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### **Absolute and Competitive Priorities**

***Absolute Priority 2*** – Cutler-Orosi Joint Unified School District (COJUSD) and the Monson-Sultana Joint Union Elementary School District (MSJUESD), collectively called COMS, are designated Title IA Schoolwide Program Eligible districts. Further, these two districts will partner together to serve six full-service community schools eligible for a schoolwide program under section 1114(b) of the ESEA. Further, both COJUSD and MSJUESD are designated as rural and low-income schools. Thus, COJUSD and MSJUESD meet all the requirements of Absolute Priority 2.

***Absolute Priority 4*** – COJUSD and MSJUESD meet the requirements of Absolute Priority 4, multi-local education agency grants, as both districts propose a project to implement AND sustain full-service community schools in two or more LEAs. Though Absolute Priority 4 only requires that COJUSD and MSJUESD coordinate and provide services at two full-service community schools, the project proposed by COJUSD and MSJUESD will provide services at six full-service community schools. Thus, COJUSD and MSJUESD meet all the requirements of Absolute Priority 4.

***Competitive Priority 1*** – The project proposed by these two rural and low-income districts includes providing *multi-tiered systems of supports* (MTSS) that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which includes evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches. This will be accomplished by hiring a CFI MTSS Coordinator and providing multiple evidence-based programs and practices that address the needs of each student, thus meeting the requirements of Competitive Priority 1.

***Competitive Priority 2*** – The project proposed by COJUSD and MSJUESD is designed to take a systemic evidence-based approach to improving outcomes for underserved students in

coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address community violence prevention and intervention. Thus, this project meets the requirements of Competitive Priority 2.

***Invitational Priority 1*** – The project proposed by COJUSD and MSJUESD will include 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 (K–3). COJUSD’s and MSJUESD’s project will work with local early childhood providers to align the Pre-K instructional day with the instructional day for the district’s kindergarten curriculum and practices. Further, COJUSD and MSJUESD will utilize local, state, and other resources to help implement a book distribution program to provide preschool students with age, developmentally and culturally appropriate books. In addition, the COJUSD and MSJUESD project will include capacity building to promote effective family engagement for students in early learning and the early elementary grades. Thus, this project meets the requirements of Invitational Priority 1.

### **Need for Project**

COJUSD and MSJUESD, collectively called COMS, are considered *Local Education Agencies* (LEAs) by the *California Department of Education* (CDE). Both districts are LEAs that provide services to students in a highly rural, low-income area of Tulare County. COJUSD is an LEA that provides educational and support services for kindergarten to 12th-grade students. MSJUESD is an LEA that provides educational and support services for kindergarten to 8th-grade students. MSJUESD students who complete the 8th-grade transition to a local area high school, including high schools operated by COJUSD. As demonstrated in the section below, both districts operate in underserved communities.

***Underserved Communities and Populations***

*Tulare County:* The communities comprising the MSJUESD and COJUSD service areas are all in Tulare County, California. Tulare County is an agriculturally rich area surrounded by natural beauty, including the Sequoia National Forest. However, Tulare County is also one of the poorer counties in California. According to the 2020 U.S. Census, **39.8%** of all families with children living in Tulare County live at or ***BELOW*** the federal poverty level compared to the State of California average of **24.1%**. Thus, Tulare County’s family poverty rate is **49.1%** ***HIGHER*** than the State of California’s rate.

Aside from the economic disadvantages experienced by Tulare County residents, Tulare County is ranked among the least healthy counties in California (County Health Rankings, 2022). The following table details the disparity between Tulare County and the State of California regarding Health Outcomes and Factors.

<b>Health Outcomes – State of California Compared to Tulare County</b>				
<i>Indicator</i>	<i>California</i>	<i>Tulare</i>	<i>Difference</i>	<i>Percent Difference</i>
Family poverty rate	24.1	39.8	15.7	<b>49.1</b>
Premature Death	5,700	7,400	1,700	<b>26.0</b>
Poor physical health days	3.7	5.0	1.3	<b>29.9</b>
Poor mental health days	3.9	4.7	0.8	<b>18.6</b>
Adult smoking	10.0	15.0	5.0	<b>40.0</b>
Adult obesity	26.0	36.0	10.0	<b>32.3</b>
Physical inactivity	22.0	33.0	11.0	<b>40.0</b>
Sexually transmitted disease	599.1	742.0	142.9	<b>21.3</b>
Teen Births	16.0	30.0	14.0	<b>60.9</b>
High school completion	84.0	72.0	-12.0	<b>-15.4</b>
Unemployment	10.1	13.2	3.1	<b>26.6</b>

As is readily apparent, across all the indicators noted in the table above, Tulare County

residents fare worse than their peers from across the state. Notably, Tulare County residents have less access to medical and reproductive services, resulting in a teen pregnancy rate **60.9%** *HIGHER* than the State of California average.

*COMS Area:* The quad-cities of Cutler, Orosi, Monson, and Sultana are all within five miles of each other. These four rural and low-income designated cities are in northcentral Tulare County, California. According to the 2020 U.S. Census, 15,750 residents call these cities home. These four cities comprise a majority-minority community with a **91.5%** Hispanic/Latino population, **5.4%** Asian, **2.4%** White/Caucasian, and the remaining **0.3%** reported being “two or more” races.

Serving the educational needs of these twin cities and the surrounding countryside is the COJUSD and the MSJUESD. These two districts comprise a catchment area that is 590.43 square miles. Both districts are classified as rural, and low-income school districts. According to the CDE (*California Department of Education*), in 2023, the districts had a student enrollment of 4,321. Ethnically, the Districts’ student population is comprised of **96.0%** Hispanic or Latino, **2.3%** Filipino, **1.2%** White, **0.16%** Asian, **0.12%** African American, and approximately **0.22%** classified as Other [i.e., American Indian or Alaskan Native, Pacific Islander, two or more races, or not reported].

Like many rural schools, COJUSD and MSJUESD are facing ever-growing challenges, precisely those challenges related to the public health disparities between urban and rural communities. Though advances in public health have enabled Americans to be substantially healthier now than they were 25 years ago, quantifiable health disparities between rural and urban areas persist and are one of the significant issues facing public health. According to the *Texas A&M School of Rural Public Health* (2017), rural communities face formidable

challenges because of limitations in their health and public health infrastructure that result in barriers to access to care, insufficient availability and utilization of a variety of health services (physical, mental, rehabilitative, preventative), and minimum health education to the public. A 2017 Agency for Healthcare Research and Quality report clearly shows that residents of rural areas have higher rates of teenage pregnancy, smoking, deaths from unintentional injuries, dental disorders, and substance abuse, among other health problems.

These disparities are not new to Cutler, Monson, Orosi, and Sultana residents or students that attend COJUSD or MSJUESD, as the *U.S. Department of Education’s Rural and Low-Income School Program* classified each district as an RLIS (*Rural and Low-Income*) school district. As evidence of the low-income nature of the local community, according to the 2021 United States Census, the last year family poverty data is available, **33.5%** of all *families* in COJUSD and MSJUESD, with children under the age of 18, are living in poverty, a rate that is **75.2% HIGHER** than the State of California average and a rate that is **42.8% HIGHER** than the Tulare County rate. In addition, the California Department of Education (2023) reported that of all youth in COJUSD and MSJUESD, **94.8%** were considered economically disadvantaged, a rate that is **20.9%** and **42.7% HIGHER** than the rates for Tulare County and the State of California, respectively.

Educational achievement is one way to reduce economic disparities (U.S. Department of Education, 2020), but this opportunity is missing for many in the COMS service area. For example, the number of residents over the age of 24, in the COMS service area without a high school diploma or GED, is **273.7% HIGHER** than the State average and is **85.9% HIGHER** than the Tulare County average. In addition, the number of COMS service area residents over the age of 24, who have a bachelor’s degree or higher, is **142.4%** and **87.4% LOWER** than the State and

Tulare County averages, respectively. Presented in the table below are some of these data.

<b>Family Poverty Rate – State of California, Tulare County, and COMS Service Area</b>					
<i>Indicator</i>	<i>California</i>	<i>Tulare</i>	<i>COMS</i>	<i>State v COMS</i>	<i>Tulare v COMS</i>
Family poverty rate	15.2	21.7	33.5	<b>75.2</b>	<b>42.8</b>
Less than a 9 <sup>th</sup> -grade education	9.4	18.9	35.1	<b>115.5</b>	<b>60.0</b>
Some college	21.3	21.9	6.3	<b>108.7</b>	<b>110.6</b>
Bachelor’s degree or higher	33.3	14.3	5.6	<b>142.4</b>	<b>87.4</b>

Further, though the student population in the COMS service area decreased by **3.4%** in just the past six years, which is in line with the decrease experienced across California, the number of students classified as homeless increased by **46.2%** [going from 78 students in the 2016 school year to 114 in the 2022 school year]. During this same time, California experienced a **10.1% DECREASE** in homeless youth, and Tulare County experienced a **13.1% DECREASE**. In addition, the COMS catchment area experienced a **15.3% INCREASE** in migrant students between the 2022 and 2023 school year.

Aside from the educational risk factors (e.g., increased poverty, increased number of homeless students, etc.), the districts have also been left to deal with growing community health disparities. These disparities manifest themselves in various ways. The most obvious are violence, mental health issues, school connectedness concerns, college and career readiness preparedness, and family involvement and engagement.

Violence: The COMS catchment area, comprising the school boundaries of COJUSD and MSJUESD, has seen an increase in community youth violence as a higher percentage of COMS area youth become negatively involved in the criminal justice system. Tulare County youth, including those in the COMS catchment area, are **31.2%** more likely to engage in violent

offenses than their peers across California (Juvenile Felony Arrest Report, 2023). With a high juvenile felony referral rate for violent offenses, it is unsurprising that this violence has found its way into schools. For example, COMS catchment area school-related disciplinary referrals resulting in suspensions or expulsions are **HIGHER** than Tulare County and the State of California’s rate per 1,000 students. For the 2022 school year, the last year complete data are provided, the COMS suspensions and expulsions rates were **67.9** per 1,000 students, compared to 59.9 and 52.2 for Tulare County and the State of California, respectively. Thus, the COMS suspension and expulsion rate is **12.5% HIGHER** than Tulare County’s rate and **26.1% HIGHER** than California’s rate. But tracking all suspensions and expulsions does not provide a complete picture of local authorities’ concerns. For example, when the data are disaggregated by violent offenses resulting in suspensions and expulsions, COMS’ rate, per 1,000 students is **9.4%** and **23.4% HIGHER** than Tulare County’s and the State of California’s rate, respectively.

*Mental Health:* Increased stress and trauma associated with school disruptions create a rise in mental health concerns, especially during the COVID-19 pandemic. Specifically, a significant percentage of COMS youth are thinking about suicide. Student mental health is tracked using the following metrics: (1) the number of students reporting chronic sadness or hopelessness, (2) the number of students reporting they seriously considered attempting suicide, and (3) the number of students reporting that they experienced cyberbullying in the past 12 months. In 2021, according to the latest CHKS (*California Healthy Kids Survey*), the last year complete data were available, **22.5%** of all students in the COMS catchment area reported experiencing chronic sadness or hopelessness almost every day for two weeks or more, and **7.8%** of all students have seriously considered suicide. Further, **17.7%** of all students reported experiencing cyberbullying. The gender difference in students reporting chronic sadness or



hopelessness almost every day for two weeks or more is even more concerning. In 2018, female students reported feeling this way at a rate that was **62.6% HIGHER** than males (**27.9%** of females compared to **14.6%** of males). In summary, more than one out of every five students in the COMS catchment area are experiencing mental health concerns, with nearly one in every eleven students reporting that they have considered suicide.

*School Connectedness*. Being connected to school is a key protective factor when it comes to mental health and academic achievement. However, based on CHKS (2021) results, students across the COMS service area are reporting declining school engagement and support. School engagement and support consists of several measures, including total school support, school connectedness, academic motivation, identifying a caring adult relationship at school, that the school staff establishes high expectations, that students engage in meaningful participation at school, and that students attend school. Tracking these measures over time documents that there has been a significant negative shift since 2016. For example, between 2016 and 2022, there was a **281.6%** increase in the number of students missing **10.0%** or more of school days, otherwise known as chronic absenteeism. The following table identifies the significant changes over time.

<b>School Engagement and Supports</b>			
<i>Categories</i>	<i>2016</i>	<i>2022</i>	<i>Difference</i>
School connectedness	44.6%	38.6%	<b>-13.5%</b>
Academic motivation	36.4%	28.7%	<b>-21.2%</b>
Caring adult relationships	35.3%	28.3%	<b>-19.8%</b>
High expectations	44.3%	41.3%	<b>-6.8%</b>
Meaningful participation	13.3%	6.0%	<b>-54.9%</b>
Chronic Absenteeism Rate	7.6%	29.0%	<b>281.6%</b>

College and Career Readiness. Though the districts have done a remarkable job in educating all students that enroll in COJUSD and MSJUESD, there are areas of weakness. As of 2022, the last year of available data, only **32.6%** of students met or exceeded English/Language Arts (ELA) standards. Further, only **14.9%** of students met or exceeded the standards for mathematics (DataQuest Report, 2023). Compared to the State of California average, COMS area students are **33.5% LESS** likely to meet the ELA standard and **55.9% LESS** likely to meet the standard in mathematics. Further, based on the CDE (2023) data, **54.4%** of COMS area high school completers are attending college, which is **11.8% LOWER** than Tulare County and a rate that is **17.3% LOWER** than the State of California.

Family Involvement and Engagement in Schools. The COMS 2023 Community Needs Assessment also found a lack of parental involvement. Parent participation is an important indicator as it relates to school connectedness. School campuses with high parental involvement rates have better academic success and improved school climates (U.S. Department of Education, 2017). Unfortunately, across all measures of parent involvement, COMS area schools are experiencing declining parental involvement. There is a **23.7%** decline in parent involvement, a **17.4%** decline in the belief that teachers communicate with parents about what students are expected to learn in class, a **4.3%** decline in the idea that parents are welcome to participate at school, and a **3.1%** decline in the belief that school staff takes parent concerns seriously (*California Health Kids Survey, 2021*).

<b>Parent Participation</b>			
<b>Categories</b>	<b>2016</b>	<b>2022</b>	<b>Difference</b>
Parent involvement	15.7%	12.0%	<b>-23.6%</b>
Teachers communicate with parents	15.7%	13.0%	<b>-17.2%</b>

Parents feel welcome at school	11.5%	11.0%	<b>-4.4%</b>
School staff take parent concerns seriously	12.2%	11.8%	<b>-3.3%</b>

Further, it should be noted that many of the families in the CFI catchment area need additional support to address language barriers, lack of medical health insurance, lack of food security, and lack of reliable transportation. Thus, based on the above data, MSJUESD and COJUSD are LEAs with demonstrated need.

***Extent to which the CFI will provide support, resources, and services.***

The FSCS grant application states that grantees must coordinate not less than *three* existing pipeline services, as of the date of the grant award, and *provide* not less than *two* additional pipeline services at two or more public elementary schools or secondary schools. Though a detailed plan for the *Cutler-Orosi Monson-Sultana (COMS) Full-Service Community School Initiative (FSCS-I)*, hereafter called CFI, is provided in the “*Quality of the Project Design*” section, below, the following is a high-level overview. The CFI plan will coordinate with four pipeline services and will add an additional four pipelines. The four pipeline services that the CFI will coordinate are (1) High-quality early childhood education programs, (2) High-quality school and out-of-school-time programs and strategies, (3) Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary, and (4) Family and community engagement and support, which may include engaging or supporting families at school or at home. Additionally, the CFI plan calls for adding four new pipelines. These four new pipelines are (1) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling, (2) Community-

based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce, (3) Social, health, nutrition, and mental health services and supports, and (4) Juvenile crime prevention and rehabilitation programs.

### **Quality of the Project Design**

***Proposed design reflects relevant and evidence-based findings:*** The CFI calls for coordinating and supporting four current pipelines and adding four additional pipelines at different campuses in the CFI catchment area, thus making each of those six full-service community schools. The CFI calls for coordinating and supporting the following four pipelines (1) Support for a child’s transition from preschool to elementary school, (2) High-quality early childhood education programs, (3) High-quality in-school and out-of-school-time programs and strategies, and (4) Family and community engagement and support, which will include engaging or supporting families at school and home. The CFI also calls for adding the following four pipelines (1) Community-based support for students who have attended the schools in the CFI catchment area, (2) Social, health, nutrition, and mental health services and supports, (3) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling, and (4) Juvenile crime prevention and rehabilitation programs, explicitly targeting gangs.

***Coordinating Four Existing Pipelines:*** Though facing significant challenges, the CFI catchment area has a long and storied history of persevering through difficult times and challenges. The community’s resilience can be traced to the fact that many residents continue to work in the labor-intensive agricultural industry, where they are accustomed to overcoming hardships and obstacles and taking stock of the assets this rural, yet vibrant community

possesses. Four of those assets include (1) A high-quality public school system that already provides a robust transition program for students in elementary through secondary school, (2) A high-quality preschool program, (3) High-quality school and out-of-school programs, and (4) A robust and high-quality family and community engagement program. However, each of these community assets can be supported by expanding these services to include significant evidence-based programs and practices to best meet the unique needs of the residents in the area.

*Book Distribution and Dialogic Reading in Preschool:* To expand on the already robust educational services provided by the four area preschools, the CFI plan calls for supporting these preschools by providing a book distribution program for all preschool students in the CFI catchment area. Partnering with Imagination Library, an evidence-based program, the CFI team will work to ensure that preschool students and their families are provided with a new book each month. This initiative will ensure the child and their parents/guardians can access age and culturally appropriate reading materials. Further, this program helps to develop a home library so that all the children in the preschool students' homes can benefit. Book distribution programs, such as Imagination Library, have been found to increase letter recognition and fluency in students from rural and low-income communities. Further, the CFI plan calls for ensuring that parents and all preschool teachers are provided with professional development related to dialogic reading. Dialogic reading is highly effective at increasing students' interest in reading and in helping to increase students' reading comprehension. In addition, local area childcare centers will be invited to participate in the Imagination Library and will have the opportunity to send their staff to the dialogic reading training.

*STEM-Focused Opportunities:* The CFI catchment area has robust, high-quality school and out-of-school-time programs. However, due to the area's rural and low-income nature, the

CFI districts struggle to secure the necessary resources and personnel to implement a Pre-K to Secondary program targeting STEM (*Science, Technology, Engineering, and Math*). To help coordinate and support this pipeline, the CFI plan will create a STEM afterschool program to increase awareness and interest in aviation from elementary through high school. Working with our community partners at Reedley College, the CFI plan calls for purchasing a flight simulator at each elementary school for use in their afterschool program. Then, afterschool program staff will be trained by Reedley College staff on how to utilize the systems and to develop an afterschool curriculum that allows elementary school students to explore aviation and experience, via the simulator, how to operate the basic controls of an aircraft. When students enter middle school in the CFI catchment area, the afterschool program will provide Reedley College staff to work with students to understand the impacts of weather and fuel consumption on aviation, thus continuing the student's interest in aviation while additional STEM instruction is provided. During middle school, students will begin to be exposed to drones. These afterschool opportunities will include basic drone aviation instruction and drone maintenance. Then, when the students move into high school, they can continue their STEM instruction by working toward a pilot's license via Reedley College, working to become a drone pilot, or moving into the nationally known Reedley College Aviation Maintenance Technology program.

For students in high school who want to pursue a career in drone aviation, the CFI plan calls for partnering with the *Tulare County Sheriff's Department (TCSD)*, which operates a drone program. Students will learn to fly, maintain, and repair drones. Once proficient, the students will work with Sheriff Deputies as they use their drones to survey property damage and will work with the TCSD to role play solving real-world crimes using the drones (e.g., cattle rustling, crop theft, insurance fraud, etc.). These activities will help expose students to other uses

of drones and will provide a pathway into a career in law enforcement for those who might be interested.

*Pre-K to Elementary Transitions:* The CFI program design calls for expanding the current Pre-K to elementary school transition program. Specifically, the CFI plan is to create a transition program between the six preschool centers in the area (three preschool centers operated by COJUSD and the three nonpublic-school operated childcare centers), and the four elementary schools (three in COJUSD and one in MSJUESD). Leadership staff, teachers, and Pre-K and elementary school parents will be brought together to create a *Pre-K to Elementary* (P2E) school-based leadership team at each participating elementary school campus. The P2E school-based leadership team will ensure that the Pre-K curriculum and assessments are aligned with the elementary school curriculum and assessments. Further, the P2E team will ensure all Pre-K students are given a tour of the elementary school campuses and classrooms they will be attending before they graduate from their Pre-K program. In addition, during the summer months, the P2E team will schedule a Pre-K/Elementary school teacher transition day where Pre-K teachers will provide information related to each student transitioning between the Pre-K program into the elementary school. Pre-K teachers will share assessment data, including results from the TOPEL (*Test Of Preschool Early Literacy*) and any insight about the child and family system that could benefit the student transitioning from preschool into elementary school.

*Family Outreach and Advocacy:* The CFI catchment area is privileged to have a family engagement team in the COJUSD catchment area. However, funding and resource constraints have restricted the number of families accessing these services. To help coordinate this pipeline, the CFI plan calls for adding a *Family Outreach Aide* (FOA) who will work predominantly in the MSJUESD area. The FOA will receive referrals from schoolteachers and community members

and ensure that families are connected to the community resources they need. In addition to adding the FOA, the CFI plan calls for partnering with a local nonprofit, CSET (Community Services Employment Training), to provide CFI catchment area students and community members with opportunities to participate in youth and community development activities. As one example, CSET will work in the CFI catchment area to train youth and young adults in tax preparation services. Once full-trained, these youth and young adults will earn certification from the *U.S. Internal Revenue Service* as volunteer tax preparers. Once certification is received, CSET will work with these youth to provide tax assistance services for seniors and other residents who need assistance completing their tax returns. Participating in this program empowers youth to help their parents learn about tax credits that will help support the youth's educational expenses for low-income families, which is approximately **33.0%** of all residents in the CFI catchment area. In addition, these youth will be involved in tax assistance events that will be held at each of the CFI campuses.

To further provide essential community support, especially to our most vulnerable populations, like the unhoused, unemployed, and those experiencing mental health issues, the CFI plan calls for hiring one *Community Social Worker (C-SW)*. The C-SW will work with *Valley Regional Occupational Program (VROP)* to provide adult classes designed to increase employment opportunities. Further, the C-SW will work with the CVRS (*Central Valley Recovery Services*) to provide behavioral health services.

In addition, the CFI plan calls for expanding the number of slots available in the parent-school connectedness program called PIQE. PIQE is an evidence-based program that works to help make parents better advocates for their children's education. For families needing additional parenting assistance, the FOA and other community stakeholders can refer parents to *Parenting*



*Wisely* (PW). PW is an evidence-based program that improves parenting confidence and parenting skills. The CFI Plan is to purchase PW and train all family outreach staff to be able to deliver the training.

**Adding Pipelines:** The CFI plan calls for adding four additional pipelines, specifically (1) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling, (2) Creating and sustaining programs and services that provide community-based support for students who have attended the schools in the CFI catchment area, (3) Social, health, nutrition, and mental health services and supports, (3) and (4) Juvenile crime prevention and rehabilitation programs, explicitly targeting gangs.

**Activities that Support Postsecondary and Workforce Readiness:** Ensuring that students are college and career ready is a challenge in the CFI catchment area. As of the 2022 school year, the last year that data is available, only **43.7%** of all CFI catchment area high school graduates were identified as college or career ready which is a rate that is **17.7% LOWER** than the California average. To help address this challenge, the CFI plan calls for hiring a *School-based Career Counselor* (SCC) who will work with current CFI students in middle and high school to develop an inventory of their skills and assets and help them identify possible college and/or career opportunities. The SCC will be assigned two days at Orosi High, one day at El Monte Middle, one day at Monson-Sultana Elementary, as this campus has students in 6<sup>th</sup> to 8<sup>th</sup> grade and one day to cover the alternative high schools (Cutler-Orosi Community Day, Esperanza High, and Lovell High, as all three campuses have a combined student population of 85 in the 2023 school year). The SCC will work with students to help identify their interests and to help prepare an academic plan that helps them become college or career ready by the time the student graduates from high school. The SCC will have the ability to refer students to several local

partners, including Reedley College, Fresno State University (FSU), FSU's Lyles College of Engineering, University of California-Merced (UC-Merced), the GEAR Up program, and the Jump Start program. Thus, by the start of the 2024-2025 school year, students enrolled at a CFI middle or high school can begin working on creating an individualized career plan. The SCC and the student will be able to work with a career plan that includes (1) Cyber security, offered by FSU's Lyles College of Engineering, (2) Health care, to include nursing, (3) Business, (4) Agricultural technology and engineering, (5) Green technology to include solar panels, (6) Auto-CAD for architecture, (7) Aviation/flight sciences, offered by Reedley College, (8) Aviation maintenance, offered by Reedley College, (9) Wildland Fire Fighting, (10) Emergency Medical Responders, (11) Forklift Operator Certification Program, (12) Construction trades, (13) Chemical engineering (UC-Merced), and (14) Heavy equipment operator.

In addition, the CFI plan calls for hiring a teacher who will provide STEM classes during elective periods. Initially, this STEM teacher will focus on providing project-based learning with hands-on lessons related to technology and computer sciences. Students participating in this class will learn to build and maintain their own applications that can be downloaded on students' smartphones. In addition, students will learn how to build applications that ensure cybersecurity. In future classes, the CFI design calls for creating a cybersecurity class where students build secure applications while other students attempt to test the applications' security level.

To assist in this endeavor and to encourage an underrepresented population to engage in postsecondary and workforce readiness, especially those fields requiring STEM, the CFI plan calls for partnering with *Girls on the Run*, a local nonprofit that works by connecting trained coaches to inspire girls to build confidence and other essential life skills through dynamic, interactive lessons and physical activity. Working in small teams under the supervision of a

trained coach, the teams uncover confidence and work to understand the importance of physical and emotional health.

Once these students have identified an area of interest, the SCC and CFI Site Coordinator will work with the local school district’s Career and Technology Education (CTE) staff to help identify paid internships. Currently, COJUSD offers paid internship opportunities via local area partners to help install and maintain solar panels, conduct energy audits, explore the hospitality field, shadow Information Technology employees, and work in the medical field.

*Community-based Supports:* The intent of this pipeline is to provide community-based support for students who have attended the schools in the area served by the pipeline, or students who are community members, facilitating their continued connection to the community and success in postsecondary education and the workforce. As noted above, the CFI catchment area is designated as a rural and low-income area. Part of the challenges of residing in a rural and low-income community is the limited number of resources and services that are quickly and routinely available. As an example, there are no colleges or universities in the CFI catchment area. In addition, the CFI catchment area has a high unemployment rate even as the rest of the state and country enjoys one of the lowest unemployment rates since the 1940s. Specifically, the CFI catchment area has an unemployment rate of **10.4%** which is a rate that is **47.0%** and **89.7% HIGHER** than the Tulare County and California rates, respectively.

To help remediate these issues, the CFI plan calls for hiring one full-time career counselor called the *Community-based Workforce Development Specialist (C-WDS)*. The C-WDS will work with *former* students who have attended CFI schools and with current CFI catchment area community members. This position will hold career counseling sessions before and after school, during winter break, on selected weekends, and during the summer. To assist

the C-WDS, the CFI plan calls for partnering with the Valley ROP (*Valley Regional Occupational Program*) to provide adult school classes to community residents referred by the C-WDS. Valley ROP classes will be provided at one of the six CFI full-service community school campuses. Classes will include those that lead to becoming certified as a/an (1) Heavy equipment operator, (2) Certified Nursing Assistant, (3) Instructional aide, (4) Emergency Medical Technician, (5) Fire dispatcher, or (6) Urban, Wildland & Rural firefighter. In addition, the Valley ROP can offer culinary and business enterprise and welding classes if resident interest permits.

In addition, the CFI Career Counselor, the Family Outreach Aides, and COJUSD's current Family Outreach Aides will be able to refer parents, former students, and current residents to specific training events held at the CFI campuses. Specifically, working with community partners such as the Valley ROP, Reedley College, and Fresno State University, the CFI plan includes providing ESL (*English as a Second Language*), GED (*General Educational Development*), citizenship classes, literacy programs, and digital literacy training. Classes will be offered each semester and during the summer and will be provided at CFI campuses. Classes will rotate between campuses to ensure that those residents with limited transportation can access the classes that are most impactful to them. Further, if specific classes cannot be offered at a CFI campus, such as heavy equipment operator, the CFI program will provide transportation to and from those classes.

Finally, the CFI plan includes hiring a *Community Social Worker (C-SW)* to work with the community's most impoverished and underrepresented populations. The initial focus will be working with the area's homeless population, followed by **33.5%** of all families in the area that live at or below the poverty level. The C-SW will work to ensure that these vulnerable residents

and their children receive assistance in securing housing, transportation, nutrition, citizenships preparation, or are referred to local lawyers who offer pro-bono services for criminal justice issues.

*Social, Health, Nutrition, and Mental Health and Supports*: The CFI catchment area is limited regarding resources and services. To help address this dearth of services, specifically those that address social, health, nutrition, and mental health, the CFI plan calls for working with the *United Health Center Services (UHCS)*, *Family Healthcare Network (FHN)*, and *Gleanings for the Hungry (Gleanings)*. Starting in year one, the UHCS will provide a walk-in clinic type of service at two CFI campuses, and then UHCS add campuses in each succeeding year until all six campuses have walk-in clinics. These clinics will provide medical screening, dental screening, and vision care. To help work with our more marginalized populations, the CFI plan calls for partnering with the FHN, which specializes in working with migrants and our LGBTQI+ populations. Services will include podiatry, health education, self-management support, and behavioral health, including psychotherapy, child and family therapy, and psychological testing services. These services include working with those who have a substance misuse disorder and working with those who are depressed or have an anxiety disorder.

To help address the sheer number of students who struggle with food insecurity in our area, the CFI plan calls for working with Gleanings, a local nonprofit. Gleanings provides a backpack program that helps to feed hungry students and residents in the CFI catchment area. Gleanings will be provided space at each CFI campus to secure the backpacks students and residents receive when they pick up their food items. Thus, the CFI program will purchase approximately 3,000 reusable backpacks. Gleanings staff will take these backpacks and fill them with food items that students can take on Fridays to ensure that students and their families have

food for the weekend. Then on Monday, the students return the empty backpack to their assigned CFI campus. The CFI Site Coordinator at each campus will collect and store the empty backpacks until the Gleanings staff fill them during the week. [NOTE: COJUSD and MSJUESD understand that federal funds do not allow the purchase of food items; thus, the CFI plan only provides reusable backpacks that each CFI student will receive, and Gleanings will secure the food items without any costs to the CFI.]

To address the substance misuse concerns in the area, the CFI plan calls for partnering with the CVRS (*Central Valley Recovery Services*) to expand access to substance misuse counseling services. The CFI plan calls for funding CVRS, a local nonprofit organization, to provide two additional full-time licensed chemical dependence counselors. CVRS has been working with both COJUSD and MSJUESD for over ten years. CVRS provides counseling services to youth and adults experiencing substance misuse and mental health issues related to substance misuse. Referrals for these services can be made by any student, staff, or resident to the CFI Campus Coordinator. The CFI Campus Coordinator will then work with CVRS to screen, assess, and, if warranted, work with the referred resident to provide evidence-based substance misuse counseling services. These services are desperately needed in the area as the alcohol-impaired driving deaths in the catchment area are **28.6% HIGHER** than the California average. In addition, the number of CFI catchment area youth reporting that they are current alcohol or drug users has increased by **135.7%** between 2021 and 2023, per the *California Healthy Kids Survey*.

Unfortunately, many youth in the CFI catchment are feeling hopeless and expressing suicidal ideation. Based on the 2023 California Healthy Kids Survey, **22.5%** of all students in the CFI catchment area reported experiencing chronic sadness or hopelessness almost every day

for two weeks or more, and **7.8%** of all students have seriously considered suicide. For students who are depressed or hopeless, the CFI plan calls for training all school-based mental health professionals working across the two districts in CAST (*Coping and Support Training*). CAST is an evidence-based program that effectively reduces suicidal ideation and feelings of hopelessness in middle and high school students. In addition, all school staff, parents, and community members will be able to receive, at no cost to themselves, training in *Mental Health First Aid* (MHFA). MHFA is a course that teaches participants how to identify, understand and respond to signs of mental illnesses and substance use disorders. The training gives participants the skills to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis.

To ensure all necessary supports and services are provided to students at the right time and with fidelity, the CFI plan calls for hiring a *Multi-Tiered Systems of Support* Coordinator (C-MC) to ensure that every CFI campus has a full slate of support services for each of the three tiers. The C-MC will be responsible for cataloguing all district services available for students at each grade level and for each of the three tiers in the multi-tiered systems of support. Further, the C-MC will work to ensure that every campus has a fully functioning and effective multi-tiered systems of support team.

*Juvenile Crime Prevention and Rehabilitation Programs:* To address the issue of growing violence and gang involvement in the CFI catchment area, the CFI plan calls for partnering with Champions Recover. Champions Recovery Alternative Programs, Inc. (*Champions*) is a nonprofit community-based organization specializing in substance use disorder treatment and related services for youth and adults in Tulare County. Established in 2000, Champions seeks to serve individuals and families impacted by substance use disorders, mental illness, trauma,

justice involvement, homelessness, and related socioeconomic barriers. The CFI program will partner with Champions as Champions provides gang prevention, intervention, and outreach to students, families, and neighborhoods during school and non-school hours. Champions' staff are flexible and can provide support/intervention during the school day and non-school hours of evenings and weekends in schools and the community. During the first year, Champions will have at least full-time staff member on campus, and this staff will make home or neighborhood visits to connect with students and families in response to emergencies. The CFI Campus Coordinator will refer youth to receive these services. Services will include, but not be limited to, intensive prevention and intervention counseling, life coaching, mentoring, and resource-brokering for students. Services include (1) Providing weekly small-group counseling sessions, (2) Coordinating activities outside of school time and campus to engage and keep students connected to positive outlets, (3) Connecting students to vivacious and enriching people, programs, events, and activities on campus and in community, (4) Working in collaboration with school-based gang prevention personnel, school administration, and law enforcement, and (5) Facilitating one-on-one intervention counseling. In year two of the CFI, the plan is to bring in another full-time Champion staff member, for a total of two full-time Champion staff.

In addition, research has found that disengaged students are more likely to join gangs and become involved in the criminal justice system. To address this growing concern, the CFI plan will partner with Reconnecting Youth, an evidence-based program that works to reengage youth. Specifically, the CFI plan utilizes *Reconnecting Youth's 10-Session curriculum* (RY-10), which has been found to be effective at reducing substance misuse rates, increasing school connectedness, and reducing gang involvement of students completing the program. The CFI plan calls for additional hours for afterschool staff to provide RY-10 to identified and referred



youth. Reconnecting Youth staff will provide the materials, curriculum, and training for these CFI after-school staff members.

Finally, the CFI plan calls for creating a *Big Brothers, Big Sisters* (BBBS) program on each CFI campus. This will be accomplished by having each CFI Campus Coordinator supplement the existing mentoring programs by partnering with the BBBS organization to provide additional mentoring services. BBBS will offer mentoring opportunities for children facing adversity with strong, enduring, supported one-to-one relationships. This will occur weekly at the elementary school campuses, utilizing COMS area junior high school students as mentor “Bigs,” who are then paired up with elementary mentee “Littles.” BBBS has been collaborating in the CFI catchment area for over ten years. BBBS will also provide scholarships for graduating high schoolers and host multiple recognition events throughout the school year.

*CFI Pipeline Summary:* As was detailed above, the CFI plan provides support, resources, and services specifically designed to help close the gaps in educational opportunities of the identified population. Specifically, the CFI plan addresses the needs of a majority-minority community in an area classified as rural and low-income. In summary, the CFI plan will coordinate four existing pipelines and add four new ones in a catchment area comprising the COJUSD and MSJUESD school districts. Once the four existing pipelines are supported and coordinated and the four new pipelines become operational, the CFI will have created six full-service community schools called *CFI Campuses*. The six proposed CFI campuses are *Cutler Elementary* (CE), *Golden Valley Elementary* (GVE), *Palm Elementary* (PE), *Monson-Sultana Elementary* (MSE), *El Monte Middle* (EMM), and *Orosi High School* (OHS). The four existing pipelines that the CFI will support are (1) High-quality early childhood education programs (HQECE), (2) High-quality school and out-of-school-time programs and strategies (HQSOST),

(3) Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary (ST), and (4) Family and community engagement and support, which may include engaging or supporting families at school or at home (FCES).

To coordinate the pipeline for HQECE, the CFI plans to coordinate with local non-public school childcare programs and public-school preschool to 8th-grade classrooms to facilitate a book distribution program by partnering with *Imagination Library* to secure books for all PreK through 8th-grade students. The acronym for these services is IL-BD for *Imagination Library-Book Distribution* program. In addition, the CFI plan includes funding to secure professional development opportunities for parents, staff, and community members to receive training related to an evidence-based reading strategy called *Dialogic Reading* (DR).

To coordinate the pipeline for HQSOST, the CFI plan calls for expanding the current relationships with Reedley College to coordinate the delivery of an aviation program that is embedded in the school day and the afterschool program. Each elementary school will be provided with a flight simulator that students can utilize to explore the basic mechanics of flight. Aviation department staff from Reedley College will work with the elementary school teachers and afterschool staff to create a curriculum that focuses heavily on encouraging students to use the flight simulator to encourage an interest in STEM (*Science, Technology, Engineering, and Mathematics*). The middle school campus will receive a more advanced flight simulator and the program will receive drones. Again, working with our partners at Reedley College, CFI staff will design a curriculum, both embedded in the school day and in afterschool time, to have students learn the fundamentals of aviation, including weather system impacts, and these students will be

exposed to flying drones under the supervision of a licensed drone pilot. The high school program will receive an even more advanced simulator, and high school students can work toward securing a drone pilot license. For those interested in becoming a commercial pilot or becoming a certified aviation mechanic, the CFI plan calls for working with Reedley College so that students can enter one of these two college programs as early as 11<sup>th</sup> grade. For the following chart, the *flight simulator* is FS, the *drone program* is DP, the *pilot training program* is PT, and the *aviation mechanics* is AM.

To coordinate the pipeline of school transitions (ST), the CFI plan calls for creating a preschool-to-elementary school transition plan to augment the robust transition plans that COJUSD and MSJUESD already utilize for transition between elementary and middle, middle, and high school and high school to postsecondary or a career. Specifically, the CFI plan calls for creating a *Pre-K to Elementary* (P2E) school-based leadership team at each participating elementary school campus to ensure the preschool and elementary school curricula alignment. In addition, the CFI plan calls for creating *transition meetings* (TM) between preschool and elementary school teachers to review student progress and address any special needs and it calls for *campus tours* (CT) where preschool students will be provided a tour of their assigned elementary school in the spring semester before they transition into their elementary school.

To coordinate the pipeline of family and community engagement and support (FCES), the CFI plan calls for hiring a Family Outreach Aide (FOA) for the MSJUESD. The FOA will work with the existing FOA' already employed at COJUSD. In addition, the CFI plan calls for partnering with the CSET (*Community Services Employment Training*) to provide CFI catchment area students and community members with opportunities to participate in youth and community development activities (CDA). Further, the CFI plan calls for hiring a *Community Social Worker*

(C-SW) to ensure that the area’s most vulnerable (e.g., homeless youth and families living at or below the poverty level) receive assistance in securing eligible housing, transportation, nutrition, and other services.

<b>COORDINATING FOUR EXISTING PIPELINES</b>	
<b>Pipeline 1: High-quality early childhood education programs.</b>	
<i>CFI Campus</i>	<i>Services</i>
<b>Cutler El.</b> <b>Golden Valley El.</b> <b>Palm El.</b> <b>Monson-Sultana El.</b> <b>El Monte Middle</b>	1. Book distribution program via Imagination Library 2. Dialogic Reading training for staff, nonpublic school childcare providers, parents, and residents.
<b>Orosi High School</b>	Not Applicable.
<b>Pipeline 2: High-quality school and out-of-school-time programs and strategies</b>	
<b>Cutler El.</b> <b>Golden Valley El.</b> <b>Palm El.</b>	1. STEM focused aviation program, reviewed by Reedley College staff, using a flight simulator embedded into the ASSET, and ASES afterschool program. 2. School mentoring via <i>Big Brothers, Big Sisters</i> .
<b>Monson-Sultana El.</b> <b>El Monte Middle</b>	1. STEM focused aviation program using a flight simulator embedded into the afterschool program. 2. STEM focused aviation program including learning to fly drones. 3. School mentoring via Big Brothers, Big Sisters.
<b>Orosi High School</b>	1. STEM focused aviation program using a flight simulator embedded into the afterschool program.

	<ol style="list-style-type: none"> <li>2. STEM focused aviation program including learning to fly drones.</li> <li>3. Access to Reedley College’s pilot instructor classes and aviation maintenance program.</li> <li>4. Working with the Tulare County Sherriff’s Department drone program.</li> <li>5. School mentoring via Big Brothers, Big Sisters.</li> </ol>
<b>Pipeline 3: Support for a child’s transitions with a focus on preschool to elementary school</b>	
<b>Cutler El.</b> <b>Golden Valley El.</b> <b>Palm El.</b> <b>Monson-Sultana El.</b>	<ol style="list-style-type: none"> <li>1. Preschool to elementary school curriculum alignment.</li> <li>2. Preschool to elementary school assessment alignment.</li> <li>3. Preschool and elementary school teacher meetings.</li> <li>4. Elementary school campus tours for preschool students.</li> </ol>
<b>El Monte Middle</b> <b>Orosi High School</b>	Not applicable.
<b>Pipeline 4: Family and community engagement and support</b>	
<b>Cutler El.</b> <b>Golden Valley El.</b> <b>Palm El.</b>	<ol style="list-style-type: none"> <li>1. Youth and community development activities provided by CSET.</li> <li>2. Community Social Worker services to help vulnerable residents access housing, transportation, and other priority services.</li> <li>3. Parenting programs include <i>PIQE</i> and <i>Parenting Wisely</i>.</li> <li>4. Enrichment classes for adults via the partnership with VROP.</li> <li>5. Behavioral health services from the partnership with CVRS.</li> </ol>
<b>Monson-Sultana El.</b>	<ol style="list-style-type: none"> <li>1. Will hire a <i>Family Outreach Aide</i> to ensure a connection between the home and the school and to ensure homeless youth have access to all high-priority services such as housing, transportation, or other services.</li> <li>2. Youth and community development activities.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Community Social Worker services to help vulnerable residents access housing, transportation, and other priority services.</li> <li>4. Parenting programs include <i>PIQE</i> and <i>Parenting Wisely</i>.</li> <li>5. Enrichment classes for adults via the partnership with VROP.</li> <li>6. Behavioral health services from the partnership with CVRS.</li> </ol>
<p><b>El Monte Middle</b> <b>Orosi High School</b></p>	<ol style="list-style-type: none"> <li>1. Youth and community development activities.</li> <li>2. Community Social Worker services to help vulnerable residents access housing, transportation, and other priority services.</li> <li>3. Providing community services via <i>Community Services Employment Training's</i> (CSET) tax preparation program.</li> <li>4. Parenting programs include <i>PIQE</i> and <i>Parenting Wisely</i>.</li> <li>5. Enrichment classes for adults via the partnership with VROP.</li> <li>6. Behavioral health services from the partnership with CVRS.</li> </ol>

The CFI plan calls for adding four additional pipelines, which will be detailed in the following section. However, as an over the four pipelines being added will be (1) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling (SPWR), (2) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce (CBS), (3) Adding social, health, nutrition, and mental health services and supports (SHNMHS), and (4) Juvenile crime prevention and rehabilitation programs (JCRP).

Adding the pipeline of SPWR will require hiring a *School-based Career Counselor* (SCC), partnering with Reedley College Aviation Department (RC-AD), Fresno State University (FSU), University of California-Merced (UC-Merced), the GEAR UP program (GU), and the Jump Start program (JS). In addition, the plan calls for hiring one full-time STEM teacher to

provide elective classes for high school students interested in project-based learning associated with computer technology, application development, and cyber security programs. This project is entitled STEM in the chart below. Further, the CFI plan calls for contracting with Girls on the Run (GOTR) to create interest in STEM fields for our underrepresented youth and residents. GOTR is a local nonprofit that works to provide trained coaches to inspire girls to build confidence and develop other life skills through dynamic interactive lessons and physical activity. Further, for high school students, the *Career and Technology Education (CTE)* will work with students to secure paid internships in specific fields they may be interested in.

Adding the pipeline of CBS will require hiring a *Community-based Workforce Development Specialist (C-WDS)* who will work with referred former students from the CFI catchment area and local area residents. In addition, the CFI plan for adding CBS includes partnering with Valley ROP (*Valley Regional Occupational Program*) to provide adult school classes, like heavy equipment operator training, and enrichment classes, such as ESL and GED services, for local area residents.

Adding the pipeline of SHNMHS will require partnering with *United Health Center Services (UHCS)*, *Family Healthcare Network (FHN)*, *Gleanings for the Hungry (GFTH)*, and *CVRS (Central Valley Recovery Services)*. UHCS will provide a walk-in health clinic at each of the CFI campuses. FHN will provide behavioral health services for specialized populations such as LGBTQI+. GFTH will provide food and nutrition services for **94.8%** of students considered socio-economically disadvantaged and **33.5%** of all families living at or below the federal poverty level.

Adding the pipeline of JCRP will require partnering with *Champions Recovery Alternative Programs, Inc. (Champions)*. This local nonprofit will provide services on CFI

campuses to help deter students from joining local gangs. Though these services will be available to all students, the focus will be on 5th grade and higher students. In addition, the CFI plan calls for utilizing *Reconnecting Youth’s* 10-session program (RY-10) to help middle school and older students reconnect to school, thus reducing their involvement with the criminal justice system.

<b>ADDING FOUR EXISTING PIPELINES</b>	
<b>Pipeline 5: Activities that support postsecondary and workforce readiness.</b>	
<i>Campus</i>	<i>Services</i>
<p><b>Cutler El.</b></p> <p><b>Golden Valley El.</b></p> <p><b>Palm El.</b></p>	<p>1. Providing <i>Girls on the Run</i> to help increase the number of females interested in STEM classes.</p>
<p><b>Monson-Sultana El.</b></p> <p><b>El Monte Middle</b></p>	<p>1. Providing <i>Girls on the Run</i> to help increase the number of females interested in STEM classes.</p> <p>2. Providing school-based career counseling to 6th to 12th grade students via School-based Career Counselor (SCC).</p> <p>3. Hiring a STEM teacher to provide classes aligned with Reedley College’s pilot training and aviation maintenance programs or Fresno State’s or UC-Merced’s engineering program.</p> <p>4. Having the SCC refer eligible and interested students to the GEAR-UP and Jump-Start programs.</p>
<p><b>Orosi High School</b></p>	<p>1. All four of the above programs and strategies, plus</p> <p>2. The SCC, the STEM Teacher, and the C-CC will refer eligible and interested students to the <i>Career and Technology Education (CTE)</i></p>



	<p>program for enrollment in a paid internship program.</p> <p>3. Expanded STEM classes offered during the elective period by hiring a STEM teacher and creating project-based learning activities designed by Fresno State University’s Lyles College of Engineering, Reedley College Aviation Department, and UC - Merced’s College of Engineering.</p>
<p><b>Pipeline 6: Community-based support for students who have attended schools in the area</b></p>	
<p><b>Cutler El.</b></p> <p><b>Golden Valley El.</b></p> <p><b>Palm El.</b></p> <p><b>Monson-Sultana El.</b></p> <p><b>El Monte Middle</b></p> <p><b>Orosi High School</b></p>	<p>1. Providing access to former students and local area residents who need career counseling via a Community Workforce Development Specialist.</p> <p>2. Accessing enrichment classes offered via a partnership with VROP.</p> <p>3. Accessing vocational and technology programs offered via a partnership with VROP.</p>
<p><b>Pipeline 7: Social, health, nutrition, and mental health services and supports</b></p>	
<p><b>Cutler El.</b></p> <p><b>Golden Valley El.</b></p> <p><b>Palm El.</b></p>	<p>1. Walk-in medical clinics via a partnership with UHCS.</p> <p>2. Specialized population services via partnership with FHN.</p> <p>3. Nutrition program via a partnership with GFTH.</p> <p>4. Behavioral health services via partnership with CVRS.</p> <p>5. All staff, interested parents, and community members receive Mental Health First Aid.</p>
<p><b>Monson-Sultana El.</b></p> <p><b>El Monte Middle</b></p>	<p>1. Access to all five of the above programs and services, plus</p> <p>2. Providing <i>Coping and Support Training</i> for 6<sup>th</sup> to 12<sup>th</sup>-grade</p>

<b>Orosi High School</b>	students experiencing suicidal ideation.  3. All staff, interested parents, and community members receive <i>Mental Health First Aid</i> .
<b>Pipeline 8: Juvenile crime prevention and rehabilitation programs</b>	
<b>Cutler El. Golden Valley El. Palm El.</b>	1. Access to gang prevention services via a partnership with Champions.
<b>Monson-Sultana El. El Monte El. Orosi High School</b>	1. Access to gang prevention services via a partnership with Champions. 2. <i>Reconnecting Youth’s 10-Session (RY-10)</i> program is designed to reduce gang involvement by reconnecting youth back to school.

**Pillars:** Research shows that community schools that include certain design features show improvements in teaching, learning, and student outcomes. The evidence-based features, or pillars, include providing (1) integrated supports (e.g., social and emotional learning, access to health and nutrition services); (2) expanded and enriched learning time (e.g., after-school enrichment and summer school); (3) active family and community engagement; and (4) collaborative leadership and practices to support high-quality teaching. Based on this research, the CFI will work to coordinate when available, create when necessary, and implement these evidence-based strategies as part of its comprehensive set of services that are designed to reflect and be tailored to local contexts. These four pillars are supported by the *Science of Learning and Development Alliance* and can be used to address the needs of the whole child, including those children and youth whom schools and community partners determine to be most underserved.

Each of the services offered by the CFI plan are evidence-based and align with one of the four pillars, as evident in the following chart. Further, as is detailed in the Evaluation Section,

below, each of these services and programs will be assessed using appropriate evaluation methods to ensure successful achievement of project objectives.

<b>CFI SERVICES BY PILLAR</b>				
<i>Service</i>	<i>Pillar 1: Integrated Supports</i>	<i>Pillar 2: Expanded &amp; Enriched Learning Time</i>	<i>Pillar 3: Active Family &amp; Community Engagement</i>	<i>Pillar 4: Collaborative Leadership &amp; Practices</i>
Book Distribution Program			✓	
Dialogic Reading		✓		
Flight Simulator		✓		
Drone Program		✓		
Pilot Training		✓		
Aviation Mechanics		✓		
Pre-K to Elementary Teams				✓
Transition Meetings				✓
Campus Tours		✓		
Family Outreach Aide			✓	
Youth Development Activities		✓		
Community Career Counseling			✓	
Student Career Counseling		✓		
Adult School (VROP)	✓			
Medical Clinics (UHCS)	✓			
Behavioral Health (FHN)	✓			
Food and Nutrition (GFTH)	✓			
STEM Project-based learning*		✓		
Paid Internships		✓		
Youth interventions		✓		
Community Social Worker	✓			

\* Includes partnerships with Reedley College, Fresno State, UC-Merced, GEAR-UP, and Jump Start.

***Project demonstrates a rationale:*** The U.S. Department of Education defines “demonstrating a rationale” as key project components included in the project’s logic model are informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes. As will be noted in this proposal, including the full Logic Model presented in the Quality of the Project Evaluation and the research findings presented in the following section, Quality of the Project Services, subsection B, “extent to which the services reflect up-to-date knowledge from research and effective practice” we are confident you will find our proposal demonstrates a clear rationale, as all essential components are informed by research or evaluation findings proven to improve relevant outcomes.

### **Quality of Project Services**

***Diversity of Perspectives:*** The CFI was not developed in a vacuum nor was it developed in a few weeks. The COJUSD and MSJUESD have been working toward the goal of creating and sustaining full-service community schools since 2017. Since COJUSD and MSJUESD work with many of the same parents and students, both districts have worked collaboratively to enhance student’s educational achievement in their respective catchment areas. However, as the impacts of the COVID-19 pandemic began to be felt nationwide, the districts of *Cutler-Orosi Joint Unified School District (COJUSD)* and the *Monson-Sultana Joint Union Elementary School District (MSJUESD)* began to discuss additional collaboration efforts. These initial discussions led to the *Cutler-Orosi Monson-Sultana (COMS) Action Plan* to help both districts implement evidence-based programs and practices that would most positively impact students and residents in the COMS catchment area. The COMS Action Plan evolved into a partnership between COJUSD and MSJUESD administrative staff to identify and secure additional resources and services for this high-need area. In 2018, the plan was formally implemented, and additional resources were secured to help the districts implement a multi-tiered support system for students

experiencing school disciplinary issues. In 2020, the districts worked to generate additional resources to supplement their depleted campus libraries and to add additional literacy development supports in preschool through 5<sup>th</sup> grade.

Then, in late 2021, the COMS Action Plan called for creating the *COMS Mental Health Services Program (MHSP)* and the *COMS Full-Service Community School Initiative (CFI)*. The COMS-MHSP was designed to help both districts identify challenges and seek evidence-based programs and practices to address the mental health needs of students, staff, and parents. Part of the approach to developing the MHSP and CFI plans was to conduct a systematic review of community needs. Once this was accomplished, input from local community members was undertaken, and results from the evaluation of the multi-tiered systems of support and literacy programs were distributed. Based on these events, it was determined that the top two issues facing the COMS area were a lack of school-based mental health professionals and a lack of coordinated resources that could be provided at local school campuses.

To address the top priority of adding additional school-based mental health professionals at each campus, the districts developed the COMS-MHSP, released in January 2022, and immediately secured the support of several local area organizations and agencies. Then in 2022, the COMS-MHSP received funding to expand the number of school-based mental health service providers available in each district. Once that program was beginning to become operational, the district leadership at COJUSD and MSJUESD worked to finalize the CFI plan. The CFI plan focused on ensuring that students, staff, and residents in the rural and low-income area comprising the COMS catchment area have access to full-service community schools. This initiative was supported by parents, teachers, principals, community members, students, and key stakeholders in the community.

To ensure a diversity of perspectives is brought to bear once funding is received and operations begin, the CFI plan calls for creating the *CFI Executive Team (CET)* and the *CFI Advisory Council (CAC)*. The CET will comprise the superintendents, their designee, and business managers from COJUSD and MSJUESD, along with the CFI Program Director. The CET will be responsible for reviewing all evaluation and expenditure reports. The CET will also be responsible for hiring and firing decisions. To assist the CET, the CAC will comprise the CFI Program Director, Principals from each CFI campus, parents, students, teachers, community members, and the CFI evaluator. The CET will be responsible for attending, at a minimum, quarterly meetings to review the budget, receive updates on the CFI evaluation findings, make recommendations for changes, review future budgets, and review and approve operational schedules. CAC findings and concerns will be relayed directly to the CET, and CAC members are always invited to attend CET meetings unless a personnel issue requires a closed-door session. Thus, since the initial inception of the CFI, there has been and will continue to be a diversity of perspectives as it relates to the design, alteration if any, and operation of the CFI.

***Services Reflect Up-to-Date Knowledge:*** The targeted or identified population for the CFI are all students and residents living in Cutler, Monson, Orosi, and Sultana, California, with specific attention to those students and residents considered homeless, economically disadvantaged, or identified as at-risk for educational failure. Subgroups will include (1) Homeless students, (2) Students with school disciplinary referrals and their parents; (3) Students involved in the criminal justice system; (4) Students with suicidal ideation; (5) Students who skip school; (6) Students who are not connected to school; (7) Students who have food insecurity; (8) Parents of students who report alcohol or drug problem; and (9) Teen parents.

The overall design of the CFI is to coordinate four existing pipeline services already

implemented and add four additional pipeline services throughout the program. Further, the CFI plan will ensure that six campuses in the district will be operating as full-service community schools by the end of Year One. Further, each service and support offered by the CFI has been found to be effective for the identified population and the identified need. The services being provided by this initiative are: (1) Creating a book distribution program utilizing Imagination Library, (2) Implementing dialogic reading, (3) Expanding STEM education related to aviation by utilizing flight simulators, drones, offering pilot training courses, and exposing students to aviation mechanics, (4) Creating and using Pre-K to elementary school teams, (5) Hosting transition meetings for students moving from Pre-K to elementary, including conducting campus tours, (6) Hiring Family Outreach Aides, (7) Implementing youth development activities that include mentoring programs to reduce gang involvement, (8) Creating a community career counseling program, (9) Proving student career counseling, (10) Creating an adult school program, (11) Offering medical clinics, (12) Providing behavioral health services, (13) Expanding food and nutrition programs, (14) Creating a STEM project-based learning program during elective periods, (15) Securing paid internships for students, and (16) Hiring a Community Social Worker/Community Advocate. The following is a brief overview of the evidence that supports each service type.

Book Distribution Program: For children in Pre-K to 5th grade, the CFI includes an Imagination Library book distribution program. This practice has been found to increase the number of literate homes (Green et al., 2020; Tura et al., 2020; Harvey 2020 & 2016; Anderson, 2018; Rashid, et al., 2005) and has been found to improve children’s language development (Dorman & Fair, 2021; Samiei et al., 2016; Kelly & Campbell, 2008; Embree, 2009), early literacy development (National Reading Panel, 2001), school readiness (American Library

Association, 2007); future reading performance (Tura et al., 2020; Skibbe, 2019; Molfese et al., 2003); and overall school achievement (Samiei et al., 2016; Chall & Snow, 1982). These effects persist even in low-income households (American Library Association, 2007). Further, book distribution programs help parents/guardians enhance their children’s reading and literacy skills.

Dialogic Reading: To assist PreK through 8<sup>th</sup>-grade students who are experiencing difficulties in fully developing their literacy skills, the CFI will utilize Dialogic Reading. The Dialogic Reading approach provides a structured way for children to discuss books and practice oral language skills during classroom “read-aloud” (Whitehurst et al., 1988; Whitehurst et al., 1994; Zevenbergen & Whitehurst, 2003). During these shared-reading experiences, the adult becomes an active listener and interviewer. This approach results in the child using more sophisticated language. Children from low-income backgrounds and English language learners experience significant growth in their oral language skills using dialogic book reading (Chow, et al., 2021; Grover, 2020; Lonigan & Whitehurst, 1998; National Early Literacy Panel, 2008; Valdez-Menchaca & Whitehurst, 1992).

STEM Education – Focus on Aviation: Offering STEM classes focused on aviation has been found to increase student motivation and enrollment in STEM related classes (Surra, 2015, & Tsz Kit Ng, 2021). Further, there is a gender imbalance in the field with males enrolling in STEM aviation classes at higher rates than their female counterparts (Halleran, 2019). Further, STEM programs focusing on aviation should focus on real-world project-based learning and allow hands-on access to flight simulators to increase student interest (Kianfar, 2020). In addition, allowing students to learn about and fly drones has also been found to increase STEM enrollment, especially in rural and low-income communities (Slater, 2021 & Ryu, 2020). Bhuyan (2020) found that both formative and summative evaluations for a drone program



“...showed that it helped students improve their critical thinking ability and motivated them to pursue careers in STEM-related disciplines, specifically in information technology and cybersecurity areas.” Most encouraging for the CFI plan is that these results were from a low-income minority high school in the United States.

Pre-K to Elementary Teams: Creating a school-based leadership team to address Pre-K to 3<sup>rd</sup> grade alignment has been found to be effective at “...providing strong foundations for continued academic success” of the Pre-K student (Cohen-Vogel, 2020). Vitiello (2020) noted that effective transition and alignment programs between Pre-K and elementary schools can increase school readiness for Pre-K students and increase these students' positive school behaviors. Further, aligning Pre-K assessments with the elementary school assessment systems made a significant “impact on teaching and learning” (Fox, 2021).

Pre-K Transition Meetings: Transition practices for Pre-K students moving into elementary school should include Pre-K transition meetings between the child’s Pre-K teacher and their assigned elementary school teacher. Garber (2022) found that “data sharing on individual children was associated with higher literacy skills.” Flacke (2019) found that when Pre-K transition meetings are conducted effectively, they improve the educational outcomes for students with special needs.

Family Outreach Aides: Utilizing Family Outreach staff to meet parents and guardians where they live and work with them to connect to educational services has been found to be effective at increasing family mental health outcomes and reducing health risk behaviors (Morton, et al., 2020). Family outreach staff are effective at increasing family engagement at school (Jacques & Villegas, 2018). With increased parent involvement comes an increase in teacher-family communication which is linked to better homework completion, attention during

instructional tasks, and class participation rates, as well as improved teacher-student interactions and student motivation (Kraft & Dougherty, 2013). Students whose families are involved in their school experiences are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson & Mapp, 2002). While engaged with the school, parents/guardians are more likely to volunteer, and school-based family engagement activities (e.g., volunteer activities or Parent-Teacher Association involvement) have positively affected student outcomes (Hill & Tyson, 2009). Students whose families help them make connections between their current school performance and their long-term goals (e.g., attending college, working in a specific profession) is correlated with higher achievement levels for these students in secondary school (Hill & Tyson, 2009).

Youth Development Activities: Getting students to engage in pro-social activities that include a physical activity element has been shown to be effective. Jugl, Bender & Friedrich (2023) found that participation in sports programs positively affects crime-related outcomes. Further, participants showed a significant decrease in aggressiveness and anti-social behavior outcomes. This study also analyzed psychological outcomes such as self-esteem or mental well-being, which also significantly improved when participating in youth development programs that include physical activity. Further, the Centers for Disease Control (CDC), in 2022, found that youth development programs strengthen young people’s sense of identity, belief in the future, self-regulation, and self-efficacy, as well as, their social, emotional, cognitive, and behavioral competence. Further, these programs also have the potential to prevent substance use and violence behaviors that contribute to HIV and other STD risk and are associated with improvements in academic performance. In addition, school mentoring programs, like CFI’s

BBBS program, have been found to be effective for students from late elementary school through high school. Further, these researchers have found the school mentoring program effectively improves connectedness to school with students, regardless of race or culture, and with students from rural and low-income backgrounds (Kraus et al., 2016; Komosa-Hawkins, 2012; Larose et al., 2010; and Pryce, 2012).

Community career counseling programs: Community-based career counseling programs are effective “in the short-and the long-term on career indecision” (Perdrix, et al. 2012). Further, Sutton (2022) found that community career counseling programs help underserved residents explore career goals and aspirations. Additionally, career counseling has been shown to be beneficial for making career choices in the longer term. One study found that after only four or five career counseling sessions, most clients had carried out their career plans within a year and reported less difficulty in making career decisions up to a year later (Perdrix, Stauffer, Masdonati, Massoudi, & Rossier, 2012).

School-based career counseling programs: School-based career counseling programs have been found to benefit K-12 students by improving their readiness for academic and career success (Sanders, Welfare, & Culver, 2017). Career counseling is needed early “...as students begin to develop career awareness in elementary school, explore careers during middle school, and move into career preparation and planning in high school” (Sanders, Welfare, & Culver, 2017). Career counseling connects the experiences students have in school to their future, which enhances academic motivation and provides meaning to and purpose for the work they are doing in school (Curry, Belser, & Binns, 2013; Scheel & Gonzalez, 2007). School-based career counseling helps students to make informed career decisions, value school, succeed academically, and engage in school offerings (Kenny, Blustein, Haase, Jackson, & Perry, 2006;

Orthner, Jones-Sanpei, Akos, & Rose, 2013; Perry, Liu, & Pabian, 2010).

Adult school programs: A meta-analysis of 22 studies found that adult school programs that focus on basic instruction that incorporates contextualized learning or team teaching has been found to improve learners’ academic skills and educational progress. Further, combining basic instruction with occupational training, like that proposed in the CFI program, tend to “increase learners’ employment and earnings” and can lead to adult learners increasing their “educational attainment and employability” (Institute of Education Sciences, 2021, April).

School-based Medical clinics: School-based health clinics have a “...positive impact on academic achievement, high school graduation rates, and student engagement at school (AAFP, 2023). Further, school-based medical clinics can lead to the early identification and treatment of mental health issues and provide routine screenings that many children do not receive (Zwiebel & Thompson, 2022). In addition, school-based health centers have effectively reduced health disparities and attracted harder-to-serve populations such as minority students and males (Wheeler, 2023).

Behavioral health care: Students who receive professional counseling, such as counseling related to behavioral health, have significantly reduced rates of absenteeism and tardiness (Gall, et al., 2000). Further, the CFI will utilize this strategy for students involved in school disciplinary referrals and/or those expressing low- to moderate-mental health acuity concerns. Researchers (Cleveland & Sink, 2018; Sink & Stroh, 2003; Lapan et al., 2012; Lapan & Gysbers, 2011; Dumigan, 2017; Brigman & Campbell, 2003; and Dahir & Stone, 2003; Beale, 2004; Schmidt, 2003; Williams et al., 2015; and Cheek, Bradley, Reynolds & Coy, 2002) studied the effectiveness of school-based behavioral health counseling and found it effective at the elementary, junior high and high school levels. Further, these studies found that school

counseling is especially effective at high-poverty schools in rural communities with at-risk students, precisely the population served by the CFI.

Expanding food and nutrition programs: The Global Food Banking Network has found that school-based nutrition and food distribution programs, including food backpack programs, can effectively feed school-age children (Fong, 2020). Further, the Healthy Nations Start with Healthy Children (2017) report noted, "...one of the most effective ways to combat food insecurity among children is by establishing school-based feeding programs." Further, Wang and Fawzi (2020) found that school food distribution programs are "beneficial for the physical, mental, and psychosocial development of school-age children and adolescents," particularly those in low- and middle-income communities. In addition, another study found that school backpack programs improved students' standardized test scores in literacy and math (Watkin & Baildon, 2019).

STEM Programs: STEM education programs help students become more employable (Norris, 2022). Research has shown the integration of STEM has a positive impact on elementary, middle, and high school student achievement (Han et al., 2016; Hansen & Gonzalez, 2014; Ing, 2013, 2014; James, 2014; Judson, 2014; McCaslin, 2015; Tolliver, 2016). Further, Ashford (2016) discovered that the STEM after-school program increased the academic achievement of third, fourth, and fifth-grade students. Similarly, Olivarez (2012) found that a STEM program positively impacted eighth grade students' mathematics, science, and reading achievement. Further, a large meta-analysis found that STEM education improved the mathematics achievement of students participating in the program (Siregar, et al. 2020).

Paid internships: Providing opportunities for high school students and recent high school graduates to work in a paid internship has increased full-time employment (Sharp, 2016). Studies

show that internships can dramatically increase employment potential for students. A 2019 survey of internship programs by the National Association of Colleges and Employers found that 70% of interns received a job offer. Recent studies have indicated that students graduating with internship experiences, in general, are more likely than students without those experiences to find employment upon graduation (Callanan & Benzing, 2004; D’Abate, 2010; Gault, Redington & Schlager, 2000; Knouse, Tanner, & Harris, 1999; Knouse & Fontenot, 2008). Finally, high school-paid internship programs increase the likelihood of high school graduation and boost college enrollment rates (Hemelt, Lenard, & Paeplow, 2019).

Hiring a Community Social Worker: A Community Social Worker can reduce costs and improve outcomes for the most vulnerable (National Library of Medicine, 2001). Kangovi, et al., (2020) found that every dollar invested in a community case manager program would return █████ within the fiscal year. Community case management programs have also increased housing stability and reduced depression (Ponka, et al., 2020). A literature review examining case management interventions between 1994 and 2008 revealed multiple positive effects for individuals experiencing homelessness, including increased housing stability; increased engagement in medical and non-medical services; reduced use of high-cost health system services; improved mental health status; reduced use of drug and alcohol; and improved quality of life (De Vet, et al., 2013).

MTSS (Multi-Tier Systems of Support): PBIS is a nationally known and recognized decision-making multi-tier system of support framework that guides selection, integration, and implementation of the best evidenced-based academic and behavioral practices for improving important academic and behavior outcomes in all students. As it is designed to be beneficial for “all” students, PBIS is classified as a Universal service. PBIS is identified by SAMHSA as a

*model program* and is listed on the agency’s *National Registry of Evidenced-based Programs and Practices* (NREPP). Per the findings from NREPP, PBIS focuses on guiding members of an entire school staff in developing a school-wide environment that is safe, civil, and conducive to learning. One of the core features of the PBIS Model is its emphasis on staff communication, collaboration, and cohesion. PBIS is an evidence-based practices and organizational systems disciplinary approach that encourages and rewards positive behavior to shape student behavior (U.S. Department of Education, 2014) and increase social competence (Flannery, Frank, Kato, Doren, & Fenning, 2013; Horner et al., 2009). The goal of PBIS is to establish social culture and behavioral modifications and supports necessary to improve social and academic behavior and success of all students (Flannery et al., 2013). School-wide PBIS implementation establishes predictable, efficient, safe, and effective school climates for students (Flannery et al., 2014). Decreases in school dropout rates are reported among student outcomes (Ecker-Lyster & Niileksela, 2016), as are improvements in student behavioral and attendance outcomes (Freeman et al., 2016). Schools having implemented school wide PBIS report decreases in student office disciplinary referrals (Horner et al., 2009; Morrissey et al., 2010 & Romero, 2015). Research into PBIS has found that when the framework for PBIS is properly established school campuses will experience increases in social skills development among students but also a decrease in problem behaviors (Horner, Sugai, & Anderson, 2010). “Schools that develop school-wide PBIS plans and strategically target behavioral intervention programs aimed toward teaching prosocial skills and reducing inappropriate behaviors report fewer students exhibiting behavior problems (Bradshaw, Waasdorp, & Leaf, 2012; Crone, Homer, & Hawken, 2004). Further, a research study conducted with elementary school students, the same population as the CO-TASC is serving, found when PBIS was effectively implemented it increased student attendance and

reduced disciplinary referrals (Albrecht, Mathur, Jones, & Alazemi, 2015). PBIS will be implemented by hiring one *CFI MTSS Coordinator (C-MC)*, who will be assigned to work with COJUSD staff at each campus on implementing PBIS with fidelity.

CAST (Coping and Support Training): CAST is a counseling program designed for at-risk youth in schools. It is considered a Tier 2 service and has been proven to reduce suicide risk factors, alcohol and drug use, and improve other positive outcomes for adolescents. The program consists of 12 sessions, each lasting 55 minutes, and can be conducted by trained teachers, counselors, social workers, or similar professionals. CAST has been recognized as a model program by the Substance Abuse Mental Health Services Administration (SAMHSA), is listed on SAMHSA's National Registry of Evidence-Based Programs and Practices and is identified as a “best practice” by the *Suicide Prevention Resource Center (SPRC)*. It is also identified as a CDC Promising Practice. Studies funded by the National Institute of Health (NIH) have shown that CAST participants experience significant and long-lasting improvements in areas such as suicide risk behaviors, drug use, depression, personal control, problem-solving skills, and family support. Researchers have shown that students participating in CAST show significant improvements in sustained reductions in suicide-risk behavior and depression, declines in anger control problems, reduced drug and alcohol use, enhanced personal control, problem-solving abilities, and family support. CAST has been proven to be effective for all ethnicities and genders and in rural settings like COJUSD. Parents or guardians of students in CAST will be invited to participate in the CAST parenting program called Parents as Partners as part of the Tier 2 services.

Mental Health First Aid (MHFA): As part of their Tier 1 strategy, the CFI plans to implement the MHFA program for all CFI staff and interested parents and community residents.



MHFA is an internationally recognized program with proven effectiveness, as peer-reviewed studies have shown. By participating in the program, school staff can identify mental health problems in students, increase their knowledge of resources for those struggling with mental illness or addiction, and safely deescalate crisis situations (Chowdhary Zlotnikova, & Lucas, 2019). Additionally, research has demonstrated that the program reduces negative attitudes and perceptions of individuals with mental illnesses, promoting better social interactions (Lee & Tokmic, 2019). MHFA is listed in the National Registry of Evidence-based Programs and Practices (NREPP), a database of mental health and substance abuse interventions. The CFI project will train campus school counselors and selected teachers to implement MHFA and educate all campus staff, including lunchroom workers and bus drivers.

*PIQE (Parent Institute for Quality Education)*: Students do better when their parents act as advocates for their children (Jordan, Orozco, and Averett, 2002). Research consistently shows that PIQE is an effective strategy for schools to employ in their efforts, as PIQE is distinguished by its effectiveness in helping parents build and utilize their advocacy skills. PIQE, established in 1987, is a nationally acclaimed program based upon the theories of action research. Over the years, many schools have boasted about the impact PIQE has had in helping parents build advocacy skills in support of their children’s learning. The CFI project will work with the existing staff at COJUSD’s parent outreach program and the one Family Outreach Aide (FOA) to be hired and assigned to the Monson-Sultana school district. Parent Outreach staff will work to advertise the existence of the PIQE program, along with all other programs and services offered by the CFI. The CFI project will provide the resources required to send 75 CFI area parents to the PIQE program in each school year.

*Parenting Wisely (PW)*: CFI anticipates providing this service to parents of at-risk

students. PW has been found to be effective for rural communities, low-income communities, and effective with parents from different races and cultures, include Hispanic and African American (Stalker, Rose, Bacallao, & Smokowski, 2018). PW can be provided in an English language version or a Spanish language version. Further, PW is identified as both a “best practice” and an evidence-based practice.

In summary, the CFI plan includes only evidenced-based programs and strategies that researchers have found to be effective. In addition, each strategy aligns with one or more of the pillars of successful full-service community schools. Thus, the strategies and programs offered by the CFI are appropriate and will successfully address the needs of the identified population.

***Services provided focus on those with greatest need:*** The CFI plan is designed to ensure that services to be provided are focused on those with the greatest need. As previously identified, the priority populations for CFI are (1) Homeless students, (2) Homeless families, (3) Families living in poverty, (4) Socioeconomically disadvantaged students and families, (5) Students who are failing academically, (6) Unemployed adults, and (7) Other. Because the homeless student population increased by **46.2%** between 2016 and 2022 in the CFI catchment area, the focus will be on these students first. Second, will be working with homeless families, which have increased by **21.9%** since 2019 and is estimated to include 30 families living in the CFI catchment area. After addressing the needs of the unhoused, the CFI will focus its efforts on the **33.5%** of families in the CFI catchment area, or 1,497 families, living at or below the federal poverty level. Once programs are working for the areas most impoverished, the CFI staff will work to address the needs of **94.8%** of all students whom the California Department of Education classifies as socioeconomically disadvantaged. This represents 4,098 students at the end of the 2023 school year. Academic initiatives will be directed, first, toward the students who did not meet or exceed

standards on the California achievement tests. In 2022, the last year full data is available, **31.5%** of all students did not meet standards in *English/Language Arts* (ELA) and **38.5%** did not meet standards in *Mathematics*. In terms of adults, the focus of the CFI is to address the needs of the homeless first and then work with unemployed adults. As noted above, the CFI catchment area has an unemployment rate of **10.4%** which is a rate that is **47.0%** and **89.7% HIGHER** than the Tulare County and California rates, respectively. In addition, the CFI staff will be provided instructions to ensure that those populations classified as “Other” are also served. Populations meeting the requirements for “Other” include, but are not limited to, military-connected families, foster youth, English learners, migrant youth, students with disabilities, etc. To ensure that the populations with the greatest needs are being met each CFI Campus Coordinator (C-CC) will be responsible for tracking client activity, by having their staff and contractors note the service delivered and the name of the participant(s) receiving those services. Then, monthly, the CFI external evaluator will collect those client activity sheets from each CFI Campus Coordinator and compare service delivery with recipient need to ensure that services are focused on the highest need populations.

### **Adequacy of Resources**

***Full-Time Coordinator at Each Campus:*** The CFI plan includes hiring a full-time CFI Program Director in addition to six full-time coordinators at each school. The CFI plan calls these full-time coordinators *CFI Campus Coordinators* (C-CC). These six full-time CFI Campus Coordinators will report to the *CFI Program Director* responsible for implementing a multi-district, multi-agency, full-service community school program at six campuses. To ensure that each campus and community has a voice in who will be the CFI Campus Coordinator, local campuses will have final approval on selecting the CFI Campus Coordinator assigned to their campus. The following section details how the CFI plan includes sustainability efforts for these

essential positions.

***Plan for Sustaining these Positions and Program:*** The CFI has a dedicated goal in the Logic Model specifically designed to help sustain the six CFI Campus Coordinators and to sustain effective program components after federal funding ends. Specifically, the CFI Program Director (C-PD) will be tasked with working with each individual school district to create an alternative funding mechanism that will help sustain the school-based and community-based services offered by the CFI. The C-PD will visit local school districts that have created and maintained a SHARS (*School Health and Related Services*) program in their respective communities. Then the C-PD will work with the COMS administration, school board, staff, and stakeholders to create the COMS SHARS program. The SHARS program allows California local educational agencies (LEAs), like COJUSD and MSJUESD, to request reimbursement for Medicaid health-related services. Services must be medically necessary and reasonable to ensure children with disabilities can participate in educational programs. The districts may be able to collect reimbursement for counseling, psychological services, transportation, and physician services. In Year One, the goal is for the C-PD to outline the steps required to become a SHARS provider and to address questions and concerns expressed by all stakeholders [**NOTE:** The districts will still provide these services to eligible students regardless of the status of the SHARS program while receiving CFI funding.] In Year Two, sustainability takes a greater focus, and the C-PD will continue to move forward with creating a CFI SHARS program. This year, the C-PD will focus on applying to the California Department of Education and the California Medical program to become a SHARS Medicaid provider. The C-PD will submit the application, complete the random moment time study (required to become a Medicaid provider), establish service rates, and secure billing information and cost reports. At the end of Year Two, the CFI

SHARS program is expected to be approved. In Year Three, the CFI plan calls for the CFI SHARS program to begin billing for eligible and appropriate services. It is anticipated that billing will be limited in the program's first billing year as the staff and the districts develop the institutional capacity and intellectual capital necessary to operate a successful SHARS program. The goal for the first billing year will be to receive a reimbursement of approximately [REDACTED]. The C-PD will continue refining and developing the COMS SHARS program throughout the year. Year Four's goal will be to receive [REDACTED] in reimbursement for eligible participants who receive appropriate services. At this level, the CFI can begin to expand the counseling and psychological services within the CFI service area. In Year Five, the goal of the CFI SHARS program is to receive [REDACTED] in reimbursement for eligible participants who receive appropriate services. At this level of funding, combined with local area funding committed by the districts to the CFI, the districts should be able to sustain all six CFI Campus Coordinators and approximately 75.0% of all programs and activities. Specific programs and services to be retained will be based on community and stakeholder feedback along with the results of the evaluation reports provided by the CFI External Evaluator (C-EE). To help sustain 100.0% of the effective CFI services and activities, the C-EE will review the annual reports to determine if specific program components or services have resulted in publication worthy outcomes. If so, the C-EE will publish the results in a peer-reviewed journal article, and the CFI will utilize these results to secure local, state, and foundation funding. Thus, the CFI Executive Team is confident it can sustain the six CFI Campus Coordinators and all effective and evidence-based CFI services.

### **Quality of the Management Plan**

***Plan to have a Broadly Representative Consortium:*** As noted above, the CFI comprises a broad and representative consortium of community members and key stakeholders. Participants

include the following: (1) *Cutler-Orosi Joint Unified School District* administrators and staff, (2) *Monson-Sultana Joint Union Elementary School District* Administrators and staff, (3) Parents from COJUSD and MSJUESD, (4) Students from COJUSD and MSJUESD, (5) Residents of the COMS catchment area, (6) *Central Valley Recovery Services (CVRS)*, (7) *Tulare County Office of Education (TCOE)*, (8) *Tulare County Sheriff's Office (TCSO)*, (9) *Big Brothers, Big Sisters (BBBS)*, (10) *Cutler Child Care Center (CCCC)*, (11) *Community Services Employment Training (CSET)*, (12) *United Health Center Services (UHCS)*, (13) *Fresno State University's Lyles College of Engineering (FSU-LCE)*, (14) *Family Healthcare Network (FHN)*, (15) *Reedley College Aviation Department*, (16) *University of California – Merced (UC-Merced)*, (17) *Valley Regional Occupational Program (VROP)*, (18) *Gleanings for the Hungry (GFTH)*, (19) *Girls on the Run*, (20) *Champions Recovery Alternative Program, Inc. (Champions)*, (21) *After School Education and Safety (ASES)*, and (22) *After School Safety and Enrichment for Teens (ASSETS)*. Further, there is a description of the roles and responsibilities of the broadly representative consortium as detailed in the attached MOU.

In addition, the CFI plan calls for creating the *CFI Advisory Council (C-AC)*, which will have broad representation from across the community, including parents, students, residents, staff from each CFI campus, staff from each CFI partner, and students from CFI campuses. The C-AC will meet quarterly, be responsible for reviewing the evaluation results, and approve any programmatic changes, ensuring a truly active and robust advisory committee.

As noted in the signed and attached preliminary MOU, each party has signed off on a solid plan that reflects the community's and its stakeholders' needs. Further, the MOU includes the roles and responsibilities of each CFI Consortium member. Then, once funding is announced, the CFI Consortium members will convene a meeting to review any changes to the CFI plan and

then formally sign off on the official MOU. The CFI plan is for the hiring of all staff members required to implement the CFI in Year One to commence while the Consortium members work on completing the official MOU, thus ensuring that critical and necessary services are provided as soon after the Grant Award Notice (GAN) is received, as possible.

***History of Effectiveness:*** As noted above, the CFI plan has been under development for over five years. The original idea sprang from concerned community members and key stakeholders who saw the need to create full-service community schools in the COMS catchment area. However, one of the main reasons that the concerned community members and key stakeholders approached COJUSD and MSJUESD was their documented history of effectiveness in working with diverse stakeholders, including students and families.

The CFI Consortium has a history of demonstrated effectiveness, as evidenced by the Before-and After-School Program's achievement, the School Climate Transformation Initiative, Mental Health Professional Services, the Early Literacy program, and the COAS (*Cutler-Orosi Adult School*) project. For example, the COAS students were provided transportation to and from daycare at the COJUSD Family Education Center. In 2022, COAS collaborated with the Workforce Investment Board and a local area agency named Proteus to create a dual enrollment program to help students increase their employment skills. This collaboration resulted in the program serving 206 students, providing 24 community members with Adult Basic Education, 130 with English as a Second Language class, helping 52 community members enroll in Adult Secondary Education classes, and working with 13 residents to begin taking citizenship preparation classes. In addition, the COMS area staff worked with the *Sequoias Adult Education Consortium*, another key partner, to help the COAS program fund a staff position to help students enroll in Career and Technical Education (CTE) at College of the Sequoias and other

adult schools.

As another example, the COMS group worked with local pediatricians, obstetricians, nurse practitioners, and local preschool centers to expand the *Reach-Out-And-Read* (ROAR) program. The ROAR program provides free books to local area students and families. In addition, the program enlists the services of pediatricians, obstetricians, and nurse practitioners to “prescribe” reading to their families. Families that are prescribed reading get to select a book the ROAR program provides. The book is the families to use and keep. Currently, the program has served over 300 students in the COMS area in just its first year of operation. More recently, the two districts have worked together to increase the number of school-based mental health professionals on campus to address the mental health needs of students and families. Each of these programs requires extensive work to facilitate and maintain the support of diverse stakeholders, including students, families, residents, and key stakeholders. Clearly, COJUSD and MSJUESD have a long and storied history of working together effectively.

***Adequacy of the Management Plan:*** To help ensure full implementation by the fall semester of the 2024-2025 school year, the *CFI Executive Team* (C-ET) developed the CFI Workplan for Year One, which identifies the Year One tasks. Though full implementation will occur in the fall of 2024, some programs and services will be provided as early as spring 2024. These tasks include the major Year One Activities, as shown in the CFI Workplan, below, and in the Logic Model (see Evaluation Section for the complete Logic Model). Further, the CFI Workplan identifies the milestones and timelines and specifies the staff responsible for each activity. The CFI Workplan is designed to ensure that CFI is being implemented on time and within budget. Sustaining the effective components of the CFI program is a crucial design element of this Workplan. To help achieve this design, the CFI plan is to hire a full-time CFI



Program Director (C-PD) and six full-time CFI Campus Coordinators (C-CC), one for each FSCS campus a Community-based Workforce Development Specialist (C-WDS), a School-based Career Counselor (C-SCC), a CFI Multi-Tiered System of Support Coordinator (C-MC), a Community Social Worker (C-SW), a Family Outreach Aide (FOA), and a STEM Teacher (C-ST).

The C-PD will report directly to the *CFI Executive Team* (C-ET) comprised of the superintendents, their designee, the business managers from COJUSD and MSJUESD, and the C-PD. In addition, the CFI plan calls for creating and establishing C-AC (*CFI Advisory Council*). The C-AC will be comprised of the C-PD, the campus principal from each full-service community school, the CFI Campus Coordinator at each campus, a representative from each partnering organization, a student from each participating campus, a parent from each participating campus, a staff member from each participating campus, and the CFI-External Evaluator (C-EE). The C-AC will be responsible for reviewing and updating the CFI Workplan and for reviewing and approving each year’s budget. Further, the C-AC will review and approve the CFI Logic Model and Evaluation Plan. The C-AC will convene whenever necessary but no later than at least four times a year. During the C-AC meetings, the C-PD will update the C-AC on the budget, including actual expenditures made, any updates to the CFI Workplan, and the C-AC will receive an update on the status of the CFI Evaluation. Further, each member of the C-AC will get a chance to speak. The C-AC members want to identify what is working and what still needs refinement within the CFI plan. The following CFI Workplan identifies the major tasks to be accomplished during the program's first year.

<b>CFI Workplan – Initial Year</b>
<b>Task 1: Hiring personnel</b>

<b><i>Milestones / Timeline/Staff Responsible</i></b>	
<ol style="list-style-type: none"> <li>1) By <u>October 1, 2023</u>, the Superintendents accept the CFI Grant and assign Mr. Antonio Quintanilla as the Acting CFI Program Director (C-PD).</li> <li>2) By <u>October 10, 2023</u>, Mr. Quintanilla will work with the COJUSD and MSJUESD Human Resources Department to notify prospective candidates that COJUSD and MSJUESD is hiring one C-PD, one Administrative Assistant (C-AA), six C-CCs, one Community-based Workforce Development Specialist (C-WDS), one School-based Career Counselor (C-SCC), one Community Social Worker (C-SW), one Family Outreach Aide (C-FOA), one MTSS Coordinator (C-MC), and one STEM Instructor (C-ST).</li> <li>3) By <u>November 30, 2023</u>, Human Resources will conduct initial screenings of all applicants for the CFI positions and forward candidates for interviews to Mr. Quintanilla or his designee.</li> <li>4) By <u>December 31, 2023</u>, Mr. Quintanilla, working in collaboration with each FSCS campus principal, will interview and select potential candidates for employment for each position.</li> <li>5) By <u>January 31, 2024</u>, Human Resources will finalize the hiring process, and the CFI staff will begin work.</li> </ol>	
<b>Task 2: Procurement of supplies.</b>	
<ol style="list-style-type: none"> <li>1) By <u>October 1, 2023</u>, the Superintendents accept the CFI Grant and assign Mr. Antonio Quintanilla as the Acting CFI Program Director (C-PD).</li> <li>2) By <u>November 30, 2023</u>, Mr. Quintanilla will work with the Purchasing Director to order, receive and distribute evidence-based curriculum, flight simulators, drones, backpacks, and routine program supplies (papers, pens, computers, calendars, etc.), as per the approved budget.</li> <li>3) By <u>December 31, 2023</u>, purchasing staff receives and inventories the supplies.</li> <li>4) By <u>January 10, 2024</u>, CFI schools will receive the supplies.</li> </ol>	
<b>Task 3: Procurement of contractors.</b>	
<ol style="list-style-type: none"> <li>1) By <u>October 1, 2023</u>, the Superintendents accept the CFI Grant and assign Mr. Antonio Quintanilla as the Acting CFI Program Director (C-PD).</li> </ol>	

- 2) By October 10, 2023, Mr. Quintanilla will work with the Purchasing Director to place bids for Reedley College, Fresno State University, UC-Merced, Valley Regional Occupational Program [Valley ROP], Community Services Employment Training [CSET], United Health Care Services [UHCS], Family Healthcare Network [FHN], Central Valley Recovery Services [CVRS], Champions Recovery Alternative Program, Inc. [Champions], and the External Evaluator (C-EE).
- 3) By November 30, 2023, all contractor Requests for Qualifications will be received and reviewed.
- 4) By December 31, 2023, Mr. Quintanilla, working in collaboration with each campus principal at an FSCS campus, will interview and select the winning contractors.

**Task 4: Travel to mandatory Project Director’s meeting (4 staff required to attend)**

- 1) By a time to be determined by the U.S. Department of Education, we anticipate a mandatory Program Director’s meeting in Washington D.C. for this initial program year. The program will secure travel and accommodations for the assigned C-PD, Evaluator, and two contractors per the RFA for the FSCS Grant (page 15).

**Task 5: CFI Executive Team (C-ET) begins meeting.**

- 1) By January 31, 2024, the first C-ET will convene. The C-ET will comprise the superintendents of both COJUSD and MSJUESD, the Business Managers from each district, and the CFI-Program Director (C-PD).
- 2) The C-ET will receive status updates from the C-PD and the C-EE. Further, the C-ET will review expenditure reports, documenting expenses compared to budgeted amounts.
- 3) The C-ET will hear reports from the C-PD and the C-CCs.
- 4) The C-ET will make changes to the budget and/or approve requested budget or programmatic changes.
- 5) Meetings of the C-ET will occur in January, April, August, and October.
- 6) Emergency meetings of the C-ET can be called by the C-PD or any standing member of the C-ET to review fiscal or programmatic concerns.

**Task 6: [Coordinating] Pipeline 1: High-quality early childhood education programs begin.**

- 1) By February 28, 2024, the full-time *CFI Campus Coordinator* (C-CC) at each of the four

elementary schools will work with the English/Language Arts (ELA), School Librarian, and Preschool staff to secure permission from each child’s parents/guardians to begin the book distribution program.

- 2) By February 28, 2024, the *Community Social Worker* (C-SW) begins working with the community partners to identify non-public school-run childcare programs in the CFI catchment area to work with those programs to identify youth that would benefit from a book distribution program.
- 3) By March 31, 2024, the CFI Program Director (C-PD), working with the CFI Administrative Assistant, will enroll all students, aged five to 14, in the *Imagination Library* book distribution program.
- 4) By March 31, 2024, the CFI External Evaluator (C-EE) will work with each CFI elementary campus and non-public school-run childcare program participating in the book distribution program to collect baseline literacy skill assessment data using the *Test of Preschool Early Literacy* (TOPEL) for students under the age of six, and the California Department of Education’s English/Language Arts (CDE-ELA) assessments for children six and older.
- 5) By March 31, 2024, the C-PD will work with campus and district leadership and the Tulare County Office of Education (TCOE), to identify and secure *Dialogic Reading* professional development for ELA teachers in Pre-K through 8<sup>th</sup> grade, non-public school childcare staff, parents, and community members.
- 6) By March 31, 2024, the *CFI External Evaluator* (C-EE) will work with each CFI elementary campus and private childcare centers who are participating in the book distribution program or receiving Dialogic Reading professional development, to collect baseline literacy skill assessment data using the *Test of Preschool Early Literacy* (TOPEL) for students under the age of six or CDE ELA assessment data for children six and older, to serve as year one baseline data.
- 7) By April 30, 2024, all preschool, ELA, private childcare center staff, and interested parents will be provided training in *Dialogic Reading*.
- 8) By June 10, 2024, the C-EE will work with each CFI elementary campus and private childcare center participating in the book distribution program or receiving Dialogic Reading professional development to collect baseline literacy skill assessment data using

the *Test of Preschool Early Literacy* (TOPEL) for students under the age of six or CDE ELA assessment data for children six and older, to serve as year one outcome data.

- 9) By August 31, 2024, the C-PD will work with campus and district leadership to identify and secure *Dialogic Reading* professional development for ELA teachers in Pre-K through 8<sup>th</sup> grade, non-public school childcare staff, parents, and community members.
- 10) By August 31, 2024, the C-CC and FOA will ensure that all current students in the CFI catchment area in grades Pre-K through 8<sup>th</sup> and all students in non-public school-run childcare facilities, are enrolled in the book distribution program, with parental/guardian permission.
- 11) By September 30, 2024, the *CFI External Evaluator* (C-EE) will work with each CFI elementary campus and non-public school childcare facility participating in the book distribution program or receiving *Dialogic Reading* professional development to collect year two baseline literacy skill assessment data using the *Test of Preschool Early Literacy* (TOPEL) for students under the age of six or CDE ELA assessment data for children six and older.

**Task 7: [Coordinating] Pipeline 2: High-quality school and out-of-school-time programs and strategies begin.**

- 1) By February 14, 2024, the C-PD will secure a contract with the Reedley College and BBBS (Big Brothers and Big Sisters) staff to help develop an afterschool aviation and mentoring program for 3rd-grade and higher students.
- 2) By February 29, 2024, the C-PD will work with the BBBS to create an implementation plan for its evidence-based mentoring program that can be included in an afterschool program.
- 3) By March 10, 2024, the BBBS staff will work with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 4) By March 14, 2024, the C-EE, working with the C-CCs at each CFI campus, will collect a STEM interest survey from all students enrolled in the summer school extended

learning program (ELP). These data will serve as baseline data.

- 5) By March 24, 2024, the BBBS staff, working with the C-EE will create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 6) By April 1, 2024, the BBBS mentoring program will begin with a focus on recruiting “Bigs” for the 2024-2025 school year.
- 7) By April 30, 2024, Reedley College staff, working in collaboration with the CFI catchment area afterschool staff, will create and deliver a curriculum that includes at least ten, one-hour lessons for each grade level. For elementary school programs, 3<sup>rd</sup> to 5<sup>th</sup> grade, the lesson plans will utilize a flight simulator; for the 6<sup>th</sup> to 8<sup>th</sup>-grade levels, the curriculum will utilize flight simulators and the use of drones. For the 9<sup>th</sup> to 12<sup>th</sup>-grade level, the curriculum will include a flight simulator, use of drones, an introduction to pilot training, an overview of aviation mechanics, and utilize the Tulare County Sherriff’s Office staff to demonstrate real-world uses of aviation knowledge, including the use of drones.
- 8) By May 31, 2024, Reedley College staff, working with each C-CC, will train afterschool staff at each CFI campus on delivering the curriculum.
- 9) By June 01, 2024, the C-EE, working with the C-CCs at each CFI campus, will collect a STEM interest survey from all students enrolled in the summer school extended learning program (ELP). These data will serve as baseline data.
- 10) By June 01, 2024, Reedley College and the afterschool program staff will co-teach the Aviation Curriculum during the summer school extended learning program (ELP).
- 11) By June 30, 2024, the C-EE, working with the C-CCs at each CFI campus, will collect a STEM interest post-survey from all students who participated in the summer school extended learning program (ELP). This data will serve as outcome data.
- 12) By August 30, 2024, the BBBS program will be operational on all CFI campuses.
- 13) By August 31, 2024, the Reedley College staff and the ELP staff responsible for implementing the aviation curriculum will update the aviation curriculum based on the results and experiences of the students participating in the program over the summer of 2024.
- 14) By September 3, 2024, the C-EE, working with the C-CC at each CFI campus, will

conduct a STEM interest survey from all students participating in the afterschool program. This data will serve as baseline data for year two.

- 15) By September 4, 2024, the C-CCs at each CFI campus will ensure that the updated aviation curriculum is utilized.

**Task 8: [Coordinating] Pipeline 3: Supporting Transitions with a Focus on  
Preschool to Elementary School begins**

- 1) By February 28, 2024, the C-EE will survey parents of preschool students, parents of elementary school students, and preschool and elementary school staff about their impressions and feelings about the current preschool-to-elementary school transition plan. This data will serve as baseline data.
- 2) By March 31, 2024: The C-PD, working with the preschool and elementary school directors, will begin to create a leadership team to review and, if needed, recommend changes to ensure curricula and assessments are aligned between the preschool and elementary school classrooms. This group will be called the Preschool to Elementary Leadership Team (P2E-LT). The P2E-LT will meet at least monthly until an alignment plan is created.
- 3) By April 1, 2024, the C-PD working with the C-CCs at each elementary school will have created a Preschool to Elementary (P2E) team consisting of the campus principal, or their designee, preschool teacher, elementary school teacher, at least one parent/guardian of a child in preschool, at least one parent/guardian of a child in elementary school, and a representative from a non-public school childcare center.
- 4) By April 30, 2024, the C-CCs at each CFI elementary school campus will have convened at least one P2E meeting to discuss improving students' transition between preschool and elementary school.
- 5) By May 31, 2024, the C-CC at each CFI elementary school will work to ensure that the P2E committee has created a written campus-level school transition plan that includes taking preschool students on a campus tour of their assigned elementary school, focusing on the kindergarten facilities.
- 6) By June 30, 2024, the C-PD, working with the P2E-LT, will present its recommendations to the C-ET for review and feedback.

- 7) By August 31, 2024, the C-PD and the P2E-LT will work to secure the approval of the alignment recommendations.
- 8) By September 30, 2024, the C-PD will ensure the curriculum alignment and individual campus transition plans are approved and implemented.

**Task 9: [Coordinating] Pipeline 4: Family and Community Engagement and Support**

- 1) By January 31, 2024, the C-PD will ensure that the *CFI Community Social Worker (C-SW)* is hired, trained, and assigned to an office at one of the CFI campuses.
- 2) By January 31, 2024, the C-PD will ensure that the *Family Outreach Aide (FOA)* is hired, trained, and assigned to an office at the *Monson-Sultana Elementary School (MSE)*.
- 3) By January 31, 2024, the C-PD will ensure that contract with PIQE is fully executed and that PIQE is ready to receive referrals.
- 4) By January 31, 2024, the C-PD will ensure that Parenting Wisely subscriptions have been purchased and that they are ready for use.
- 5) By January 31, 2024, the C-PD will ensure that the CSET (*Community Services Employment Training*) contract is signed and that community engagement services begin. As the school year will be over half completed, the CSET services will be designed for the afterschool program, called the Extended Learning Program, during weekends and the summer.
- 6) By February 15, 2024, the C-SW, FOA, and CSET staff will work with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 7) By February 20, 2024, referrals to the PIQE and Parenting Wisely program will begin.
- 8) By February 28, 2024, the C-SW, FOA, and CSET staff, working with the C-EE will create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 9) By February 29, 2024, the C-SW will coordinate with district and community officials and other key stakeholders to identify homeless youth and families in the CFI catchment



area and begin providing services.

- 10) By February 29, 2024, the FOA will work with Monson-Sultana staff, students, and community members to identify families living at or below the federal poverty level and begin providing services.
- 11) By June 5, 2024, the C-SW, FOA, and CSET will administer a post-survey for all students, family members, or community members receiving services, and these surveys will be forwarded to the C-EE for review and analysis.
- 12) By August 31, 2024, CSET staff, working with each C-CC, will have embedded community engagement services during and after the school day.

**Task 10: [Adding] Pipeline 5: Activities that support postsecondary and workforce readiness**

- 1) By January 31, 2024, the C-PD will ensure that the *CFI School-based Career Counselor* (SCC) and the *STEM teacher* are hired, trained, and assigned to an office at one of the CFI campuses.
- 2) By January 31, 2024, the C-PD will ensure that the *Girls on the Run* (GOTR) contract is signed and these services, targeted to increase self-confidence in girls begin. As the school year will be over half completed, the GOTR services will be designed for the afterschool program, called the Extended Learning Program, during weekends and the summer.
- 3) By February 15, 2024, the SCC and GOTR staff will work with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 4) By February 28, 2024, the SCC and GOTR staff, working with the C-EE will create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 5) By February 29, 2024, the SCC will meet with Orosi High School leadership to begin implementing a school-based career counseling program.
- 6) By February 29, 2024, the GOTR staff will work with all C-CCs to identify and refer

girls to the GOTR program that will begin operating in the Extended Learning Program in year one.

- 7) By June 1, 2024, the C-PD will work with representatives of Reedley College, Fresno State University, University of California-Merced, GEAR-UP, and Jump-Start programs to create an embedded STEM program into the school day program via the elective periods and during the Extended Learning Program. The focus of these services will be to help prepare students by increasing their interest in and appreciation of STEM-related fields.
- 8) By June 5, 2024, the SCC and GOTR staff will administer a post-survey for all students, family members, or community members receiving services, and these surveys will be forwarded to the C-EE for review and analysis.
- 9) By August 31, 2024, the SCC and GOTR staff, working with each C-CC, will have embedded school-based career counseling and GOTR services during and after the school day.

**Task 11: [Adding] Pipeline 6: Community-based support for students who have attended the schools in the area or students who are members of the community**

- 1) By January 31, 2024, the C-PD will ensure that the *CFI Community-based Workforce Development Specialist* (C-WDS) is hired, trained, and assigned to an office at one of the CFI campuses.
- 2) By January 31, 2024, the C-PD will ensure that the VROP (*Valley Regional Occupational Program*) contract is signed and that adult school classes begin.
- 3) By February 15, 2024, the C-WDS and VROP staff will work with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 4) By February 28, 2024, the C-WDS and VROP staff, working with the C-EE, will create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 5) By February 29, 2024, the C-WDS will meet with school and community leaders and

key stakeholders to identify residents in the area who could benefit from a community-based career counseling program. The program will target homeless adults and those who are unemployed or underemployed.

- 6) By February 29, 2024, the VROP staff will work with all C-WDSs to identify and refer residents to VROP classes and services. Enrichment classes will be the focus in the first year, including ESL and GED services.
- 7) By June 1, 2024, the C-PD will work with VROP representatives to plan to implement a full slate of class offerings beginning in September 2024. These course offerings will include vocational technology classes like welding, heavy equipment operator, certified nursing assistant, etc.
- 8) By June 5, 2024, the SCC and VROP staff will administer a post-survey for all students, family members, or community members receiving services, and these surveys will be forwarded to the C-EE for review and analysis.
- 9) By September 1, 2024, the VROP will begin offering referred residents a full slate of classes.

**Task 12: [Adding] Pipeline 7: Social, health, nutrition, and mental health services and supports**

- 1) By February 01, 2024, the C-MC (*CFI Multi-Tier System of Support Coordinator*) will begin conducting fidelity assessments of each CFI campus's MTSS teams.
- 2) By February 8, 2024, the C-PD will work to identify all staff on CFI campuses who need Mental Health First Aid (MHFA) training.
- 3) By February 9, 2024, the C-PD will work to identify all CFI campus staff serving 6th-grade and higher students who are certified to provide *CAST (Coping and Support Training)*.
- 4) By February 10, 2024, the C-MC will have completed the initial fidelity assessment and submit those reports to the C-EE for review and analysis.
- 5) By February 12, 2024, the C-PD will work with each C-CC and campus leadership on a training schedule to provide *Mental Health First Aid* to all COJUSD and MSJUESD staff and interested residents by the end of August 2024.
- 6) By February 16, 2024, the C-PD will have scheduled the first Wellness Team meeting

with CFI school leadership, UHCS (*United Health Center Services*), FHN (*Family Healthcare Network*), GFTH (*Gleanings for the Hungry*), and CVRS (*Central Valley Recovery Services*).

- 7) By February 23, 2024, the C-PD will have identified additional staff at each CFI campus serving 5th-grade and higher students who want to be certified to provide CAST.
- 8) By February 28, 2024, the C-MC will have completed cataloging all available MTSS services and programs, by grade, campus, and MTSS tier.
- 9) By March 01, 2024, the C-MC will work with each campus to expand their MTSS services and programs and to ensure that each MTSS team operates with fidelity.
- 10) By March 14, 2024, the C-PD will have created a Mental Health First Aid training schedule at all CFI campuses.
- 11) By March 15, 2024, the C-PD will have worked with the CAST trainers to provide CAST training for up to three additional staff at each CFI campus serving 6th grade or higher students.
- 12) By March 29, 2024, the Wellness Team will have developed a plan to create walk-in clinics at each CFI campus and provide tailored services to the community’s most marginalized populations, including those who identify as LGBTQI+. Further, this plan will include how to provide services to students, area residents who need behavioral health services, and those who are food insecure.
- 13) By April 30, 2024, the Wellness Team contractors will meet with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 14) By May 1, 2024, the Wellness Team plan will be presented to the CFI Community Advisory Council (CAC) for review and approval.
- 15) By May 31, 2024, the Wellness Team contractors will work with the C-EE to create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 16) By June 28, 2024, the CAC-approved Wellness Plan will be presented to the C-ET for review and approval.

- 17) By July 31, 2024, all contractors in the approved Wellness Plan will have presented their contracts, per the terms of the Wellness Plan, for review and approval by the C-PD.
- 18) By August 31, 2024, the C-PD will ensure that all staff and interested residents have received Mental Health First Aid training.
- 19) By August 31, 2024, the Wellness Plan will be implemented, and all contractors will begin providing services according to the approved plan.

**Task 13: [Adding] Pipeline 8: Juvenile crime prevention and rehabilitation programs**

- 1) By January 31, 2024, the C-PD will ensure that the Champions (*Champions Recovery Alternative Project, Inc.*) contract is signed and that these services are targeted to provide juvenile crime prevention and rehabilitative services.
- 2) By February 15, 2024, the Champion staff will work with the C-EE to design, develop, and produce a pre-and post-survey that will be used to assess client/participant satisfaction with their services. Further, these same staff will work with the C-EE to design and approve an “Activity Tracking Form” that can be used to assess the service level intensity that each client/participant receives.
- 3) By February 28, 2024, the Champion staff, working with the C-EE, will create a service policy and procedure manual that includes when and how to administer the surveys and when and how to complete the Activity Tracking Forms.
- 4) By February 29, 2024, the C-CCs will meet with school staff to identify students who would benefit from the services provided by Champions. The program will target gang-involved youth or youth at-risk of gang involvement.
- 5) By February 29, 2024, the C-CCS will work with Champion staff to refer eligible and appropriate youth to these services.
- 6) By June 1, 2024, the C-PD will work with Champion staff to create an implementation plan that includes a full slate of offerings beginning in September 2024.
- 7) By June 5, 2024, the C-PD, C-CC, and the Champion staff will administer a post-survey for all students, family members, or community members receiving services, and these surveys will be forwarded to the C-EE for review and analysis.
- 8) By September 1, 2024, Champion staff will begin offering referred students a full slate of services for the upcoming school year.

### Task 14: Sustainability Plan

- 1) By March 31, 2024, the C-PD will begin investigating how to create the COJUSD’s *LEA Medicaid Billing* program.
- 2) By May 31, 2024, the C-PD will have visited at least two school districts utilizing one or more of the following sustainability methods: (1) LEA Medi-Cal Billing Option Program, (2) School-Based Medi-Cal Administrative Activities program, and (3) Reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code Section 1396d[a][4][B]).
- 3) By August 31, 2024, the C-PD will present their first Sustainability Plan that identifies possible funding streams for CFI continuation to the C-ET.

### Task 15: Evaluation Activities

- 1) By January 31, 2024, the selected CFI External Evaluator (C-EE) will agree to work cooperatively with all national evaluation activities.
- 2) By February 29, 2024, the C-EE will collect the needed baseline data (i.e., survey data noted above and school data (i.e., disciplinary referrals, truancy, and academic achievement data, from the 2022-2023 school year). Using these data, the C-EE will create a “Baseline Report” to provide the data foundation to determine if the CFI is progressing substantially.
- 3) By March 31, 2024, the C-EE will have created a “Baseline Report” for each pipeline and service being delivered.
- 4) By the 28<sup>th</sup> of each month, the C-EE will collect monthly data and create a Monthly Performance Report for dissemination to all CFI stakeholders, including the CFI Advisory Council (C-AC) members. These reports will include output data, process measure analysis, and a determination of a “percent complete” calculation that will help the C-PD, C-CCs, and C-AC members determine if the CFI is on time and within budget.
- 5) By April 1, 2024, the C-EE will conduct a program fidelity review at each campus to ensure CFI implements all services according to the developers’ design.
- 6) By May 1, 2024, the C-EE will publish and disseminate a CFI Semi-Annual Report to the C-AC detailing the CFI's progress and highlighting areas behind schedule or

encountering problems.

- 7) By June 1, 2024, the C-EE will conduct focus groups with teachers, CFI staff, CFI partners, and parents to determine the impact the CFI has had at each FSCS campus. A focus group report will be written and distributed to the C-AC.
- 8) By July 31, 2024, the focus group report will be published.
- 9) By November 30, 2024, the C-EE will publish and disseminate a CFI Annual Evaluation Report to the C-AC detailing the progress the CFI is making and highlighting areas behind schedule or encountering problems. This Annual Evaluation Report will document and compare the data collected in September 2024 to the baseline data collected in March 2024.

#### **Task 16: Creating and maintaining the CFI Advisory Council (C-AC)**

- 1) By April 1, 2024, the COJUSD and MSJUESD Superintendents, or their designee, the campus principal from each FSCS campus, the C-PD, the six C-CCs, a representative from each partnering organization, a student representative from each campus, parent representatives from each campus, and the CFI External Evaluator (C-EE) will convene to create the CFI Advisory Council (C-AC). The C-AC will review the CFI plan for Year One and receive feedback from the C-CCs on how services are ‘rolling out’ at each campus. The C-PD will present the CFI Year One budget to the C-AC and the expenditures through February 29, 2024. The C-EE will report on the progress of the CFI evaluation. Each partner will get a chance to report on successes and challenges.
- 2) By the last Thursday of August, October, January, and April of each year, the C-AC will reconvene to review the updates and make informed decisions about changes to the CFI plan, as appropriate, with the U.S. Department of Education's approval.
- 3) By August 31 of each year, the C-AC meeting will include the following year's Workplan and budget. The C-PD will be responsible for presenting both the Workplan and the budget.
- 4) As needed, the C-AC will reconvene if an urgent need (programmatic, budget, or evaluation issue) requires immediate action. The C-PD will be responsible for scheduling emergency C-AC meetings.

The following table highlights the significant tasks/timelines and staff responsible for

Years 2 to 5. A detailed Year Two work plan depends on what happens during the initial year and what the data from the program evaluation reveals. Thus, only those tasks that are anticipated to be completed in Year 2 and future years are presented. However, as noted, a full work plan for each year will be written and submitted to the C-AC for approval in each year of the project.

<b>CFI Workplan for Years 2 through 5</b>	
<i><b>Item</b></i>	<i><b>Task</b></i>
<b>1</b>	<u>As needed each year</u> , the C-PD will maintain all CFI-funded positions [C-PD, C-AA, C-SW, C-WDS, C-SCC, C-FOA, C-MC, six C-CCs, and STEM Teacher.]
<b>2</b>	<u>Within 10 days of any vacancy</u> , the C-PD will work with the Human Resource Department to hire staff for open positions.
<b>3</b>	By <u>October 31 of each year</u> , the C-PD will ensure that all necessary and approved supplies items are ordered, received, and inventoried.
<b>4</b>	By <u>October 31 of each year</u> , the C-PD will ensure that all contracts are valid and that contractors continue to provide the required programs and services.
<b>5</b>	<u>As necessary</u> , the C-PD will ensure that CFI staff attend any required U.S. Department of Education meetings.
<b>6</b>	By <u>the end of October, January, April and August</u> , of each CFI program year the C-PD will ensure that the C-ET team meets to review program performance, including hearing the evaluation report updates and expenditure reports.
<b>7</b>	By <u>October 1</u> of each CFI project year, the C-CCs at each elementary school will ensure that the book distribution program is operational and that all new students are enrolled.
<b>8</b>	By <u>October 1</u> of each CFI project year, the C-EE will ensure that the TOPEL and other assessment data are being collected as per the CFI Evaluation Plan.
<b>9</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure the Dialogic Reading professional development is included on every CFI elementary school campus and



	that parents and community members can attend these training events.
<b>10</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that the STEM focused aviation program continues to operate under the supervision of Reedley College and the afterschool staff.
<b>11</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that the middle school and high school aviation programs include drones AND is being embedded in the school day.
<b>12</b>	By <u>October 1</u> of each CFI project year, the C-CCs will ensure that the school mentoring program is operational and scheduled throughout the school year.
<b>13</b>	By <u>October 1</u> of each CFI project year, the C-CCs at all elementary schools will ensure that the P2E transition plan is working and is on schedule.
<b>14</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that the C-SW, FOA, and CSET services are being provided to secure family and community engagement and support.
<b>15</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that referrals to the PIQE or Parenting Wisely are being made and that classes are scheduled.
<b>16</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that all activities supporting postsecondary and workforce readiness are implemented as planned.
<b>17</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that all community-based supports for students who have attended the schools in the CFI area or students who are community members are provided with access to the C-WDS and the adult classes provided by VROP.
<b>18</b>	By <u>October 1</u> of each CFI project year, the C-CCs at each CFI campus will ensure that all social, health, nutrition and mental health services and supports are being implemented as scheduled and with fidelity.
<b>19</b>	By <u>October 1</u> of each CFI project year, the C-PD will ensure that Champions is providing all contracted gang prevention services.
<b>20</b>	By <u>October 1</u> of each CFI project year, the C-PD will update the CFI Sustainability Plan and present the update at the next C-AC and C-ET meetings.

<b>21</b>	By <u>the 5<sup>th</sup> of each month</u> , the C-EE will receive all data from all services and program providers and staff of the CFI from the previous month.
<b>22</b>	By <u>the 28<sup>th</sup> of each month</u> , the C-EE will forward to the C-PD a CFI Project Performance report that details, by pipeline and service, the progress the CFI is making in meeting its output and outcome objectives.
<b>23</b>	By <u>May 31</u> of each CFI project year, the C-EE will forward to the C-PD a complete semi-annual report of progress that the CFI is making by pipeline and service and will include outcome data, focus group analysis, and results from client satisfaction surveys.
<b>24</b>	By <u>October 31</u> of each CFI project year, the C-EE will forward to the C-PD a complete CFI Annual Evaluation Report that details the progress made to date and compares that progress to the CFI Plan.
<b>25</b>	By <u>the end of October, January, April and August</u> , of each CFI program year the C-PD will ensure that the C-AC meets to review program performance, including hearing the evaluation report updates and expenditure reports.

**Quality of the Project Evaluation**

*The extent to which the methods of evaluation are thorough, feasible, and appropriate:*

The CFI Evaluation Plan includes assessing performance against the CFI Project’s Goals, Objectives, Outputs, and Outcomes as detailed in the Evaluation Logic Model, below.

Significantly, the Evaluation Plan will follow, for up to five years, six campuses that will become full-service community schools. The Evaluation Plan calls for tracking approximately 4,390 participants each year of the program. Further, the Evaluation Plan calls for monitoring the improvements made by CFI campuses against three comparable school campuses within Tulare County. These comparison school campuses will act as the comparison group. The comparison group will each be in rural, low-income communities. They will have comparable demographics related to race, gender, students in each grade, economically disadvantaged status, at-risk

percentages, tenure of school staff, and school disciplinary referrals. The CFI Evaluation Team will match campuses and then report, on an annual basis, the differences in the identified outcomes. As noted below, the Logic Model identifies the goals, objectives for each goal, the required activities, the essential partners, and the anticipated outcomes. The Evaluation Logic Model will serve as the evaluation ‘roadmap’ by which all programs and services offered by the CFI are assessed. This will ensure that the evaluation plan is thorough, feasible, and appropriate.

Overall, the CFI has nine program goals: (1) Create high-quality early childhood education programs, (2) Create high-quality school and out-of-school-time programs and strategies, (3) Create effective preschool to elementary school transition programs, (4) Enhance family and community engagement and support, (5) Enhance postsecondary and workforce readiness, (6) Create community-based support for students who have attended the schools in the area, (7) Expand social, health, nutrition, and mental health services and supports, (8) Reduce juvenile crime, specifically gang involvement, and (9) Sustain effective services of the CFI.

Please note, that since the CFI will collect data continuously at each CFI campus, specific data elements can be disaggregated for more detailed analyses. For example, the CFI’s evaluation will be able to determine the amount of time each identified participant receives CFI services; the number of identified participants that receive services (NOTE: This is the required U.S. Department of Education Performance Measure); the exact service each participant received; the intensity of those services; the number of identified participants that do not receive program services; and the changes, if any, in the identified outcomes, if the program demonstrated a statistically significant difference in any of the outcomes being measured, and the effect size, if any, of the changes as they related to CFI services.

<b>Goal 1: Create high-quality early childhood education programs</b>			
<b>Objective: Increase Pre-K to 8th grade students' literacy and reading skills</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire one full-time CFI Campus Coordinator (C-CC) at each CFI elementary school campus.</li> <li>2. Create an CFI Advisory Council (C-AC).</li> <li>3. Secure a list of all nonpublic school run childcare centers in the CFI area.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. Imagination Library staff</li> <li>4. Dialogic Reading trainer</li> <li>5. PreK to 3<sup>rd</sup> grade staff</li> <li>6. Nonpublic school childcare center staff</li> <li>7. Parents</li> <li>8. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of parents giving consent for their child(ren) to receive books.</li> <li>2. Number of students signed up for the book distribution program.</li> <li>3. Number of books delivered each month.</li> <li>4. Number of school staff trained in dialogic reading.</li> <li>5. Number of minutes teachers use dialogic reading during instructional time.</li> <li>6. Parent and staff satisfaction with the program.</li> </ol>	<ol style="list-style-type: none"> <li>1.1. Increase the Pre-K to 3<sup>rd</sup> grade students' literacy skills [i.e., upper- and lower-case letter recognition, vocabulary, print knowledge, and phonological awareness, by <b>one standard score</b> each year as measured by the <i>Test of Preschool Literacy</i> (TOPEL).</li> <li>1.2. Increase 3rd-grade to 8th-grade students' oral language and comprehension by <b>one standard score</b> each year as measured by the CDE's <i>California Assessment of Student Performance and Progress</i>.</li> </ol>

<b>Goal 2: Create high-quality school and out-of-school-time programs and strategies</b>			
<b>Objective: Increase student interest in STEM programs and careers.</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire one full-time CFI Program Director (C-PD).</li> <li>2. Hire one full-time CFI Campus Coordinator (C-CC) at each CFI school campus.</li> <li>3. Contract for an CFI External Evaluator (C-EE).</li> <li>4. Secure a contract with Reedley College and Big Brothers, Big Sisters.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. Reedley College Aviation staff</li> <li>4. Big Brothers, Big Sisters (BBBS) staff</li> <li>5. Parents</li> <li>6. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of parents giving consent for their child(ren) to participate in BBBS.</li> <li>2. Number of parents giving consent for their child(ren) to participate in the aviation program.</li> <li>3. Number of students whom BBBS mentors.</li> <li>4. Number of students enrolled in the aviation program.</li> <li>5. Number of hours of mentoring or attendance in aviation classes each student receives.</li> <li>6. Parents, staff, and students, satisfaction with the program.</li> </ol>	<ol style="list-style-type: none"> <li>2.1. Increase interest in STEM classes and programs by <b>25.0%</b> per year compared to baseline data collected at the start of each semester, as measured by the <i>STEM Interest Survey</i>.</li> <li>2.2. Increase the number of middle and high school students exploring a career in a STEM field by <b>15.0%</b> per year, compared to baseline data collected at the start of each semester, as measured by the <i>STEM Interest Survey</i>.</li> <li>2.3. Increase the school connectedness score of students participating in the BBBS program by <b>33.3%</b> per year compared to data collected at the start of each semester, as measured by the <i>CFI School Climate Survey</i>.</li> </ol>

Goal 3: Create effective preschool-to-elementary school transition programs			
<i>Objective: Increase the efficiency and effectiveness of the Preschool to Elementary school transition program.</i>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire one full-time CFI Campus Coordinator (C-CC) at each CFI elementary school campus.</li> <li>2. Create a CFI Advisory Council (C-AC).</li> <li>3. Identify nonpublic school-operated childcare centers in the CFI catchment area.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. PreK and Kindergarten staff.</li> <li>4. Nonpublic school childcare center staff.</li> <li>5. Parents</li> <li>6. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with campus leadership to align Pre-K and elementary school curricula and assessments.</li> <li>2. Create a written Pre-K to Elementary school (P2K) transition plan for each campus.</li> <li>3. Pre-K students get to tour their assigned elementary school campus prior to graduating from Pre-K.</li> <li>4. Pre-K teachers and elementary school teachers conduct student transition meetings.</li> </ol>	<ol style="list-style-type: none"> <li>3.1. Increase the oral language and reading comprehension scores in 3rd-grade students, for students who had aligned Pre-K and elementary school curriculums, by <b>one standard score</b> each year as measured by the CDE’s <i>California Assessment of Student Performance and Progress</i>.</li> <li>3.2. Increase parent and staff satisfaction with the Pre-K to Elementary school transition by <b>50.0%</b>, compared to baseline data, as measured by the <i>California Assessment of Student Performance and Progress</i>.</li> </ol>

<b>Goal 4: Enhance family and community engagement and support</b>			
<i>Objective: Increase usage of school and community services.</i>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a full-time C-PD.</li> <li>2. Hire a full-time CFI Campus Coordinator (C-CC) at each CFI elementary school campus.</li> <li>3. Hire a CFI Community Social Worker (C-SW).</li> <li>4. Hire a CFI Family Outreach Aide (C-FOA).</li> <li>5. Contract with CSET to provide youth development services.</li> <li>6. Contract with PIQE to provide family advocacy training.</li> <li>7. Purchase Parenting Wisely.</li> </ol>	<ol style="list-style-type: none"> <li>1. COJUSD Family Outreach staff</li> <li>2. PIQE staff</li> <li>3. Parenting Wisely staff</li> <li>4. CFI Advisory Council members</li> <li>5. School staff at MSJUESD</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of parents receiving services from the FOA.</li> <li>2. Number of hours of service each family receives from the FOA.</li> <li>3. Number of parents and hours of service CSET programs provide.</li> <li>4. Number of families referred and completing the PIQE program.</li> <li>5. Number of families referred and completing the Parenting Wisely program.</li> </ol>	<ol style="list-style-type: none"> <li>4.1. Increase the number of parents who, after completing the <i>Parenting Wisely</i> program, report greater protective factors compared to pre-tests, by 10%, 12%, 15%, 18%, and 20% in Years 1, 2, 3, 4, and 5, respectively, as measured by self-reports on the <i>Protective Factors Survey</i>.</li> <li>4.2. Increase the number of parents reporting being connected to their children’s school after completing PIQE by 20.0% each year, compared to baseline data, as measured by the <i>Parent-School Connectedness Scale</i>.</li> <li>4.3. Increase by 33.3% each year, compared to baseline participant satisfaction with CSET, C-WDS, and FOA services as measured by the <i>Participant Satisfaction Survey</i>.</li> </ol>

<b>Goal 5: Enhance postsecondary and workforce readiness</b>			
<b>Objective: Increase the number of students who are considered workforce and career ready</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a full-time C-PD.</li> <li>2. Hire a full-time CFI Campus Coordinator (C-CC) at each CFI school.</li> <li>3. Hire a CFI School-based Counselor.</li> <li>4. Hire a STEM teacher.</li> <li>5. Contract with Girls on the Run (GOTR).</li> <li>6. Contract with a CFI External Evaluator.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. Campus staff</li> <li>4. Girls on the Run staff</li> <li>5. University and college partners (Reedley College, Fresno State, etc.)</li> <li>6. Parents</li> <li>7. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of STEM classes taught.</li> <li>2. Number of students enrolled, attendance, and hours of each STEM class.</li> <li>3. Number of unduplicated students receiving career counseling.</li> <li>4. Number of girls participating in GOTR.</li> </ol>	<ol style="list-style-type: none"> <li>5.1. Increase the number of females taking and completing STEM classes by 10%, 15%, 20%, 25%, and 30% in each program year, compared to the baseline established in the 2022-2023 school year, as measured by <i>Class Enrollment Records</i>.</li> <li>5.2. Increase the number of students interested in an aviation career by 15%, 18%, 20%, 22%, and 25% each program year, compared to the baseline, as measured by <i>STEM Interest Survey - Aviation Subscale</i>.</li> <li>5.3. Increase the number of graduating CFI area students who are college, career, or workforce ready by 8%, 10%, 12%, and 15%, beginning in Year 2, as measured by the <i>California Achievement Test-College and Workforce Readiness Subscale</i>.</li> </ol>



<b>Goal 6: Create community-based support for students who have attended the schools in the area</b>			
<b>Objective: Create community-based support for students who have attended the schools in the area.</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a full-time C-PD.</li> <li>2. Hire a full-time CFI Campus Coordinator (C-CC) at each CFI school.</li> <li>3. Hire a CFI School-based Counselor.</li> <li>4. Hire a STEM teacher.</li> <li>5. Contract with V-ROP.</li> <li>6. Contract with a CFI External Evaluator.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership.</li> <li>2. CFI Advisory Council members at each CFI campus.</li> <li>3. Campus staff</li> <li>4. V-ROP staff</li> <li>5. Parents</li> <li>6. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of unduplicated residents receiving career counseling.</li> <li>2. Number of hours of career counseling provided.</li> <li>3. Number of participants enrolled, attendance, and hours of each VROP class.</li> <li>4. Number of residents completing career counseling.</li> <li>5. Number of residents completing VROP classes.</li> </ol>	<ol style="list-style-type: none"> <li>6.1. Increase the number of VROP participants by <b>20%</b> each program year, who complete the program only after earning a certification as measured by <i>Certification Registries</i>.</li> <li>6.2. Increase the number of area residents by 10%, 12%, 14%, 15%, and 18% each program year who complete their GED courses as measured by <i>Course Completion Records</i>.</li> <li>6.3. Decrease the number of participants who are unemployed or underemployed by 15% each program year as measured by the <i>Participant Employment Survey</i>.</li> </ol>

<b>Goal 7: Expand social, health, nutrition, and mental health services and supports</b>			
<b>Objective: Increase the wellness of local area residents.</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a full-time C-PD.</li> <li>2. Hire a full-time CFI Campus Coordinator (C-CC) at each CFI school.</li> <li>3. Hire a CFI Muti-Tiered System of Support Coordinator (C-MC)</li> <li>4. Contract with CAST and MHFA to train staff and community members.</li> <li>5. Create a community wellness plan.</li> <li>6. Contract with UHCS, FHN, GFTH, and CVRS to provide services.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. Campus staff</li> <li>4. CAST and MHFA staff</li> <li>5. UHCS staff</li> <li>6. FHN staff</li> <li>7. GFTH staff and volunteers</li> <li>8. CVRS staff</li> <li>9. Parents</li> <li>10. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of unduplicated residents receiving services by service providers.</li> <li>2. Number of hours of services provided by the service provider.</li> <li>3. Number of specialized populations receiving services.</li> <li>4. Number of walk-in clinics and service hours at each.</li> <li>5. Number of residents using MHFA.</li> <li>6. Number of students receiving CAST.</li> </ol>	<ol style="list-style-type: none"> <li>7.1. Increase the number of residents who report access to physical and behavioral health services by <b>25%</b> each year, compared to baseline, as measured by the <i>Community Wellness Services Survey</i>.</li> <li>7.2. Reduce, by <b>50.0%</b>, the number of students who, after receiving CAST, report thinking about suicide “Often” or “A Lot” compared to the students’ pre-survey questionnaire, as measured by the <i>CAST Pre- and Post-Survey</i>.</li> <li>7.3. Reduce the number of students who report food insecurity by <b>15.0%</b> each year, as measured by the <i>Community Nutrition Survey</i>.</li> </ol>

<b>Goal 8: Reduce juvenile crime</b>			
<b>Objective: Reduce the number of youth reporting gang involvement</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a full-time C-PD.</li> <li>2. Hire a full-time CFI Campus Coordinator (C-CC) at each CFI school.</li> <li>3. Hire a CFI Muti-Tiered System of Support Coordinator (C-MC)</li> <li>4. Contract with Champions to provide youth development services.</li> <li>5. Identify eligible youth.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Campus Leadership</li> <li>2. CFI Advisory Council members at each CFI campus</li> <li>3. Campus staff</li> <li>4. Champions staff</li> <li>5. Tulare County Juvenile Services Department</li> <li>6. Parents</li> <li>7. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of eligible juveniles identified.</li> <li>2. Number of eligible youths provided Champions services.</li> <li>3. Number of hours of services delivered.</li> <li>4. Program found to be implemented with fidelity.</li> <li>5. Parent and youth satisfaction with services.</li> </ol>	<ol style="list-style-type: none"> <li>8.1. Increase by 12%, 15%, 18%, 20%, and 22% each year of the project, respectively, the number of students participating in the Champions services who report planning to graduate high school, compared to pre-survey data, as measured by the <i>Youth Health Survey</i>.</li> <li>8.2. Reduce the number of students reporting being gang-involved after receiving Champions services by 5%, 7%, 9%, 11%, and 13% in Years 1, 2, 3, 4, and 5, respectively, as measured by the <i>Youth Health Survey</i>.</li> </ol>

<b>Goal 9: Sustain effective services of the CFI</b>			
<b>Objective: Increase the amount of reimbursement received for alternative funding sources.</b>			
Activities	Partners	Process Measures	Outcomes
<ol style="list-style-type: none"> <li>1. Hire a C-PD who will be responsible for creating a Sustainability plan using Medicaid for necessary and eligible services.</li> <li>2. Visit local area school districts with a similar program that can bill Medicaid to learn how to create and apply on behalf of the CFI.</li> <li>3. By year three, receive approval for the CFI program to begin billing Medicaid.</li> </ol>	<ol style="list-style-type: none"> <li>1. CFI Executive Team</li> <li>2. CFI Campus Leadership</li> <li>3. CFI Advisory Council members at each CFI campus.</li> <li>4. Campus staff</li> <li>5. CDE staff</li> <li>6. COJUSD Business Department staff</li> <li>7. MJUSED Business Department staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of site visits by the C-PD to school districts with approved Medicaid billing programs</li> <li>2. Application for a CFI program is submitted to the California Education Agency and DHHS as appropriate.</li> <li>3. The CFI program is approved.</li> <li>4. The CFI program begins billing.</li> <li>5. Amount of reimbursement applied for, and the amount of reimbursement received each month.</li> </ol>	<p><b>9.1.</b> Increase the amount of reimbursement received for counseling services, psychological services, medical, and transportation via the Medicaid program by [REDACTED] in Years 3, 4, and 5 respectively, as measured by the <i>Medi-Cal Reimbursement Billing Statement</i>.</p>

***Extent to which the methods of evaluation will provide performance feedback:***

Ensuring feedback and continuous improvement requires data. Thus, the *CFI External Evaluator* (C-EE) will ensure feedback and continuous improvement opportunities are identified and presented to the C-PD, the CFI Advisory Council (C-AC) and the CFI Executive Team (C-ET). The C-EE will ensure that both qualitative and quantitative data are collected and analyzed. Quantitative data will include Activity Reports from each contractor and staff, student discipline records, suspension/expulsion data, parent involvement data, counseling time per participant, survey data, and academic performance. Qualitative data will also be used. This qualitative data will be gathered in personal interviews with school administrators and participants, and via the *CFI Services Satisfaction Forms*, and will be analyzed using principles of interpretational analysis as described by Gall et al. (2005). Responses will be organized around the key survey questions and reported in narrative form. Constructs, patterns, and themes will be used to describe and explain the information studied. Further, interview data transcription will be used so that participants in the qualitative study can verify the results to ensure the results' validity.

To help ensure regular feedback is received, and continuous improvement is being made, the following report schedule is adopted to ensure that CFI staff and stakeholders can effectively utilize the data collected. At the beginning of each month, the C-EE will prepare a report summarizing all data collected, including during the previous month. The C-EE will compile the information and present, informally, monthly, key findings from the data analyzed to the CFI Advisory Council (C-AC), comprised of the C-PD, C-EE, school principals from each CFI service area school, students and parents. These monthly summaries will be compiled and presented as quarterly reports and all other available data collected during the quarter at the C-AC's quarterly meeting. The quarterly reports are essential as CFI staff, the C-AC, and the C-ET

understand that waiting six months to discover the program’s progress is unacceptable.

Formal data analysis and summaries will be published semi-annually and used by the C-AC and C-ET to make the needed project modifications. All the CFI analyses will include quantitative and qualitative data results. The analyses will consist of disaggregation by subgroups to permit a full assessment of the Project’s effects to the maximum extent possible. The C-EE will complete semi-annual evaluation reports by the end of each program year’s seventh month (i.e., if the CFI Initiative started on October 1, 2023, the first semi-annual report must be completed by April 30, 2024).

These reports (i.e., monthly, quarterly, and semi-annual) will be used to provide enough data to determine if the CFI is being implemented effectively and efficiently, and with fidelity. The C-EE will review the data and alert the C-PD and C-AC about any recommendations at the following monthly meeting of the C-AC.

Further, at the end of each program year, all CFI staff and personnel will participate in a Project Review led by the C-EE, resulting in a summative assessment (i.e., Annual Project Report) for that year. The Annual Project Report will be essential in reviewing progress and planning for subsequent years of operation. Members of the C-AC will review the data summary and make any necessary adjustments to future years’ goals and objectives.

The Annual Project Report will be completed within 30 days of the end of each year. It will combine process and outcome/product data to analyze progress toward the CFI Goals and Objectives. Process data will provide the context (i.e., how progress occurred). The outcome/product measures will describe the magnitude of the improvement and compare it to the initial benchmarks and targets set for each goal and objective. The report will also use trend data from year to year to examine the performance over the five-year project and beyond. With

assistance from all program stakeholders, the C-EE will prepare the formal Annual Evaluation Report each year for the required submission to the U.S. Department of Education (ED). This annual evaluation report forms the basis of CFI's planning for its next operating year.

Thus, the CFI will have an assessment completed each month with its monthly data collection report, quarterly report, semi-annual report, and annual report. Each report will be prepared and presented to allow all key stakeholders to quickly determine the project's strengths and needed improvements. This rigorous, extensive reporting process is essential if the CFI is to achieve the ambitious goals and objectives it has set for itself. Thus, the CFI Quality Improvement Plan will provide performance feedback and permit periodic (i.e., monthly, quarterly, semi-annual, and annual) assessments of progress toward achieving all intended outcomes.

***The methods of evaluation will provide valid and reliable performance data:*** All data analysis and interpretation in this research study will follow the principles prescribed in Educational Research: An Introduction by Gall, Gall & Borg (2003) because the quantitative part of this study is looking at the differences between multiple groups, because the relationship between samples is independent, and because there are numerous independent variables, a factorial ANOVA was selected for this evaluation (Howell, 2004).

All statistical analyses will be performed using SPSS for Windows. The evaluation sample will be described using measures of central tendency (mean and median) and dispersion (standard deviation and range) for continuous/ordinal scaled variables and frequency and percent for categorical scaled variables. All the analyses will be two-sided with a 5% alpha level. Hypotheses will be tested using a 2-way Analysis of Variance (ANOVA). There will be one 2-way ANOVA for each hypothesis. The dependent variables will be years, and there will be three

effects (i.e., independent variables): (a) the main effect due to year; (b) the main effect due to the participation in CFI services; and (c) the interaction effect between year and involvement in the CFI services. The three identified and recruited nearby school campuses that are not receiving CFI services will serve as the comparison group for this analysis.

Qualitative data will also be used. This qualitative data will be gathered in personal interviews with school administrators and participants and will be analyzed using principles of interpretational analysis as described by Gall et al. (2005). Responses will be organized around the key survey questions and reported in narrative form. Constructs, patterns, and themes will be used to describe and explain the information studied. Further, interview data transcription will be used so that participants in the qualitative study can verify the results and help ensure the results' validity.

Further, as noted in the Evaluation Logic Model above the CFI Evaluation Plan calls for enough reporting rigor to provide valid and reliable performance data on all outcomes. The following chart documents the CFI goals, outcomes, and objective performance measures.

<b>Goal 1: Create high-quality early childhood education programs</b>		
<i>Number</i>	<i>Objective</i>	<i>Performance Measure(s)</i>
<b>01</b>	Increase the Pre-K to 3 <sup>rd</sup> -grade students' literacy skills [i.e., upper- and lower-case letter recognition, vocabulary, print knowledge, and phonological awareness.]	<i>Test of Preschool Literacy (TOPEL)</i>
<b>02</b>	Increase 3 <sup>rd</sup> -grade to 8 <sup>th</sup> -grade students' oral language and comprehension.	<i>CDE's English Language Proficiency Assessment</i>

<b>Goal 2: Create high-quality school and out-of-school-time programs and strategies</b>		
<i>Number</i>	<i>Objective</i>	<i>Performance Measures</i>
<b>01</b>	Increase interest in STEM classes and	<i>STEM Interest Survey</i>



	programs	
02	Increase the number of middle and high school students exploring a career in a STEM field.	<i>STEM Interest Survey</i>
03	Increase the school connectedness score of students participating in the BBBS program	<i>School Mentoring Program (SMP) Survey.</i>

<b>Goal 3: Create effective preschool-to-elementary school transition programs</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
01	Increase the oral language and reading comprehension scores in 3rd-grade students, for students who had aligned Pre-K and elementary school curriculums.	<i>CDE’s English Language Proficiency Assessment.</i>
02	Increase parent and staff satisfaction with the Pre-K to Elementary school transition.	<i>Elementary School Readiness Survey</i>

<b>Goal 4: Enhance family and community engagement and support</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
01	Increase the number of parents who, after completing the Parenting Wisely program, report greater family functioning and parenting confidence.	<i>Protective Factors Survey.</i>
02	Increase the number of parents reporting being connected to their children’s school after completing PIQE.	<i>Parent-School Connectedness Scale</i>
03	Increase by 33.3%, compared to baseline participant satisfaction with CSET, C-WDS, and FOA services	<i>Participant Satisfaction Survey</i>

<b>Goal 5: Enhance postsecondary and workforce readiness</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
<b>01</b>	Increase the number of females taking and completing STEM classes.	<i>Class Enrollment Records.</i>
<b>02</b>	Increase the number of students interested in an aviation career.	<i>STEM Interest Survey -Aviation Subscale.</i>
<b>03</b>	Increase the number of graduating CFI area college, career, or workforce-ready students.	<i>California Achievement Test- College and Workforce Readiness Subscale.</i>

<b>Goal 6: Create community-based support for students who have attended the schools in the area</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
<b>01</b>	Increase the number of residents who earn a vocational certification.	<i>VROP Certification Report</i>
<b>02</b>	Increase the number of students who earn their GED.	<i>Course Completion Records [GED].</i>
<b>03</b>	Decrease the number of participants who are unemployed or underemployed.	<i>Participant Employment Survey.</i>

<b>Goal 7: Expand social, health, nutrition, and mental health services and supports</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
<b>01</b>	Increase the number of residents who report access to physical and behavioral health services.	<i>Community Wellness Services Survey.</i>
<b>02</b>	Reduce the number of students who, after receiving CAST, report thinking about suicide “Often” or “A Lot” compared to the students’ pre-survey questionnaire.	<i>CAST Pre- and Post-Survey.</i>

<b>03</b>	Reduce the number of students who report food insecurity.	<i>Community Nutrition Survey.</i>
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<b>Goal 8: Reduce juvenile crime</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
<b>01</b>	Increase the number of students receiving Champions services who report an increase in plans to graduate high school.	<i>Youth Health Survey.</i>
<b>02</b>	Reduce the number of students reporting being gang-involved after receiving Champions services.	<i>Youth Health Survey.</i>

<b>Goal 9: Sustain effective services of the CFI</b>		
<b>Number</b>	<b>Objective</b>	<b>Outcome</b>
<b>01</b>	Increase the reimbursement received for counseling, psychological, medical, and transportation via the Medicaid program.	<i>Medi-Cal Reimbursement Billing Statement.</i>

As the charts above show, each goal, objective, and outcome will be assessed by performance measures related to the intended outcome. Further, the outcomes are assessed using valid and reliable instruments. Thus, the C-EE will be able to collect data continuously. As these data are collected, they will be reported, as noted above, monthly, quarterly, semi-annually, and annually. This continuous data collection approach will allow the CFI Evaluation Team to provide valid and reliable performance data on all outcomes.

Further, the CFI Evaluation Team will conduct semi-annual focus groups with CFI staff, participants, partners, and stakeholders to uncover the impact and challenges the CFI is experiencing. Participant and staff satisfaction surveys will be administered for each program and service the CFI offers. The data collected and analyzed via these surveys will be reported

semi-annually. Thus, the CFI Evaluation Plan calls for producing qualitative and quantitative data for each outcome assessed. Qualitative data collection techniques will be utilized to help assess the actual CFI implementation and performance processes. By determining and evaluating the factors that affect the processes, the CFI expects to assist other rural, low-income school districts that are attempting to implement similar programs.