



Federal and State Funded Programs Committee of Stakeholders

May 30, 2023

Theory of Action: Federal and State Funded Programs

Committee of Stakeholders



If we convene a committee of various stakeholders...

to discuss and provide feedback on the development, implementation...

and progress monitoring of state and federal-funded programs we will create programs...

and progress monitoring of state and federal-funded programs we will create programs...

that are implemented in a fiscally- and policy-responsible way.



Today's Agenda

- Welcome
- Committee Member Spotlight
- Department/Program Presentations
 - HBCU Field Trip - Monroe High School
 - Community Schools
 - Social-Emotional Learning
- Federal Relief Updates
- Stakeholder Feedback and Resources
- Questions?



Committee Member Spotlight

Demario Strickland, Deputy Superintendent of Teaching and Learning

Five Fun Facts

- I actually have been to Thailand. I went at the age of 16 with high school and I won the money to go at BINGO in Canada.
- I am an adjunct professor of Education.
- I lived in NYC for 6.5 years.
- I have worked for 3 BIG 5 districts in NY.
- I am a HUGE momma's and grand momma's boy!



Department and Programmatic Updates

- 1. HBCU Field Trip - Monroe High School**
 - a. Rachel Wilson, School Counselor**
- 2. Community Schools**
 - a. Kelli Briggs, Executive Director of Strategic Partnerships**
 - b. Lieselle Taylor, Director of Community Schools**
- 3. Social-Emotional Learning**
 - a. Elizabeth Reyes, Executive Director of Equity, Inclusion & Social-Emotional Support**





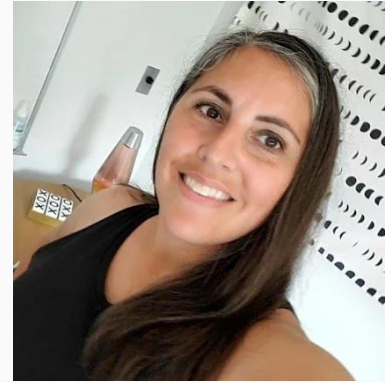
Monroe High School

HBCU Field Trip - Spring 2023

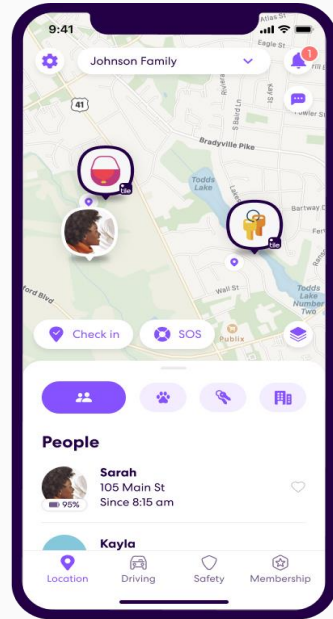
HBCU Field Trips

Chaperones

- Rachel Wilson, School Counselor
- William McKenzie-Baker
- Eleanor Payton, School Counselor
- Mark Morrison



Leading Up to the HBCU Trip



- Mandatory Parent/Guardian Meeting either in person or via zoom offered during the day and evening
- Students informed they had to download Life360 for tracking and communication purposes.
- Created #MonroeHBCU to use for social media for families and staff to follow the journey
- 30 students and 4 chaperones



Day 1: Departed to Maryland



Day 2: Bowie State University and Morgan State University

- Self-Guided Tour of Bowie
- Guided Tour of Morgan State University
- Site Seeing
- Dinner at We the Pizza



Day 2 Continued: Washington Visit





Day 3: North Carolina Agricultural & Technical State University

Day 4: Educational Day

- Smithsonian's National Zoo
- Exploring the Metro





Day 5: Coppin State University and Home

Student Testimonials

It was great. The group was great. I loved everything about the trip and my best part was definitely visiting the colleges. I loved seeing the colleges and places I have never been and it gave kids like me to experience this. I appreciate all that was done for us and I'm so hurt I'm leaving because I would love to go on trips like this with people from school. New things! New people! New vibes! Just awesome!- Tamariyah Walker

Very eye opening and an educational experience - Amirah Cunningham

Overall this trip was very informative and fun. The RCSD should allow our high school students to do more trips like these. - Ashonnie Phillips

I liked the pentagon tour- Keiarah Brown

It was very educational and fun. I enjoyed learning about the college experience, especially the HBCU experience. - Tommy Johnson





COMMUNITY SCHOOL UPDATES

Presented by Lieselle Taylor
Director of Community Schools



VISION Statement

To use Community School strategies to build a solid foundation that promotes equity and educational excellence for all learners.

MISSION Statement

To cultivate a culture of academic excellence, in partnership with schools, students, families, and community stakeholders, utilizing inclusive and innovative learning opportunities for all learners.



What is a Community School?

A full-service community school is a public elementary or secondary school that uses established partnerships between schools, families, and community organizations to provide well-rounded educational opportunities and meet the social, emotional, physical, mental health, and academic needs of students.



Partner Advantage Federal Credit working on Financial Literacy for Dr. Alice Holloway-Youngs Student Mental Health Day.
Levi Silvarole (AFCU) & **Lieselle Taylor** (Director of Community Schools) working with DAHY students.

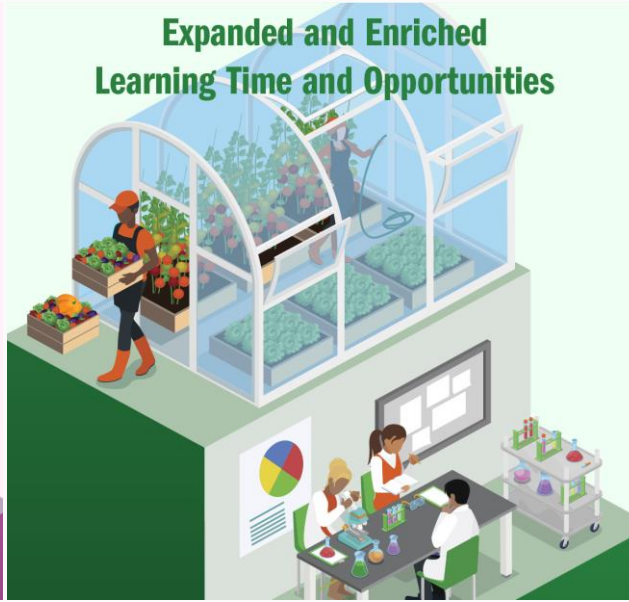


Community School Pillars

Integrated Student Supports



Expanded and Enriched Learning Time and Opportunities



Active Family and Community Engagement



Collaborative Leadership and Practices



Each of the pillars work together collaboratively to support students, families, and schools.



Community Schools - Food Pantries



Foodlink is a foodbank that RCSD partnered with to supply our school based pantries.



- All Community Schools have a food pantry
- Four Non-Community Schools added a food pantry this school year



Goals

- Add 4 schools pantries yearly
- Eliminate barriers that impede student learning.



Community Schools - Food Distribution Events

- We also partner with Foodlink to offer quarterly drive-through food distribution events for the community.
- Site Coordinators, partners, families, and students volunteer.



Community Schools Site Coordinators Network



Network meeting at the United Way



Meeting Components

- **SEL Check-In**

- What's Going on Protocol?
- Pulse Check
- Team building

- **Professional Learning**

- Best practices for...
 - Effective Community Engagement Teams
 - Partnership Alignment
 - Evidence Collecting Documents
 - Needs Assessment (**In progress**)
 - Data Analysis
 - Receivership Indicators
 - Asset Mapping



Community Schools Site Coordinators Network



University of Rochester
Black Student Union
Partners book donation to
Community School Site
Coordinators.



Meeting Components Continued

- **Expand Partner Networks**
 - Meet with new and potential partners
 - Tailor partnerships to meet school needs
 - Elementary, Middle, & High School
- **Coordinator Collaborative Work**
 - Experienced Site Coordinators with new coordinators
 - Idea sharing
 - Problem solving through different scenarios
 - Document Navigation
- **Individual Coordinator Support**

Community Schools

Roberto Clemente School No. 8
Dr. Martin Luther King Jr. School No. 9
Dr. Walter Cooper Academy School No. 10
John Walton Spencer School No. 16
Enrico Fermi School No. 17
Dr. Charles T. Lunsford School No. 19
Abraham Lincoln School No. 22
Henry Hudson School No. 28
John James Audubon School No. 33
Mary McLeod Bethune School No. 45

RISE Community School No. 105
Joseph C. Wilson Foundation Academy
Dr. Alice Holloway Young School of Excellence
East Lower & Upper Schools
Edison Career & Technology High School
Franklin Upper School
James Monroe Lower & Upper Schools
Joseph C. Wilson Magnet High School
Northeast College Preparatory High School



Student Support Services, Elizabeth Reyes

Social-Emotional Learning

Restorative Practices

Help Zones-CFY

McKinney-Vento

Trauma, Illness & Grief

School Counselors



Restorative Practices-RP



Development

2021-22 the ROC Restorative team went from a team of 5 to a Team of 13, in 2022-23

***5 additional district staff and 3 IBERO staff were added to the team**

Implementation & Progress

- 1) Supporting Schools' Restorative Journey via Coaching
- 2) Providing Professional Learning Experiences for Staff
- 3) Creating Opportunities for Parent Engagement
- 4) Planning and Facilitating Youth Trainings



Restorative Practices-RP



Coaching Process

Our goal is to work WITH individuals in schools to build the school community's capacity to assess, reflect, and implement Restorative Practices in schools-starting with the proactive.

A total of 40 Schools requested a coach from the ROC Restorative Team to support their restorative journey.

[Schools with a ROC Restorative Coach](#)



Restorative Practices-RP

Professional Learning Opportunities

More than 500 RCSD Staff have attended one or more Restorative Practice Professional Learning Opportunities

Professional Learning Topics:

Introduction to RP
Restorative Communication
Community Building Circles
Mindfulness
Restorative Discipline
SEL Immersion

Youth Training

- 10 schools have had a group of Elementary students trained as Circle Champions
 - 5 schools have had middle school students trained as Restorative ROC Stars
 - 4 schools have had high school students trained as ROC Responders
- *Over 200 students trained!!

Parent Engagement

PLAC Kick-Off; Team presented to parents
9/21/2022

Family & Community Engagement Forum
Event 11/19/2022

Parent University-Lunch and Learn Sessions:

3/7/2023; 3/14/2023; 3/21/2023;
3/28/2023:



Center For Youth-CFY

Help Zones

5 Help Zone staff are funded through ARP

Over 40 schools have a Help Zone, many are staffed by the CFY

Help Zones serve as an alternative to suspensions

Help Zones provide a safe place for students to share and express their feelings and utilize a restorative circle to repair harm and build relationships

Help Zone staff also assist with the re-engagement process when students are suspended and returning to school



McKinney-Vento-MV

Students Experiencing Housing Instability

Social Work & Attendance Assistant

Development

less homeless students were identified during Covid due to not being in person

Implementation

in order to address the decrease in identification we created a social worker and attendance assistant team to do **outreach** to shelters, agencies, other spaces-like the Center For Youth, City Rec, DHS, Hotels/Motels, and Libraries. They identify, assess & address needs, and advocate & re-engage students back to school. Through ARP, we also have social workers that assist with student identification afterschool.

Progress

During Covid 2020-21 (950 students identified),

First Year Back in Person 2021-22 (1550 students identified) &

This year 2022-23 (2227 students identified, to date and we count until June 30th)



McKinney-Vento-MV

WRAP AROUND SERVICES: (Assess/Plan/Intervene)

Assess the needs of the youth & family in transition.

Assist in the Development of a transition plan to address the immediate housing needs, school re-engagement, community referrals for clothing, food, mental health services as well as legal counsel and medical care. Provide grief counseling using the TIG Framework to families in need.

INTERVENTIONS SERVICES:

- **Always utilize a supportive and strength-based Outreach Model** {no judgement & no harm}
- Provide **case management** services to ensure that families are connected to community agencies.
- Provide the family & students with **information & referrals about community resources**
- **Coordinate meetings with school support staff** to establish a **re-engagement** plan
- **Individual Case management** until identified student or parent/caregiver is connected to **mental health** support
- Participate in **collaborative meetings with community agencies** working with a family or youth.
- **Advocate and support families as well as youth in navigating the DHS system**



Trauma, Illness & Grief-TIG

TIG Training

Development

Due to the multiple types of trauma; student/teacher deaths, incidents, altercations and disruptions that occasionally crossover from the community, among other things, we wanted to ensure our school communities were able to provide support by having members of their building crisis teams TIG trained.

Implementation

Since we have been able to increase TIG trained staff in the buildings, building crisis teams are better able to support their school communities when there is a crisis. TIG trained staff can also provide support throughout the district, at schools where more support is needed on an on-call basis (TIG trained staff are on a rotation 2 months a year).

Progress

Approximately 120 staff were trained this past school year 2022-23

We now have more staff TIG trained, going from 40-50 trained to over 160 trained with 3 more cohorts of 50 staff each that will be trained school year 2023-24



Social Emotional Learning

Elementary School Counselors

- **Every** child deserves a school counselor to provide academic, social-emotional and college & career support in grades K -12.
- Prior to relief funding, students in grades K -6 had **ACCESS** to 5 counselors across 20 schools (each counselor worked one day a week at their respective schools).
- Based upon survey data from schools, school leaders and teachers believed that it was **imperative to have full-time counselors** to support students especially with SEL counseling.
- Relief funding made it possible to ensure every student has a **FULL-TIME** school counselor in every school. This is the **FIRST** time in RCSD that there have been full-time counselors at every school.
- School leaders and teachers have provided feedback stating that negative behaviors have **decreased**, suspensions have **decreased** and access to more supportive and caring adults has **increased**.

Research shows that access to one caring adult **decreases risk factors** and **increases assets**.



Social Emotional Learning



Elementary School Counselors: Highlights

- K -6 Counselors meet once a month as a *collaborative unit to inform practices*.
- K -6 have created a *comprehensive school counseling plan* and *monthly themes* to ensure consistency in programming across the district.
- The *Second Step SEL Curriculum* implementation has been *most successful* when led or co-led by school counselors.
- K -6 Counselors have received training in and have implemented *trauma, illness and grief counseling, restorative practices, individual counseling and group counseling*.
- An *increased* number of students have access to and receive ongoing lessons and education related to Social Emotional Learning.
- School Counselors have been able to *save and transform lives* with the completion of mental health assessments and follow-up when students display signs of risk, harm and/or suicide.



Social Emotional Learning

Elementary School Counselors: Expected Outcomes

- Survey results will show that school counselors are making *a positive impact at schools*.
- Students have *more access and support* in terms of SEL, academic and college/career supports.
- Students will be *better prepared* to choose, make the transition to and be successful at their secondary school.
- Counselors impact will *increase* throughout the years as the student and school community continue to adjust to the full-time role in the building.



Social Emotional Learning

Elementary School Counselors in Action



Federal Relief Funds Update

ARP Contingency Timeline

March 1, 2023

Completion of ARP budget for 2023-24 school year. Budget will reflect the following:

- reconciliation of initiative actuals to date and projections for 2023-24 across the entire grant
- reduction/removal of initiatives with lagging programmatic implementation
- increases to existing large-scale initiatives:
 - CRRSA expenditures moved to ARP for final year (~\$32M)
 - Oracle (~\$22.4M)
- strategic additional initiatives*
 - retention bonuses for select bargaining units (~\$5M)

September 15, 2023

- Freeze on hiring of new employees into ARP-funded positions.

September 30, 2023

Cut-off on implementation of new activities funded with ARP:

- Freeze all on funds not pre-encumbered or encumbered.
- Vacant positions will be removed and funds will be repurposed.
- Identification of active positions to be moved forward for 2024-25.
- Identification of programs to be moved forward.

April 2024

ARP Amendment #3 prepared and internally approved, includes removal of funds identified to be repurposed and identification of general fund expenses to be taken into ARP.

**September 30 -
October 31, 2024**

Final report for ARP will be prepared, approved and submitted by 10/31/2024.

June 30, 2024

Positions being funded through ARP, not slated to be funded elsewhere in 2024-25, will end.

March 31, 2024

Projected amount to be repurposed is identified. This is the target number to be used to offset general funds. Amount available to be repurposed will include funds recouped through actual expenditure analysis, and freeze of activities that have not started as of September 15, 2023.

October 2023 - February 2024

- Internal close-out of grant expenditures, projections of continued costs through June 30 completed.



STAKEHOLDER ENGAGEMENT AND RESOURCES

- [State and Federal Funded Programs website](#), includes:
 - Title Grants one-pagers
 - Title Quarterly Reports
 - Slides from previous meetings
- [Federal Relief Funds website](#), includes:
 - Federal Relief Spending Plan
 - Approved Budget
- Committee of Stakeholder [Feedback Form](#)
- School Climate Survey open until June 9
 - <https://www.surveymonkey.com/r/73RR65Y>



Questions?
Comments?
Suggestions?

