

Project Abstract

Applicant Name: Educational Service District 105

Project Title: Yakima Consortium

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

Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income

Absolute Priority 4 – Multi-Local Educational Agency Grants

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

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

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Total number local educational agencies (LEAs) to be served by the project: 4 LEAs and 1 Tribal School (BIE).

Total number of schools to be served by the project: 9

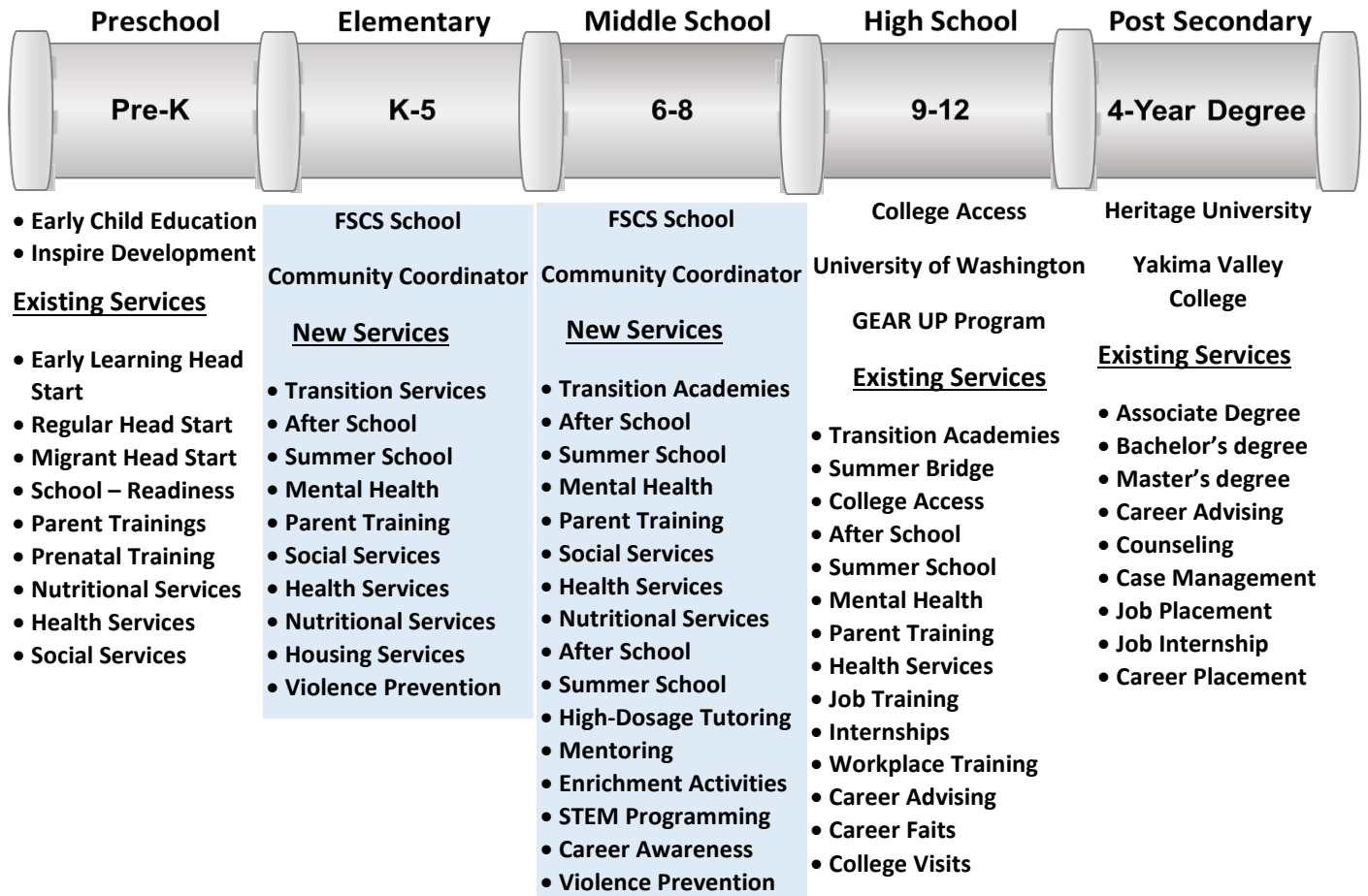
Total estimated number of students to be served by the project: 4,018

Brief description of proposed project, including project activities:

Yakima Consortium will enhance and improve the coordination, integration, accessibility and effectiveness of school and community services for children and families delivered in nine high poverty schools in small rural communities. These public schools and a Tribal School are on the Yakima Indian Nation Reservation and Yakima Valley serving a large percentage of Native American and Hispanic Farmworker students who are **100%** low-income, **42%** English Learners and **19%** migrant.

The Consortium's FSCS proposes to locate a School Community Coordinator in each elementary, middle school and the Tribal School. The Consortium will provide a full range of new pipeline of services from birth through postsecondary and to career attainment in 4 elementary 5 middle schools. Some services will be new, and others are existing services. Our goal is to ensure that all identified needs are thoroughly addressed using evidence-based, culturally, and linguistically appropriate programs, practices, curriculum and activities for Native American and Hispanic students and families. Furthermore, the developed plan operationalizes the 4 Pillars with school-based integrated services. The following illustrates the Pipeline of Services to be provided at sequential stages of learning and for entering the workforce.

Pipeline of Services



Summary of project objectives and expected outcomes: The objectives and expected outcomes of the project are as follows:

Objective 1: To integrate school supports through community partnerships to provide a range of academic, social, mental safety, and economic services. **Outcomes: (1a)** Increase integration of new partners by **10%** each year; **(1b)** Increase percentage of students passing the 4th grade exam in Reading to **35%**; **(1c)** Increase percentage of students passing the 4th grade exam in Math to **19%**; **(1d)** Increase percentage of students passing the 6th grade exam in Reading to **27%**; **(1e)** Increase percentage of students passing the 6th grade exam in Math to **15%**; **(1f)** Improve the school climate of each school by **10%** each year.

Objective 2: To increase the out-of-school learning opportunities for all students to address academic achievement gaps, learning loss, and social-emotional learning. **Outcomes: (2a)** Increase out-of-school opportunities to **75%** to include before, after, or summer school; **(2b)** Increase percentage of students participating in tutoring programs to **85%** of all schools.

Objective 3: To increase parent and community engagement to improve academic success, well-being, and economic conditions. **Outcomes: (3a)** Increase parents’ engagement in schools by **8** points each year in providing parent trainings; **(3b)** Increase the number of community services offered at schools by **10** new services each year.

Objective 4: To increase collaborative and working relationships with school personnel and community service providers. **Outcomes: (4a)** One School Community Coordinator will be

located in each school building; **(4b)** Establish a School-wide Leadership Team in each school; **(4c)** Establish a Community-wide Leadership Team in each community.

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Yakima County, Washington, Yakama Indian Reservation in Yakima County.

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:

Mabton School District: RLIS, Local Code 32, 41

Granger School District: RLIS, Local Code 32

Mount Adams School District: RLIS, Local Code 42

Toppenish School District: Local Code 32

Yakama Nation Tribal School: Bureau of Indian Education (BIE)

(Data: OESE Fiscal Year REAP 2023 Master Eligibility Spreadsheet - <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/small-rural-school-achievement-program/eligibility/>)

List all non-LEA organizations partnering with this project:

Communities In Schools, Inspire Development Centers, Heritage University, Northwest Community Action Center, Yakima Valley Farm Workers Clinic, Yakima Valley Community Foundation, Enterprise for Progress in the Community (EPIC), South Central Workforce Council, Nuestra Casa, Toppenish Police Department, Catholic Charities, The Lighthouse, Yakima Valley College, Northwest Harvest, People for People, South Central STEM Network, Yakima County Sheriff's Office, United Way, University of Washington GEAR UP Program.