

**Full-Service Community Schools Program (FSCS)  
Project Abstract FY 2023**

**Applicant Name:** Kanecia Zimmerman, MD, PhD

**Project Title:** North Carolina Community Schools Coalition (NCCSC)

**Absolute Priority the Project Addresses:** (select all that apply) (Please note: You must select 1 or 2 and 3 or 4 or 5)

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

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

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

**Total number local educational agencies (LEAs) to be served by the project:** 18

**Total number of schools to be served by the project:** 55

**Total estimated number of students to be served by the project:** 21,351

**Brief description of proposed project, including project activities:** North Carolina Community Schools Coalition (NCCSC) has identified schools in communities most impacted by systemic racism and generational poverty, with a particular emphasis on Rural Low- Income Schools. The communities with which NCCSC will work grapple with various disparities, from food insecurity to mental health affliction to chronic disease; the most vulnerable youth of NC are facing pervasive barriers to accessing adequate and equitable K-12 education and stand to inherit a legacy of poverty, limited job opportunities, and poor health unless collective, community-driven action is taken. NCCSC proposes to leverage the strengths and talents of students, guardians, teachers, staff and community partners to meet the needs of its priority population across three distinct and strategically-identified regions (Eastern, Central, and Western NC) by implementing a dynamic FSCS four pillars framework focused on providing 1) integrated student support services (food security, housing stability, mental health, physical health, and juvenile crime prevention and rehabilitation); 2) expanding and enriching learning opportunities (early childhood education and literacy, out-of-school programs, and support for transitions to and through schools); 3) active family and community engagement; and 4) collaborative leadership development opportunities for school staff and community school coordinators. Led by students, guardians, and staff at each School Advisory Board, and supported by Regional and Statewide Partners, NCCSC aims to achieve the project

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objectives and expected outcomes as described in our proposal. Continual review of data and progress towards milestones will promote data-driven process improvement. Also, close connection with and sharing best practices across each of the partnering districts will foster support for and uptake of NCCSC practices across each district. Collected information will enable the State Steering Committee to create a roadmap for program expansion across North Carolina, encourage funding of expansion and sustainability efforts, and contributed to the national evaluation assessing implementation of the FSCS program.

**Summary of project objectives and expected outcomes:** Goal 1) Promote powerful learning and academic achievement. Obj: Promote teacher wellness and resiliency – Measurable Outcome: % increase in retention of school staff; Obj: Increase/expand teacher resources – Measurable Outcome: % of teachers attend “free store”; Obj: Improve teacher self-efficacy - Measurable Outcome: % of teachers increase self-efficacy scale score on administered survey; Obj: Provide teacher professional development – Measurable Outcomes: % of teachers attend training/mentorship sessions; Obj: Proficiency on standardized tests - Measurable Outcomes: % increase math and English proficiency; Obj: Reduce learning loss - Measurable Outcomes: % increase in reading proficiency in 3-5th grades; Obj: Promote literacy - Measurable Outcomes: % increase in reading proficiency in 3-5th grades; Obj: Improve self-efficacy and confidence in learning - Measurable Outcomes: % of students increase self-efficacy scale score on self-efficacy survey; Obj: Increase high school graduation rates - Measurable Outcomes: % increase in graduation rates; Obj: Increase kindergarten readiness - Measurable Outcomes: 1) % increase in kindergarten readiness; increase in KRPB bundle completion for >50% of all children, 2) % increase in participation in partnering organizations; Obj: Improve literacy for caregivers - Measurable Outcomes: % of caregivers attend at least one FRC service/ session/workshop; Obj: Increase support for social services - Measurable Outcomes: % of caregivers attend at least one service/ session/workshop; Obj: Create and maintain authentic family engagement - Measurable Outcomes: % attendance at parent-teacher conferences. Goal 2) Integrate effective health and social supports. Obj: Integrate effective social supports - Measurable Outcomes: 1) % increase in number of youth receiving services, 2) % increase in the number of families referred to services, 3) Comparative effectiveness analysis of social supports; Obj: Integrate effective health services - Measurable Outcomes: 1) % increase in students referred to dental services through school district, 2) % increase of students reached through health education and physical activity programs; Obj: Support effective transition practices - Measurable Outcomes: # of afterschool programs established; Obj: Decrease food insecurity - Measurable Outcomes: % increase in student receiving the opportunity for three meals per school day; Obj: Decrease housing instability – Measurable Outcomes: 1) % increase in housing stability, 2) % increase in housing stability; Obj: Decrease Juvenile Crime - Measurable Outcomes: 1) % reduction in juvenile crime; Obj: Improve mental health – Measurable Outcomes: 1) % increase in mental health service referrals, 2) % decrease in emergency department visits; Obj: Decrease chronic absenteeism - Measurable Outcomes: % decrease in chronic absenteeism; Obj: Decrease suspensions - Measurable Outcomes: % decrease in suspensions. Goal 3) Support and promote authentic community and family engagement. Obj: Engage students, families and communities in the development, implementation and evaluation of the full-service community school model - Measurable Outcomes: 1) % increase of families served by family resource centers, 2) % increase of caregivers attending best practices events, 3) % increase on school climate (CAYCI-SES) survey scales, 4) # of new board policies and resolutions promoting long-term growth and sustainability of the FSCS model, 5) # of Regional Community School Council members, 6) % of families that attend dinners, 7) # of referrals made to address student well-being and out-of-school barriers, 8) % increase of participation in school town hall, 9) % increase of families participating in Youth and Family Councils; Obj: Support of community school idea - Measurable Outcomes: # of Steering Committee participants; Obj: Evaluate effectiveness of CSCs (Community School Coordinators) - Measurable Outcomes: % increase in school spending per student; Obj: Improve self-efficacy of teachers/ students/staff - Measurable Outcomes: % of school community that completed ANA (Assets and Needs Assessment). Goal 4) Foster

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collaborative leadership. Obj: Student, Family, Staff and Community participation in community school - Measurable Outcomes: # of Advisory Board and Regional Council members that are part of the Steering Committee; Obj: Conduct Assets and Needs Assessment (ANA) – Measurable Outcome: # of community schools with a strategic plan developed and aligned to ANA findings and guiding frameworks; Obj: Evaluate high impact partnerships or programs that are aligned with school needs - Measurable Outcome: # of high impact partnership or program established that is aligned with ANA needs identified in each school community; Obj: Family participation in surveys, town halls, parent teacher conferences – Measurable Outcome: # of families that participate in surveys, town halls, and parent teacher conferences; Obj: Self-efficacy of principals and community school coordinators in collaborative leadership practices - Measurable Outcome: 1) % of principals and community school coordinators that attend the academy, 2) % of students interested in entering the teaching profession; number of individuals assisted through equity focused work, 3) # of teachers that participate in STAR (Summer Training in Academic Research) program

**Proposed location(s) of implementation (e.g., city, town, county, State(s)):** Year 1 confirmed: Buncombe County, Durham County, Vance County, Orange County, and Pasquotank-Elizabeth City County. Years 2-5 planned expansion: Graham County, Swain County, Durham County, Vance County, Warren County, Halifax County, Northampton County, Granville County, Bertie County, Hyde County, Washington County, Tyrrell County, and Hertford County, NC

**List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable:** Year 1 confirmed: Asheville City Schools, Buncombe County Schools, Durham Public Schools, Orange County Schools, Vance County High (RLIS), and Pasquotank-Elizabeth City County Schools (RLIS). Years 2-5 planned expansion: Graham County Schools (RLIS), Swain County Schools (RLIS), Warren County Schools (RLIS), Northampton County Schools (RLIS), Weldon City Schools (RLIS), Roanoke Rapid City Schools (RLIS), Vance County Schools (RLIS), Durham Public Schools, Granville County Schools, Bertie County Schools (RLIS), Hyde County Schools (RLIS), Washington County Schools (RLIS), Tyrrell County Schools (RLIS), and Hertford County Schools (RLIS).

**List all non-LEA organizations partnering with this project:** ABC Science Collaborative, Duke Clinical Research Institute, Student U, National Educators Association (NEA), Rural Education Institute, Bass Connections, Meals4Families, Book Harvest, Transforming Duke Health (Duke Chancellor), Netter Center for Community Partnerships at UPenn, Duke Pediatric Pulmonology, LATIN-19, Duke Rhodes Information Initiative/Data Plus, Regional Coalition for University-Assisted Community Schools (SRCUACS), NC Child, Public School Forum of NC, NC Department of Public Instruction, NC Association of Educators, National Education Association, and United Way of Asheville Buncombe County