

PROJECT (Enhance School Capacity) WORKPLAN

City of Elmira:

GOAL

Enhance school engagement and achievement for youth with juvenile justice system involvement.

Objective 1:

Build school and community capacity for supporting juvenile justice involved youth to facilitate their successful completion of 9th grade and transition to 10th grade (Mechanism: Provide school and community-based professionals with training and technical assistance that will prepare them to support a cohort of students through their ninth-grade year).

The following tasks are associated with this objective:

1. Establish contractual and operational partnerships as follows:
 - a. The City of Elmira will partner with the New York State Center for School Safety/National Institute for School Safety (NYSCSS/NISS) to provide training and technical assistance to teachers and community partners at Southside High School and Elmira Free Academy High School;
 - b. Participating school staff will receive a \$1,500 stipend to support their involvement (maximum ten school and/ or community agency staff);
 - c. Community agencies will partner with schools to provide resources and otherwise enhance system response to students in the population of interest, and
 - d. With others as needed to meet project goals.

2. Develop program procedures and protocols, to include:
 - a. Recruitment/ selection procedures for school staff and community partners;
 - b. Student referral criteria and procedures: Attention will be focused on two groups of ninth grade students, prioritized as follows:
 - I. those with current or previous juvenile justice system involvement; and
 - II. those at high risk for juvenile justice system involvement, as indicated by risk factors such as excessive truancy, multiple school suspensions, and dean/discipline referrals. It's anticipated that school staff and administrators such as guidance counselors, social workers, and superintendents, and local stakeholders (such as probation office) will be involved in identification and referral of specific students.
 - c. Other procedures and protocols as needed to meet project goals.

3. Identify staff and consultants as listed in the project and subcontract budgets and/ or as needed to meet project goals (budget or other changes in contract terms must be approved in writing by DCJS). To include:
 - I. NYSCSS/NISS will provide trainers and mentors to implement training, mentoring, coaching and technical assistance for school staff and community organization agency participants;
 - II. [# TBD: To Be Determined] staff participants from Southside High School and Elmira Free Academy High School (trainees & stipend recipients);
 - III. [[# TBD] community agency staff.

4. Develop program materials as listed above and indicated in the project and subcontract budgets and/or as needed to meet project goals, to include:
 - a. (NYSCSS/NISS will develop/ provide) One two-day summer training: curriculum and materials;
 - b. (NYSCSS/NISS will develop/ provide) Curriculum and agendas for 3-hour monthly training sessions (10 total);
 - c. (NYSCSS/NISS will develop/ provide) Curriculum and agenda for one-day school-wide training program for all staff to support the implementation work of those in the intensive training.

5. Conduct planning/ training/ meeting activities as follows:
 - a. Train staff as needed to carry out activities listed above and indicated herein, and as needed to meet project goals, to include:
 - I. (NYSCSS/NISS will deliver) One two-day summer training for school staff and community partners;
 - II. (NYSCSS/NISS will deliver) A total of ten 3-hour monthly training sessions for school staff and community partners;
 - III. (NYSCSS/NISS will deliver) One one-day staff professional development workshop (school-wide training program for all staff to support the implementation work of those in the intensive training), as per superintendent agreement;
 - IV. (NYSCSS/NISS will provide) Technical assistance in the form of phone conferences and updates as needed;
 - V. (NYSCSS/NISS will facilitate) monthly coaching sessions for school staff and community partners as part of a continuous process of assessment and review, and
 - VI. NYSCSS/NISS will work with school (staff) participants to identify data for reporting, including attendance, suspension rates, course completion and grades.
 - b. Participation in local juvenile crime enforcement coalition (JCEC), or equivalent body, as required by the JABG program. JCEC membership should be represented by individuals associated with (1) Police, (2) Sheriff, (3) Prosecutor, (4) local probation services, (5) Juvenile court, (6) Schools, (7) Business, and (8) Religious affiliated, fraternal, nonprofit, or social service organizations involved in crime prevention. Grantee's participation should involve, at minimum, quarterly meetings.

Performance measures:

1. The following data elements and supplemental materials will be submitted as required by DCJS:
 - a. # MOUs signed (attach copies);
 - b. # partner agencies (attach list);
 - c. # procedures and/or protocols finalized (attach list, summarize);
 - d. # project materials developed (attach list, summarize);
 - e. # consultants hired/ staff supported (attach list that includes agencies, titles, %FTE);
 - f. # planning/ training events conducted (attach list of trainings, dates, topics);
 - g. # staff trained.

2. It's anticipated that training techniques taught will be based on evidence-based strategies found in:
 - a. Therapeutic Crisis Intervention (TCI)
 - b. Positive Behavior Interventions and Supports (PBIS)
 - c. Life Space Crisis Intervention (LSCI)
 - d. Teacher Expectations Students Achievement (TESA)

- e. Youth Reclamation Framework (Circle of Courage).

Objective 2:

Improve school engagement and achievement for a cohort of entering ninth-grade students that fit the population of interest, with the goal of facilitating their successful transition to high school.

The following tasks are associated with this objective:

1. School staff will:
 - a. Attend summer training and participate with monthly coaching
 - b. Maintain daily contact with identified students when school is in session
 - c. Apply strategies from training and coaching sessions
 - d. Identify mechanism for securing data from schools
2. NYCSS/NISS will secure data from schools for reporting purposes and be responsible for producing mid-year and end of year reports to DCJS. These reports, which will supplement and expand upon the required quarterly progress reports, will outline the project's impact on school staff and community partners, and include – at minimum – quantitative and qualitative information on the student outcomes listed in the 'performance measures' section;
3. NYCSS/NISS will conduct pre- and post-project focus groups with participants (school and community agency staff) to determine change in their perceptions of their capacity to provide transitional services.

Performance measures:

1. The following data elements will be reported as required by DCJS:
 - a. Case-level intake and exit data for all youth participating in interventions funded wholly or in part through DCJS, to include demographics, participation in program components and/or compliance with requirements, "successful program completion" (= successful completion of 9th grade and promotion to 10th grade), and juvenile justice system involvement.
2. It is anticipated that students participating in the project will demonstrate improvement in the following outcomes:
 - a. School attendance
 - b. School suspension (in-school or superintendent's)
 - c. Discipline referrals
 - d. Completion of academic coursework/credit accumulation
 - e. Increased linkages to pro-social community supports.

School and Community Engagement Projects: Contract Guidelines

This program will train teachers and community partners who work with justice involved youth to support their academic engagement and achievement.

The program model will service selected school(s). Staff will be chosen from both schools and work collectively to support an identified cohort of students as described in project work plans.

Training will consist of:

- a. Intensive two day summer training session
- b. 3 hour monthly training sessions (Ten/school year)
- c. One Day - Staff Professional Development Workshop

Contractual relationships:

Primary Grantee: Unit of local government (ULG)

Subcontractor: New York State Center for School Safety/National Institute for School Safety (NYSCSS/NISS)

Service Site: School(s)

Budget:

\$48,200 subcontract (to NYSCSS/NISS) – ULG (primary grantee) and subcontractor should develop subcontract that meets needs of each and also DCJS: see subcontract guidelines on next page. DCJS must have signed subcontract on file in order to pay voucher that includes subcontract expenses.

\$5,356 MATCH to be provided by primary grantee. Match must be contributed by ULG or school.

Match must be allocated as a line item in one of the following budget categories:

- Personnel
- Fringe
- Consultant services
- Supplies
- All other

For example, match could be demonstrated as

- personnel (line items = staff; justification = role on project: reporting, handling fiscal responsibilities & vouchering, etc.; could include # hours, % of staff time if those are available;
- indirect costs (line item = indirect costs; justification should outline what indirect costs will cover).

Responsibilities:

Service delivery: Contract Workplan is attached. NYSCSS/NISS is responsible for implementing direct service components (trainings, consulting sessions as listed in work plan).

Reporting: Two levels/ types of reporting are required for this contract.

- **Summary/ Evaluative reports:** NYSCSS/NISS will produce 2 reports: Mid-year and end-of-year project reports. The subcontractor/ consultant will identify and document significant project activities and impacts, and will design and produce 2 reports focused on those. These reports are project outputs, or deliverables.
- **Quarterly Progress Reports (QPRs):** grantee is contractually obligated to report progress on significant workplan tasks and participant-level data on a (calendar-year-based) quarterly basis through DCJS' GPM and GMS reporting mechanisms. These reports are contract monitoring tools.

Contract and fiscal management:

ULG is responsible for

- Submitting quarterly progress reports to DCJS (could be completed by NYSCSS/NISS and/ or school),
- Maintaining contract and fiscal documentation and

- Vouchering (billing for reimbursement of expenditures).

Subcontract agreements (Guidelines from DCJS Appendix A1):

The Grantee agrees that all subgrantee arrangements shall be formalized in writing between the parties involved. The writing must, at a minimum, include the following information:

- Activities to be performed;
- Time schedule;
- Project policies;
- Other policies and procedures to be followed;
- Dollar limitation of the Agreement;
- Appendix A, Appendix A-1, Appendix C, Certified Assurances for Federally Supported Projects, Certification Regarding Lobbying, Debarment and Suspension and any special conditions set forth in the Agreement; and
- Applicable Federal and/or State cost principles to be used in determining allowable costs.