Expression of Interest for a new Family Resource Center (FRC) within the School District Wrap-Around Services Initiative

Funding is available to establish up to 10 new FRCs in the Alliance Districts within your districtwide Wrap-Around Services Initiative. Each new FRC will receive approximately $110,000 for the administration and programmatic components of the FRC.

If your district is interested in applying for an additional FRC, this Expression of Interest application packet includes required information for the Connecticut State Department of Education to make the selection of new sites, timelines, and opportunities for technical assistance. There are also accompanying fact sheets on Wrap-Around Services and Family Resource Centers.

Please note: If you are not interested in establishing a new FRC in your district and plan to include Wrap-Around Services Initiative in your school reform strategies, then please articulate your Wrap-Around Services plan within your Alliance District Application for State Education Cost Sharing Funds and do not complete this Expression of Interest.

DUE: JUNE 29, 2012

District Name: _____

Superintendent: _____

District Address: _____

EOI Contact and Title: _____

EOI Contact Phone and Email Address: _____

NCLB Status in 2011: _____

SELECTION CRITERIA & READINESS FACTORS

1. DISTRICT INFORMATION

of Schools in District _____

# of Students in District _____

% of Students Eligible for Free and Reduced Price Lunch _____

District Data	Yes	No
Full-time Health Coordinator		
Student Success Plans that require a Physical, Social, Emotional Health Component		
Existing wrap-around services such as school-based health center, Family Resource Center, parent engagement initiatives		
Agreements with Community Partners to provide wrap-around services		

School Data	K-8	Middle	High
% of Students Participating in Afterschool Programs			
% of Schools with a Family Resource Center (FRC)		N/A	N/A
% of Schools with a School-Based Health Center (SBHC)			
% of Schools that have an Active School Wellness Team			

2. District and Community Support for Wrap-Around Services

A. Describe any recent district efforts to expand wrap-around services for students, including family engagement, parent leadership and adult education; extended learning opportunities and youth development; physical, dental and mental health programs and social services; afterschool, mentoring and tutoring programs; and early childhood development. Please include evidence of success. *Please limit your response to a half page.*

B. Describe how you would engage and build support among key stakeholders, including the union, parents, school board, community groups, and any key civic organizations, during the planning and delivery of wrap-around services. *Please limit your response to a half page.*

3. Plan and Rationale for Targeting Schools

A. Describe your plan for identifying schools to implement new FRCs and expand wrap-around services. Why these schools are particularly well-suited to: provide leadership, assess school and community needs, coordinate existing and additional comprehensive wrap-around services, deliver services with community partners, engage parents, and evaluate success? Include school name and location of any proposed new FRCs. *Please limit your response to one page.*

B. Describe how any existing Family Resource Centers are aligned to current wrap-around services. *Please limit your response to half of a page.*

C. Justify if additional (new) FRCs are needed to support wraparound services within specific schools and how the neediest population within in your district will be targeted for support. *Please limit your response to one page.*

4. Capacity to Execute the Wrap-Around Services

A. Describe the team that will oversee the implementation of wrap-around services in the targeted schools. What are their roles and qualifications? What additional capacity will the district need to implement wrap-around services? *Please limit your response to a half page.*

B. Describe your district's current progress on implementing wrap-around services in the targeted schools. *Please limit your response to a half page.*

C. How will the district implement wrap-around services in the schools? Include the following components:

1. **Coordination**
2. **Needs Assessment/Planning**
3. **Communication**
4. **Accountability**
5. **Resource Development**

Please limit your response to one page

5. Alignment with Existing District School Improvement Efforts

A. How do wrap-around services align with the District Improvement Plan and the district's overall school reform efforts? *Please limit your response to a half page.*

B. How much funding is requested in your Alliance District Application for State Education Cost Sharing Funds? Please describe how these funds will be used?

6. Timeline for Wrap-Around Services

- **June 11 through June 29**: Staff are available for technical assistance.

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- **June 29**: Deadline for Expression of Intent

- **July 18 - 20**: Site visits with wrap-around services staff

- **July 29**: Final Selection

- **Future requirements:** Upon notification of receipt of funding for a new FRC, districts will be required to develop a budget and implementation plan based on guidance provided by the Connecticut State Department of Education.

Attachments Checklist

- Letters of support from key stakeholders demonstrating a commitment to supporting wrap-around services, such as the superintendent, principals, union, school board, community groups, and other groups representing parents and teachers (If you are unable to secure these by June 29, they can be submitted at the site visit in mid-July)
- Resumes or bios of staff that will implement wrap-around services
- District Improvement Plan (If the district does not have one, please state your district improvement priorities)
- District organizational chart, if applicable

Wrap-Around Services and Closing the Achievement Gap

Every child and every school is capable of excellence given the right conditions for learning.

Wrap-Around Services are Collaborative Partnerships
Schools cannot do it alone. In order to achieve maximum success in their education reform efforts, schools need to engage a set of partnerships between the school and other community resources. These partnerships develop a unified focus on academics, services, supports and opportunities that leads to improved student learning, stronger families and healthier communities. Schools become hubs of the community, accessible to children and families, including evenings and weekends, as needed.

Key Elements of Wrap-Around Services
In order to achieve school reform, a core instructional program is delivered by qualified teachers and instruction is organized around a challenging curriculum anchored by high standards and expectations for students. Wrap-around services, such as those in community school models, are provided in a manner that coordinates school and community programs for children, including but not limited to:

- Family engagement, parent leadership and adult education
- Extended learning opportunities and youth development
- Physical, dental and mental health programs and social services
- Afterschool, mentoring and tutoring programs
- Early childhood development
- Full utilization of federal and state child nutrition programs (breakfast, lunch, supper, snack, and Healthy Food Certification)

Key Elements of a Successful Plan
Comprehensive school reform plans must include coordination with school and community initiatives to ensure students receive adequate support and services necessary to be successful in school. Key elements of a successful plan include:

- **Coordination:** Coordinate, negotiate, mediate, and make connections among nonprofits, schools and other partners (note: it is key to have a high level district coordinator).
- **Needs Assessment/Planning:** Identify service needs, gaps and existing programs; examine and share relevant research; develop plans; provide training and support to build local capacity.
- **Communication:** Engage wide range of stakeholders; communicate among families, school staff, external service providers and the wider community.
- **Accountability:** Collect, maintain, analyze and disseminate data on programs and participants. Integrate with existing school data system.
- **Resource Development:** Seek financial support for services through grant writing and other fundraising activities.

Research supports that community partnerships make a positive difference in student achievement, behavior and attendance, family involvement, and community engagement with public schools.

Connecticut's Foundation for Building Partnerships
Connecticut has a number of programs that are foundational to creating community partnerships in schools. This includes the Connecticut **Family Resource Center** (FRC) program. Each FRC provides a practical foundation to assist both school and community in the evolution to become a full-service school. Supplementation to the current funding structure is needed to maximize the efficacy of the FRC role within education reform plans. ***Funding for a new FRC will be provided to Alliance Districts that include a strong plan for implementation of wrap-around services in their schools through community partnerships. To receive funding for a new FRC, Alliance Districts must submit an Expression of Interest.***

School Based Health Centers (SBHC) are another foundational program existing in many Connecticut schools. SBHCs provide *medical care and preventive and behavioral health services* by a team of licensed interdisciplinary

professionals with particular expertise in child/adolescent health. The SBHC team addresses and coordinates a broad spectrum of students' physical, mental and behavioral health needs and medical needs. Optional preventive and restorative dental services may also be provided. ***New funding to establish and expand SBHCS in the Alliance Districts has been provided for FY 2013. Districts should include existing SBHCs in their plan for wrap-around services and the provision of health and mental health services in targeted schools. Information about new funding will be provided at a later date by the Department of Public Health.***

In addition, districts are encouraged to build upon already existing community/school partnerships such as Coordinated School Health, Graustein Fund Discovery Communities, Community Transformation Grants, Pioneering Healthier Communities and others.

Suggested Resources

- Children's Aid Society, www.childrensaidsociety.org
- Coalition for Community Schools at the Institute for Educational Leadership, www.communityschools.org
- Communities in Schools, www.communitiesinschools.org
- Connecticut State Department of Education:
  - *Comprehensive Student Support Systems Framework, Secondary School Reform*
    http://www.sde.ct.gov/sde/lib/sde/pdf/ssreform/csss_essential_practices_framework.pdf
  - *Guidelines for a Coordinated Approach to School Health*
    http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322666#Guidelines
  - SRBI Topical Brief 3 - *Scientific Research Based Interventions (SRBI) Addressing the Needs of the Whole Child: Social, Emotional, Behavioral, and Physical Health, as well as Academic Achievement in Connecticut's SRBI Process*
    http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/topical_brief_3.pdf
- Harvard Family Research Project, http://www.hfrp.org
- Healthy ConneCTions, Connecticut State Department of Education, www.ct.gov/sde/healthyconneCTions
- National Association for Family and Community Education, http://nafce.org/Page.aspx/17/home-overview.html
- Schools of the 21st Century, Yale University, http://www.yale.edu/21C/index2.html
- State Board of Education Position Statements:
  - Coordinated Approach to School Health
    http://www.sde.ct.gov/sde/LIB/sde/pdf/board/csh_position_statement.pdf
  - Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe
    http://www.sde.ct.gov/sde/LIB/sde/pdf/board/Creating_Learning_Environment.pdf
  - Nutrition and Physical Activity
    http://www.sde.ct.gov/sde/LIB/sde/pdf/board/nutrition_phys_activity.pdf
  - School-Family-Community Partnerships
    http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCP.pdf
- Youth Development Institute, Beacons and Out of School Time, http://ydinstitute.org/initiatives/beacons/index.html

Family Resource Centers

What are Family Resource Centers?

The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University.

Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families. They offer parent education and training; family support; preschool and school-age child care; teen pregnancy prevention (positive youth development services); and family day-care provider training. Family Resource Centers provide:

- quality child care;
- physical accessibility in public schools;
- hours of operation consistent with family schedule; and
- family support and child care services administered by school or community-based agencies collaborating with schools.

What is the Philosophy?

Family Resource Centers embody the underlying concept that healthy development and good education begin with access to quality child care and support services from birth. This concept fosters the development of a system for child care and family support that takes advantage of the physical accessibility of the public school. The school is an institution that is known to, recognized by, and accessible to all families. The model offers preschool programs with operating hours that are consistent with parents' schedules. The Connecticut model offers flexibility, in that family support and child-care services can be administered by the school or by community-based agencies on behalf of the school.

Family Resource Centers are expected to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need. By using local public school buildings and resources, Family Resource Centers, with the collaboration of the school system, are able to better prepare children and families for success.

School-based Family Resource Centers collaborate with the many resources in their communities, including child-care providers, School Readiness Councils, local United Ways and service providers of the Departments of Social Services and Children and Families.

This philosophical foundation is designed to provide the best possible start for children and families of all racial, ethnic and socioeconomic groups living in communities in which Family Resource Centers are located. Like the public school system, Family Resource Centers provide a common ground for all families to benefit from the services offered, and a unique opportunity for families of diverse cultures and backgrounds to share and learn from each other.

Who is Eligible for Services?

All families who reside in the designated service area, regardless of income, are eligible for services offered by the center. Some services may require a family contribution based on a sliding fee scale established by the center or school.

What is the Legislative Authority?

Connecticut General Statutes Section 10-4o provides the authorization for Connecticut Family Resource Center Programs.

What are the Service Components?

Centers must provide or collaborate with existing agencies to offer the following services:

✧ Quality Full-Day Child Care and School Readiness Programs

Quality full-day child care and school readiness are services offered year-round for children ages three to five who are not enrolled in school. This service and the school-age child-care component operate on a sliding fee scale. Centers must be licensed by the Connecticut Department of Public Health and are expected to be accredited or in the process of being accredited by the National Association for the Education of Young Children or other accrediting agencies recognized by the State Department of Education.

Preschool programs must be in compliance with all state statutes and regulations governing child care and, in the case of the school readiness program, in compliance with the standards set for programs pursuant to Section 10-16p, as amended.

✧ School-Age Child Care

This component is offered for children enrolled in school up to the age of 12 for before and after regular school hours and on a full-day basis during school holidays and school vacation This service is offered from 7:00 a.m. until school starts and from the end of the school day until 6:00 p.m., and is in operation full-time (7:00 a.m.- 6:00 p.m.) during the summer and when school is not in session.

✧ Resource and Referral Services

Family Resource Centers, by their location and access to families, have established themselves as a primary resource and referral service for issues concerning the well-being of families. Support services are provided to parents of newborn infants to ascertain their needs and provide them with referrals to other services and organizations and, if necessary, education in parenting skills.

✧ Families in Training

This component provides, within available appropriations, community support services to expectant parents and parents of children under the age of 3. Such services shall include, but not be limited to, providing information and advice to parents on their child's language, cognitive, social and motor development, visiting a participant's home on a regular basis, organizing group meetings at the center for neighborhood parents of young children and providing a reference center for parents who need special assistance or services. The program shall provide for the recruitment of parents to participate in such programs.

✧ Adult Education

This component offers a range of adult education opportunities, including parent training and adult education, support and educational services to parents with children who are participants of the child-care services of the program and who are interested in obtaining a high school diploma or its equivalent. Parents and their preschool-age children may attend classes together in parenting and child-rearing skills so as to promote the mutual pursuit of education while enhancing parent-child interaction, English as a Second Language (ESL) and Basic Skills may also be offered through this component.

✧ Support and Training for Family Day-Care Providers

A continuum of child-care opportunities are provided for families. The staff of the canter offer training and technical assistance and' other support to providers in the community and serve as an information and referral system for other childcare needs or coordinate such systems as may already exist in the community.

✧ Teen Pregnancy Prevention (Positive Youth Development)

The Family Resource Center provides a teen pregnancy prevention program to adolescents emphasizing responsible decision-making and communication skills. Aimed at children in Grades 4 through 6, this component offers a range of recreational and educational opportunities targeted at preventing teen pregnancy, substance abuse and school dropouts.