engagement</p> <p>-Obj 4.3 25% increase in the #/% of PCSD parents and caregivers who actively participate in FSCS programming</p>
Smith Early Learning	Local Implementation	-Currently there are no	-Identified as a family priority in the	Goal 1: Improving Academic Achievement P-K-5

<p>Center Afterschool Program for Pre-K and Kindergarten Students</p>	<p>Partner: Local community-based organization to be selected as implementation partner through PCSD RFP process</p> <p>School Site: PCSD Smith Early Learning Center</p>	<p>PCSD-sponsored after school offerings for PCSD families with Pre-K and Kindergarten students</p>	<p>PCSD Family Needs Assessment</p> <p>-Identified as a community need in the Poughkeepsie Children’s Cabinet Early Childhood Working Group Report</p>	<p>-Obj 1.1 Increase in the number of students that are kindergarten ready by 20 percentage points by the end of the five-year grant period</p> <p>Goal 3: Enhanced Expanded and Enriched Learning Time Ecosystem for PCSD Students</p> <p>-Obj 3.1 Increase in the number of PCSD elementary school students participating in expanded and enriched learning time programming by 20 percentage points by the end of the five-year grant period</p>
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3. Quality of the Project Services

A. Diversity of Perspectives

Throughout the process of designing the FSCS initiative, PCSD has engaged with diverse stakeholders to ensure that a variety of perspectives were considered, in order to best meet the needs of children, families and community members. This engagement of diverse stakeholders will continue throughout the implementation of the initiative and the ongoing evaluation process. Table 10 below illustrates the stakeholder groups and the strategies that will be used to engage them.

Table 10: Strategies to Ensure Diversity of Perspectives of Various Stakeholder Groups		
Key Stakeholder Group	During Preliminary Project Design	During Project Implementation
Students/Youth	<ul style="list-style-type: none"> -PCSD Family Needs Assessment -Caregiver discussions -PCSD student advisory panel -Student outcome data -Surveys -Superintendent and Principal Fireside Chats 	<ul style="list-style-type: none"> -City Connects whole class reviews and individualized student support plan development process -Youth Arts Empowerment Zone membership and programming -PCSD student advisory panel membership -Community Schools Executive Committee/FSCS Advisory Council Membership -Evaluator Programming
Families/ Beneficiaries of Services	<ul style="list-style-type: none"> -PCSD Family Needs Assessment -Poughkeepsie Children’s Cabinet Citywide Working Group meetings/reports -School PTA and PCSD Parent Advisory Committee meetings and discussions -Parent Empowerment Center programming -Program outcome data -Superintendent and Principal Fireside Chats 	<ul style="list-style-type: none"> -PCSD Family Needs Assessment -EveryDay Labs engagement -AmeriCorps service (Early Learning Corps, K-3 Math Corps) -City Connects whole class reviews and individualized student support plan development process -Parent Empowerment Center programming -Community Schools Executive Committee/FSCS Advisory Council Membership -Evaluator Programming -Poughkeepsie Children’s Cabinet Citywide Working Group membership
PCSD Community Schools Staff	<ul style="list-style-type: none"> -Meetings and ongoing discussions -School Leadership Team Meetings 	<ul style="list-style-type: none"> -City Connects whole class reviews and individualized student support plan development process -Community Schools Executive Committee/FSCS Advisory Council Membership -Evaluator Programming

School-level Leadership (administrators and teachers)	-Meetings and ongoing discussions -School Leadership Team Meetings	-City Connects whole class reviews and individualized student support plan development process -School Leadership Team Meetings -Evaluator Programming
District-level Leadership	-Meetings and ongoing discussions -Community Schools Executive Committee meetings and discussion	-Community Schools Executive Committee/FSCS Advisory Council Membership -Evaluator Programming
Community Leadership & Partners	-Poughkeepsie Children’s Cabinet Citywide Working Groups -Community Schools Executive Committee meetings and discussion	-Community Schools Executive Committee/FSCS Advisory Council Membership -City Connects whole class reviews and individualized student support plan development process -Evaluator Programming
National Partners	-Meetings and ongoing discussions -National convenings	-Community Schools Executive Committee/FSCS Advisory Council Membership -National convenings -Communities of practice -Evaluator Programming

B. Up-to-Date Knowledge

The PCSD Community Schools Department and its community partners selected the existing and new services to be coordinated through the Full-Service Community Schools initiative based on the existing research on effective practices, with an eye toward those with a nationally established evidence-base through rigorous external evaluation. The three new services that will be provided were selected because of their positive impacts on overall academic performance, attendance, and social emotional learning.

- City Connects was created in 1999 as an evidence-based, scalable practice in Boston.

This program includes a fidelity monitoring system that uses proprietary software (the Student Support Information System) to automatically compile information showing the degree to which City Connects is being delivered in each location across the network or district. These data are used to enable record-keeping at the individual and school level, monitor and evaluate implementation, and support research on evaluation of the effectiveness of the intervention.

Because the intervention inherently impacts every student in a building where it is implemented, it has not so far been possible to conduct a randomized controlled trial to study City Connects' outcomes. However, there is a significant research base over the past 20 years, using quasi-experimental methods, that suggests long-term positive outcomes for participating children. Overall, at the elementary level, students enrolled in schools implementing City Connects have been shown to experience better academic outcomes than their peers, including improved effort, better grades, better attendance, and improved performance on state tests. In middle and high school, students who previously experienced City Connects in elementary school outperform comparison peers on indicators of educational success and life chances, including positive impact on retention in grade, reduced chronic absenteeism, and high school dropout. Once City Connects students graduate from high school, they have higher rates of enrollment in, and graduation from, post-secondary institutions.

One published report analyzed evidence from three studies that used multiple approaches, in the absence of randomized data, to identify whether there are causal relationships between the City Connects intervention and the observed positive outcomes. These studies' strategies included: 1) cross-sectional multi-level regression models with propensity score adjustment, 2) individual-level fixed effects model approach to estimating achievement score change for City Connects students relative to comparison students, and 3) a comparative regression discontinuity approach to estimate the effect of one year of intervention during elementary school on academic achievement. The authors' conclusion was that the studies showed positive effects in elementary achievement in math and ELA for City Connects students relative to comparison groups.¹

¹ Walsh, M.E., Raczek, A.E., Sibley, E., Lee-St. John, T. J., An, C., Akbayim, B., Dearing, E., Foley, C. (2015, Spring) *City Connects: Building an Argument for Effects on Student Achievement with a Quasi-Experimental Design* [Conference Abstract]. Society for Research on Educational Effectiveness (SREE) 2015 Conference, Washington, D.C.

A different study, described in a peer-reviewed article in the *American Educational Research Journal*,² found that City Connects students demonstrated higher report card scores than comparisons and scored higher on middle school English language arts and mathematics tests.

- EveryDay Labs Intervention is an evidenced-based program that fosters a supportive partnership between school districts and families that results in attendance improvement and supports student and school success. The program was informed by research by Dr. Todd Rogers, a Professor of Public Policy at Harvard University, and it is the only attendance intervention that has earned a rating of “Strong” by Johns Hopkins University’s Evidence for ESSA. This intervention addresses two key conceptions that many families have: 1) underestimating the importance of learning in the early grades³, and 2) families’ perceptions that their child’s attendance is the same or better than their peers. EveryDay Intervention consists of monitoring attendance on a daily basis through the district’s student information system, using that information to identify students who are at-risk of chronic absenteeism, mailing and texting personalized “nudges” to parents/caregivers, and providing parents with access to resources that can assist them in overcoming barriers to consistent attendance. EveryDay Labs Intervention’s “nudges” deliver unobtrusive, positive interventions designed to promote positive behavior, which can be very effective in promoting long-term behavioral changes. This approach has been applied to attendance, and researchers have found that attendance nudges in the form of letters or texts resulted in a reduction in absences for chronically absent students. EveryDay Labs has conducted

² Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C., Lee-St. John, T. J., & Beaton, A. (2014). A New Model for Student Support in High-Poverty Urban Elementary Schools: Effects on Elementary and Middle School Academic Outcomes. *American Educational Research Journal*, 51(4), 704–737. <https://doi.org/10.3102/0002831214541669>

³ Attendance Works. (2014, February). *The Power of a Student Being Present*. <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>

nine Randomized Control Trials (RCTs) to date with more than 200,000 students. All results have demonstrated a consistent reduction in chronic absenteeism by 10–15%.⁴

- *Smith Early Learning Center After-School Program*: Expanded and Enriched Learning Time is a Pillar of Full-Service Community Schools because research shows that this practice can have a significant impact on student engagement and achievement. The after-school program for children in prekindergarten and kindergarten at Smith Early Learning Center will provide children with a range of activities to build social emotional and cognitive development, in alignment with the findings of the Learning Policy Institute that indicate that programs that focus on social emotional skills as well as academic support have been shown to have a greater impact on student achievement than those that focus solely on academics.⁵

- *The Poughkeepsie Basics*: The Basics Principles were distilled from scientific literature by the Achievement Gap Initiative at Harvard University, with assistance from a national advisory committee of early childhood scholars. The initiative is designed to work with community-based organizations to address achievement gaps beginning at birth in order to address disparities that are already well established by the time a student starts school.

The Basics Five Principles embody activities that parents and caregivers can implement in their daily family routines relatively easily. Without these activities, young children are unlikely to thrive and will most likely not enter kindergarten with the necessary cognitive and social emotional skills. Poughkeepsie Basics University is an annual workshop that the district developed internally in order to provide families of young children with information and education around

⁴ Rogers, T., Feller, A. (2018). Reducing Student Absences at Scale by Targeting Parent’s Misbeliefs. *Nature Human Behavior* 2 (5), 335-342.

⁵ Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute, p. 45.

the Basics Five Principles as well as suggested strategies to implement them. The research base behind these Five Principles is extensive, but some notable findings are described below.

- *Maximize Love, Manage Stress:* Toxic stress results from accumulated stress or trauma including adverse childhood experiences (ACEs), which can chronically raise stress hormones and hamper early brain development.⁶ However, strong parent-child bonds can lessen the impact of chronic stress and promote resilience.⁷
- *Talk, Sing, and Point:* Talking, singing, and pointing promote language development, which facilitates early learning. Parents can facilitate vocabulary growth and cognitive development by pointing to, labeling and discussing familiar objects. Singing to or with young children promotes parent-child bonding as well as phonological awareness and other pre-literacy skills.⁸ Given the fact that economically disadvantaged children tend to develop language processing skills more slowly than their more advantaged peers, with significant disparities by 24 months.⁹ This can lead to further disparities by the time the child enters school. Parents can overcome these disparities, however, by engaging in more high-quality exchanges with their children during daily activities.¹⁰

⁶ Committee on Psychosocial Aspects of Child and Family Health, Committee on Early Childhood, Adoption, and Dependent Care, and Section on Developmental and Behavioral Pediatrics. (2012). Early childhood adversity, toxic stress, and the role of the pediatrician: Translating developmental science into lifelong health. *Pediatrics*, 129(1), 224-231.

⁷ Bradley, B., Davis, T. A., Kaye, J. & Wingo, A. (2013). Developmental social factors as promoters of resilience in childhood and adolescence. In M. Kent, M. C. Davis, & J. W. Reich (Eds), *The resilience handbook: Approaches to stress and trauma* (pp. 197-208). New York: Routledge.

⁸ Nakata, T., & Trehub, S. E. (2004). Infants' responsiveness to maternal speech and singing. *Infant Behavior & Development*, 27, 455-464.

⁹ Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. *Developmental Science*, 16(2), 234-248.

¹⁰ Ridge, K., Weisberg, D., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. (2015). Supermarket speak: Increasing talk among low-socioeconomic status families. *Mind, Brain, and Education*, 9(3), 127-135. Also Rowe, M., & Zuckerman, B. (2016). Word gap redux: Developmental sequence and quality. *JAMA Pediatrics*, 170(9), 827-828.

- *Count, Group, and Compare:* counting, grouping, and comparing lay the foundation for mathematical thinking in young children. Research has found that the amount of “number talk” (e.g. “Let’s count the apples! One, two, three, four five. Five apples!”) when a child is 14 to 30 months is predictive of their understanding of cardinal numbers at prekindergarten, even after controlling for socioeconomic status.¹¹ In addition, the amount of spatial language a parent uses (using dimensional adjectives such as “big,” “tall,” “curvy,” “straight,” etc.) is a predictor of a child’s spatial reasoning skills.¹² Play involving building blocks, puzzles, or shape sorters also support spatial reasoning skill development¹³ and there are ample opportunities to use regular activities to explore and build math-related concepts, such as counting ingredients in a recipe or sorting toys by size as they are put away.
- *Explore Through Movement and Play:* Play is linked to various positive outcomes in executive functioning, language development, early math and STEM development, social emotional development, and creative expression¹⁴ and can help mitigate the impact of toxic stress.¹⁵ Young children benefit from early parent-child games such as peekaboo, while older children learn from pretend play (alone or with others) as well

¹¹ Levine, S. C., Gunderson, E. A., & Huttenlocher, J. (2011). Number development in context: Variations in home and school input during the preschool years. In N. L. Stein & S. W. Raudenbush (Eds.), *Developmental Cognitive Science Goes to School* (pp. 189-202). New York: Taylor and Francis.

¹² Pruden, S., Levine, S., & Huttenlocher, J. (2011). Children’s spatial thinking: Does talk about the spatial world matter? *Developmental Science*, 14(6), 1417-1430.

¹³ Development and Research in Early Mathematics Education (2020). DREME Family Math. familymath.stanford.edu/math-snacks/

¹⁴ Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M. AAP Committee on Psychosocial Aspects of Child and Family Health, AAP Council on Communications and Media (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3).

¹⁵ Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M. AAP Committee on Psychosocial Aspects of Child and Family Health, AAP Council on Communications and Media (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3).

as social play with peers. Physical play and movement support motor skill development, coordination and overall health, among other benefits.

- *Read and Discuss Stories*: A large body of research has shown that the amount of time spent reading with young children and the quality of interactions during reading are predictive of positive outcomes in cognitive skill and language development.¹⁶ In addition to reading with their children often, parents can improve outcomes for their children by reading with an interactive approach, using strategies such as commenting or asking questions about the text.¹⁷

In addition to learning about the Five Principles through Basics University, parents will have the opportunity to participate in Basics Insights, a text-messaging system that provides reminders about key parental behaviors that support the Five Principles. In a spring 2022 report by The Basics that published results from 449 respondents to a survey of parents participating in Basics Insights, there was a 14%-21% increase in daily use of specific behaviors, such as talking with their child about numbers or counting objects, as compared to the normal growth in those behaviors as a child grows older.

- Early Learning Corps: Strategies used by Early Learning Corps tutors are aligned with recommendations from the National Early Literacy Panel and the Institute of Education Sciences. A rigorous quasi-experimental impact evaluation (ESSA Tier 2) of Early Learning Corps in Florida by NORC at the University of Chicago in 2018 found that Pre-K students with Early Learning Corps support significantly outperformed students in highly similar comparison schools

¹⁶ Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1-21.

¹⁷ Demir-Lira, Ö. E., Applebaum, L., Goldin-Meadow, S., & Levine, S. (2019). Parents' early book reading to children: Relation to children's later language and literacy outcomes controlling for other parent language input. *Developmental Science*, 22(3).

on measures of alphabetic and phonological awareness.¹⁸ Another NORC study of students in Minnesota in 2019 found that Early Learning Corps students had significantly higher literacy scores on five separate measures than students at highly similar comparison schools.¹⁹

- *K-3 Math Corps* lessons focus on whole and rational number skills. Each lesson incorporates facets of explicit instruction with a focus on maximizing opportunities to practice fundamental math skills. Families of participating students also receive home-based activities and other supporting materials aligned with content covered during the intervention. Preliminary data provides evidence that after just 10 weeks of tutoring, students receiving support from a K-3 Math Corps tutor were able to make significant growth in their math skills. The average percentage correct on a test of whole and rational numbers increased from 34% in the fall to 78% in the spring. In a randomized controlled trial, 4th through 8th grade students receiving Math Corps tutoring for 90 minutes per week were 2-3 months ahead of their expected trajectory.²⁰

- *Saturday Morning Lights*: According to the Learning Policy Institute, “research provides substantial evidence that high-quality ELT/O [Expanded Learning Time and Opportunities] programs have a positive impact on student engagement and achievement and that such programs support the needs of the whole child in ways that are consistent with both academic and social-emotional learning objectives.”²¹ These programs have been found to be particularly

¹⁸ Markovitz, C., Hernandez, M., Hedberg, E., Sartorius, J. & Kubelka, J. (2019). *Outcome Evaluation of the Florida Reading Corps PreK Program*. NORC at the University of Chicago: Chicago, IL.

¹⁹ Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2015). *Outcome Evaluation of the Minnesota Reading Corps PreK Program*. NORC at the University of Chicago: Chicago, IL.

²⁰ Nelson, P., Zaslofsky, A., Kanive, R., Foegen, A., Kaiser, P., et. al. (January 8, 2019). *Evaluation of a Math Intervention Implemented with Community Support*. Journal of Research on Educational Effectiveness. Retrieved on August 10, 2023 from <https://doi.org/10.1080/19345747.2019.1571653>

²¹ Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute, p.40.

effective for students of color, low-income students, or low-achieving students. As noted, the quality of the program is important in supporting positive outcomes. Programs that focus on social emotional skills as well as academic support have been shown to have a greater impact on student achievement than those that focus solely on academics.²² Saturday Morning Lights is aligned with this recommendation, as it provides students with an array of recreational, academic, and social emotional learning experiences.

- Boys & Girls Club Extended School Day/School Violence Prevention: To address the need to reduce gang/school violence, the Boys & Girls Club of Newburgh and Poughkeepsie (BGCP) will implement SMART Moves, the Boys & Girls Club of America's (BGCA's) evidenced-based program that utilizes a health promotion approach, that teaches young people to resist gangs, drugs, and violence, and is focused on building youth's attitudes and skills that support healthy decision-making.²³ It is asset based, and addresses youth's agency in healthy decision-making. It is asset based, and addresses youth's agency in healthy decision-making. BGCP will work with the PCSD to align the PCSD school safety plan into the SMART Moves curriculum. The leadership development component will give students the opportunity to join the Torch Club and Key Club, two highly successful, national leadership clubs sponsored by BGCA.

- SNUG: Poughkeepsie's SNUG program is based on the Cure Violence model, which has been shown to be effective in significantly reducing community violence in urban

²² Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute, p. 45.

²³ Arbreton, A., Sheldon, J., Herrera, C., (2005). *Beyond Safe Havens: A Synthesis of 20 Years of Research on the Boys & Girls Clubs. Full Report*. Public/Private Ventures

settings including New York City, New Orleans, Chicago, and Philadelphia, among other cities. For example, when compared with similarly situated neighborhoods not served by Cure Violence, areas of New York City that implemented Cure Violence programs in 2010 tended to experience greater declines in homicide by 2013.²⁴ In two 2016 studies of Cure Violence implementation, New Orleans saw a 56% reduction in shootings and an 85% reduction in retaliation killings²⁵, and Baltimore experienced a 43% improvement in violence norms.²⁶

4. Adequacy of Resources

A. Full-Time Coordinators

The PCSD will utilize its existing Community Schools Liaisons at each FSCS school to serve as the required FSCS Site Coordinators. These are full-time positions (1.0 FTE each) dedicated solely to implementation of work around Community Schools. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Responsibilities of the Community Schools Liaisons include establishing linkages with local businesses, colleges, county, city, and community-based resources; coordinating programs and services at the school; creating promotional materials for the Community Schools activities; developing, connecting, and implementing programs that increase student success and that

²⁴ Picard-Fritsche, S., & Cerniglia, L. (2013). Testing a public health approach to gun violence: An evaluation of Crown Heights Save Our Streets, a replication of the Cure Violence Model. New York, NY: Center for Court Innovation.

²⁵ City of New Orleans. (2016). NOLA FOR LIFE: 2016 Progress Report. New Orleans, LA: City of New Orleans.

²⁶ Webster, D. W., Whitehill, J. M., Vernick, J. S., & Parker, E. M. (2012). Evaluation of Baltimore’s Safe Streets Program: effects on attitudes, participants’ experiences, and gun violence. Baltimore,MD: Johns Hopkins Center for the Prevention of Youth Violence.

increase parent engagement; supporting the school in implementing schedules of community partners at the school site; designing and managing volunteer systems within the school; collecting data for analysis of student and family engagement outcomes; and collaboratively preparing, implementing, and monitoring the school-based Community Schools action plan. These responsibilities will remain consistent under the PCSD Full-Service Community School initiative.

The Community Schools Liaisons are not only trusted members of the community but also educated professionals. Of the four individuals currently in these positions (the district is actively recruiting for the fifth), three have Bachelor’s degrees and one has a Master’s degree, all in relevant fields including Education, Public Administration, and Sociology. See attached resumes and Position Descriptions for details.

B. Continued Support

The sustainability of the Poughkeepsie City School District Community Schools Initiative is a noted performance objective in the district’s 5-year Strategic Plan and is a school turnaround model that is embraced by the PCSD Board of Education, district staff, parents, students, and community members. During each of the last district budgeting cycles, the district has increased its investment into the initiative and is committed to continue doing so. The district will actively pursue multiple strategies to ensure continued support of the FSCS initiative after grant funding ends.

[REDACTED]

[REDACTED]

[REDACTED]

The PCSD Board of Education is committed to appropriating the necessary funds to sustain the Full-Service Community School programming enabled by a grant award.

One of the PCSD Full-Service Community Schools initiative's key partners is the Children's Funding Project (CFP), a national nonprofit social impact organization with a proven track record of helping communities and states expand equitable opportunities for children and youth through strategic public financing. CFP is a formal partner of the Poughkeepsie Children's Cabinet (PCC) and the PCSD Community Schools Department. To date, they have supported the PCC, the PCSD, and its partner organizations in the development of the City of Poughkeepsie's first-ever fiscal map of public and private funding streams for young people ages 0-19. This is the first step in understanding the local ecosystem of resources for youth services. CFP will provide additional technical support to the PCSD and PCC throughout the project to assist the district in securing ongoing funding. The strategies around which they will provide technical assistance include helping local and state leaders and public agencies understand the multiple sources that fund services for children; coaching policymakers on aligning existing funds with local and state priorities and implementing strategies to maximize their impact; equipping advocates with the skills and resources to build policymaker support and generate new and sustainable revenue sources; collaborating with the community to develop customized financing solutions; and building collective momentum toward an equitable and proactive approach to children's funding.

The Poughkeepsie Children's Cabinet (PCC) is another resource that the district will leverage to support ongoing implementation of the PCSD Full-Service Community Schools (FSCS) initiative, through the expertise of its cross-sector membership. For example the PCC was recently awarded a national philanthropic grant from the Wallace Foundation that will facilitate additional technical assistance to Poughkeepsie to support activities related to generating and aligning sustainable resources for youth services, including the FSCS initiative.

In addition to funding several key positions throughout the life of the FSCS grant, the district has demonstrated its commitment to ongoing funding and long-term sustainability of the FSCS initiative [REDACTED]

[REDACTED] See the attached budget narrative for additional details. [REDACTED]

5. Quality of the Management Plan

A. Consortium

The PCSD Full-Service Community Schools initiative will be guided by a consortium that represents an array of community stakeholders in order to ensure that the needs of all stakeholders are addressed. This consortium, the PCSD Full-Service Community Schools Advisory Committee (the Advisory Committee) will meet on a monthly basis to review project outcome data as it becomes available, plan for implementation of activities, and develop action plans, including identification of new services, to address identified obstacles to project success. Key partners include the PCSD, the City of Poughkeepsie, Ampact, EveryDay Labs, Family Services, Boys & Girls Club of Newburgh and Poughkeepsie, and the Mary E. Walsh Center for Thriving Children/City Connects. These organizations will participate in the Advisory Committee and have committed to other responsibilities as outlined on pages 19-24 and 70-71 of this proposal.

Other partners who will participate in the FSCS initiative include the William Julius Wilson Institute at Harlem Children's Zone, the Children's Funding Project, Charlia Frank, Inc., the Saturday Morning Lights Committee, Poughkeepsie Children's Cabinet, The Basics, EdRedesign Lab at Harvard Graduate School of Education, Dutchess Outreach, DAY ONE Early Learning Community, The Art Effect, and Dutchess County.

All project partners have provided MOUs and/or letters of support, which are included as attachments to this proposal. In these letters and MOUs, partners have committed to participating in relevant FSCS Committees and programming; assisting with planning, implementing, and adapting FSCS programs and activities as needed; participating as requested in the national evaluation that will be used to refine and improve activities carried out through the grant; participating as appropriate in initiatives that aim to enhance the community violence prevention ecosystem in Poughkeepsie; and delivery of their relevant programming.

In addition to representatives from partner agencies, the Advisory Committee will include the following individuals:

- PCSD staff (building principals, teachers, other staff)
 - Higher Education representation (two to three)
 - Other community-based organizations (up to six)
 - Parents (up to three)
 - Faith Based Organizations (two to three)
 - Business Partners (two to three)
 - Alumni (two recent Poughkeepsie High Graduates)
- Description of the roles and responsibilities of the consortium

The PCSD and its key partners who will participate in the Full-Service Community Schools Advisory Committee have executed preliminary Memoranda of Understanding (MOUs) to identify each entity's roles and responsibilities. These MOUs will be refined and finalized during the planning period in Year 1 of the grant project to reflect findings of the needs assessment and the finalized logic model that will also be created during the planning period. The roles and

responsibilities in the preliminary MOUs, which are included as attachments to this proposal, include:

Poughkeepsie City School District:

- Serve as the lead agency and fiscal agent for the grant
- Provide leadership for the FSCS initiative, as described in the grant proposal, including coordinating and facilitating the program partners' involvement and providing FSCS Site Coordinators at each building being served by the program.
- Be responsible for all grant reporting and communications with the USDOE.
- Recruit membership in an FSCS Advisory Committee and facilitate meetings of the Advisory Committee.
- Structure and facilitate meaningful communication between the school staff and the program partners.
- Provide ongoing opportunities for school staff and program staff to plan and coordinate activities.

Project Partners:

- Participate in a comprehensive planning process during the first year of the grant that will include extensive community engagement, completing a community needs assessment and resource mapping process, finalizing goals, objectives, and performance indicators for the grant period, and developing detailed plans for identifying and implementing programmatic elements.
- Participate in regularly scheduled meetings between the staff of the partnering agencies and school principal(s), as well as other appropriate personnel, to discuss all issues pertaining to the FSCS initiative.

- Develop mechanisms and opportunities to communicate on a regular basis with stakeholders, collaborators, and family members regarding the FSCS initiative.
- Represent the partner entity in the support of leveraged resources for the FSCS initiative.

Joint Responsibilities of all Partners:

- All parties promise to protect student privacy, as required by the Family Educational Rights and Privacy Act (FERPA). Access to student education records will only be provided to the partner agencies as necessary to protect the health or safety of that student or other individuals, unless otherwise explicitly identified as necessary for the partner agency(ies) to fulfill their responsibilities under the MOU. In that event, appropriate permissions will be obtained from parents/guardians of the students prior to accessing student education records or other sensitive information.
- All parties will ensure that students are not discriminated against on the basis of race, national origin, disability, religion, sex, or any other protected basis.
- Additional activities as mutually determined upon award of funding and completion of the needs assessment and final logic model.

B. History of Effectiveness

The Poughkeepsie City School District (PCSD) has extensive experience with managing large state and federal grants to provide an array of services for children and families in collaboration with numerous community partners. These include 21st Century Community Learning Centers (New York State Education Department), Empire State After School programs (NY Office of Children and Family Service), Extended School Day/School Violence Prevention

Program (New York State Education Department), STOP School Violence (U.S. Department of Justice) and My Brother's Keeper (New York State Education Department), among others.

In addition to securing and managing large-scale grants, PCSD senior leadership has worked diligently over the last four years to enhance the civic infrastructure required for its Community Schools and cross-sector citywide collaborative initiatives to thrive. Some of the highlights of these efforts include:

- Designating all seven PCSD schools as Community Schools, appointing a PCSD Community Schools Executive Director and building the staffing infrastructure to coordinate Community Schools programming across all PCSD schools with a particular focus on elementary schools.
- Co-founding the Poughkeepsie Children's Cabinet, whose Executive Committee is co-chaired by the PCSD Superintendent of Schools and Mayor of the City of Poughkeepsie.

Additional highlights of the Children's Cabinet include:

- In February 2020, launching a 28-member Executive Committee of key leaders and institutions across sectors including higher education, philanthropy, nonprofits, community-based organizations, PCSD families, PCSD Teacher's Union, PCSD Board of Education, City of Poughkeepsie government, Dutchess County government and PCSD Community Schools.
- Fundraising ██████████ in partnership with local business and philanthropic entities to provide digital devices in Wi-Fi hotspots to eliminate the digital divide for PCSD families with limited access to technology

- Convening first-of-its-kind citywide working groups in Early Childhood and Out-of-School Enrichment and Learning that brought together over 30 subject matter experts, family representatives and local residents with lived experience
- Working through the Children’s Cabinet Out-of-School Enrichment Learning and Working Group to successfully advocate for the creation of the City of Poughkeepsie’s Division of Youth Services, the first office dedicated to youth services in the City of Poughkeepsie’s history that now invests [REDACTED] annually in expanded and enriched learning time services. A former PCSD Community Schools Department senior staffer previously served as a co-chair of the Children’s Cabinet Out-of-School Enrichment and Learning Working Group.
- Establishing a partnership between PCSD, Dutchess County Government and the Mary E. Walsh Center for Thriving Children to launch a City Connects pilot in Poughkeepsie Middle School that has informed the decision to launch City Connects as a new FSCS service in PCSD elementary schools.
- Securing a partnership with the William Julius Wilson Institute at Harlem Children’s Zone to develop a 10-year cradle-to-career strategic plan for the City of Poughkeepsie aligned with the Federal Promise Neighborhoods framework. The PCSD Community Schools Executive Director served as a member of the Children’s Cabinet strategic planning working group along with representatives from the City of Poughkeepsie, Dutchess County government and the Poughkeepsie Children’s Cabinet staff team.

- Being selected to participate in the EdRedesign Lab at Harvard Graduate School of Education's By All Means Communities of Practice initiative and Institute for Success Planning.
- Being invited by the Chancellor of the New York State (NYS) Board of Regents to present to the NYS Board of Regents on the work of the Poughkeepsie Children's Cabinet as a promising emerging model for cross-sector collaboration in the state.
- Partnering with City of Poughkeepsie government, Dutchess County government, local nonprofits and philanthropies to launch the City of Poughkeepsie's first ever fiscal map of all public and private youth services funding streams for young people ages 0-19, with technical assistance from the Children's Funding Project
- Partnering on a project to develop sustainable financing for youth services in the City of Poughkeepsie in partnership with the Children's Funding Project with national philanthropic funding from the Wallace Foundation. Poughkeepsie was selected as one of only 30 communities from across the nation to be awarded the [REDACTED] grant.
- Partnering with the Dyson Foundation, City of Poughkeepsie, and Dutchess County to increase public and private investments in summer enrichment and learning programming for City of Poughkeepsie children and youth.
- Through the Saturday Morning Lights (SML) program, serving over 600 PCSD students and families in partnership with over 15 community-based organizations to implement expanded and enriched learning opportunities.
- Forming a partnership with Ampact to scale AmeriCorps opportunities in PCSD and the City of Poughkeepsie community. Ampact manages the largest high-dosage tutoring program AmeriCorps programs in the nation and has opened its first New York

office in the City of Poughkeepsie. Its local staff is composed of City of Poughkeepsie residents who are leading the implementation of Early Learning Corps and K-3 Math Corps programming in PCSD. For the 2023-24 academic year, 36 Early Learning Corps and K-3 Math Corps members are projected to serve in the City of Poughkeepsie including 20 within PCSD elementary schools and 13 with PCSD Universal Pre-K community partners (Astor Services, DAY ONE Early Learning Community and the Boys & Girls Club of Newburgh and Poughkeepsie). AmeriCorps members are all local residents of the City of Poughkeepsie and Dutchess County. Incoming members for the 2023-2024 academic year include PCSD alumni, parents of enrolled PCSD students along with City of Poughkeepsie community leaders. In the Spring of 2023, Ampact was also awarded a [REDACTED] AmeriCorps State & National Planning grant to work with PCSD and local institutions to continue scaling AmeriCorps programs in the region in issue areas that include education, public health, housing, and climate. In June of 2023, PCSD co-hosted AmeriCorps State & National Director Sonali Nijhawan to announce this historic national service investment in Poughkeepsie.

- Partnering with The Basics national organization to launch the Poughkeepsie Basics in partnership with local nonprofit and PCSD Universal Pre-K community partner, DAY ONE Early Learning Community. In 2022, its inaugural year, Poughkeepsie Basics engaged 20 families.
- Partnering with the Boys & Girls Club of Newburgh to secure the New York State Department of Education Extended School Day/School Violence Prevention Program Grant for a total of [REDACTED] over a 5-year period. The program is being implemented in two PCSD elementary schools.

- Being awarded nearly [REDACTED] in New York State Department of Education funding to implement the My Brother's Keeper (MBK) Program, including an MBK Family & Community Engagement Grant, which is funding Parent Empowerment Centers, Parent Liaison positions, family engagement activities and professional development around Culturally Responsive Classrooms and Trauma Informed Care/management; an MBK Fellows Grant; and an MBK Challenge Grant, which is funding literacy support for grades K-2 as well as a program for boys of color that supports literacy, leadership, financial leadership, and SEL skills.
- Partnering with the Family Services SNUG program to advance citywide community violence prevention efforts through community activations, the assignment of SNUG staff to Poughkeepsie Middle School and Poughkeepsie High School and working with SNUG to support PCSD families and students of all grade levels impacted by gun violence through the evidence-based Ceasefire Public Health approach to gun violence reduction.
- Serving as a project partner for the Youth Opportunity Union, a new [REDACTED] community center owned by Dutchess County that will be located in Poughkeepsie and serve thousands of PCSD students and families through the FSCS strategy.

The totality of these efforts has set the stage for PCSD and its Community Schools Department to leverage the civic infrastructure that it has built to move the needle on longstanding disparities in student and family outcomes through the proposed activities highlighted in this proposal.

C. Management Plan

In addition to the FSCS Site Coordinators (described in section 3A above), a full-time Project Director and other key staff will have responsibilities specifically related to the Full-Service Community Schools initiative, in order to ensure that its objectives are met on time and within budget. These key staff will be supported by other PCSD staff in implementing the initiative including the Director of Data, Assessment and Accountability, the PCSD Business Office, Superintendent of Schools Office, and the PCSD Information Technology Services Department, as illustrated in the Organizational Chart found on page 83 of this proposal. The implementation timeline in Table 11 illustrates major activities, responsible parties, and the timeframe for implementation. Resumes and complete position descriptions for key staff are included as attachments to this proposal, with brief descriptions below.

- Project Director

The PCSD Full-Service Community Schools Project Director will be a new, full-time position tasked with leading the planning, development and implementation of the PCSD Full-Service Community Schools (FSCS) initiative. The Project Director will ensure that the implementation of the PCSD FSCS model brings together and aligns essential resources to support students and their families through collaborative partnerships with an array of community-based organizations and other strategic partnerships. He or she will report directly to the PCSD Executive Director of Community Schools, Natasha Brown. This individual will be identified through the district's standard recruiting process, which includes public posting of the position, with a Job Description (attached to this proposal), followed by an interview process that includes school community stakeholders (parents, staff, administrators, community members) as well as district administrators.

Educational qualification for the position will include either: A) a Master's degree in Human Services, Education, or a related field and one year of post-graduate administrative or management experience in the human services field, which includes grant writing; OR B) a Bachelor's degree in Human Services, Education or a related field and two years of post-graduate administrative or management experience in the human services field, which includes grant writing; OR C) a Bachelor's degree plus four years of post-graduate administrative or management experience in the human services field, which includes grant writing; OR D) An equivalent combination of education, training and experience between the limits of options A-C. In addition, the person hired for this position will be required to have experience working with multiple public, private, and non-profit agencies; experience working with students, families, and community members in communities with demographics similar to PCSD; availability to work a flexible schedule that may include evenings and some weekends; and a valid driver's license and access to an automobile on a regular basis.

Major responsibilities of the FSCS Project Director will include coordinating the FSCS planning process, working directly with existing school and district staff, families, and community partners; facilitating the process of administering the annual Family Needs Assessment; implementing needs-driven, high-quality programs and services in adherence with the FSCS model; serving as lead in implementing collaborative leadership practices. connecting children and families to key services and resources that will foster student success; implementing strategies to strengthen relationships with parents, partners and community members; meeting with community partners to identify metrics of success for individual partnerships based on targeted student outcomes; orienting school staff, families, and community partners to the FSCS initiative; collecting, analyzing and sharing data with all stakeholders and working

collaboratively to advance the work based on the data; collaborating with school and district administrators to develop and manage a process for identifying priorities; participating with principals and teachers to understand student needs and gaps by grade level; working with the City Connects Program Manager and City Connects Coordinators to access, align, and match available social service interventions with the identified needs of students to close gaps; setting up and maintaining records; and completing and submitting FSCS progress reports to the U.S. Department of Education as required.

- Other Key Staff

- Natasha Brown, Community Schools Executive Director: This is a full-time position (1.0 FTE), whose responsibilities include establishing linkages with local businesses, colleges, government and community-based resources; forming partnerships with community agencies aligned with school goals and bringing services into the schools for students and parents; developing, maintaining, and nurturing relationships with school administrators and staff, parents, family members, and neighborhood residents; developing and leading a Community Schools Team of stakeholders to implement the Community Schools plan and monitor progress; creating and implementing a robust Community Schools parent and community engagement plan; providing oversight and coordination of programming during the school day and extended day hours, including supervision of the Community Schools Liaisons (FSCS Site Coordinators); conducting data analysis of student and family engagement outcomes; managing the process of contracts, procurement of materials and requests for proposals; and, upon funding of the Full-Service Community Schools proposal,

providing oversight of the Project Director position. She will devote a 35% level of effort to the FSCS initiative.

Ms. Brown has a Master's degree in Public Administration and Ethical Leadership and holds an Advanced Certificate in Educational Leadership. She has served in various capacities within the PCSD since 2014.

- *City Connects Coordinators:* A full-time Coordinator will be hired for each elementary building, using a phased-in approach in which there will be a Coordinator at the Early Learning Center in Year 1, with one Coordinator added per year so that there will be one at each elementary building beginning in Year 5. Responsibilities include establishing and leading a Student Support Team and process in the school that identifies and responds to the strengths and needs of every child; connecting students to a range of prevention, early intervention, and intensive services that address their needs; developing and enhancing community partnerships with a variety of agencies; collaborating with school staff to implement the City Connects model; engaging families and caregivers in understanding and supporting the education of their children; and collecting data on implementation of the model and delivery of services. Qualifications include a Master's degree in School Counseling or Social Work, Licensed School Counselor; Licensed Pupil Adjustment Counselor, Licensed Mental Health Counselor, or Licensed Independent Clinical Social Worker; experience working in a school environment; evidence of culturally competent practices; and an ability to work collaboratively with a diverse staff, diverse student body and families, and a team of professionals in the school and the community.

- *City Connects Program Manager*: This full-time position will provide leadership in the areas of City Connects program implementation, professional development, and supervision to schools. They will be responsible for recruiting and supporting the hiring of school-based City Connects Coordinators; providing professional development and coaching for the Coordinators; monitoring fidelity of implementation of the City Connects model; collaborating with principals and other school leaders to support the Coordinators; assisting in developing and maintaining community agency relationships; supporting the collection of student support data and utilization of data to monitor progress; and communicating on a regular basis with the larger City Connects organization on policy, practice, and implementation of the City Connects model. Requirements for the position include a Master's degree in human services, education, or a related field, knowledge of schools, experience in program management, personnel supervision, and community outreach, strong leadership skills, and cultural competency working with diverse urban communities. The PCSD will contract with a local CBO, through a Request for Proposals process, to provide the City Connects Program Manager and Coordinators.

- *Elementary Building School Leadership Teams (SLTs)*: SLTs exist in each of the Poughkeepsie City School District schools to engage parents, teachers, staff and community stakeholders in school-based planning and shared decision making. SLTs, which are headed by each school's principal, are composed of school staff (administrators, teachers, paraprofessionals, etc.), parents, and community members. The elementary building SLTs will, as a part of their school planning and shared

decision-making work, inform school specific FSCS activities and also play a role in helping to inform district-wide activity.

- PCSD Grants Program Coordinator: this is a new position, for which the PCSD is currently recruiting. The person who takes on this role will be based in the PCSD Business Office. Their responsibilities will include developing and submitting grant applications for funding of programs; assisting with the development of procurement specifications and contract documents; coordinating the bid process; soliciting proposals from vendors; assuring that all grant conditions are met; monitoring service delivery contracts; preparing and submitting required grant reports; and assisting with budget preparation. Qualifications include a Master's degree and a NYS School District Administrator or School District Leader certificate, as well as at least one year in grant administration and prior experience in an urban, racially diverse school district. The Grants Program Coordinator will devote approximately 10% of their time to providing relevant services for the FSCS initiative.

PCSD Full-Service Community Schools Organizational Chart

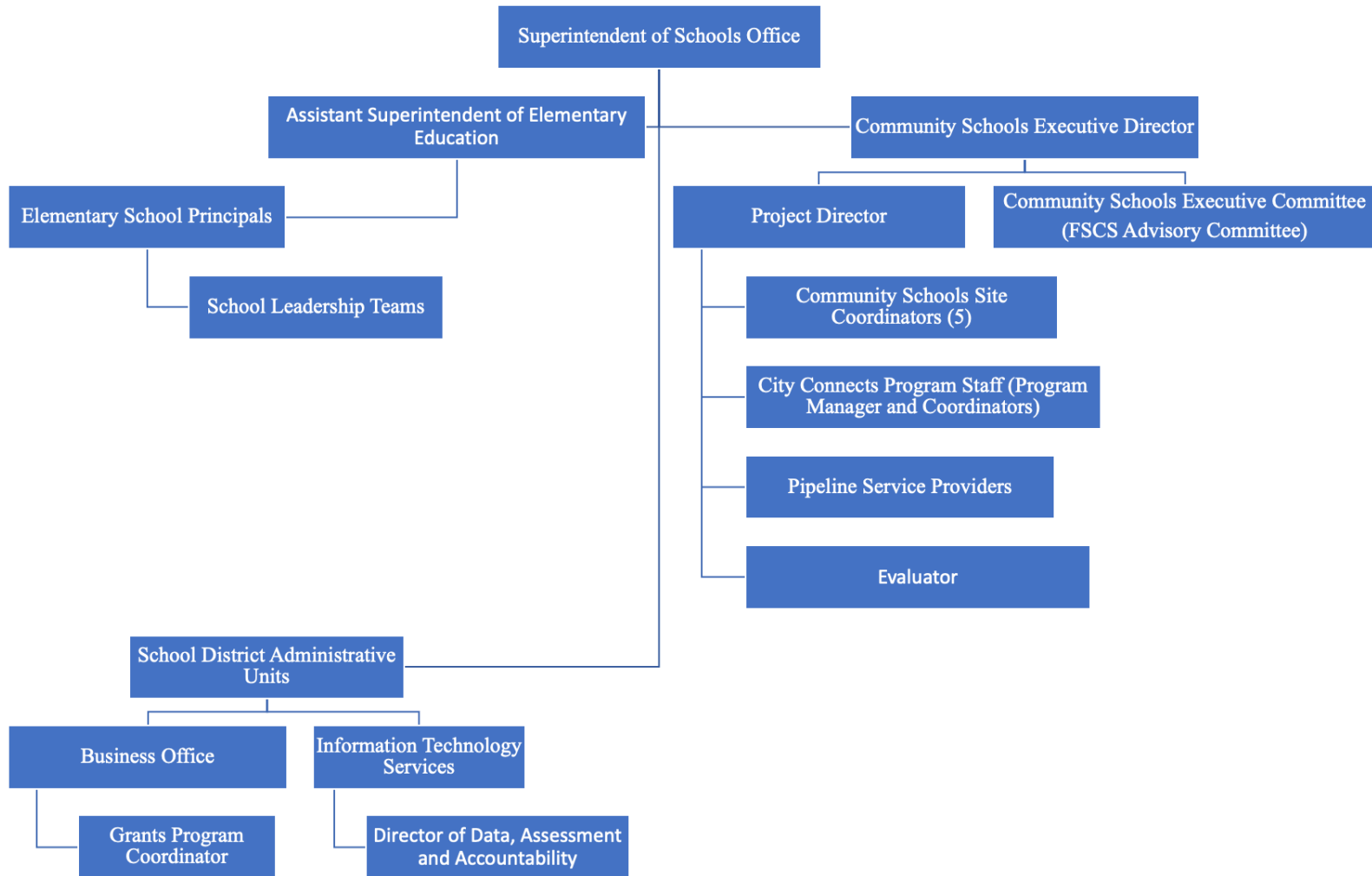


Table 11: Preliminary Five-Year Implementation Timeline

Responsible Party Key:

- SO: Superintendent Office (Superintendent of Schools and Assistant Superintendent of Elementary Education)
- BOE: Board of Education
- CSED: Community Schools Executive Director
- PD: Project Director
- CSL: Community Schools Liaisons
- PSP: Pipeline Service Provider
- AC: Advisory Committee
- BO: Poughkeepsie City School District Business Office + Grant Manager
- EV: Evaluator
- PR: Target Elementary School Principals
- SLT: Elementary School Leadership Team
- IT: School District Data and IT services

Activity	Responsible Party	Year 1	Year 2	Year 3	Year 4	Year 5
Project Planning and Management through Collaborative Leadership						
Superintendent Makes Announcement to Community during BOE meeting inviting members of the community to attend his January Community Meeting (Fireside Chat) to learn about the project and provide suggestions to extended learning programing after school and on Saturdays. Also releases online survey to collect suggestions from the broader community.	SO, CSED, AC	January 2024				
PCSD Hires FSCS Project Director	SO, CSED	January-February 2024				
FSCS Planning Retreats with Advisory Committee and Elementary School Leadership Teams	SO, CSED, PD	Q1				

PCSD launches procurement process for local community-based organizations to implement City Connects Program, Smith Early Learning Center Afterschool Program and Saturday Morning Lights selects local partners	PD, BO	Q1				
Finalization of FSCS project legal documents (MOUs, LOS, Data Sharing Agreements, Board Approval where Necessary)	CSED, PD	Q1				
Refining of FSCS Goals, Objectives and Performance Indicators with Evaluator	CSED, PD, AC	Q1, Q3				
Ongoing Advisory Committee Meetings	CSED, PD, AC	Monthly	Monthly	Monthly	Monthly	Monthly
Activity	Responsible Party	Year 1	Year 2	Year 3	Year 4	Year 5
PCSD Target Elementary Schools' Annual Onboarding to FSCS Project	CSED, PD, PR	January-February 2024	August	August	August	August
Elementary School Building Level Planning and Implementation Meetings	SLT, CSL, PR	Weekly	Weekly	Weekly	Weekly	Weekly
Project Director submits quarterly progress reports on FSCS implementation	PD	Quarterly or as required	Quarterly or as required	Quarterly or as required	Quarterly or as required	Quarterly or as required
Community Schools Department submits end of year evaluation report. Includes following year modifications planned and timeline, benchmarks and indicators revised, in partnership with Evaluator and Advisory Committee	CSED, PD, EV, AC	N/A	January 2025	January 2026	January 2027	January 2028
Community Schools Department organizes annual celebration and "State of Community Schools" report to the community, which will include major points of progress, project updates and key challenges and opportunities for the upcoming academic year	SO, CSED, PD	Q1 launch event	June 2025	June 2026	June 2027	June 2028
PCSD Business Office submits financial reports	BO	Quarterly or as	Quarterly or	Quarterly or	Quarterly or	Quarterly or as

		required	as required	as required	as required	required
Existing Pipeline Services Delivery (Saturday Morning Lights, K-3 Math Corps, Early Learning Corps, The Poughkeepsie Basics, SNUG)						
Community Schools Executive Director, Project Director and FSCS Site Coordinators work to strengthen the pipeline of existing services, in collaboration with the Advisory Committee, Elementary School principals, pipeline service providers and school leadership teams. This work is reinforced through monthly Advisory Committee meetings.	CSED, PD, CSL, PSP	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Existing Pipeline Service Provider data system integration with PCSD Student Information System	PD, IT	Annually	Annually	Annually	Annually	Annually
Community Schools Executive Director and Project Director provide support to CSLs for improving coordination between school-building staff and pipeline service provider staff	CSED, PD	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Implementation of Existing Pipeline Services	PD, PSP, CSL, PR	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
New Pipeline Services Delivery (City Connects, EveryDay Labs, Smith Early Learning Center Afterschool Program)						
PCSD Community Schools Department onboards new direct service providers to PCSD	CSED, PD	Q1-Q2	Annually	Annually	Annually	Annually
PCSD Community Schools Department onboards participating elementary schools on new direct services partners	CSED, PD, CSL	Q1-Q2	Annually	Annually	Annually	Annually
Community Schools Executive Director, Project Director and Community Schools Liaisons work to institutionalize and scale new pipeline services, in collaboration with the Advisory Committee and Elementary School principals and school leadership	CSED, PD, CSL, PSP	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

teams. This work is reinforced through monthly Advisory Committee meetings.						
Community Schools Executive Director and Project Director, provide support to CSLs for improving coordination between school-building staff and pipeline service provider staff	PD, PSP	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Rollout of new pipeline services	CSED, PD, PSP, CSL, PR	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
New Pipeline Service Provider data system integration with PCSD Student Information System	PD, IT	Q1	Annually	Annually	Annually	Annually
Gradual integration and scaling of City Connects as lead anchor strategy and practice for organizing and aligning community schools services, developing individualized student support plans and facilitating student/family referrals to local direct service providers. City Connects scales to an additional PCSD elementary school each year of the FSCS grant Years 1-5 reaching all 5 PCSD elementary schools in Year 5.	CSED, PD, CSL, PSP	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
EveryDay Labs Planning and Onboarding for 2024-25 academic year launch	CSED, PD, PSP	Q1-Q2				
EveryDay Labs Implementation	CSED, PD, PSP	N/A	Ongoing	Ongoing	Ongoing	Ongoing
Smith Early Learning Center Afterschool Program Planning	CSED, PD, PSP, PR	Q1				
Smith Early Learning Center Afterschool Program Implementation	CSED, PD, PR, PSP	Q2	Ongoing	Ongoing	Ongoing	Ongoing

Active Family and Community Engagement						
FSCS Site Coordinators assist in planning and facilitating existing community school Parent Empowerment Center workshops, community events, festivals and resource fairs, in collaboration with community partners.	CSED, PD, CSL	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Family and Community Engagement Programming through existing and new pipeline services funded by federal FSCS grant	PD, PSP	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Community Schools Executive Director embeds PCSD FSCS programming and agenda across key institutions (i.e. Poughkeepsie Children’s Cabinet, Dutchess County Youth Board Coordinating Council, City of Poughkeepsie Youth Services Division etc.)	ED	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
PCSD Family Needs Assessment Distributed	PD, CSL	Annually	Annually	Annually	Annually	Annually
Professional Development						
Travel to Annual US Department of Education Full-Service Community Schools Conference	SO, CSED, PD, AC	Annually	Annually	Annually	Annually	Annually
Superintendent’s office, Community Schools Executive Director and Project Director organize periodic professional development offerings for all Community Schools staff and Community Schools partners	SO, CSED, PD	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
PCSD Community Schools Department participates in national communities of practice and virtual learning opportunities (Coalition for Community Schools at IEL, Harvard EdRedesign Success Planning Community of Practice etc.)	CSED, PD, CSL	Monthly	Monthly	Monthly	Monthly	Monthly
Community Schools Department site visits and virtual	CSED, PD, CSL, AC	Annually	Annually	Annually	Annually	Annually

exchange with Exemplary Community Schools and Place-based Partnerships						
Ongoing Pipeline Service Provider (PSP) Professional Development for PCSD Staff and local PSP staff (The Poughkeepsie Basics, City Connects, EveryDay Labs, Ampact)	PSP, PD	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Evaluation						
Evaluator works with PCSD and Community Schools partners to confirm the evaluation plan, relevant supporting materials and processes. Evaluator annually reviews and updates the evaluation plan as needed to meet FSCS grant requirements.	EV, CSED, PD	Q1	July	July	July	July
Evaluator collects and summarizes baseline and/or beginning of school year data.	EV	Q1-Q3	September-October	September-October	September-October	September-October
Evaluator presents data to Board of Education (BOE) and Community during annual BOE Meeting.	PD, CSED, EV,	Q2	Q2	Q2	Q2	Q2
Evaluator monitors, collects, and summarizes interim school year data.	EV	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

- Professional Development

Key Full-Service Community Schools (FSCS) staff, including PCSD and its community partners, will participate in professional development (PD) throughout the project period, in order to gain awareness of best practices in other communities and to ensure that programs and services are being implemented effectively and with fidelity. In addition to opportunities for PD that will be identified as part of the ongoing program evaluation, planned activities include the following:

- *Annual FSCS Conference:* The Project Director, evaluator, and representatives from two community partners (to be determined) will attend the annual FSCS project director meeting in Washington, D.C. each year of the project.
- *Site Visits:* During the planning period in Year One, the Advisory Committee will identify at least two sites where FSCS and other place-based cradle-to-career models are being implemented in communities similar to Poughkeepsie that have demonstrated a significant impact on student and family outcomes.
- *Internal professional development:* The PCSD creates a calendar of PD opportunities each year, which are delivered by PCSD staff as well as outside agencies, to ensure that all staff have the necessary training to effectively deliver services for students and families. Many of these will have relevance to the FSCS initiative and those will be made available to FSCS staff and community partners. In particular, the PCSD Executive Director of Community Schools attends PD activities each year that are related to the FSCS Pillars, in order to turnkey these for the Community Schools Liaisons and community partners. There are also four Superintendent Days each year, which include PD for staff in a variety of topics.

The Advisory Committee will create a complete calendar of PD activities during the planning period and prior to the beginning of each year of the initiative.

- *Communities of Practice:* The PCSD Community Schools Department participates in national communities of practice and virtual learning opportunities such as those of the Coalition for Community Schools at the Institute for Educational Leadership, Harvard EdRedesign Success Planning Community of Practice, and others.
- *Pipeline Service Providers:* FSCS staff and community partners will participate in PD that will be provided by providers of FSCS pipeline services as part of their commitment to FSCS work in the district, including The Basics, City Connects, EveryDay Labs, and Ampact.

- Plans for joint utilization and management of school facilities

As part of its existing Community Schools model, the Poughkeepsie City School District offers opportunities for community-based organizations (CBOs) to utilize school facilities to provide members of the community with programming that covers an array of topics. For example, CBOs currently provide programming to parents through the Parent Empowerment Center located at the district's middle school. The district is planning to open an additional Parent Empowerment Center on the north side of the city to address the needs of those families.

Under the FSCS initiative, the district will continue to provide space to CBOs who are interested in delivering programming and services aligned to the district's FSCS priorities to PCSD students and families, placing special emphasis on events that will take

place during extended school programming (after school, Saturdays, and during the summer months).

6. Quality of the Project Evaluation

The Poughkeepsie City School District (PCSD) will partner with an independent external evaluator to conduct a third-party evaluation for this initiative. This partnership will provide the initiative with an external and highly informed point of view to foster learning, growth, and sustainability. The PCSD will create a Request for Proposals for evaluation services, which will be sent to reputable organizations with demonstrated expertise in community-responsive program evaluation, particularly in national programs such as Full-Service Community Schools.

A. Thorough, feasible and appropriate to the goals, objectives, and outcomes of the project

The evaluation will be collaborative, guided by the principles of Utilization Focused Evaluation (UFE) and Community Based Participatory Evaluation (CBPE). These approaches emphasize strong stakeholder/community involvement at each stage of the evaluation process, ensuring evaluation activities are designed to gather valid data within context. Emerging issues and results will be co-reviewed by the Advisory Committee and other stakeholders for perspective and input and presented in a manner that facilitates use in decision-making. This evaluation will include a focus on how systems can be improved to leverage assets and ensure equitable distribution of resources.

The first year of evaluation-related activities for this grant will focus on: refining the needs and assets assessment; refining the logic model with Advisory Committee participation; finalizing project objectives, performance measures and targets to ensure they remain SMART (specific, measurable, achievable, realistic, and time-bound) and aligned to the logic model and FSCS requirements; creating a detailed evaluation plan with clear expectations and timelines; reviewing

data systems; ensuring data sharing agreements and processes are in place; and collecting updated baseline data aligned to objectives and performance measures.

Based on the logic model, this application, and grant requirements, the evaluator will collaboratively design a comprehensive evaluation plan for this grant that builds upon the draft plans presented in this application. The plan will include: the specific measurement tools and data sources for each local project objective and performance measure, and the 14 required performance measures; data collection plans and timelines; person(s) responsible for overseeing data collection; data analysis plans; and reporting approaches. The evaluation plan will address all requirements from the U.S. Department of Education (DOE) and comply with the measurement and reporting requirements.

Years 2-4 will focus on continuous quality improvement and implementation measurement, in addition to tracking progress toward outcomes. The Full-Service Community Schools Advisory Committee (the Advisory Committee), including the evaluator, will regularly review feedback, number served in each category, survey results, data related to objectives and performance measures, and use this information to inform implementation modifications and course corrections. Year 5 will also include a final retrospective assessment of progress and outcomes to guide future efforts and inform sustainability plans.

Objectives and performance measures aligned to the goals detailed in the Quality of Project Design section and Logic Model were selected for their quantifiable nature and the validity and reliability of data, and their alignment to the Community Schools model. A detailed list of goals, objectives, and performance measures were presented in Table 5 (Goals, Objectives, and Performance Measures). The goals, objectives, and performance indicators are directly aligned to the 14 required indicators and the Community Schools pillars. Table 12, below, summarizes which

tools will be used to measure each objective and when those data will be collected. The 14 required indicators will be assessed and reported annually, even if they are not directly aligned to local objectives.

Data will be regularly reviewed for performance monitoring and quality improvement purposes, and reviewed holistically at least quarterly.

Table 12: Alignment of Measurement Tools with Objectives and Timing of Data Collection		
Measurement Tool	Alignment to Objectives	Collected
<p>Early Learning Service Records</p> <ul style="list-style-type: none"> -children: tutoring -children/families: The Poughkeepsie Basics -children/families: other supports and referrals (City Connects) 	<p>1.1, Required Indicators (RI)</p> <p>Obj 1.1 (PMs 1.1.1, 1.12, 1.1.3);</p> <p>Required Indicators (RI)</p>	Daily
<p>Dial K Readiness Screener</p>	<p>1.1</p> <p>Obj 1.1 (PM 1.1.4)</p>	Annually (each Fall)
<p>Referral Records</p> <ul style="list-style-type: none"> -Students and families -By type -By provider 	<p>1.1, 1.2, 1.3, 1.4, 2.2, 3.1, RI</p> <p>Obj 1.1 (PM 1.1.3); Obj 1.2 (1.2.3); Obj 1.3 (PM 1.3.3); Obj 2.2 (PMs 2.2.1; 2.2.3, 2.2.4); Obj 3.1 (PM 3.1.2); RI</p>	Daily
<p>Participation Records</p> <ul style="list-style-type: none"> -K-3 Math Corps -OST programming -ELT programming -AIS intervention -EveryDay Labs -FSCS Programs -Family Programs 	<p>1.2, 1.3, 1.4, 2.2, 3.1, 4.1, 4.2, RI</p> <p>Obj 1.2 (PMs 1.2.1, 1.2.2); Obj 1.3 (PMs 1.3.1, 1.3.2); Obj 1.4 (PM 1.4.1); Obj 2.2 (PM 2.2.2); Obj 3.1 (PMs 3.1.1, 3.1.3); Obj 4.1 (all PMs); RI</p>	Daily
<p>Volunteer Participation Records</p> <ul style="list-style-type: none"> -Families/Community Members -AmeriCorps 	<p>4.3, RI</p> <p>Obj 4.3 (all PMs); RI</p>	As occur
<p>NYS Assessments</p> <ul style="list-style-type: none"> -Math and ELA, grades 3-5 	<p>Obj 1.2 (PM 1.2.4); Obj 1.3 (PM 1.3.4)</p>	Annually (each spring)

Table 12: Alignment of Measurement Tools with Objectives and Timing of Data Collection		
Measurement Tool	Alignment to Objectives	Collected
School Administrative Records -School attendance -Disciplinary information	1.4, 1.5, RI Obj 1.4 (PMs 1.4.2; 1.4.3); RI	Daily
Partnership Participation Records -By type and frequency	2.1, 3.2, 5.1, RI Obj 2.1 (all PMs); Obj 3.2 (PM 3.2.2); RI	Quarterly
Record of City- and County-wide Coordinating Body Participation by PCSD FSCS	5.3, RI Obj 5.3; RI	As occur
City of Poughkeepsie Youth Services Fiscal Map	3.3, RI Obj 3.3 (all PMs); RI	Annual
ELT Quality Measure including the Quality Self-Assessment Tool (Network for Youth Success)	3.2 Obj 3.2 (PM 3.2.3)	Bi-Annually
ELT EBP Training Records	3.2 Obj 3.2 (PM 3.2.1)	As Occur
Record of # Tuition-Free Spots -including \$ contribution	3.3	Annually
Family Survey	Obj 4.2; family satisfaction	Annually
Partner Feedback/Satisfaction	RI	Annually
Meeting Participation (Agendas, meeting minutes)	Obj 5.1 (all PMs); Obj 5.2 (all PMs)	As Occur
City Connects MyConnects log-in and service records	Obj 2.1 (PM 2.1.4)	Quarterly

The evaluation will use objective performance measures that are clearly related to the

intended outcomes of the project and will produce quantitative and qualitative data for program assessment and improvement. The FSCS Site Coordinators and the Project Director will ensure partners provide required data within established timelines. The obligation of schools and community partners to share data will be included in contracts and MOUs. This will ensure that all data will be collected and analyzed in a timely manner to best allow for sharing, synthesis, and action planning by the Advisory Committee, as well as the external evaluation.

B. Performance Feedback and Progress Assessment toward Achieving Intended Outcomes

Quantitative and qualitative feedback will be collected to inform program development, and data regarding direct participant input and feedback will also be collected, analyzed, and reported. Data collection tools will include perspectives and other information from students, parents, staff, and community members.

Quantitative and qualitative data will be collected throughout the project period, with results and progress reports shared with the Advisory Committee at least quarterly. These will include data visualizations and user-friendly reporting that make data digestible and usable. Following the principles of UFE and CBPE, the evaluator and PCSD will share data with stakeholders and facilitate participatory synthesis and decision-making, using methods including Data Walks, data placemats, and Community Cafes. These activities will engage stakeholders, including those who have contributed data (e.g., by participating in interviews or completing surveys) in reviewing, analyzing, synthesizing, and developing action plans and recommendations based on results. Following these activities, the evaluator will provide summary reports, made publicly available by PCSD.

PCSD and a representative from the evaluation firm will attend the federal grantee meetings as requested by DOE, and share data to date as requested by DOE and the federal

evaluator (e.g., logic models, interim outcome data).

The local evaluator will produce a user-friendly summary annual report to complement the required federal report completed by PCSD. The local report will include key findings and lessons learned related to the objectives and will have actionable recommendations. The report will be shared with the Advisory Committee and the community at large. It will be presented and discussed at an Advisory Committee meeting to gather additional feedback, perspective, and context, and used to inform action planning.

The annual report results will be shared more broadly as well. Methods of distribution are likely to include sharing with the Advisory Committee and project partners, posting the report to the district's website and social media accounts, sharing hard-copy versions at the schools and/or community sites, and via Superintendent's Briefs, which are emailed at least twice per month to approximately 3,200 people.

PCSD and the local evaluator will work with the national evaluator to align local evaluation efforts to the national evaluation to ensure efficiency and coordination of evaluation efforts with minimal participant burden.

C. Valid and Reliable Performance Data Towards Outcomes

The Poughkeepsie FSCS Initiative will use reliable and valid tools and approaches to collect data aligned to each objective. Where possible, a mix of quantitative and qualitative data will be gathered through both traditional methods (e.g., administrative data sources, surveys) and innovative, participatory evaluation methods. This mixed method, multi-faceted evaluation represents a thorough, feasible, and appropriate evaluation approach for a FSCS project, centered on bringing schools and communities together in support of students and families. These evaluation methods will result in a comprehensive picture of program implementation, outcomes,

and impact on students, schools, and the communities, and collaboration between partners and other entities, aimed toward sustainability of the effort. Principles of both UFE and CBPE include continuous feedback to inform action planning, stimulate new program ideas, and prompt discussions about program quality and success – each of which are critical elements in long-term effectiveness and sustainability of this community schools project.

The evaluation will use valid and reliable performance data that are directly related to the program goals, objectives, and outcomes. Like the interventions purposely selected for this project, the tools that will be used to measure the required indicators and local objectives are valid and reliable. For example, the DIAL Kindergarten Screener is a widely-used tool that has been subject to extensive research on its validity and reliability to measure kindergarten readiness. City Connects not only provides consistent, research-based programming; it also includes data tracking developed through research and real-world implementation with schools. The NYSED State Assessments have been established as the standard measure of academic progress across New York State. Many tools are already implemented consistently within the schools, enhancing likely reliability in addition to already having been selected by the district for their validity and reliability. Newer tools will be piloted to ensure reliability and validity in context.

The targets are rigorous, aligned to the grant and district goals, and measurable. In addition, review of tools, evaluation methods, and data by both local partners and the Advisory Committee will enhance the validity of information collected, helping to ensure the tools are collecting the intended information. The local evaluator will bring a third party, objective but informed perspective to the project. In addition to collecting quantitative data directly aligned to each objective, the evaluation team will gather qualitative feedback from parents, students, and community members through both traditional methods (e.g., surveys, focus groups, interviews)

and participatory evaluation methods (e.g., Community Cafes, Ripple Effects Mapping).

Data quality will be reviewed constantly and quickly by the Project Director and Site Coordinators. Any challenges to valid data collection, entry, or download will be addressed immediately to rectify the issue. Identifiable information will be treated in compliance with FERPA and all other applicable regulations.

Quantitative data analysis methods will include descriptive statistics (e.g., frequency, average, range) and inferential statistics (e.g., t-tests, chi-square, ANOVA). The appropriate method will be selected for each type of data and the questions to be assessed. Qualitative data will be analyzed thematically to highlight areas of improvement, different stakeholders' perspectives, areas of strength, and rich-text stories of peoples' experiences related to program implementation and outcomes. Quantitative and qualitative data will be analyzed to measure performance measures, partnership progress, adherence to the model, and similar.

This collaborative third-party evaluation process will foster learning, growth, and long-term stability for this blooming Collective Impact initiative, within the school system and across the community.