

“Speak up for our kids”

A Guide for Addressing Community Needs to Inform the Priorities, Programming, Service Delivery, and Development of the Community Partnership School™ for the Manatee Elementary Attendance Zone

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Why has it been so hard for American society to provide normal developmental supports for low-income children?

—Robert Halpin, *Making Play Work: The Promise of After-School Programs for Low-Income Children*
(New York: Teachers College Press, 2003)

It takes a community school to raise a child.

—Modification of popular proverb “It takes a village to raise a child.”

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Manatee Elementary School

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(in alphabetical order by first letter of first name)

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I. Introduction and Purpose

A. Introduction

Manatee Elementary is a Title I school in Bradenton, Florida. One hundred percent (100%) of its students are “economically disadvantaged,” or eligible for free and reduced price meals under the National School Lunch Program. Manatee Elementary has been selected to become a community school based on the University of Central Florida’s Community Partnership Schools™ model, which “involves the forming of a long-term partnership among a lead social service agency, school, university or college, and a health care provider,” and “leveraging the combined social and institutional capital of the partners to offer resources and services to address the needs that have been identified by the community.”¹

The ultimate purpose of a community school is to improve the educational outcomes of its children. To do that, community schools can potentially offer a wide range of resources and services. For instance, the U.S. Department of Education lists the following as examples of the kinds of programs and services that a “full-service community school” could provide:

- high-quality early learning programs and service;
- remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program;
- family engagement, including parental involvement, parent leadership, family literacy, and parent education programs;
- mentoring and other youth development programs;
- community service and service-learning opportunities;
- programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;
- job training and career counseling services;
- nutrition services and physical activities;
- primary health and dental care;

¹ <https://ccie.ucf.edu/communityschools/partnership-schools/>.

- activities that improve access to and use of social service programs and programs that promote family financial stability;
- mental health services;
- and adult education, including instruction of adults in English as a second language.²

However, each community school is unique in that, as noted above, the resources, programs, and services being offered must be responsive to the particular needs identified by a specific community and selected, designed, and made available and accessible in ways that are appropriate for improving the educational outcomes of that community's students.

B. Purpose and Description of Community Needs Assessment

*Though Community Partnership Schools share a similar framework, **programs and services should reflect the distinct needs of the community and school in which the Community Partnership School serves. Needs assessments should drive the priorities and direction of all Community Partnership School programming and service delivery.** An initial comprehensive needs assessment is recommended within the first year of planning and every three years thereafter. School and community data [are] reviewed and the school, students and community stakeholders surveyed. ... Together, core partners use the results of the needs assessment to inform next steps and Community Partnership School development.³ [emphasis added]*

— Amy Ellis, Ed.D., Director, Center for Community Schools,
University of Central Florida

One of the overarching goals of a community school is to provide appropriate services and resources in ways that are responsive to the expressed needs and preferences of a specific community. A plan for a community school ought therefore to be built on the solid empirical foundation of a systematic and comprehensive community needs and assets assessment, which the National

² <https://www2.ed.gov/programs/communityschools/index.html>.

³ *Community Partnerships Schools™ Needs Assessment Guidance Kit*, Center for Community Schools, University of Central Florida, Orlando, FL, 2017, p. 3.

Education Association defines as “an inclusive process which includes families, students, community members, partners and school staff who define ‘what we have’ and ‘what we need.’ Asset assessment articulates the strengths and capabilities available within the school, the community and by potential partners. Needs assessment defines specific issues, concerns, and deficits to be addressed.”⁴

The assessment informs the process and rationale for building partnerships in particular ways to address particular needs and issues in the context of a specific community. A comprehensive needs and assets assessment also helps determine priorities, that is, which needs to address first and foremost. This can provide assurances to potential funders and donors that their investments will make the most impact possible by being focused on specific and prioritized needs or issues. At minimum, supporters of the community school will want to see that there is a correlation between expressed need and actual utilization of programs and services.

Furthermore, the very process of conducting a community needs and assets assessment is also an opportunity to build and nurture relationships by engaging with community members in deliberate and meaningful ways throughout the process, thereby nurturing the expectation of their continued engagement as the initiative moves forward. As noted by the National Center for Community Schools (NCCS), “The assessment process should be used not only to gather valuable information but also to build a palpable sense of momentum. You will want the community not only to be aware of the new school but also to have input into its development and to welcome it.”⁵ It should be noted that community assets include intangibles such as social capital, kinship networks, and mutual aid and reciprocity, all of which help people survive on a day-to-day basis and deal with sudden emergencies. Identifying and finding ways to strengthen these intangible assets is crucial for moving low-income households from survival mode to financial stability and thereby increasing the opportunities for families and children to focus more on learning and less on household stress.

⁴ *The Six Pillars of Community Schools Toolkit: NEA Resource Guide for Educators, Families, and Communities*. Washington, DC, 2017, p. 6.

⁵ *Building Community Schools: A Guide for Action*, National Center for Community Schools, The Children’s Aid Society, NY, 2011, p. 35.

As NCCS insists, “A community school functions effectively when partners have a clear understanding of the needs and assets of the community.... In the absence of a systematic and comprehensive assessment, a community school is less likely to provide coherent programs or to foster partnerships that effectively address risks and promote opportunities for all of its students and families.”⁶

NCCS continues: “The purpose of the assessment is not to rigorously or scientifically evaluate the impact of current individual programs, strategies and curricula, but instead to gather a wide range of information that will drive decisions about the new initiative’s programming and operations.”⁷ For purposes of measuring intended impact of the community school’s programs and services, a comprehensive needs and assets assessment provides baseline data against which the intended outcomes of programs and services can be compared.

Another important consideration is that a comprehensive needs and assets assessment is usually a stated requirement in applications for funding, especially from federal sources. For example, in order to be eligible for funding from the Full-Service Community Schools program under the U.S. Department of Education, an application must contain, among other requirements, a comprehensive plan that includes a description of:

- the student, family, and school community to be served, including demographic information;
- a needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents; and
- annual measurable performance objectives and outcomes ... in order to ensure that children are (i) prepared for kindergarten; (ii) achieving academically; and (iii) safe, healthy, and supported by engaged parents.⁸

The Notice Inviting Applications also states that among the selection criteria is consideration of “*the extent to which the design of the proposed project is*

⁶ Ibid., p. 35.

⁷ Ibid., p. 35.

⁸ <https://www.federalregister.gov/documents/2019/02/27/2019-03427/applications-for-new-awards-full-service-community-schools-program>.

*appropriate to, and will successfully address, the needs of the target population or other identified needs” (emphasis added).*⁹

With all the above in mind, we formed a working “theory of change” under which we operated so that we had a strategic focus while conducting the community needs assessment:

By providing resources, programs, and services that are (a) responsive to specific community needs as identified by the community and (b) made available and accessible in ways that are appropriate for the community’s children and parents, **the Manatee Elementary Community Partnership School will continuously improve the educational outcomes of its students.** The implementation of the CPS model, through meaningful engagement with parents and the community, will address unmet needs and provide the necessary supports to empower students to focus on their education and realizing their full developmental potential. The improvements in student educational outcomes resulting from the CPS will be measurable through the collection and analysis of student and program data.

C. Research Methods and Outreach

According to NCCS, components of the community needs and assets assessment include:

- Conducting a **resource inventory of existing programs and services.**
- **Reviewing archival data** (such as school suspension and attendance rates, after-school attendance and community health statistics); this process is intended to identify patterns, reveal gaps in information and generate questions for further exploration.
- **Implementing surveys with key constituent groups**, including teachers, parents, and students, to obtain their views on the school’s strengths and on the unmet needs of students and families.

⁹ Ibid., p. 35.

- **Interviewing key stakeholders** (school administrators, faculty and staff, parents, students and community leaders) to elicit their interpretation of the data and their suggestions for addressing the results.
- **Facilitating focus groups composed of stakeholders** (at a minimum, students, parents and teachers). This allows deeper exploration of the questions raised in the archival data review, surveys and interviews, as well as an opportunity to learn more about the school's and community's strengths, challenges and needs.
- **Analyzing the data gathered** to generate priorities and an action plan.
- **Sharing findings and recommendations** with stakeholders.¹⁰ [emphases added]

Data collection instruments and interview and focus group questions for this project were initially informed by best practice example toolkits from the following sources: National Center for Community Schools, National Education Association, Coalition for Community Schools, and Federation for Community Schools. However, after the project started, interview and focus group questions for subject matter experts and parents were further developed and refined in order to more closely align with the parameters of the scope of work of this project, based on a general understanding of the aspirations of the local Community Partnership School Leadership Group (CPSLG). Ethnographic survey instruments were then created based on findings from interviews and focus groups rather than use generic community needs assessment survey instruments. Periodic meetings with and presentations to the CPSLG provided guidance when needed and feedback on presentations of preliminary findings, as well as opportunities to present updates on the progress of the needs assessment.

1. Interviews with Subject Matter Experts

The participants of an introductory meeting with the CPSLG comprised the initial list of local subject matter experts (SMEs). SMEs were interviewed in order to gain a deeper understanding of the specific community contexts in which children and families face issues and challenges, as well as to learn more about the potential roles of nonprofits and the school system in addressing these issues and

¹⁰ *Building Community Schools: A Guide for Action*, National Center for Community Schools, The Children's Aid Society, NY, 2011, p. 35.

challenges. We then used snowball sampling to identify additional SMEs to interview. *Snowball sampling* is a nonprobability sampling method through which potential additional research participants are recruited through suggestions from existing ones. At the conclusion of each SME interview, we asked, “Which other subject matter experts do you recommend we talk to?”

SME interviews were semi-structured with open-ended questions, and we allowed the interviews to flow more as conversations than as formal interviews. The interview questions, or conversation topics, along with occasional question probes were as follows. Questions were used more as conversation guides, and their order sometimes varied depending on the flow of the conversation.

- In thinking about the “larger picture,” what are the primary issues and challenges impacting the educational outcomes of children who attend Manatee Elementary?
 - What are the underlying causes of these issues? How are they connected? Are there demographic differences in these issues and challenges as well as in their causes?
- Given the issues and challenges we’ve just discussed, what needs for children and families in our communities are not currently being met by existing programs and services?
 - What should be in place to address these issues/challenges
 - What is already in place and how well is it working to address these issues and challenges?
- What would a better future look like for the children who attend Manatee Elementary School?
- What resources would be needed to move us toward realizing that future?
- What will it take to make the Manatee Elementary community partnership school (CPS) successful and sustainable?
 - Are there special skills, qualities, and/or characteristics needed by the CPS director in order to make this initiative as successful as possible?
- What would you like to see come out of the process of developing a CPS at Manatee Elementary?
- What other stakeholders or partners need to be at the table?

- Are there barriers to collaboration with potential partners?
- What indicators or data would work best for measuring progress, performance, and/or outcomes for children attending the Manatee Elementary CPS?
- How might we learn more about existing programs and services for children and parents already being offered by or through your organization? (if applicable to SME)
- What are the best ways to engage with students and their parents to hear their views on unmet needs of children and parents, and on developing and implementing the CPS?
- What are the best ways to engage with potential community partners and the community at large in order to develop and implement the CPS so that it can address the unmet needs of students and parents?
- What other subject matter experts do you recommend we talk to in order to hear their views on unmet needs of children and parents, and on developing and implementing the CPS?

Notes were taken during the SME interviews and later coded for key points or themes. A synthesis and summary of the SME interview responses was then organized by themes and topics. To view the findings, see **Chapter III: Approaches, Strategies, and Solutions Recommended by Subject Matter Experts.**

2. Focus Groups and Interviews with Parents

To gain a broad perspective on the community's needs from the point of view of parents of children at Manatee Elementary, we invited them to participate in focus group discussions, in-depth interviews, and focused conversations. These took place at various locations and events, primarily at Manatee Elementary and the Dream Center. Interviews and conversations sometimes took place over the phone. A total of 29 parents participated in focus groups, interviews, and conversations:

- Focus group discussions: a total of 11 parents
- In-depth interviews: 10 parents
- Phone conversations: 8 parents

Many more parents had been invited to participate, but by the end of this phase of qualitative data collection, only 29 had participated. Nonetheless, by this point we had reached “data saturation.” That is, we were hearing parents express the same information in regard to needs and issues, and therefore we were not learning enough new information to justify continuing with exploratory research.

Gaining access to parents of children at Manatee Elementary required systematic and persistent outreach and engagement. We began the outreach process by spending time at Manatee Elementary School and the Dream Center. We attended School Advisory Committee and Parent-Teacher Organization meetings so that parents would recognize us when we started inviting them to the focus groups and interviews while they were dropping off their children or picking them up either by foot or in the car lines. We also made phone calls using numbers gathered during Open House Night at Manatee Elementary. During this time, some parents mentioned seeing us in the car line or at the meetings.

We were able to conduct three focus groups: one occurred at a SAC meeting, another one (in English) on a Saturday morning, and another one (in English) on a Wednesday evening. Focus groups resulted in more resource-sharing and discussion and support of other participants. We realized after several outreach attempts that it was easier to arrange one-on-one interviews due to parents’ very complicated schedules. We therefore conducted almost back-to-back interviews for three days with English- and Spanish-speaking parents. Interviews allowed us to delve into more personal information and see how the various needs of an individual family were interrelated. For example, those who had appointments for one child hoped for longer afterschool hours for the other child so s/he did not have to be pulled out of school due to transportation issues. Also, families whose parents work or who have single-parent households more often called for afterschool programming. For instance, we had a short conversation with one father in the carline when distributing the survey. Among other things, he mentioned, “I am so grateful for the 21st century school. Without this, I couldn’t have a job. School hours do NOT allow me to have a job. I need good afterschool activities as a single father so I can work and my child has somewhere positive to learn and play.” He also expressed these same comments when he completed the parent survey.

A summary of the outreach activities we conducted in order to invite parents to participate in focus groups and interviews is presented below. **Throughout all these activities, we informed every parent we came into contact with that they would soon be receiving an invitation to participate in a community needs assessment survey.**

- A two-hour neighborhood walk on September 11, going to 12 locations (stores, a laundromat, an apartment complex, etc.) where we spoke about and/or posted a flyer announcing opportunities to participate in a focus group discussion.
- On 7 separate occasions we recruited parents to participate in an upcoming focus group discussion by canvassing the lines of cars of parents waiting to pick up their children in the afternoon or dropping off their children in the morning.
- On 5 separate occasions, we sent emails to 19 parents (who had shared their email addresses with us) inviting them to participate in a focus group discussion.
- We asked several organizations, agencies, community leaders, and key individuals to send, via their own communication channels (social media, email distribution lists, etc.), our invitation to parents to participate in a focus group discussion.
- On 2 separate occasions (September 11 and 12) at the Dream Center, while parents were coming to pick up their children, we invited them to participate in an upcoming focus group discussion.
- On 2 occasions at the 21st Century Learning Center at Manatee Elementary, while parents were coming to pick up their children, we invited them to participate in an upcoming focus group discussion.

3. Ethnographic Surveys with Parents

Conducting focus group discussions and interviews prior to administering surveys allowed us to gain a broad perspective on what the community's needs are in terms of variability and relevant to the perspective of specific demographic groups. Furthermore, the findings from the analysis of the focus group discussions and interviews were used to inform, refine, and enhance the development of the

survey instruments, thereby allowing us to *quantify* the prevalence and importance of specific needs or issues. This type of specialized survey design is known as an *ethnographic survey*. Ethnographic surveys are “based on previous experience in the field situation” and “are designed to determine the degree to which the ideas, information, and results that emerged during the discovery process from in-depth investigation with a limited and selective sample can be generalized to the whole population.”¹¹ The use of this method in a *community* needs assessment survey is crucial for gathering data that is truly representative of the community *in terms of the experiences and perspectives of community members*, rather than the experiences and perspectives of outsiders to the community. Indeed, “Ethnographic surveys measure constructs that the study population understands and has identified as relevant and which are included in the theoretical model,” and “their strength is their ability to draw from and quantify the meaning and variation of elements of local or regional culture.”¹²

When used properly during a needs assessment, surveys are very useful tools for quantifying perceptions, aspirations, preferences, and other information obtained from study populations. However, surveys that are too long, have language that is too abstract or judgmental, or contain questions that feel unrealistic or unnecessary to the lived experiences of the respondents’ situation can result in hurried responses, skipped questions, or difficulty in snowballing participants (having one survey taker encourage others to take the survey due to the importance and meaningfulness they see in taking it). To ensure that the survey utilized accessible language and reflected what our participants found to be significant needs, we drew from comments that were made during the interviews and focus groups themselves. Certain interview probes and follow-up questions had asked about resources in order to gain a sense of what the specific needs are in relation to issues and topics parents had brought up. For example: “What things might make it easier for your child to succeed in school? What kinds of resources could exist to support your child’s education? What ways would you like to learn more for how to assist your child? What resources could exist to support your family?” Resources mentioned in interviews and focus group responses were then included in the survey. If a resource (such as medical resources) had numerous specific examples (e.g., *nutritionist*, *gynecologist*, and *radiologist*) that were

¹¹ *Essential Ethnographic Methods: A Mixed Methods Approach* by Jean J. Schensul and Margaret D. LeCompte (Lanham, MD: AltaMira, 2012), 2nd ed, p. 245 and pp. 244-245.

¹² *Ibid.*, p. 246 and p. 245.

specifically mentioned numerous times, then we made sure there were additional questions that could quantify specific answers.

These considerations also led us to include “open ended” questions on the survey. For example, the question about food pantry items was particularly important and prompted by community insight from a non-Hispanic family member who told us, “You need to ask in a survey what types of foods are needed. Some of my friends who are Spanish do not buy tortillas—they make them.” For the English language version of the survey, the lexical level of language used was determined through online tools. For the Spanish language survey, the lexical level of language was assessed by a world-renowned linguist (and professional colleague) who generously provided in-kind consulting hours to help us ensure accessibility.

The construction of the parent survey was also partially informed by what we had learned from SMEs, especially where there was overlap or where the information from SMEs reinforced what had been expressed by parents.

The Statement of Work from Children’s Home Society of Florida for the Community Partnership School project with Manatee Elementary stipulated that “At least 50% of parents at school [will be] informed of CPS and invited to complete survey.” We therefore strove to invite 100% of parents to complete the survey, and we estimate that we came very close to achieving this objective through the totality of the activities listed and described below—**all of which included live translation into Spanish at the request of any individual.**

We conducted outreach with families by being open and flexible with our time and by offering to conduct interviews by text, phone conversation, and in person. We also encouraged families to ask us any questions before, during, and after the process. Numerous times, families simply thanked us for asking them to express their voices. “Our issues are real,” they said. “We appreciate you just asking us.”

We gathered contact information from parents who participated in interviews and focus groups and ensured they received the invitation to take the survey. Focus group and interview participants also assisted us in getting other parents to complete the survey. One even offered to help us find someone to translate the survey into Haitian Creole. (The school district provided this service in-kind.) Another parent, despite having already completed the survey on paper, asked for

the weblink to the online version so that she could share it with other parents. We know from attending the Hispanic Heritage Festival that one parent encouraged no less than five parents to complete the survey.

Outreach to organizations was conducted predominantly through two methods. First, we sought resources and organizations that are geographically close to the Manatee Elementary school zone: Just for Girls, Parenting Matters, Food Bank of Manatee pantry, and several churches. Second, we messaged groups that were mentioned multiple times during interviews, such as Whole Child (as a resource that helps parents sign up for Medicaid) and Boys and Girls Club, which parents who had moved mentioned as being a positive resource to which they wish their children could still have access.

The survey was made available in paper format as well as online format, which could be completed on a computer, smart phone, or any device that could access the internet. Both formats of the survey were also available in three languages: English, Spanish, and Haitian Creole. Likewise, the survey invitation flyer was available in paper and electronic formats (pdf, email, social media, etc.), all of which were available in English, Spanish, and Haitian Creole.

During this phase of outreach to parents, we used a variety of methods and communication strategies to reach as many parents as possible in order to invite them to complete the needs assessment survey. ***When conducted in person or over the phone, outreach to parents included live translation of the survey invitation into Spanish at the request of any individual. By the time all of the following activities had concluded, we believe virtually all Manatee Elementary parents had been invited to complete the survey.***

- On 7 separate occasions while we were recruiting parents to participate in focus group discussions during the exploratory phase of this research, we canvassed the lines of cars of parents waiting to pick up their children in the afternoon or dropping off their children in the morning. During this canvassing to recruit focus group participants, we also informed the parents that they would soon be receiving an invitation to complete the community needs assessment survey.
- On 6 separate occasions, we canvassed the lines of cars of parents waiting to pick up their children in the afternoon or dropping off their children in

the morning and invited them to complete the community needs assessment survey via the paper version we had on hand or the online version, for which they were provided the link on a survey invitation flyer.

- Through a total of 208 phone calls and 201 text messages, together totaling nearly 53 hours of effort, we invited and/or reminded parents to complete the survey via the paper version we had already distributed or the online version, for which they were provided the link on a survey invitation flyer or via text message.
- A total of 19 parents shared with us their email addresses, to which we sent, on 3 separate occasions, an invitation and/or a reminder to complete the survey via the paper version we had already distributed or the online version, the link to which was included in the email message.
- All parents attending SAC meetings at Manatee Elementary on three separate occasions (September 10, October 8, and November 5) were invited to complete the survey via the paper version we had on hand or via the online version, for which they were provided the link on a survey invitation flyer or via text message. If they had already received the survey through previous distribution methods, they were reminded to complete it if they had not already done so.
- On Hispanic Heritage Night (October 8), we invited and/or reminded 75 parents to complete the survey via the paper version we had on hand or the online version, for which they were provided the link on a survey invitation flyer or via text message.
- At Parent Conference Night at Manatee Elementary on October 17, we spoke to approximately 75 parents and invited and/or reminded them to complete the survey via the paper version we had on hand or the online version, which was immediately available to them on three computer terminals at our station as well as on smartphones. Parents who did not want to complete the survey while they were at Parent Conference Night were provided with the survey invitation flyer, which contained the link to the online version. We also sent them the link via text message if they preferred and/or did not want to have to type in the URL to the survey.
- On 2 separate occasions at the Dream Center while we were recruiting parents to participate in focus group discussions during the exploratory

phase of this research, we informed them they would soon be receiving an invitation to complete the community needs assessment survey.

- On 4 separate occasions at the Dream Center, we invited all of the parents who had children registered at Manatee Elementary to complete the survey via the paper version we had on hand or the online version, for which they were provided the link on a survey invitation flyer or via text message.
- We printed 400 stickers that had, along with the link to the online version, a brief message inviting parents to complete the survey. Sheets of stickers were delivered to teachers' mailboxes with a note requesting them to distribute to all their students on October 22. (To communicate with parents, schools sometimes put stickers on the students or their backpacks, with the expectation that parents will, in all probability, notice the sticker.)
- We asked a total of 20 organizations, agencies, community leaders, and key individuals to disseminate, via their own communication channels (social media, email distribution lists, etc.), our invitation to parents to complete the survey. We obtained confirmation that approximately half followed up on our request and distributed the survey invitation.
- On Literacy Night (November 7), we invited 1 parent to participate in the survey via the paper version we had on hand or the online version, for which they were provided the link on a survey invitation flyer.

Finally, the very process of doing this outreach had the simultaneous effect of notifying or reminding parents about the imminent Community Partnership School and its transformative potential. In that respect, we hope that our outreach efforts have contributed to the relationship building process that is inherent to the implementation of the CPS.

II. Community Needs as Perceived and Experienced by Parents: Key Findings

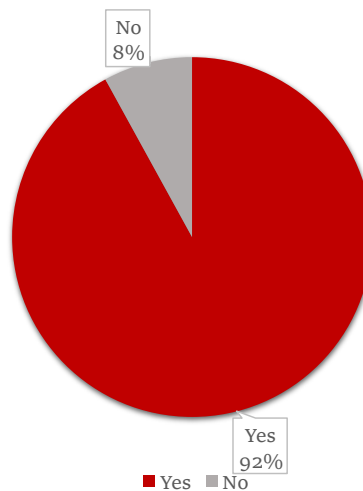
A. Controlling for Targeted School Attendance Zone

The community needs assessment survey for parents contained several questions that allowed us to control for ensuring that persons who completed the survey were indeed members of the Manatee Elementary community. From an analysis of the responses to these questions, we were able to determine that **100%** of persons who did complete the survey are living in, or have lived in, the Manatee Elementary community and/or have children who attend Manatee Elementary this year, or who will attend next school year.

In response to the question “Do you have any children who attend Manatee Elementary school this year, or who will attend next school year?,” 92% of respondents replied “Yes.”

Do you have any children who attend Manatee Elementary school this year, or who will attend next school year?

(100 out of 101 survey participants responded to this question)



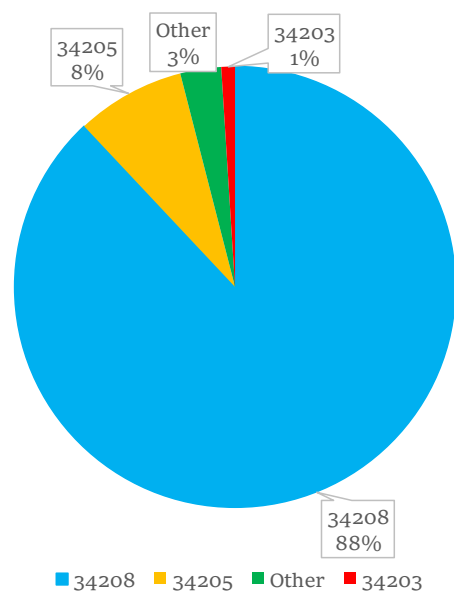
Of the 8 respondents who replied “No” to the above question, 7 selected “34208” to the subsequent question about their ZIP Code. The Manatee Elementary school attendance zone lies within ZIP Code 34208. In response to the question “How long have you lived in the Manatee Elementary community?,” out of the 8 respondents who replied “No” to the previous question,

- 4 selected “10 or more years”
- 1 selected “6-10 years”
- 1 selected “3-6 years”
- And 1 selected “0-6 months.”

The 8th respondent selected “34205” as their ZIP Code and indicated that they have lived in the Manatee Elementary community for “10 or more years.”

What is your ZIP Code?

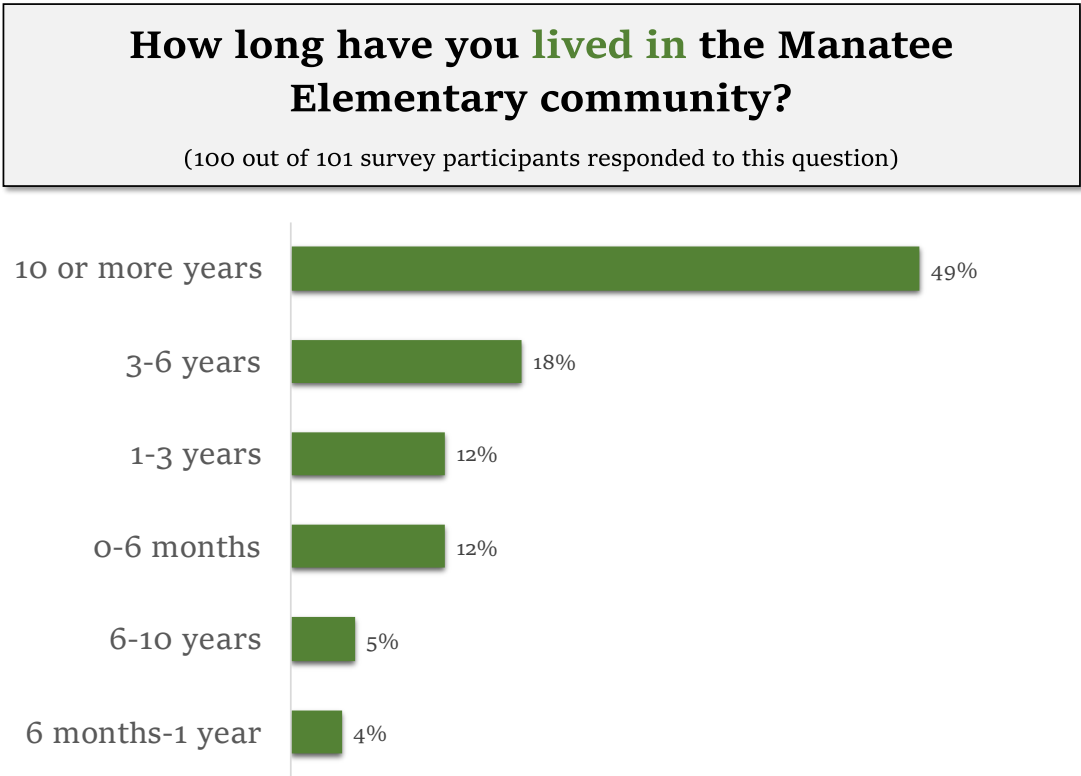
(100 out of 101 survey participants responded to this question)



Other: 34201, 34207, 34222.

The 3 respondents who entered out-of-attendance zone ZIP Codes under “Other” all indicated that they nonetheless have children who attend Manatee Elementary this year or who will attend next school year.

Half (49%) of survey respondents indicated that they have lived in the Manatee Elementary community 10 or more years. This was surprising given that outsiders to the community had told us that they consider it to be a “transient” community. Their notion of “transience” and the stereotypes associated with it clearly need to be reconsidered.



The one person who did not select a response to the question about having children at Manatee Elementary indicated that they live in ZIP Code 34208 and have been living in the Manatee Elementary community for 0-6 months.

B. How to Interpret the Findings from the Quantitative Analysis of Parent Survey Responses

After we reached our goal of having at least 100 parents complete the community needs assessment survey, we closed the survey, organized the data, and produced graphical visualizations (charts) of the frequencies of responses for each set of multiple choice items available to each question on the survey. The charts

represent not only the percentage of respondents who selected each of the items available for a particular question, the list of available items for each question is also ranked from the most frequently selected item to the least frequently selected item.

When viewing the findings from the quantitative analysis of the parent survey responses, it is important that we put aside our own assumptions about what we might think parents and children need, and instead view these findings through the lens of the parents: the results of the survey show us what parents perceive and experience as unmet needs. Gathering and analyzing data about the extent and variety of unmet needs in a community can help us make better decisions about how to use available resources, which are always limited. The survey findings represent a quantification of *perspectives and experiences of parents*. Quantitative data analysis helps us *reduce uncertainty and subjectivity* on our part so that we can make better decisions, informed by data, about how to address unmet needs.

There are of course more unmet needs than there are resources to address them. We therefore need to prioritize. *Ranking* the frequency of survey responses can help us to prioritize—with *qualifications*. For example: just because a particular survey response was selected much less frequently than other responses doesn't mean that the issue or item is not important to those who selected it: "Support for entering a new career," for instance, is of course important to the 32% of parents who indicated it was an unmet need for them.

It is also important to keep in mind that *perceptions and experiences* often correlate with *awareness and access*: resources, programs, and services might already exist for addressing particular needs, but parents simply might not be aware of such resources. Or the resources might not be accessible to parents due to distance, perceived cost, etc. Or ineffective marketing to the target population on the part of the service provider can result in underutilization. And so on. Therefore, in looking at perspectives and experiences, we need to ask *why* people are perceiving or experiencing something in a particular way, not whether their perception is "right" or "wrong."

Additionally, and perhaps most importantly, it is crucial to understand context and nuance in interpreting the survey findings. Contexts and nuances can vary according to demographic characteristics and other factors, and understanding the subtle or slight differences and variations in the experience or perception of a

particular unmet need is crucial in determining how to design and offer programs and services that are tailored and responsive to the expressed needs of a community. To that end, we have provided short expository narratives to accompany the chart representing the frequencies of responses to each question. These narratives explain the contexts and nuances needed for properly interpreting the findings from the parent survey data analysis. The narratives include brief summaries of higher-ranking priorities, brief summaries of lower-ranking priorities, and expository comments on the *contexts* and *nuances* for interpreting the findings—and by *findings* we are referring to the frequencies and rankings of the survey responses. **Boldface** font is sometimes used to emphasize main points or pieces of key information.

The following visualizations of the data were created to make the interpretation of rankings and priorities more visually intuitive. All unmet needs were ranked together, from **higher-ranking** to **lower-ranking**, using color scales that indicate the range within which each item falls based on the percent of respondents who selected that item under each question about areas of unmet need. A key to the color scale ranges can be found at the end of this section.

Charts depicting quantitative analysis of the parent survey findings without color scale ranking appear in the following sections on each area of unmet need. Each of the color scale visualizations of the data are provided again in the corresponding section on area of unmet need in order to facilitate understanding of how each item ranked in comparison to all items, not just the items in a particular area of unmet need. Please note that in the color scale rankings only, (1) children's and adults' health items are combined, and (2) raising and taking care of children and household and financial stability are combined.

Note: The color scale rankings begin on the following page.

CHILDREN'S EDUCATION

- ▶ [Tools for parents to help children with their schoolwork 64%]¹³
- ▶ Opportunities for art education (music, dance, painting, etc.) 58%
- ▶ Tutoring in math 57%
- ▶ Afterschool programs focused on core subjects 53%
- ▶ Tutoring in reading 49%
- ▶ Access to internet, computer, tablet, etc. for educational purposes 43%
- ▶ One-on-one or small group homework help 42%
- ▶ Learning Spanish as an additional language 41%
- ▶ Tutoring in English as a second language 40%
- ▶ School uniforms 39%
- ▶ Summer programs focused on core subjects 39%
- ▶ Mentorship programs 38%
- ▶ Learning English as an additional language 36%
- ▶ Access to library or media center outside of school hours 33%
- ▶ Head Start / Early Head Start 33%
- ▶ Exposure to pathways to higher education (vocational, technical, college, university) 30%
- ▶ School supplies 30%
- ▶ Preschool or VPK programs 30%
- ▶ More preparation for standardized test-taking (FSA, iReady, etc.) 29%
- ▶ Exploring future career interests 28%
- ▶ Services for children with intellectual disabilities (ESE, etc.) 26%
- ▶ Learning Haitian Creole as an additional language 16%

CHILDREN'S SOCIAL, EMOTIONAL, MENTAL, AND BEHAVIORAL HEALTH AND DEVELOPMENT

- ▶ Team sports, swimming, and other fun athletic activities 61%
- ▶ Support for social and emotional learning 59%
- ▶ Training for teachers and school staff to help them respond more effectively to children's behavior 56%

¹³ This item tended to be mentioned by parents in the context of our interview and focus group questions about raising and taking care of children. Because of its obvious importance in relation to the central questions about unmet needs related to education, we include it here, in brackets.

- ▶ Dealing with bullies 54%
- ▶ Strategies to manage emotional and behavioral issues 51%
- ▶ Recreational facilities (parks, playgrounds, sports fields, community centers, etc.) 48%
- ▶ Mental/behavioral health diagnosis, treatment, therapy, and other services 40%
- ▶ Behavioral/occupational therapy for children with developmental disabilities 31%

CHILDREN'S HEALTH AND ADULTS' PHYSICAL AND MENTAL HEALTH

- ▶ Basic healthcare services [for parents] 65%
- ▶ Dental care [for parents] 63%
- ▶ Basic healthcare services [for children] 62%
- ▶ Dental care [for children] 59%
- ▶ Nutritionist [healthcare specialist] 57%
- ▶ Healthy foods [for children] 57%
- ▶ Vision care [for parents] 55%
- ▶ Mental/behavioral health diagnosis, treatment, therapy, and other services [for parents] 50%
- ▶ Vision care [for children] 48%
- ▶ Healthy foods [for parents] 45%
- ▶ Developmental screenings [for children] 45%
- ▶ Family exercise classes 42%
- ▶ Nutrition classes or information about how to prepare nutritious meals 41%
- ▶ Allergist 40%
- ▶ Gynecologist [healthcare specialist] 39%
- ▶ Speech therapist [perceived by parents to be a healthcare specialist] 37%
- ▶ Physical therapist or chiropractor 36%
- ▶ Services for children with physical disabilities 36%
- ▶ Services for adults with physical disabilities 25%
- ▶ Neurologist [healthcare specialist] 24%
- ▶ Gastrointestinal specialist [healthcare specialist] 23%
- ▶ Cancer specialist / oncologist [healthcare specialist] 22%
- ▶ Urinary specialist [healthcare specialist] 21%
- ▶ Muscular and orthopedic specialist [healthcare specialist] 20%

RAISING AND TAKING CARE OF CHILDREN AND HOUSEHOLD AND FINANCIAL STABILITY

- ▶ Affordable childcare 74%
- ▶ Tools for parents to help children with their schoolwork 64%
- ▶ Emergency financial assistance (to pay rent, utility bills, childcare, transportation, food, etc.) 61%
- ▶ Support for dealing with in-home behavior issues with children 59%
- ▶ Affordable housing 59%
- ▶ Clothes and shoes for children 54%
- ▶ Developmental screenings, physical exams, and immunizations for children 51%
- ▶ Support for improving children's social and emotional well-being 49%
- ▶ Affordable and accessible transportation 44%
- ▶ Help with managing money and overall financial stability 43%
- ▶ Support for dealing with legal issues 43%

EDUCATION AND EMPLOYMENT FOR ADULTS

- ▶ Support finding new employment 49%
- ▶ Guidance on finding financial aid or scholarships to pay for professional licenses / credentials 49%
- ▶ Improving English language proficiency (to increase employment opportunities, to prepare for GED classes, etc.) 47%
- ▶ GED classes 46%
- ▶ Guidance on obtaining professional licenses / credentials 42%
- ▶ Guidance on pursuing vocational / technical education 42%
- ▶ Guidance on pursuing college / university education 41%
- ▶ Guidance on operating a small business 36%
- ▶ Assistance with resolving immigration / naturalization status or documentation 34%
- ▶ Support for entering a new career 32%

COMMUNITY AND SOCIAL LIFE

- Family nights, community events, cultural activities 74%
- Learning English as an additional language 53%
- Opportunities to connect with other parents / guardians 41%
- Learning Spanish as an additional language 39%
- Volunteer opportunities in the school or community 35%
- Learning Haitian Creole as an additional language 21%

COLOR SCALE RANGES

74%

61%-65%

53%-59%

47%-51%

43%-46%

39%-42%

34%-38%

28%-33%

20%-26%

16%

Note: The next section begins on the following page.

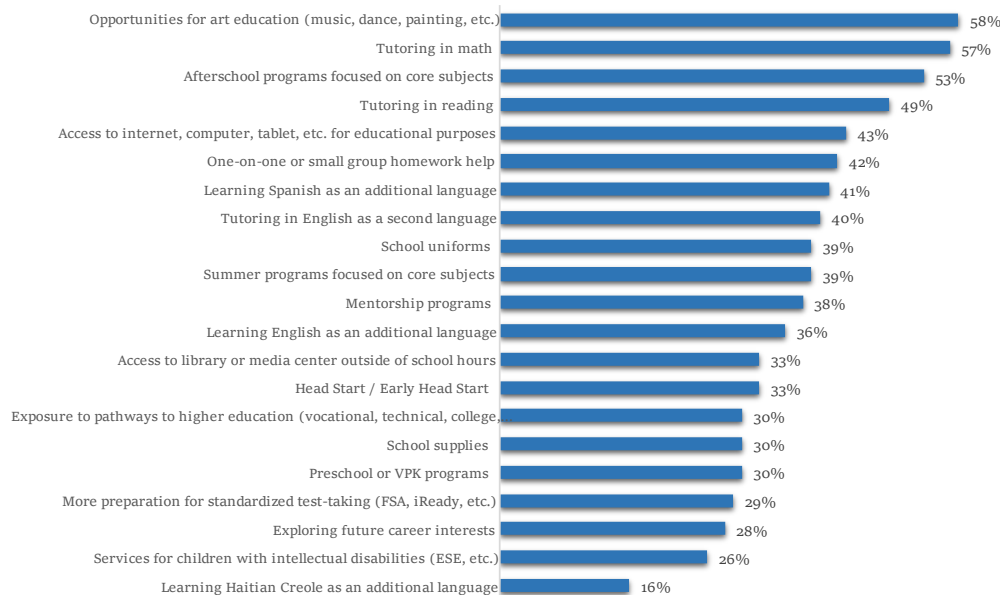
C. Key Findings from the Quantitative Analysis of Parent Survey Responses

1. Unmet needs related to Children's Education

Unmet needs related to education

(92 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



Note: "clases de instrumentos musicales" ("musical instrument classes") was written in under *Other* in the question about unmet health needs of children, but because it pertains to the domain of education, it is included here in a footnote. The survey taker did not, however, select the most closely corresponding item *Opportunities for art education (music, dance, painting, etc.)* under the above question about unmet educational needs. Likewise, "more education resources" was written in by a different survey taker under *Other* in the question about unmet health needs of children but is included here in a footnote.

CHILDREN'S EDUCATION

- [Tools for parents to help children with their schoolwork 64%]¹⁴
- Opportunities for art education (music, dance, painting, etc.) 58%
- Tutoring in math 57%
- Afterschool programs focused on core subjects 53%

¹⁴ This item tended to be mentioned by parents in the context of our interview and focus group questions about raising and taking care of children. Because of its obvious importance in relation to the central questions about unmet needs related to education, we include it here, in brackets.

- ▶ Tutoring in reading 49%
- ▶ Access to internet, computer, tablet, etc. for educational purposes 43%
- ▶ One-on-one or small group homework help 42%
- ▶ Learning Spanish as an additional language 41%
- ▶ Tutoring in English as a second language 40%
- ▶ School uniforms 39%
- ▶ Summer programs focused on core subjects 39%
- ▶ Mentorship programs 38%
- ▶ Learning English as an additional language 36%
- ▶ Access to library or media center outside of school hours 33%
- ▶ Head Start / Early Head Start 33%
- ▶ Exposure to pathways to higher education (vocational, technical, college, university) 30%
- ▶ School supplies 30%
- ▶ Preschool or VPK programs 30%
- ▶ More preparation for standardized test-taking (FSA, iReady, etc.) 29%
- ▶ Exploring future career interests 28%
- ▶ Services for children with intellectual disabilities (ESE, etc.) 26%
- ▶ Learning Haitian Creole as an additional language 16%

The top-ranking priorities regarding unmet needs related to children's education are:

- opportunities for **art education**
- tutoring in **math and reading**
- afterschool programs focused on **core subjects**
- **having access to** the internet, a computer, or tablet for educational purposes.

Additionally, tools for parents to help children with their schoolwork was a top-ranking item related to education (but that appeared as an option under the question regarding raising and taking care of children). Tools for parents to support children was a key focal part of interviews; language learning and language proficiency was positioned most often as a need to better support children's education over higher paying jobs or other reasons. Manatee Elementary

is already exploring homework help workshops as discussed in the SAC meeting in November.

The next set in the ranking of priorities are:

- one-on-one or small group **homework help**
- learning **Spanish as an additional language**
- tutoring in **English as a second language**
- school uniforms
- **summer programs** focused on core subjects.

Homework help was emphasized in conversations with parents in particular because of the methods that schools use to teach core subjects such as math and reading. Help was emphasized less because of parents own educational background. In focus groups and interviews, parents also said that their children have difficulty doing homework and they (the parents) often do not know how to help their children with homework or what other educational activities they might do with their children to improve their academic outcomes. Latinx parents, especially ones who do not speak English, expressed that they wanted their children exposed to more English interactive tools.

Parents were divided on the topic of **summer programs**. Some felt that summer programs were absolutely necessary to continue learning and avoid summer learning loss. One parent emphasized that she thought summer programs differed in structure from how classroom learning was conducted during the regular school year and that she herself had learned better in the summer program structure than the traditional academic structure. She thought her children also were learning better during summer. Another parent said he wanted before- and afterschool programs as well as summer programs and that he preferred to have them all at the school rather than spread out in various locations.

Other parents said that children needed more creative ways to retain learning over the summer. One mother said emphatically, “They just need a break,” when referring to why she did not plan to send her child to a traditional summer program that focused entirely on core subjects. When we were canvassing the community to recruit parents into focus groups, we talked to staff at Treesdale/Avesta, a nearby apartment complex, and the community manager and custodian immediately told us, “The children need something to do in the

summer.” They would like to have structured activities with adult supervision for the children living in their complex, saying “They get in trouble with nothing to do,” especially in the summer. They noted that children are not allowed in the pool without an adult.

Issues of tangible resources focused on clothing, particularly school uniforms, due to children growing out of clothes so quickly at their age. School supplies such as pencils and notebooks were less concerning; parents indicated that the school and community often contributed school supplies to the students. Additionally, elementary school students have less specialized needs in regard to school supplies compared to middle and high school students.

When parents spoke of opportunities for art education, it was often in the context of wanting their children to have **more activities in which they could express themselves emotionally** (music, painting, etc.) and **be physically active** (music, dance, etc.). From the student surveys, we found that students expressed a lot of interest in art and crafts, music, dance, and theatre.

Not only parents expressed the need for additional support to improve proficiency in math and reading. From our **surveys with children**, we found that for many of the students, their favorite subject is simultaneously the one most struggled with and the one they want more help on—and frequently, this is math. Parents expressed a desire to support children in math due to children’s interest in technology; several discussed showing how math is a pathway to certain careers to keep students focused in math while also exploring possible opportunities. However, while parents touched on career exposure, they kept immediate issues (learning core subjects, emotional intelligence, cultural understanding) at the forefront of the conversations; this also emerged through the survey.

One-on-one and small group homework help is currently available through the 21st Century Community Learning Center. Being able to enroll more children in the **21st CCLC** could address this issue, along with the addition of other academically oriented afterschool programming—which should include programs focused on **core subjects**, not just general help with homework. **Summer programs** focused on core subjects was indicated by parents as a way to address **summer learning loss**.

Many Latinx families would like their **children to learn or maintain Spanish** because it is part of their **cultural identity**. Some English-speaking parents also expressed an interest in their children learning Spanish as a second language, noting the benefits of cross-cultural learning. Additionally, other **Latinx** parents indicated that their English language learning children **needed additional support** in **improving their English proficiency**.

When discussing language, English, Creole, and Spanish speakers all agreed that learning Spanish early would strengthen the community internally as well as help prepare students for when they would be required to learn another language in high school. English tutoring was desired not only by second-language speaking families but also by English speaking families whose work schedules or own language proficiency has resulted in lower language skills among children.

Only about one third of parents surveyed perceived pre-k early learning (Head Start, Early Head Start, preschool, VPK programs) as an unmet need. Further, in **interviews with parents**, we found that they did not always understand the differences between Head Start and VPK. Many of them said they wish that there were programs for preschoolers. It is important to interpret these responses with an understanding **that not all parents who completed the survey currently have children that are below the age of 5**.

We know from the research literature that participation in high-quality pre-k early learning programs **can increase children's readiness for school**. Despite our best efforts as a community to promote participation in early learning programs, **more awareness raising is perhaps needed** to inform more parents about the benefits of early learning. Some immigrant families might not be familiar with early learning because such programs **might not have been available or accessible in their country of origin**. It is also the case that some parents do not find out about pre-k early learning programs until **after their first child has entered kindergarten**.

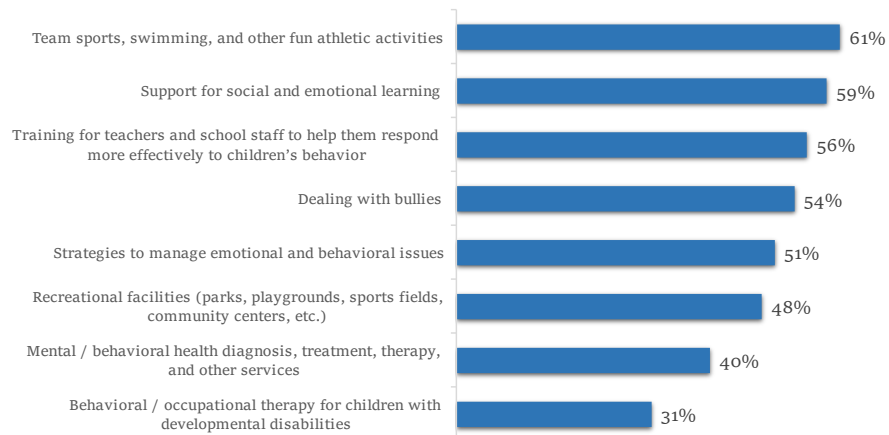
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2. Unmet needs related to Children's Social, Emotional, Mental, and Behavioral Health and Development

Unmet needs related to social, emotional, mental, and behavioral health and development

(97 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



CHILDREN'S SOCIAL, EMOTIONAL, MENTAL, AND BEHAVIORAL HEALTH AND DEVELOPMENT

- Team sports, swimming, and other fun athletic activities 61%
- Support for social and emotional learning 59%
- Training for teachers and school staff to help them respond more effectively to children's behavior 56%
- Dealing with bullies 54%
- Strategies to manage emotional and behavioral issues 51%
- Recreational facilities (parks, playgrounds, sports fields, community centers, etc.) 48%
- Mental/behavioral health diagnosis, treatment, therapy, and other services 40%
- Behavioral/occupational therapy for children with developmental disabilities 31%

The top-ranking priorities regarding unmet needs related to children’s social, emotional, mental/behavioral health and development are:

- opportunities for being involved in **non-academic physical activities** (see also the comment above on art education)
- **social and emotional learning** and development, including how to effectively respond to **bullying**
- **adequate supports** for teachers and school staff to help them **respond more effectively** to children’s behavior

The next priority in terms of ranking is:

- mental/behavioral health diagnosis, treatment, therapy, and other services

Parents made a clear distinction between availability of activities and availability of spaces in which to do them. Interviews with parents revealed a major distinction between families who thought more activities need to be offered and families who thought that the community lacked adequate outdoor recreational spaces for families and children. Parents also related lack of physical space to safety concerns. “I live down by the river, so we are safe to be in our backyard and can play near the riverbank,” said one mother during a focus group. She continued, “But those who live across Manatee, where do they go to play? It’s not just about having activities. Kids can run around or grab a soccer ball. But there is no park since they built those apartments and there’s just nowhere safe for families to play.” Participants whose children attended the Dream Center, Just for Girls, and the 21st Century Community Learning Center emphasized a shortage of activities related in particular to physical activities and art. “They need somewhere to put their energy. They need activities where they can run around.” As mentioned earlier, one parent disapproved of summer programs that lacked creative activities or opportunities for learning through play. This distinction emerged in the survey results, for example with **athletic activities** being selected by 61% of survey respondents as an area of unmet need and **physical spaces** by 48%.

Mental and emotional health emerged as major focal points in interviews with parents and subject matter experts. These topics were tended to be couched in conversations around trauma and cultural diversity. Survey responses relating to mental and emotional health include the following:

- Support for social and emotional learning 59%
- Training for teachers and school staff to help them respond more effectively to children's behavior 56%
- Dealing with bullies 54%
- Strategies to manage emotional and behavioral issues 51%
- Recreational facilities (parks, playgrounds, sports fields, community centers, etc.) 48%
- Mental/behavioral health diagnosis, treatment, therapy, and other services 40%

Parents expressed a desire to use the same language and practices as used by the school in managing social and emotional learning and behaviors. Numerous respondents mentioned “being on the same page” as the school in terms of providing consistent language and practices around the reinforcement of rules and boundaries. Subject matter experts similarly expressed the desirability of providing consistent supports for children's social and emotional learning and improving their behaviors.

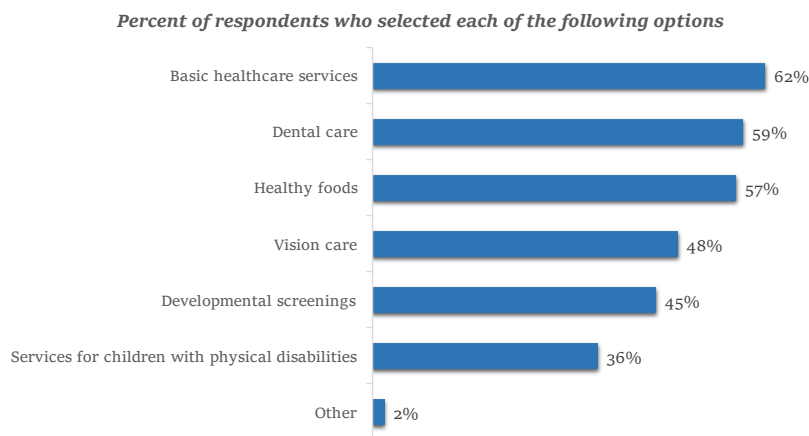
Parents and subject matter experts also experienced sincere concerns around teacher and staff's understanding of culture and poverty and how it affects learning. No less than eight subject matter experts discussed providing more effective supports for teachers and staff, citing that ineffective responses to behavior issues can unintentionally escalate rather than deescalate the situation. Parents, in particular black and Latinx families, who complimented their children's teacher noted in almost every interview that they felt teachers lacked an unawareness of the significance of cultural differences and often did not understand the level of trauma children had experienced. Every single Latinx interviewee discussed racism, and several mothers were in tears over how their children had been bullied for speaking Spanish and called racial slurs while the teacher “refuses to believe” the child or parent. Two Latinx mothers even alleged that teachers themselves had used racially charged language, and nearly all the Latinx parents we spoke to referenced the climate of political hatred that has been fostered by the executive branch of the federal government and directed primarily toward Latinx populations. The survey we conducted with students also contained references to bullying with some students saying they wish they could get help

when bullied and other students saying that it is important to help their friends when they are bullied.

The survey item *behavioral/occupational therapy for children with developmental disabilities*, selected by 31% of respondents, was something that had emerged in interviews and conversations with parents, and was therefore added to the survey question about children’s social, emotional, mental/behavioral health and development. However, we suspect that cultural misunderstandings and concerns around developmental disabilities may have led to confusion. Some Latinx families considered delayed speech in children as a “disability” in “developing language” and may have chosen this option believing it to be a reference to language development delays.

3. Unmet needs related to Children’s Health and Adults’ Physical and Mental Health

Unmet needs of children related to health (87 out of 101 survey participants responded to this question)

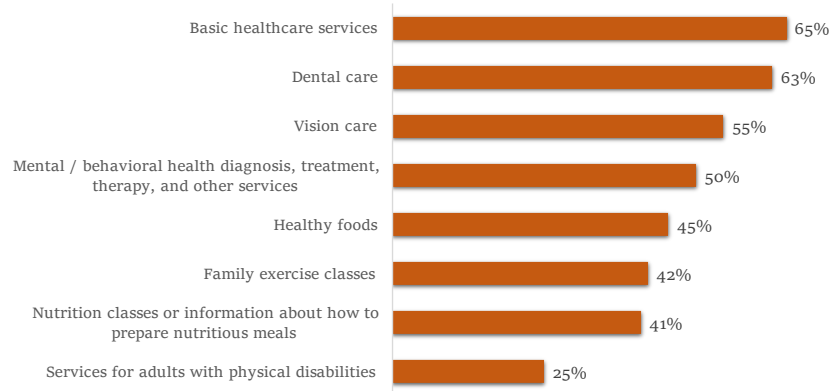


Other: (1) “Basic healthcare for immigrant families.” (2) “no tiene seguro medico” (“does not have health insurance”).

Unmet needs related to **physical and mental health** of adults

(88 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



CHILDREN'S HEALTH AND ADULTS' PHYSICAL AND MENTAL HEALTH

- ▶ Basic healthcare services [for parents] 65%
- ▶ Dental care [for parents] 63%
- ▶ Basic healthcare services [for children] 62%
- ▶ Dental care [for children] 59%
- ▶ Nutritionist [healthcare specialist] 57%
- ▶ Healthy foods [for children] 57%
- ▶ Vision care [for parents] 55%
- ▶ Mental/behavioral health diagnosis, treatment, therapy, and other services [for parents] 50%
- ▶ Vision care [for children] 48%
- ▶ Healthy foods [for parents] 45%
- ▶ Developmental screenings [for children] 45%
- ▶ Family exercise classes 42%
- ▶ Nutrition classes or information about how to prepare nutritious meals 41%
- ▶ Allergist 40%
- ▶ Gynecologist [healthcare specialist] 39%
- ▶ Speech therapist [perceived by parents to be a healthcare specialist] 37%
- ▶ Physical therapist or chiropractor 36%

- ▶ Services for children with physical disabilities 36%
- ▶ Services for adults with physical disabilities 25%
- ▶ Neurologist [healthcare specialist] 24%
- ▶ Gastrointestinal specialist [healthcare specialist] 23%
- ▶ Cancer specialist / oncologist [healthcare specialist] 22%
- ▶ Urinary specialist [healthcare specialist] 21%
- ▶ Muscular and orthopedic specialist [healthcare specialist] 20%

“Healthcare is absolutely number one,” interviewees stated almost every time in response to a general question about greatest areas of unmet needs. One focus group decided to ask each of its participants to provide a list of their top five priorities. Each chose “healthcare” as their topmost priority. Notably, adults always checked more priorities for children than themselves. This should be understood within a framework of scarcity: when parents believe that the available amount of assistance is limited, they will almost invariably want the assistance to go to their children. During interviews, this was reflected in parents’ insistence on addressing the needs of children to the point of omitting discussion of their own needs. “You can think about yourselves and your entire family” and “consider yourself as well” we would prompt parents during interviews to encourage them to look beyond the direct needs of their children when we were discussing unmet needs of families and children.

Parental concerns for children went beyond the need for accessibility and often revolved around taking children out of school for their or their siblings’ medical appointments, thereby losing academic instructional time. Some interviewees revealed that students missed a lot of school time due to specialists being located out of the area. One family mentioned having to drive almost weekly to St. Petersburg to see a specialist for their youngest child. Because the 21st Century Center did not extend late enough, the family’s other children also had to make the trip with the family therefore losing at least two hours of instructional time a week. Parents also expressed a desire to have physicals and immunizations on site. “If the state of Florida requires it for my child to be in school, then the state ought to help make it as accessible as possible.”

Subject matter experts showed concern about children leaving school when it was difficult to diagnose the issue. Because only the most basic of triage is available (and allowed) at the school, SMEs thought that students might be getting sent

home when perhaps they did not need to be. For example, schools have to be cautious when there exists the possibility of a contagious infection such as pink eye, and therefore children with red eyes from allergies are often at risk of being sent home. One SME said that teachers often ask to send students home when they show any sign of being sick, explaining that children often get upset stomachs from stress at school or at home. Also, many children at the school do not receive nutritious or consistent meals, making it difficult for them to maintain proper digestion. Having more in-depth medical care, parents and SMEs proposed, could help increase children's attendance and thereby ensure crucial learning time is not lost. Additionally, a medical facility could assist parents financially by eliminating the need for parents to have to leave their work in order to take their children to medical appointments, where they are also likely to lose time sitting in the waiting room. "Parents can get into trouble if they cannot drop work and get to school in time. But if parents leave, they could get fired. Or a sibling has to miss school to take care of their younger sibling," one SME stated.

Very few parents and guardians we interviewed had healthcare; if they did, it was almost always Medicaid. If children were on healthcare, it was Florida KidCare. Multiple interviewees gave credit to Whole Child Manatee for helping them register. Dental care emerged as a specialist need since Florida KidCare often covers only two locations (LeCom and MCRHS) and appointments are difficult to obtain and often last long hours, especially at LeCom Dental School. Parents similarly struggled to find dentists that would accept Medicaid (if they had insurance) or were affordable enough to use without insurance. In other words, having certain insurance in Manatee County does not always mean having access to services the insurance covers due to provider restrictions.

Parents frequently mentioned wanting a nutritionist and healthful foods for their children. During interviews they expressed that they could work to obtain healthful foods (some mentioning the food bank) but that they were not sure what to get. "I have a weight problem," one interviewee said. "Trying to figure out portions for six different kids who have six body types and are six different ages, it's incredibly difficult." One mother described an ongoing battle with balancing her daughter's diet in regard to sugar. "I pulled her completely off pop and candy and replaced her diet with juice and fruits. I thought I was doing the right thing, but when the issues continued, I went back to the doctor where I was told that juice and fruits still have too much sugar. So I really just don't know what to do. I

tried to do the right thing, and I ended up hurting my child more.” When asked directly, parents did say that having access to a food pantry would be helpful just to assist with costs but that they also wanted to better understand their children’s needs. Family exercise classes, which received 42% of votes, was often discussed in the context of family and community building in addition to health. Please refer to the section on community and social life below.

Other specialists such as allergists and gynecologists were also focal points of interviews. Multiple parents mentioned that children suffered badly from hay fever, making it difficult to play outside. One child was described as being “allergic to the sun”; trying to avoid excess sun exposure reduced his ability to play soccer in the community thereby making it difficult to make friends. This child’s mother also revealed that he had to wear long sleeves, which resulted in bullying. Other parents described issues (frequent sneezing, itchy eyes, headaches), but did not specifically mention allergies. Since many interviewees were young mothers, conversations about gynecologists and urinary specialists were also focal points. Almost every mother mentioned the need to see a gynecologist; however, cultural barriers and time constraints often kept mothers from accessing this vital care. Participants insisted that having a specialist at the school would mitigate these issues as the location would allow them to stay nearby in case their child had an emergency. They also, timidly, admitted that having a gynecologist at a trusted location like the school might help mitigate the fear caused by certain procedures.

Other responses and corresponding contextualization include the following:

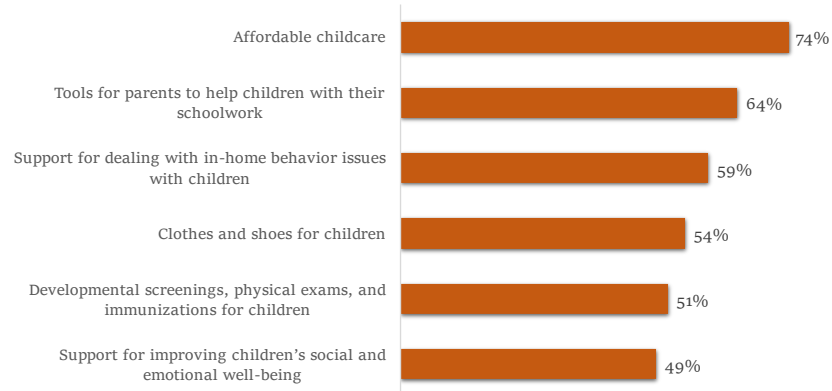
- Speech therapists (selected by 37% of survey respondents) were seen as “healthcare professionals” and discussions revolved around speech delays of English-speaking families and second language learners. Parents revealed that some children are receiving speech therapy in school in addition to care in a private practice.
- Physical therapist or chiropractor (36%), services for adults with physical disabilities (25%), and muscular and orthopedic specialists (20%) were all mentioned in interviews in relation to contract laborers—predominantly fathers working in construction.
- Cancer specialist / oncologist [healthcare specialist] 22%. This often related to laborers as skin cancer was mentioned. Also, one father mentioned having a more serious kind of cancer and could not be treated due to cost.

4. Unmet needs related to Raising and Taking Care of Children and Household and Financial Stability

Unmet needs related to raising and taking care of children

(90 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

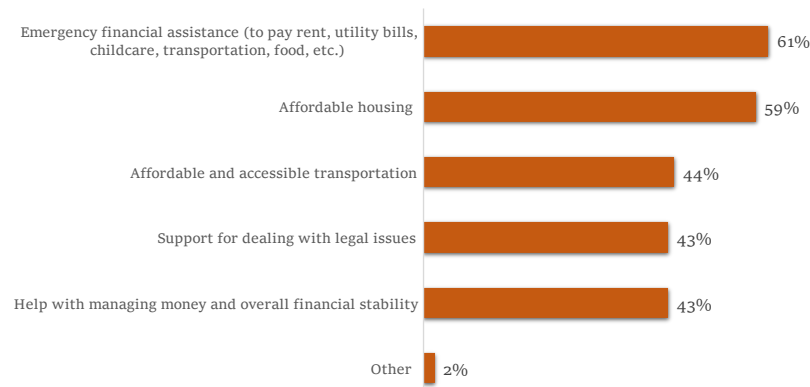


Note: "parents to help the children at home, let them know how important their education is" was written in under *Other* in the question about unmet health needs of children, but because it pertains to the domain of raising and taking care of children, it is included here in a footnote. The survey taker did not, however, select the most closely corresponding item *Tools for parents to help children with their homework* under the above question about raising and taking care of children.

Unmet needs related to household or financial stability

(90 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



Other: (1) "Affordable food." (2) "Becas para los dreamers que quieren seguir preparándose y por falta de recurso no continúan sus estudios" ("Scholarships for Dreamers* who want to continue preparing and for lack of resources do not continue their studies"). * "Dreamers" refers to young people potentially affected by the immigration policies known as DACA (Deferred Action for Childhood Arrivals) and/ or the DREAM Act (Development, Relief and Education for Alien Minors).

RAISING AND TAKING CARE OF CHILDREN AND HOUSEHOLD AND FINANCIAL STABILITY

- ▶ Affordable childcare 74%
- ▶ Tools for parents to help children with their schoolwork 64%
- ▶ Emergency financial assistance (to pay rent, utility bills, childcare, transportation, food, etc.) 61%
- ▶ Support for dealing with in-home behavior issues with children 59%
- ▶ Affordable housing 59%
- ▶ Clothes and shoes for children 54%
- ▶ Developmental screenings, physical exams, and immunizations for children 51%
- ▶ Support for improving children's social and emotional well-being 49%
- ▶ Affordable and accessible transportation 44%
- ▶ Help with managing money and overall financial stability 43%
- ▶ Support for dealing with legal issues 43%

Respondents in this section were choosing between very specific resources (childcare, transportation, and housing, for example) and education or awareness (such as tools for learning). The lowest respondent percentage was 43%, indicating that *raising and taking care of children* and *household and financial stability* are significant areas of unmet need for families.

The greatest number of respondents chose *affordable childcare* at 74%. Based on interviews and conversations with parents, this response reflects the difficulties of obtaining childcare for out-of-school hours and summertime. One parent expressed immense gratitude for the 21st Century program, explaining that as a single father, without the program caring for his child during afterschool hours, he could not have a decent paying job. Other parents noted that school hours simply are not in alignment with most work schedules. Additionally, trying to afford childcare over the summer—switching from the “free care” of the school day to a summer program—can be detrimental to a family’s budget. Parents also noted the difficulty of finding childcare when children were sick while they, the parents, needed to be at work; subject matter experts emphasized this as well.

The second and fourth highest priorities were focused on education and awareness and linked during interviews. 64% of respondents asked for tools for parents to help children with their schoolwork and another 59% asked for support dealing

with in-home behavioral issues. Another related issue—support for improving children’s social and emotional well-being—received 49%. Interview participants emphasized the need to learn how to teach schoolwork (as discussed above in the section about “Children’s Education”). Parents expressed strong desire to use the same language in home as is used in school for homework, behavioral issues, and social and emotional learning. Parents often suggested that the school offer lessons to teach parents how to teach their children academic, behavioral, and emotional tools. One parent discussed feeling like she was simply “not in alignment” with teachers: “I love what the teacher is doing. I trust she is doing a good job. But I just don’t know how to copy her because I don’t know what she’s doing.” Parents expressed the desire for providing consistent messaging and tools for their children to grow.

The next highest linked priorities focused on specific resources:

- Emergency financial assistance (to pay rent, utility bills, childcare, transportation, food, etc.) 61%
- Affordable housing 59%
- Clothes and shoes for children 54%
- Affordable and accessible transportation (44%)

We know that families have lived in the area for generations; the survey showed that 49% of families had lived in the area 10 or more years, thereby possibly reducing the need for affordable housing due to generational housing. Interviews often focused on making payments for housing bills rather than finding affordable housing in the area; however, interviewees also expressed that their current housing was often dilapidated, or that there were issues with landlords and that they wish more (different) affordable housing were available. Comments around clothing and shoes for children were based on the growth rate of children in elementary school. Manatee Elementary was commended for offering a school uniform closet in times of high needs. SMEs also informed us of a local law office providing shoes for students during the holidays, an act that one parent brought up as being very appreciated. Transportation issues were highlighted in interviews as secondary issues for parents with one car in the family. Below are two examples showing transportation as an issue due to other root problems.

- Because medical appointments are over an hour away, transportation is difficult as the parent who works must somehow get to the job site and get home without a vehicle so that the other parent can transport the child to the medical appointment.
- Because there is no before school program and the 21st Century school ends just a little before the husband's end-of-day work hours (and he must drive every day), the mother is responsible for transporting the children to and from school by foot. This has impeded the mother from obtaining a job and contributing to the family income although she would like to.

Therefore, transportation issues can harken back to other high-rated solutions including extending the school day and providing on-site medical care, including specialists.

In interviews, parents referred to developmental screenings, physical exams, and immunizations (51%) as an inconvenience for scheduling and making payment. According to the lived experiences of parents, not all procedures required by the state for students attending public schools are covered by Medicaid. An alternative explanation (also mentioned by parents but not as often as the previous explanation) is that it is often difficult to obtain an appointment with providers who do cover the required procedures due to high demand at the time. Interviewees often commented that if the state required a procedure for school then the state ought to pay for the children to obtain the procedures. Again, this harkens to the earlier focus on access to practitioners who accept Medicaid and can perform these procedures (1) within the necessary time limit and (2) within a geographically convenient and well-trusted location.

Finally, support for managing money and overall financial stability (43%) and dealing with legal issues (43%) were two other education and awareness options. Based on interview comments, adding "overall financial stability" likely increased the respondents' choice. Most interviewees stated that they know how to manage the money they currently have to the best of their ability, but they simply cannot obtain enough money due to certain barriers. This is explored more deeply below in the section on unmet needs related to education and employment for adults; financial barriers were often framed in one of two ways. Either parents lacked the education to obtain higher paying jobs or the school schedule itself made it

difficult for both parents to work at full-time jobs thereby restricting the family income.

Because approximately half of respondents were English speaking and can therefore be assumed not to have immigration questions, the response rate of 43% of families needing assistance with legal issues is fairly high and can be understood in terms of immigration issues and non-immigration issues. First, many of the parents interviewed were not undocumented and did not have undocumented family members. However, some had varying documentation statuses (green cards, temporary protection status, deferred action for childhood arrivals, etc.) and therefore had to regularly submit documentation. One family spoke about driving to Orlando every 4-6 months to submit paperwork and documents to the embassy while another family (refugees) were required to sign documents in Tampa almost biweekly. (These families also indicated issues with transportation; see above where transportation is stated as a “secondary issue.”) Interviewees that had no reason to be concerned with documentation status occasionally brought up legal assistance as well. We had multiple parents say that they would support legal aid referrals through the schools because they want to support their Latinx neighbors and friends. Other interviewees said that they knew families or had themselves struggled with legal issues around housing rights (issues with landlords), restorative justice, obtaining jobs and resources, and more.

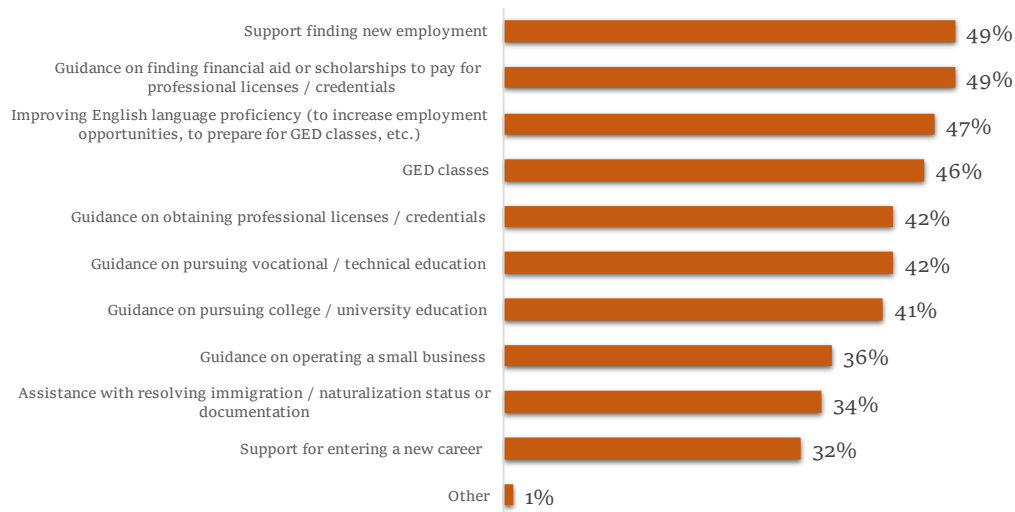
Note: The next section begins on the following page.

5. Unmet needs related to Education and Employment for Adults

Unmet needs related to education and employment for adults

90 out of 101 survey participants responded to this question

Percent of respondents who selected each of the following options



Other: "Immigration help is number one." Note: This was written in under *Other* and the survey taker did select the corresponding item *Assistance with resolving immigration / naturalization status or documentation*.

EDUCATION AND EMPLOYMENT FOR ADULTS

- ▶ Support finding new employment 49%
- ▶ Guidance on finding financial aid or scholarships to pay for professional licenses / credentials 49%
- ▶ Improving English language proficiency (to increase employment opportunities, to prepare for GED classes, etc.) 47%
- ▶ GED classes 46%
- ▶ Guidance on obtaining professional licenses / credentials 42%
- ▶ Guidance on pursuing vocational / technical education 42%
- ▶ Guidance on pursuing college / university education 41%
- ▶ Guidance on operating a small business 36%
- ▶ Assistance with resolving immigration / naturalization status or documentation 34%
- ▶ Support for entering a new career 32%

Responses to the survey question on greatest areas of unmet needs related to education and employment of adults strongly reflected what had emerged from the interviews. First, parents and guardians were far more interested in talking about resources for their children than for themselves. Second, adults often had careers but sought better paying jobs in the same career (49% requested new employment) or financial assistance to simply pay for the license that would permit them to be hired at a higher professional level (49%). Interviewees said of themselves and their spouses that often they had taken the necessary classes, achieved the required on-the-job hours, knew how to run the business or market themselves at the level of professional, but obtain the license simply because they do not have the money to pay for it. This was most common in the context of construction workers and handymen. Only 32% of respondents expressed a desire to enter a new career; this was a lower focal point in interviews as well. Most interviewees expressed a desire to remain in their current career or return to their previous career (see below in regard to transferable licenses), but simply wanted to obtain the credentials to achieve higher pay.

The second set of responses (47%-41% of interviewees) focused on accessing education to improve the family's condition. Parents emphasized improving English language proficiency (47%) and obtaining the skills necessary to enter GED classes and obtain their GED. Proficiency was not just focused on second-language learning; many English-only speakers discussed their need to increase English proficiency in order to be promoted within their current job or to access a better job. One mother said she would need to increase her English proficiency in order to sign up for GED preparation classes. Therefore, she needed more schooling prior to taking the GED test before even going on to an advanced degree. She has dreams of becoming a nurse, but described the road to education as "beginning as a freshman [in high school]" while her children are almost in middle school.

Considering the importance of college preparation for students whose parents have attended an institute of higher education, it is not surprising that interviews and survey results also focused on navigating professional licenses and education. Guidance on obtaining professional licenses and credentials (42%) was a focal point for those who had careers in another country (nurses, government employees, teachers) but did not know how to transfer their license or obtain the classes needed to renew or obtain the license in the U.S. Other parents spoke about

the desire to obtain vocational or technical education (42%) or pursue a university degree (41%) in order to earn a better income and pursue their own dreams.

A higher proportion of interviewees expressed desire to run their own businesses than emerged in the surveys (36%). However, some interviewees were already running their businesses (licensed), some said they had taken the classes on how to run a business but could not afford the license, and others said they provided their products as a neighborhood resource and were not planning to turn it into an official business. Services and products ranged from being a baker, selling tacos from the house, opening an early learning center, running a construction company, providing home repairs, and more. A subject matter expert and long-time community member shared that many residents are small business owners and entrepreneurs, but do not have the finances or knowledge on how to “legitimize” the business. The SME shared that the community simply knew through word of mouth who would sell goods or food and the times available; however, the SME also shared that this practice has been reduced as social capital in the community diminished over time.

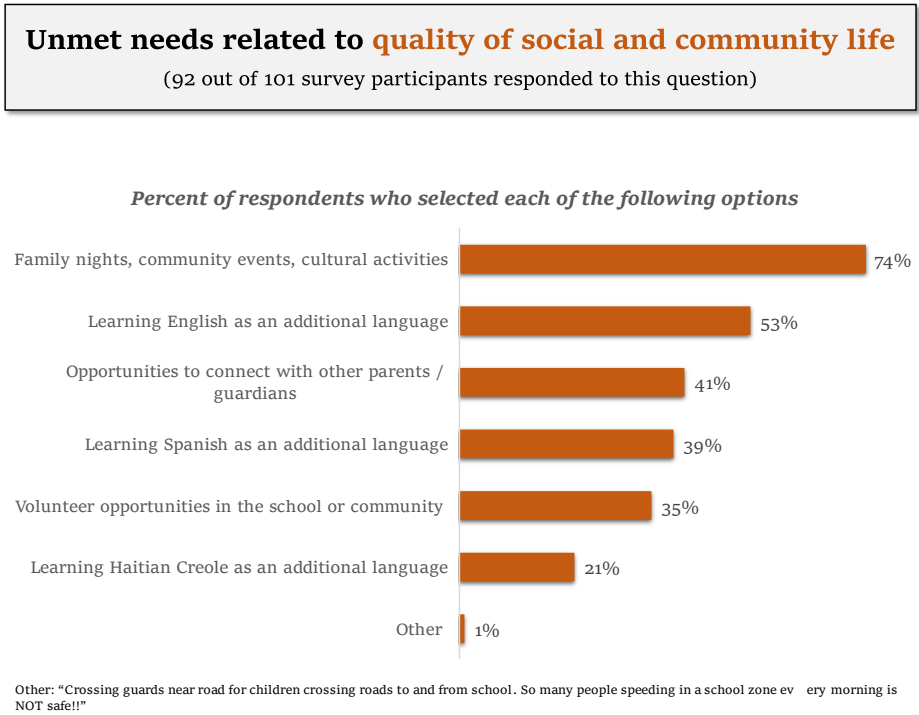
Resolving immigration and naturalization status or documentation was selected by 34% of respondents. This was not a surprising result based on the interview context; although many of the interviews were conducted in Spanish, most interviewees shared that the Latinx community was largely documented although with various statuses. Some residents had obtained citizenship while others were categorized as green card holders or refugees. The difficulty around documentation involved having to travel to government agencies in Orlando or Tampa to maintain statuses. Therefore, families were not necessarily dealing with documentation issues, but rather experiencing the difficulties of transportation and distance. We also had multiple parents indicate they would choose this as a resource for parents because they wanted to support parents and families who need it, even if they do not.

Although 8 families are registered as Creole speakers, we believe from three conversations with Creole speakers that more families have Creole as their first language but cannot read any Creole. Since they can read some English (and speak a little English) they register English as their language. We found that many Spanish speakers were highly educated in their own language, including nurses, government workers, and more. Some said they only went to grades 5th-8th but

had no issue with understanding the surveys. Only one parent who answered the open-ended survey question seemed to struggle with answers (beyond typical spelling errors). English speakers (those who also spoke Creole or Spanish and those who spoke English only) emphasized a need for proficiency. They understood the surveys due to us designing them at a certain lexical level, but emphasized that even though they could speak English their proficiency was too low for promotions or to pass the GED (and that they would need other classes to prepare for taking the GED beyond GED preparation classes).

For this reason, we emphasize the importance of English **proficiency** classes in elevating the financial and educational situation of parents rather than simply English learning, which typically focuses only on second language acquisition and stops when reaching a certain proficiency level that is still below what is needed to access good paying jobs.

6. Unmet needs related to Community and Social Life



COMMUNITY AND SOCIAL LIFE

- Family nights, community events, cultural activities 74%
- Learning English as an additional language 53%
- Opportunities to connect with other parents / guardians 41%
- Learning Spanish as an additional language 39%
- Volunteer opportunities in the school or community 35%
- Learning Haitian Creole as an additional language 21%

The top-ranking priority regarding community and social life (family nights, community and cultural events) was 20% higher than the next ranked priorities, many of which, as revealed through parent interviews, are actually subsumed within the larger concept of building social capital. Language priorities (English as additional 53%, Spanish as additional 39%, Haitian Creole as additional 21%) were framed during interviews as an opportunity to foster connections with the parents and guardians of their children's friends, which ranked third highest at 41%. Additionally, interviews revealed cultural concerns with communication gaps; English-speaking families feared speaking to Spanish-only parents due to Immigrant and Custom Enforcement concerns. Spanish-speaking families were concerned about reaching out to Black families due to sensitivity around policing and other issues brought to increased public awareness by Black Lives Matters and other community activists. Parents shared that basic language learning would help mitigate these concerns and more shared activities would allow parents to meet and socialize with their children's friends' guardians even if they were not able to use verbal communication. Although never using the specific terminology, all interviewees expressed a desire to build social capital through strengthened relationships with other parents and guardians. Many also noted that having a safe physical space to meet would be helpful as spaces in the community are limited.

III. Approaches, Strategies, and Solutions

Recommended by Subject Matter Experts

Subject matter experts were interviewed in order to gain a deeper understanding of the specific community contexts in which children and families face issues and challenges, as well as to learn more about the potential roles of nonprofits and the school system in addressing these issues and challenges. This chapter presents a synthesis and summary of their responses, organized by theme. Rather than use a ranking system, the themes have been ordered in such a way as to help readers perceive the connections and relationships between the themes.

A. Establish Clear Principles, Frameworks, and Procedures that Correspond to the Strategic Goals of the CPS

- A community partnership school is a set of relationships, programs, services, and activities that are mutually reinforcing and aligned with a defined set of strategic goals.
- Building a community partnership school is an intense process that takes a significant amount of time, work, and commitment.
- Although a community partnership school may be housed in a building, it is not a material thing that is “finished” once it is constructed.
- Its processes, however, do require material resources, in addition to essential non-material resources such as human capital and social capital, all of which are needed to operate and sustain its programs, services, activities, and relationships.
- Building an effective and impactful community partnership school requires flexibility, creativity, exploration, discovery, and opportunity to grow and learn through occasional missteps.
- The success of a community partnership schools depends on the effectiveness of family and community engagement and the strength of community support from multiple sectors.

1. Implement the Community Partnership Schools™ model of a community school

As noted in the Introduction, the concept of a “community school” has a long history, and community schools have been defined in slightly different ways by various organizations and agencies. In implementing a community school at Manatee Elementary, a team of community leaders and stakeholders chose to use the Community Partnership Schools™ model of community school developed by Children’s Home Society of Florida, Orange County Public Schools, and University of Central Florida, who “came together to design and implement this model at Evans High School in Orlando [in 2010]. The founding partners began implementation based on the model created by Children’s Aid Society, which prioritizes a rich instructional program for students and academic achievement.”¹⁵

According to the Center for Community Schools in the College of Community Innovation and Education at the University of Central Florida,

The Community Partnership Schools™ model involves the forming of a long-term partnership among four core partners—a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others. This comprehensive model of a community school leverages the social and institutional capital of the partners, making it possible for the school to offer resources and services that address the needs identified by the community.

In developing the Community Partnership Schools™ model, the engagement of a college or university integrates key aspects of the University-Assisted model. Health and wellness services—made possible by engaging a healthcare provider as a core partner — support student wellness and well-being. Additional supports include clothing, meals, increased parental involvement, and academic enrichment and tutoring, all of which release teachers and administrators to focus on academics. The objective is to meet the social, emotional, mental, physical, nutritional and sometimes financial needs of students so they are ready and able to fully engage in the rigorous academic opportunities offered by their school.¹⁶

¹⁵ <https://ccie.ucf.edu/communityschools/partnership-schools/>.

¹⁶ Ibid.

The UCF Center for Community Schools provides comprehensive resources for developing and sustaining community schools. More information can be found on its website: <https://ccie.ucf.edu/communityschools/>.

The Community Partnership School (CPS) model is different from the generic concept of community schools, which in general refer to programs and activities beyond the school curriculum and which do not have the same level of partnerships as the CPS model. The CPS model entails a 25-year commitment by four core partners (or “pillars”); engages students and parents plus teachers, school staff, and the surrounding community; and it makes the school a hub of services or “one-stop shop” for resources, services, and opportunities that have been identified as needs by the community.

Community Partnership Schools at the elementary level differ from those at the middle and high school levels. At the elementary level, CPSs tend to be more focused on starting parent engagement as early as possible, getting parents to interact more with their children’s teachers, participate in school activities and events, and learn about how they can be more actively involved in their children’s educational success—for example, learn more effective and productive ways to talk to their children about their education and to support in-home learning for their children through engaging and playful learning activities. Some CPSs have created Very Involved Parent (or VIP) programs through which parents can attend free classes in exchange for volunteering at school and getting other parents engaged.

CPSs at the elementary level tend to focus efforts on helping children read at grade level and on fostering a love of learning to get children excited about middle school, high school, and beyond (i.e., careers and college). This often involves helping children set and achieve goals, as well as exposing them early and often to college and career exploration and the educational pathways that lead to college and careers.

Regarding the healthcare dimension of CPSs at the elementary level, the most common needs tend to be immunizations and vision care. Until a child has a proper eye and vision exam, it is not possible to know precisely whether their vision can be improved with corrective lenses. Having an on-site health and wellness clinic is important to help address these issues and related needs, such as

replacing accidentally broken eyeglasses for children who are not used to wearing them.

2. Base the implementation of the Community Partnership School on findings from the community needs assessment

*Note: See also the **Introduction and Purpose** of this guide, where the rationale for conducting community needs assessments is explored in more detail.*

- Throughout the state of Florida, there are 17 Community Partnership Schools, and they are all very different in terms of the services they offer and the kinds of relationships they develop with students, parents, neighborhoods, teachers and school staff, and community partners. Likewise, the ingredients that compose the blended funding that financially sustain each CPS look different.
- For a Community Partnership School to be successful, it is insufficient to have only abstract knowledge about “communities” and “service providers.” Knowledge about specific communities or neighborhoods and their specific needs is required because the issues and challenges, as well as the resources for addressing them, are unique to each area. This is why a needs assessment for a specific community is vital to the success of a CPS—and hence, with reference to the subject of this guide, why it is crucial to be knowledgeable about the Bradenton community in general and the Manatee Elementary school attendance zone specifically.
- A community needs assessment ensures that the actual needs of the community, as identified by the community, are used as the foundation on which a CPS is built and to inform the services it delivers. For a CPS to develop into a successful operation, its planners first need to listen the community and learn what its needs are. Otherwise, the community will not be represented in the process, and the CPS will be designed according to what outsiders think the community needs.
- Furthermore, the needs assessment helps identify priority issues. The priorities that emerge from the needs assessment will help drive the strategic priorities of the CPS. If the priorities are not aligned, the CPS will fall apart quickly.

3. Demonstrate long-term commitment to the community and be clear and realistic about expectations

- The Community Partnership School model involves a 25-year commitment on the part of its four pillars of community partners.
- Although Community Partnership Schools are thought of as “one-stop shops,” the resources they provide are meant to lead to long-term change. One way to help envision what the potential impacts of a long-term commitment could look like for children and families is to use a “two-generation” or “multigeneration” framework (see next section).
- Committed resources are therefore needed to make good on the promise that “We’re just not here today—we’re here for the long haul.” Expectations should be clear, explicit, and realistic regarding what services will be provided, how they will be provided, and how they will be funded and sustained.
- It is better to start small, building on existing resources and incremental achievements rather than promise something big and then not deliver. There is already community fatigue with broken promises made by outsiders.
- Keep the conversation grounded in what is possible, available, or tangible in the near-term. Demonstrate that the CPS can meet the expectations of families. If the CPS is successful in getting one or two major programs up and running, it would create trust and credibility.

4. Use a two-generation framework to address generational poverty

- As discussed in Chapter II: Primary Issues and Challenges, poverty and low incomes are the root causes of the primary issues and challenges confronting children and families in the Manatee Elementary school attendance zone, as in other Title I school attendance zones. Therefore, long-term impacts should be focused on lifting families and households out of poverty.
- Just providing books and other educational resources to low-income households does not in itself end poverty. An overall approach is needed that helps households increase their income and improve financial

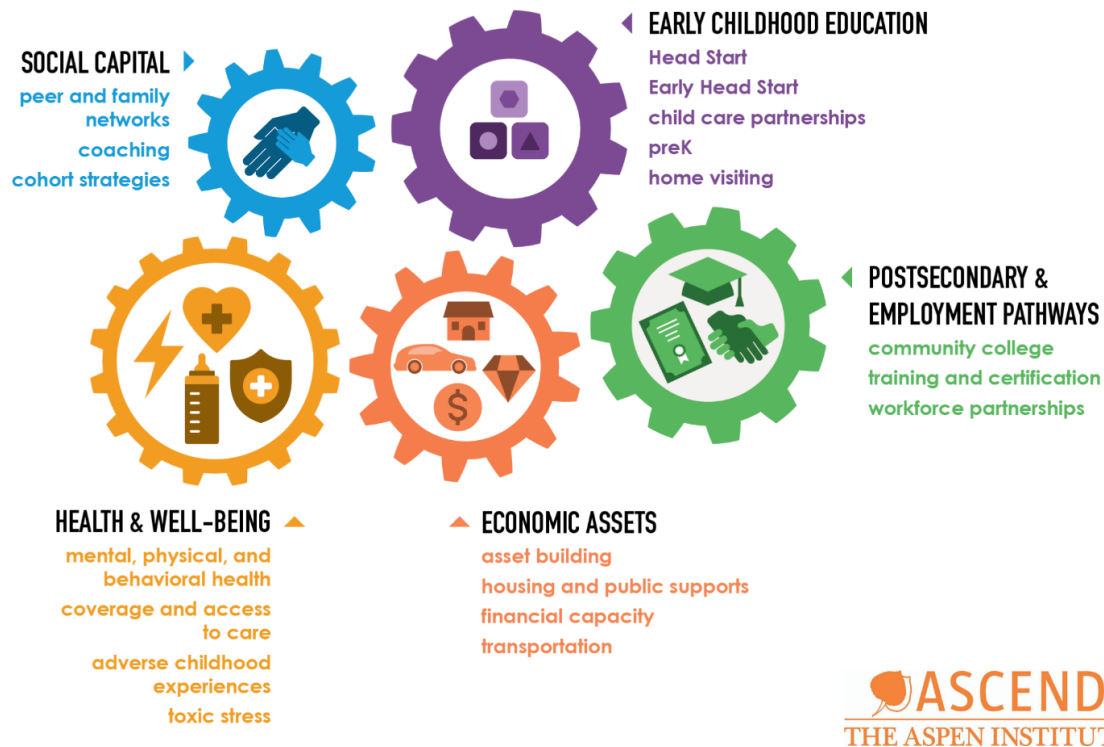
stability while providing children with appropriate educational supports to help them become successful adults.

- Using a “whole-family” or “two-generation” (or better, “multigeneration”) approach that “focuses on creating opportunities for and addressing needs of both children and the adults in their lives together,” such as the one promulgated by Ascend at the Aspen Institute, would be more productive and effective than separately addressing the needs of children and adults as though their lives were not interconnected.¹⁷
- The following two graphics are used by Ascend to convey (1) how the two-generation “whole-family” approach “focus[es] equally and intentionally on services and opportunities for the child and the adults in their lives, ... articulat[ing] and track[ing] outcomes for both children and adults simultaneously”;¹⁸ and (2) the five key core components of Ascend’s Two-Generation Approach. Ascend’s framework of two-generation outcomes is provided in Chapter V: Measuring Outcomes and Impacts.



¹⁷ For more information, go to <https://ascend.aspeninstitute.org/two-generation/what-is-2gen/>.

¹⁸ Ibid.



5. Make the school campus the locus of community resources and services

- Given that physical space on campus is not an issue and that there is plenty of available space in the Manatee Elementary school building: to the extent that it is feasible, locate as many programs and services as possible on the school campus so that they are more available, accessible, and convenient for children and families.
- With the CPS and related programs located on the school campus, at the end of the school day, children could go directly from their classes to afterschool programs that offer homework help, snacks or dinners, sports, fun activities, enrichment programs, etc., without having to be transported from the school campus to various other locations.
- Also, having the school campus as the central location where programs and services are provided, rather than their provision being dispersed throughout the neighborhood or community, also makes it easier for service providers to reach more children and families, given their presence at the school (in the case of the children) and their interactions with the school (in the case of the parents).

- Make the school a community hub, the center of information and resources for children and families, a “one-stop shop” for meeting the needs of children and families.
- The CPS could also serve as the central location for the management and coordination of volunteer opportunities related to education and community building.
- Though the core mission of the school is education, by helping to strengthen the community *from within* and *through* the school, the CPS could be seen as helping the school to realize its potential mission as an “anchor institution.”¹⁹
- After it becomes firmly based at the school campus, the CPS can extend into the urban landscape or built environment. Neighborhood learning opportunities for children can be built into existing public assets. For example, bus stops could become places for active educational engagement rather than just places where people passively wait for a bus.²⁰ “It’s not the place you’re in, but what you do in the place,” as an adage puts it.

¹⁹ As defined by Hodges and Dubb, *anchor institutions* “partner with their local communities, organizations, and government to *begin* to address problems of poverty, unemployment, inadequate schooling, affordable housing, crime, and other social issues”; and, through the roles of *facilitator*, *leader*, and *convener*, anchor institutions “*consciously and strategically apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the welfare of the communities in which they reside*” (2012: xix-xx; all italics are in the original). Although Hodges and Dubb specifically examine the pursuit of anchor institution missions by universities, their analytical framework can, by extension, be applied to primary and secondary schools and, indeed, to school districts themselves. See *The Road Half Traveled: University Engagement at a Crossroads* by Rita Axelroth Hodges and Steve Dubb (East Lansing: Michigan State University Press, 2012).

²⁰ One of our subject matter experts brought to our attention the Urban Thinkscape Project, which “transforms public spaces in neighborhoods into opportunities for playful learning by infusing them with durable, replicable, and attractive activities that challenge the mind while encouraging caregiver-child interactions. Puzzles at bus stops stimulate spatial skills; movable parts on park benches become opportunities for exploring language, color, and numbers; and on-site signage and a website connect caregivers to additional information and resources about the links between play and learning” (see <https://developingchild.harvard.edu/innovation-application/innovation-in-action/urban-thinkscape/>). For a video overview of the Urban Thinkscape pilot program in the Belmont neighborhood of West Philadelphia, Pennsylvania, see “Urban Thinkscape Project: Activating Public Spaces for Playful Learning” at <https://youtu.be/PkXQjkqIBJc>.

6. Make decisions *with* the community, not for it

- The community should participate in and be engaged with all steps of the process of developing and implementing the Community Partnership School model at Manatee Elementary.
- Community leaders should serve on leadership councils or committees. It could also be helpful to establish a board of prominent groups or organizations from the community to support the CPS in other ways as needed.
- For long-term sustainability of community-driven decision making, encourage and support the development of a local neighborhood civic association.
 - It might be possible to form such an organization, composed of neighborhood residents, and have it be officially recognized by city government. A neighborhood civic association could be helpful in initiating and directing resident-led community development over time, as long as the association's leadership and membership remain truly representative of and driven by neighborhood residents (rather than by token leaders and members who have been co-opted by and aligned with outside interests).

7. Build community partnerships through collaborative relationships aligned with shared goals and priorities

- While conceptualizing the development of a Community Partnership School, potential community partners sometimes think “we already do this” during preliminary conversations. Sometimes each of the partner organizations has its own agenda and moves ahead with its own plans; and when they get together for partnership meetings, they merely report on how their actions are benefitting their own organizations rather than make collaborative decisions and move forward together toward shared goals in alignment with community priorities.
- It is therefore important to understand how current partnerships might in fact be different from what partnerships look like in the Community Partnership School model, which is designed for making collective impact by strengthening a community through its school. (For more on

collective impact, see Section III.B.: Collaboration, Collective Impact, and Alignment with Strategic Goals, below.)

- A CPS can be implemented in any school but is usually implemented in Title I or high-need schools, or in communities that have historically been underserved. Such communities are sometimes seen as having a “bad school,” and this view can influence parents to find a way to bus or enroll their children in another school. When that happens, the building and maintenance of infrastructure necessary for children and the community to succeed can suffer, and the children who end up attending the “bad school” are those whose parents lack the means to enroll them elsewhere or to relocate their household in a “better” neighborhood.
- The CPS model keeps the focus on the students, building collaborative relationships and pooling resources in such ways as to generate and regenerate continuous community engagement and development. The foundation of a CPS is its four core pillar groups (school district, university/college, community-based nonprofit, and healthcare provider), without which the initiative would quickly fall apart and whose 25-year commitment ensures the durability of the CPS model. One of the main responsibilities of a CPS’ leadership cabinet or committee is to keep efforts concentrated on collective community impact rather than the self-interest of individual partner organizations. If a CPS’ leadership cabinet succeeds in doing that, the CPS will be successful.

8. Ensure the CPS has enough personnel to function at optimal levels

- As evidenced by the accounting of activities through which parents were invited to complete the community needs assessment survey (see I.C. Research Methods and Outreach, above)—including exploratory research activities—conducting outreach and building, nurturing, and sustaining relationships with parents and partner organizations requires an enormous amount of time, energy, communication, contacts, and interactions.
- *It is therefore crucial that the CPS has sufficient personnel for outreach and engagement* as well as for developing, implementing, managing, and coordinating programming and service provision. Without sufficient

personnel, the CPS's operations will be impaired, resulting in reduced capacity to function at optimal levels and deliver high-quality work.

9. Be nonpartisan and avoid getting hijacked by divisive politics

- The Community Partnership School model is designed to help children, families, and communities.
- Community Partnership Schools should be nonpartisan and nonpolitical, and never be used to drive a political agenda.

10. Explore funding opportunities that can support the transformation of the school into a community hub

- For example, the United States Department of Education 21st Century Community Learning Centers (CCLC) grant program can provide support for a wide variety of types of programs (see list below), not just typical afterschool programs. It could be beneficial to explore or re-explore its full range of possibilities of this program, depending on the scope or status of existing 21st CCLC funding that may already be linked to Manatee Elementary.
- From the US DOE website: “Each eligible entity that receives an award from the state may use the funds to carry out a broad array of before- and after-school activities (including those held during summer recess periods) to advance student achievement. These activities include:
 - Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
 - Mathematics and science education activities;
 - Arts and music education activities;
 - Entrepreneurial education programs;
 - Tutoring services, including those provided by senior citizen volunteers, and mentoring programs;
 - Programs that provide after-school activities for limited English proficient (LEP) students and that emphasize language skills and academic achievement;

- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
- Drug and violence prevention programs;
- Counseling programs; and
- Character education programs.”²¹

B. Desired Characteristics and Dispositions of the CPS Director and Staff

1. Have a clear understanding of the needs of children and families in Manatee County

- More specifically, the CPS Director and staff should have a clear understanding of the needs of children and families in the Manatee Elementary school attendance zone.
- The CPS Director and staff need to be able to dispute negative stereotypes about households living on low incomes and promote a “deeper level of understanding of the choices that ALICE and poverty-level families ... make when they do not have enough income or assistance to afford basic necessities, and the consequences of those choices.”²²

2. Be skilled at cultivating relationships and building partnerships

- The CPS Director must be an effective communicator, able to build and rebuild relationships and partnerships throughout the community and

²¹ <https://www2.ed.gov/programs/21stcclc/applicant.html>.

²² *ALICE: The Consequences of Insufficient Household Income*. Cedar Knolls, NJ: United Way of Northern New Jersey, 2017, p. i.

between and among various organizations, agencies, businesses, and stakeholders.

- It is said that the community used to be tighter knit, like a small village. The director of the CPS should be able to recognize how the CPS could be used to help rebuild the sense of family and closeness that in the past was felt more strongly in the community.
- The CPS director should be able to build consensus within and among various sectors in the local area (community, education, healthcare, philanthropy, social service, nonprofit, business, faith-based community, etc.), and get everyone on board and moving in the same direction toward the strategic goals of the CPS.
- The CPS director should have strong leadership skills and be able to channel the momentum needed to implement the CPS and who can compellingly show people from all walks of life how the CPS can transform the community and why they should be part of its story.
- The CPS director needs to be able to help organizations and agencies to see the value of partnering with the CPS, sharing their resources, and integrating their services into the CPS.

3. Be tied to the community, and respected in and respectful of the community

- The CPS director should have or develop strong ties to the community, be respected in the community, and be respectful of the community.
 - It is likely that the CPS director would be more respected and immediately embraced if they were from the local community, especially the community served by Manatee Elementary.
 - If the CPS director is from the local community or already knows the community, then their learning curve will not be as steep. Nor will it be as steep if the CPS director has acquired expertise from having personally experienced poverty rather than only having studied it as a theoretical or abstract problem.
 - If the person chosen to be the CPS director is from outside the local area or region, it could take them longer to build the level of trust

and rapport with community residents that will be needed for the CPS to become as successful and sustainable as possible.

- It is nonetheless possible that the best candidate might be from outside the local community or region; in that case, it would be advisable for the local community to have a say in the process of selecting the director.
- Someone from the community served by Manatee Elementary should be on the interview committee and involved in the selection of the CPS director; otherwise the selection process could give the appearance of having been a “top-down” approach, conducted completely by outsiders.
- The committee that interviews the candidates for the CPS director position should have representatives from the four core pillar groups (school district, university/college, community-based nonprofit, healthcare provider).

4. Be versatile, adaptable, flexible, and collaborative

- The CPS director should be versatile, adaptable, and flexible in their thinking and actions—able to utilize a variety of skills and abilities; adapt to different functions and activities; and easily transition from one thing to another.
- The CPS director should be adept at navigating different sectors (community, education, healthcare, philanthropy, social service, nonprofit, business, faith-based community, etc.) and comfortable moving among people at various levels of socioeconomic status.
- The CPS director’s educational, professional, and work experience background and skillsets should complement, rather than duplicate or compete with, those of the school’s leadership.
- The CPS director should be able to effectively work together with the school’s principal, teachers, and support staff; navigate the complexities of the school district bureaucracy; and have a strong community engagement background that enables them to be a community leader and bridge between the school, community, and the CPS core pillars.

5. Be visible, present, personable, and hands-on

- It is crucial for the CPS Director to project a positive image and be professional in attitude and behavior.
 - The CPS director therefore must project a positive image at all times, especially as seen by the community, and also by the four core pillars of community partners.
 - The CPS director should be professional in attitude and behavior; able to raise the standards of expected professional behavior from CPS staff; able to dress in professional business attire when appropriate for the occasion, but also willing to “get their hands dirty” (i.e., perform physical labor) when the situation calls for it.
- The CPS director and staff should be visible and present:
 - able to interact with parents when they come to pick up their kids from school
 - be present and converse with parents when they are at the school or at community events so that they become more comfortable with the CPS
 - be available and accessible at the convenience of the community, not just when it is personally convenient for the CPS director and program staff
 - be able to “catch people in the moment” because community members will not always have time to do something unless it can be done alongside them (for example, they might not have time to sit down to fill out a form or survey, but would be willing to orally respond as they are doing some other activity).
- The CPS director and staff should be personable and approachable:
 - able to establish a means of personally connecting and conversing with parents as equals so that they feel the CPS director and staff are relatable or “just like them”
 - be welcoming and inclusive so that parents feel personally invested in the CPS, help keep it functioning effectively, take pride in it, and feel “this is *our* center” (not just a place where they drop off their kids)

- aspire to know every student in the school by their name
- aspire to personally know neighborhood and community leaders.
- The CPS director should have a “hands-on” approach, be actively involved in the community, and personally interact with children, parents, and other community members. For example, the CPS director should:
 - motivate parents to be active in the CPS
 - work directly with kids so that they can see for themselves the active involvement of the CPS director
 - not be afraid of the community or afraid to walk its streets
 - knock on doors to introduce the CPS to the neighborhood and welcome the involvement of neighborhood residents
 - be comfortable working directly with faith-based organizations
 - get out into the community, “pull up their sleeves and personally push out the initiative,” showing people how they can be involved and take ownership—the CPS director should “walk the walk, not just talk the talk.”

6. Be multilingual, mindful of cultural differences, and proactive with addressing and eliminating bias

- The CPS director and staff should have the ability to be mindful of and responsive to cultural differences, especially regarding communications—written, verbal, and nonverbal.
- The CPS director and staff should have the ability to proactively address racial prejudice and eliminate bias in the CPS environment.
- Given the ethnic and cultural backgrounds of Manatee Elementary students and families, the CPS director and staff should be multilingual, preferably fluent in Spanish, conversant in African-American Vernacular English, able to use appropriate resources for translating written materials into Haitian Creole, and proficient in Academic English.

- The CPS director and staff should be capable of utilizing appropriate resources for providing important written communications in English, Spanish, and Haitian Creole.

7. Be empathetic, caring, and nonjudgmental

- The CPS director and staff should have the ability to demonstrate empathy and care toward everybody in the community and be able to turn ideas and feelings into actions.
- The CPS director and staff should be able to actively listen to people in the community—especially but not only if the director is not from the community—and understand what the community is like from the perspectives and experiences of community members.
- The CPS director and staff should be open-minded, willing to have their eyes opened by learning about the community *from* the community, and open to new experiences in the community—which can transform someone even if they think they are already knowledgeable.
- The CPS director and staff need to be able to empathize with people and their circumstances, and proactively help eliminate stigma that might exist around asking others for help.
- The CPS director and staff should reject “bootstraps” judgmentalism—if people could pull themselves up by their own bootstraps, they would already have done that.
- The CPS director and staff should be able to be nonbiased and nonjudgmental toward everyone, and always be supportive and helpful, even when things are not going well.

8. Be a strong advocate for the well-being of children and families, and have a passion for serving the community

- The CPS director and staff should be strong advocates for kids.
- The CPS director should be able to lead the CPS staff according to the viewpoint that they are there to help children grow and develop, not to raise them, and that they (CPS director and staff) ought to be a model of positive energy and empowerment to the children.

- The CPS director and staff should demonstrate through their day-to-day work that they care for and can be trusted by children, that they understand children’s needs, and want what is best for them.
- The CPS director and staff should be able to understand children and their need for respect, nurturance, and discipline—children do want discipline because they need to know what they are doing right and what they are doing wrong.
- Given the behavioral and mental health needs of children in the community, the CPS director and staff should understand how mental health and trauma can impact children’s behavior and ability to engage in learning; therefore the CPS director and staff should be proactive in advocating for appropriate mental health services.
 - The CPS director and staff should be able to see “red flags” and respond with appropriate supports and/or referrals, helping to mitigate issues that children are experiencing rather than escalate them.
- The CPS director and staff should have a passion for serving the community and believe that the community deserves equitable access to resources and opportunities.
- The CPS director should be able to lead the CPS staff in rejecting a “savior complex” or “bootstraps mentality”—which are paternalistic and condescending—and help CPS staff put into practice the philosophy that they are there to remove or eliminate barriers that trap people in poverty and prevent them from being successful.
- The CPS director and staff should advocate for the well-being of parents and families by ensuring that resources and supports responsive to their needs are available and accessible to them right there at the CPS.
 - These resources and supports (e.g., workshops, case management, activities and events, etc.) should be made available during times that are responsive to the variability of parents’ schedules.
- The CPS director and staff should make sure that whenever there is a meeting or event for parents, childcare is provided and includes engaging learning activities for children.

9. Be patient, persistent, and committed to the long-term process

- It will take time to build trust, so the CPS director should be patient and able to start small, take baby steps, and manage expectations, realizing that:
 - relationships are built one conversation at a time
 - the process of building the CPS will not attract everyone at first
 - there always be “early adopters” and “late arrivals” to any initiative
 - after starting with a passionate few, participation will begin to snowball as others jump on board.
- The CPS director should be persistent in communicating, demonstrating, and modeling to the community that by building the CPS, the community is exercising responsibility for the future of its children and enacting positive change from the inside out.
- The CPS director should be willing to make a long-term commitment to the process of developing and building the CPS through continual engagement with the community, recognizing that:
 - it will take time to earn the confidence of the community because of the experience of being disappointed over and over
 - it might be necessary to allay any concern that this is just another “flavor of the month” program that is being implemented now but will later be discontinued after its novelty wears off
 - it will be necessary to show improvements along the way to counter community fatigue with changes that were promised in the past but never delivered.
- The CPS director should be “thick-skinned,” able to take criticism and not easily upset. Other people will offer advice on how to run the CPS, but when something goes wrong, it is often the leader who takes the blame. It can be “lonely at the top.”

10. Be successful at fundraising and resource development

- The CPS director should have a fundraising background with a record of success and be committed to garnering resources and support from

government agencies, local businesses, philanthropic foundations, and private donors.

- The CPS director should be a passionate promoter of the CPS initiative and able to persuade people to see the importance of the CPS as a community resource—and as a community-*building* resource—worthy of their philanthropy and investment.
 - A first step is for the CPS director to connect to the community and “sell” them the idea of the CPS and its potential for positive transformation in the community.
 - High-level donors will step up, and the CPS director will need to be persuasive in conveying to them how the CPS is worth their investment.

C. Collaborate, Strive for Collective Impact, and Align All Efforts with Strategic Goals

1. Break out of silos and work together

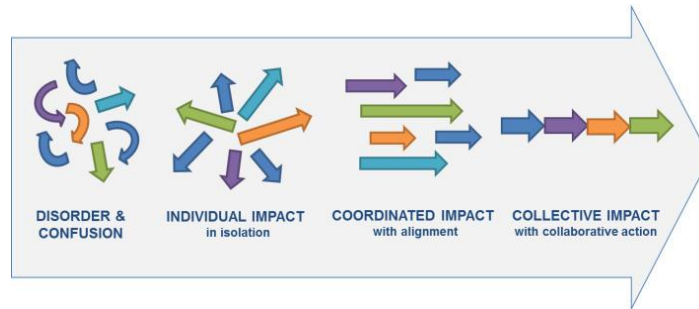
- We need everybody to work together and be excited about being part of a larger movement, rather than focused on individual agendas. If we do not work together, then this initiative will not work. Ego-driven approaches are counterproductive to collective impact. Discourage the intrusion of divisive politics.
- We need to break out of our silos, come together under one umbrella, and collaborate to ensure that every child has all the resources and supports they need and that parents, teachers, counselors, and service providers are all on the same page regarding the well-being and academic success of students.
- The CPS director or staff should attend inter-organizational partnership meetings that are convened through Manatee Community Foundation, Turning Points, chambers of commerce (Manatee Chamber of Commerce, Manasota Black Chamber of Commerce, and Gulf Coast Latin Chamber of Commerce), and other lead agencies, as well as school board meetings, city council meetings, county commissioner meetings, and community meetings, as appropriate.

- For example, attending the monthly People Assisting the Homeless (PATH) meetings, sponsored by Turning Points, is a way to learn about what is being done by “entities that provide any kind of service or have an interest in serving the homeless,” including “individuals and agencies that work in law enforcement, mental health and substance abuse, employment services, social services, faith based organizations, medical services, business, and housing services.”²³
- The CPS director and staff should familiarize themselves with the relevant programs, services, and opportunities offered by other organizations and agencies so that they can make informed decisions when it is appropriate or necessary to refer students and parents to resources and supports not available at the CPS.

2. Step back from individually “putting out fires” and strategically focus on collectively addressing the sources of the fires

- If we fail to exercise self-vigilance and strategic planning, dealing with emergencies can consume all our time and energy, with everyone individually scrambling to put out the fires around them. To be more effective and productive, we need to step back at times and use our expertise to understand what is causing all the fires and how to address them at their source.
- Our community has no shortage of well-meaning people. Let’s honor their desire to make a difference by improving how we organize and coordinate their strengths and commitments into a structured framework that can optimize their collective impact in the community.
- We cannot collectively move forward if everyone is going in different directions. Identifying strategic priorities and engaging in a deliberate process of strategic planning will help establish the guideposts that keep everyone moving along the same path toward the strategic goals of this initiative.

²³ See <http://tpmanatee.org/path-meetings/>.



3. Align other efforts with strategic goals of CPS to strengthen impact

- The power of everyone working together in alignment and focused on the strategic goals of the CPS will produce collective impact that is deeper and more durable than any single program or organization could ever accomplish on its own.
- When articulating the specific learning goals of academic support programs that will be offered through the CPS, make sure that the goals are aligned with, and the programs are consistent with, the Manatee County School District's curriculum.

D. Build on Existing Strengths, Assets, and Infrastructure of the Manatee Elementary Community

1. Learn what the strengths of residents already are

- It should be noted that *community assets* include intangibles such as social capital, kinship networks, and mutual aid and reciprocity, all of which help people survive on a day-to-day basis and deal with sudden emergencies.
- Many who work in the neighborhoods around Manatee Elementary do not live there and are much less aware of the strengths and assets that are intangible or not immediately visible to outsiders.
- For example, community caretakers are often invisible to outsiders, as are grassroots social capital and mutual aid. Find ways to strengthen and

sustain these community caretakers and leaders who are already doing the work, often on an unpaid basis.

- Residents have knowledge, skills, and abilities and other things to offer that probably no one else has thought of yet or looked for in the neighborhood.

2. Recognize, acknowledge, and build on the assets that already exist in the neighborhood

- For example, there are parents and grandparents who provide educational supports to their own children and grandchildren as well as children from other families living in the neighborhood. Explore how the CPS can strengthen and enhance the quality of these grassroots efforts to promote learning and child development.

3. Build on existing neighborhood infrastructure

- For example, transform parks and playgrounds into places with active learning opportunities for children.
- Schools and libraries need to adapt to the modern day needs of families. Explore the possibility of repurposing rooms or areas of these facilities as needed.

4. Provide supports for development of neighborhood entrepreneurs

- For example, in addition to supports for parents and grandparents who provide educational supports to neighborhood children, explore possibility of transforming at-home service providers into early learning centers.

5. Recruit community residents as volunteers and mentors and engage them in substantial and meaningful activities

- For example, retired individuals with a business background could help train people in the neighborhood to run their own businesses.

- One CPS created a Very Involved Parent (or “VIP”) program that encouraged and rewarded parents who were not working to be more involved, such as in volunteering at the school, helping with clothing drives, etc.
- With proper training, when needed, volunteers could help with extending the hours of existing programs—for example, to help make sure that children and parents have access to computers and resources beyond standard business hours.

E. Engage with Parents and Community

1. Build on existing strengths and successes with parent and community engagement efforts

- A notable increase in parent attendance at school events, such as 5th grade graduation, has already occurred due to the work of school’s Graduation Enhancement Technician and others in getting families, including grandparents, on campus to attend events and interact with school personnel.
 - Build on the successes of these efforts and any other successful parent engagement efforts by the Home–School Liaison, School Advisory Council, and Parent–Teacher Organization.
 - When possible and appropriate, CPS director and/or CPS coordinators should attend other meetings and events that are for or involve parents, such as when the school holds “Meet the Teacher” events for parents, ESOL meetings, etc.
- It is also important to understand that parents cannot always come to the school campus or attend meetings but nonetheless are already engaged, or willing to be engaged, with the school and their children’s education in other ways. It is therefore important to have different options and avenues for parent engagement and participation.
- If possible, find ways to increase home visits and enhance their potential for engaging with parents around their children’s education. Home visits are a good way to show that we are really interested in learning what

parents and households need in order to help improve the educational outcomes of their children.

2. Maintain meaningful dialogue with parents and community

- To be successful in engaging with parents and community, the CPS needs to be built on partnerships, not paternalism. The community knows what its needs and issues are. Therefore, we first need *to learn from members of the community* what the community's needs are by actively maintaining ongoing, meaningful dialogue.
- We cannot speak *for* the community. We need to allow its members to speak for themselves, especially when the community is being represented before public audiences and officials.
- This is not a “pre-packaged” approach. We need to establish and maintain a dialogue with the community so that we know what needs to be done and how we can help do it alongside the community.
- The CPS will not work without engagement from and with parents. We need to effectively dialogue with parents about what their expectations are—for the CPS itself and for their own involvement in making it successful.

3. Empower parents to be proactive partners in their children's education

- Parents want what is best for their children, and this includes a high-quality education and opportunities to reach their full potential and thrive in the world. Sometimes parents cannot come to school, but they are still engaged in their children's education in other ways
- Many parents want to be able to help their children on homework assignments, improve their abilities in reading and math, or in general enhance their opportunities to learn. However, parents do not always have the necessary tools or preparation to be as effective teachers as they would like to be for their children.
 - Offer appropriate workshops, tools, and materials to parents so that they can be more effective as proactive partners in their children's education.

- *Show* parents how to be more effective in helping their children learn rather than just *tell* them to be involved in their children’s learning. For example, just providing a family with books for their children is not in itself sufficient. Providing modeling and support on how to more effectively read along and interact with their children, in addition to the books, will be more impactful in fostering a home learning environment that can help improve reading proficiency.
 - Help parents transform their homes from a loving environment to a loving and educational environment.
- To reinforce educational and social and emotional learning objectives, use similar strategies at school and at home—strategies that have been proven by research or experience to be effective. It is counterproductive for children to learn something at school and then “undo” that learning at home.
 - Demonstrate to parents how they can engage with the school and CPS to access its resources for at-home educational supports. Parents should be coming to campus more than just for resolving issues or attending parent-teacher conference night.
 - Make sure that CPS staff know the school system inside and out so that they can help families navigate the system to advocate for the best possible educational outcomes for their children.
 - Due to lack of experience or having had unpleasant experiences, some parents might not be as effective as others in encouraging their children to further their education—or in desiring to further their own education.
 - Foster conversations about the importance of educational attainment in achieving success and social mobility.
 - Take parents and their children on field trips to middle school, high school, vocational-technical school, and college campuses so that they can see with their own eyes the possible educational pathways and options that are available to them.

4. Regularly conduct outreach to bring more parents and community members into the discussion

- Become personally acquainted with neighborhood and community leaders, especially, but not only, those who can facilitate outreach to the community.
- Work with trusted individuals in the community who know how to disseminate information through community social networks and social media.
- Motivate parents to be actively engaged with the CPS.
- Encourage community residents to promote the CPS.
- Do outreach with community members who are willing to help go door to door to promote the CPS to the neighborhood and encourage residents to be involved. Be sure to include people who can speak Spanish or Haitian Creole on the outreach team.

5. Establish and support a parent ambassador program to promote the CPS in the community and facilitate two-way communications between school and community

- Nurturing a neighborhood through families is key. Families live in the community 24/7. Identify parents who have significant or long-standing relationships in the community, and who therefore hear about everything that is going on in the community. These parents can become “ambassadors” and help with the process of promoting the CPS because of their contacts with social and family networks throughout the neighborhood.
- “Ambassador” parents can also be advocates for the community in addition to being its ambassadors. Indeed, the school district used to have a federally funded “parent ambassador program” through which parents were trained to be a community’s ambassadors to its school. They became a wealth of knowledge for the community, and other parents could go to them with questions. The parent ambassadors were brought together monthly by the school district to report on prevalent issues that were escaping the attention of the schools. Parent

ambassadors were provided with a stipend for their services and to defray any expenses they might incur.

6. Develop and use clear and consistent messaging that concisely explains what the CPS is and how it can help children and families

- Be able to explain the CPS model in an understandable way that makes clear its practical value, accessibility, and relevance to the day-to-day lives of children and families living in the parents Manatee Elementary school attendance zone.
- Make the concept and overall goals of the CPS clear in ways that resonate with the community so that the CPS does not appear abstract or seem unrelated and irrelevant to their lives. If the purpose of the CPS is not concrete, it will be difficult for people to communicate about it or promote it within the community.
- Ask parents to assist with developing messaging. As different messaging campaigns are being used and “tested,” revise and modify as needed until what resonates with the most parents is found.
- Because word of mouth is one of the most effective forms of communication, using messaging that parents are comfortable with will be especially important when they are asked to help spread news and information about the CPS and its services in the community.
- Be able to explain how the CPS can help children and families in the present moment, not just in addressing their future needs.
- Communicate through multiple media and platforms, essentially “inundating” the community with consistent, supportive, and enthusiastic messaging about what resources are available through the CPS.
- Parents might not always be open to receiving information in any given moment, so be sensitive to their readiness and willingness to receive information.
- Establish an effective and personable system of communication, using English, Spanish, and Haitian Creole, as appropriate.

- Word of mouth is a powerful form of communication that goes a long way. Even if we start by only being able to build trust with a small number of parents (e.g., 10-20), but serve them well, they will each spread the word to other parents.

7. Communicate in English, Spanish, and Haitian Creole

- Given the demographics of the students in the school attendance zone, the CPS should be at minimum bilingual (English and Spanish).
- The CPS should hire as many bilingual/multilingual staff as possible, always provide printed or written materials in English and Spanish, as well as Haitian Creole, and offer translations at live events and presentations.
- All printed materials that are sent to children's homes should be translated in their families' home language.
- Additionally, given that school staff have from time to time been helping parents translate and read important documents (such as written correspondence, forms and paperwork, etc.), it would be helpful if the CPS had one or more bilingual persons on staff who could assist parents with translating and reading paperwork.
- When possible, offer simultaneous translations at live events.

8. Be mindful of cultural practices that are important to community members

- The neighborhood served by Manatee Elementary is a multicultural community, with families and households from different nationalities and ethnic backgrounds. Learn from the families themselves about their cultural beliefs and practices rather than assume conformity to ethnic stereotypes.
- Be mindful of ethnic and cultural differences among community members. Engage in ongoing, meaningful dialogue about similarities and differences to foster empathy and deeper understanding.
- Avoid using stereotypes, which are always wrong (i.e., the characteristics of any group of people are never fixed, unchanging, or reducible to timeless overgeneralizations).

- Pro-actively eliminate prejudice in all its forms.

9. Use parents' preferred methods of communication

- For recorded messages, use live voices of CPS or school staff members rather than computer generated voices that sound like the phone call is a prerecorded message from an annoying telemarketer.

10. Earn and build trust and credibility through commitment to being responsive to community needs

- Build rapport and trust with parents, families, and children by finding meaningful ways to engage with them.
- We may need to overcome some degree of “community fatigue” lingering from any previous community initiatives that made promises but failed to deliver. This is due in part to their historical experience of being disappointed over and over. It will therefore take time, patience, and persistence on the part of the CPS to overcome this mistrust and gain the confidence of the community.
- People in the community might doubt the sincerity of being told programs will be designed based on what they themselves say they need, believing that self-appointed do-gooder outsiders “will do what they want anyway.”
- We should see the CPS as way to help bring the community and school district together, to bridge any real or perceived divide between the two, and to mitigate any sense of mistrust or distrust. The CPS will need to demonstrate progress and continual improvement along the way to allay the community’s fears that it might just be another new program that will be discontinued after the school year is over.
- In building trust with parents, it is crucial to make every opportunity count. For some parents, if they come to the CPS and have *one* bad or unsatisfactory experience, they might not return. Keep in mind that in coming to the school campus, they might have to overcome various discouraging obstacles (inadequate transportation, bad weather, unpleasant heat and humidity, etc.) in order to get there and then return home afterward.

11. Share planning and decision making with community

- Increase parent involvement on the school campus. Parents should come to the school for more than just parent conference night or to deal with issues related to their children.
- Parents will not always come to regular informational meetings if they feel disconnected or think the information does not pertain to their lives. Parents are more likely to attend informational sessions during events in which they have had a role in planning and where they will have opportunities to participate in decision-making or provide input into the process.
- The CPS needs to be constructed with the active participation of parents so that they take pride in and ownership of the CPS, as well as their fair share of responsibility for its success. They should feel “this is our community center” and not that it is just a place where they only drop off and pick up their kids.
- Invite the community, and especially the parents, to be alongside the CPS through all the steps and stages of its development and implementation. Make it clear that this is not a “pre-packaged” approach, and that parents and the community have a voice in the design of the CPS.
- Make sure that all meetings and events are interactive, with ways for parents to be actively involved in decision making rather than being passive recipients of presentations about decisions that have already been made.
- Organize regular informative meetings or presentations around events that appeal to adults and what is relevant and meaningful to them. If parents feel disconnected or that the meetings do not pertain to their lives, they will tend to not want to attend regular meetings that just present information.
- Periodically hold “Community Days” on which the community is invited to learn about the CPS and how they can be involved. This will also raise general awareness about the CPS and what it is doing with and for the community, as well as provide opportunities for the community to have a voice in how the CPS is being developed and implemented.

12. Plan meetings and events *with* parents so that meetings and events are responsive to parents' schedules and availability

- Plan meetings and events *with* parents, not *for* parents. Engaging with parents during the planning process so that meetings and events are scheduled at the convenience and availability of parents and the community, rather than when it might be personally convenient for the CPS director, program staff, and other personnel.
- Additionally, when appropriate and possible, schedule multiple occurrences of important meetings or events during the week and weekend, and at different times of the day so that the varying schedules of parents can be accommodated.
- When possible, adjust times of IEP meetings so that parents do not have to leave and miss work in order to be involved in their children's education.
- When possible and appropriate, extend the evening hours of the CPS until 8:00 p.m. to accommodate parents who work later than normal business hours. If necessary, ask for community assistance in maintaining a safe and secure campus (e.g., request police presence or patrol in the evenings after the SRO's shift ends).
- Make appropriate adjustments in school policy to accommodate cultural preferences of parents and community members. For example, if the school does not allow parents to bring home-cooked foods to campus events, it might discourage some parents from coming to campus because the policy makes them feel less welcome.

13. Welcome parents and children by radiating care, warmth, trust, respect, passion, and presence

- The CPS needs to establish a warm, friendly, and comfortable environment in its physical spaces and through its social interactions with students, parents, and members of the community, all of whom should feel that the resources of the CPS are available and accessible to them.

- CPS staff, and everyone else involved, need to be positive, supportive, and demonstrate care and respect. They need to operate the CPS so that parents, guardians, and community members are not afraid to access its resources due to language, immigration status, or feeling embarrassed for not knowing.
- Keep in mind that parents might feel ashamed to ask for help, or be afraid that they might be perceived as being incapable or ignorant for not knowing how to do something or ask for something, or they might be hesitant to reveal financial or other problems they might be facing—and consequently they might be reluctant to use the services provided by the CPS.
- The CPS should help parents feel safe about sharing sensitive or confidential information, and it should treat all parents and children with respect and help remove any barriers or stigma preventing parents from accessing the CPS and its services.
- Parents want what is best for their children and families, and they should feel that the CPS is a place they can easily go to and rely on for getting connected to the help they need, when they need it, rather than waiting and feeling fearful about discussing their difficulties or worrying about DCF or other agencies coming to their house.
- The CPS should be staffed by people who make children and families feel comfortable, safe, and welcome; who are adept at cultivating personable relationships; and who have a natural ability to connect with people in authentic ways.
- Gaining the trust of the community is important, as is working with individuals who are already trusted by the community and who can get pertinent information out there to community leaders (e.g., coaches, religious leaders, etc.) who are already linked into extensive community networks, associations, and congregations.
- CPS staff need to be passionate promoters of the CPS, “roll up their sleeves” and get out there to help the community understand the importance and benefits of the CPS and its resources in ways that are relatable and grounded in the day-to-day lives of people in the community.

- CPS staff need to be present in the lives of the children and families and exude positive energy that encourages the community to collectively make positive changes.
- CPS staff should be driven by a passion to serve the community.

14. Work with community to make school a fun place to be and learn for children and families

- When children are happy and feel loved at school, and parents see that, it strengthens the connections that parents feel toward the school. Building on these affective ties can help foster a greater sense of community, with parents seeing the school as a “happening place” for them and their children.
- Knowing how important it is for parents and children to spend quality time together doing something fun, provide organized, fun activities for parents and children so that they can spend quality time together at the school. For example, “movie night,” cooking and kitchen learning activities, or even playful activities that show parents how to help their children with their homework.

15. Invite the community to help transform the school campus into community center

- The community should see the CPS as its community center rather than just a school in their neighborhood. The campus can be utilized as a community event space, not just for students and their families but the entire neighborhood. Community meetings and interactive events could be held there to get the community more involved.
- The CPS is something that the community should feel ownership of and take pride in—the community should feel that it is *their* center, in other words.
- Occasional “Community Days” could be held on campus to draw attention to what is going on at the CPS. Additionally, events could be held in and around the community, even outside the school attendance zone, in order

to raise awareness about the CPS and show more people how they can be involved.

- Community members in general have an interest in Manatee Elementary. Find appropriate, skill-based ways they can volunteer on campus.
- If necessary, encourage a change in mindset in people outside of the Manatee Elementary community so that more of them open their eyes to see the existing assets of the community—as well as open their hearts to honoring and celebrating these assets. This has the potential to help increase residents' pride in their community.

16. Remove barriers and facilitate access to existing resources and opportunities in the community

- Periodically hold community resources fairs on the school campus. When service providers are provided a space to set up information booths or tables, they can make closer contact with the parents and children who attend the fair, and parents and children can learn more about existing programs, services, resources, and opportunities that are already available in the community.
 - In order to draw more parents, children, and community members to resource fairs, provide free food, music, and fun activities for children, such as a bounce house.
 - Hold several resource fairs over the course of the year but have them during different times of the day—e.g., midday, afternoon, evening—and on the weekend. Or poll parents and community members to determine when a majority are most likely to have availability to attend.

17. Provide education and career services for adults in the community

- The CPS should provide the infrastructure needed in the community to help residents with GED preparation, job placement, vocational training, and transportation to job sites, if needed

- The CPS should have job coaches or life coaches that look at adult needs holistically and can provide “soft skills” training (e.g., job interview skills, résumé writing and building skills, etc.)
- The CPS should offer assistance with searching for jobs, reading and filling out applications and forms, accessing and using technology, etc. in an environment that is safe and welcoming
- The CPS should help connect parents to living wage jobs, provide financial literacy when appropriate (i.e., it is difficult to save and manage money while living on low or no income), and link parents to financial institutions for setting up bank accounts
- The CPS should have someone who knows the school system, can help families navigate it and advocate for their children, and demonstrate how important education is in life

18. Persuade employers to adopt “family friendly” or family leave policies that allow parents to be more involved in their children’s education

- Employer support is pivotal in ensuring that parents can be more involved in their children’s school and education. The business community ought to see initiatives such as the Community Partnership School at Manatee Elementary as an investment in the community’s future labor force, with the return being greater spending power of adult consumers who are earning higher wages and salaries because of increased educational attainment.
- Employers can be supportive by adopting “family first” policies that encourage parents to be involved in their children’s education. For example, not imposing penalties for missing work to have “lunch dates” with their children at school or to attend parent–teacher meetings and conferences. Some employers might consider the possibility of providing childcare with early learning activities at the place of employment for parents with preschool age children.

19. Solicit feedback on a regular basis

- Solicit ongoing feedback from parents, children, and community regarding their satisfaction with the CPS and its programs and services.

Make this a routine practice as part of the continuous improvement process.

- The CPS director, especially, should always be open to receiving feedback about the CPS, what it does or should do, and how it can better serve the community.
- If an individual becomes upset with the CPS because it cannot address their needs with the resources or services that are currently available, then practice standard customer service protocol: allow the individual to vent, try to understand their situation and perspective, and find another way to address their needs (for example, through a referral to an appropriate service or service provider).

20. Develop a strategy and action plan for deliberately engaging with potential community partners and stakeholders

- Building relationships and partnerships is a delicate, messy, and complicated process, requiring simultaneous focus on the details and the big picture. A strategic action plan with milestones can help ensure alignment with the strategic goals of the CPS and monitor progress toward achieving specific objectives.

21. Engage with churches and faith-based organizations

- First keep in mind that residents of the Manatee Elementary attendance zone who attend church might go to churches that are located outside the neighborhood.
- The counsel of church leaders often carries added weight. Church leaders know the families and their children and can be helpful in raising awareness about the CPS among their congregations.
- It might be possible to partner with local churches around religious holidays or at other times in order to help meet the needs of the community. Additionally, it might be possible to hold events at local churches on Saturdays or other days when the school campus cannot be opened.

F. Become a “Trauma-Sensitive School”

Before presenting our synthesis and summary of observations and recommendations made by SMEs on the topics of trauma and trauma-informed care, we thought it would be helpful to provide the users of this guide with some basic information on **Adverse Childhood Experiences** and **trauma-informed care** as defined by CDC and SAMHSA, respectively. Further details and additional information can be found on these agencies’ websites, whose URLs appear in the footnotes of the following two sections.

1. Adverse Childhood Experiences

According to Centers for Disease Control and Prevention, *Adverse Childhood Experiences* (ACEs) “describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18.”²⁴ The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study determined that the types of ACEs fall into three categories, each with several subcategories:²⁵

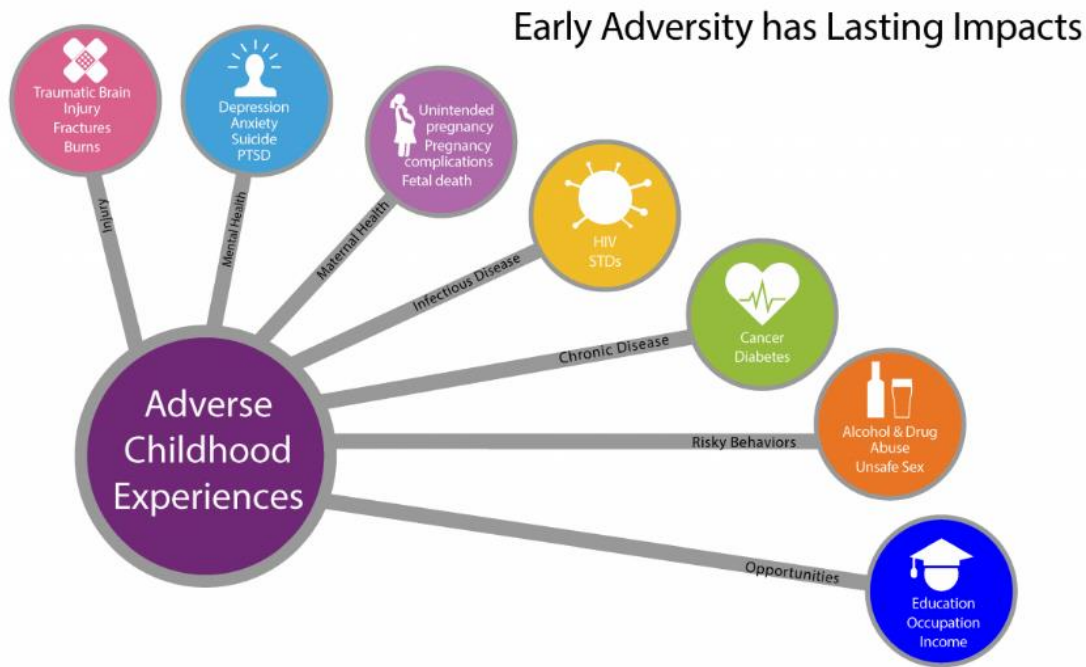
- Abuse
 - emotional abuse
 - physical abuse
 - sexual abuse
- Household challenges
 - mother treated violently
 - substance abuse in household
 - mental illness in household
 - parental separation or divorce
 - incarcerated household member
- Neglect
 - emotional neglect
 - physical neglect

ACEs are linked to various negative health outcomes, including risky health behaviors, chronic health conditions, and low life potential (see image below). The risk for these outcomes increases as the number of ACEs experienced by an

²⁴ <https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/aboutace.html>.

²⁵ <https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/about.html>.

individual increases.²⁶ The CDC-Kaiser Permanente ACE Study found that “some populations are more vulnerable to experiencing ACEs because of the social and economic conditions in which they live, learn, work and play.”²⁷



However, ACEs should not be viewed deterministically, and CDC states that “the presence of ACEs does not mean that a child will experience poor outcomes.”²⁸ Indeed, “children’s positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred.”²⁹

In terms of prevention, “It is important to address the conditions that put children and families at risk of ACEs so that we can prevent ACEs before they happen.”³⁰ CDC provides a set of strategies and approaches for preventing ACEs (see image below). Note that some of the approaches advised by CDC correspond to recommendations made by our SMEs (mentioned below and elsewhere in this report), in particular: *strengthening household financial security, family-friendly*

²⁶ <https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/aboutace.html>.


²⁷ <https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/about.html>.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

work policies, early childhood home visitation, high-quality child care, preschool enrichment with family engagement, social-emotional learning, mentoring programs, after-school programs, and enhanced primary care.

 Preventing ACEs	
Strategy	Approach
Strengthen economic supports to families	<ul style="list-style-type: none"> • Strengthening household financial security • Family-friendly work policies
Promote social norms that protect against violence and adversity	<ul style="list-style-type: none"> • Public education campaigns • Legislative approaches to reduce corporal punishment • Bystander approaches • Men and boys as allies in prevention
Ensure a strong start for children	<ul style="list-style-type: none"> • Early childhood home visitation • High-quality child care • Preschool enrichment with family engagement
Teach skills	<ul style="list-style-type: none"> • Social-emotional learning • Safe dating and healthy relationship skill programs • Parenting skills and family relationship approaches
Connect youth to caring adults and activities	<ul style="list-style-type: none"> • Mentoring programs • After-school programs
Intervene to lessen immediate and long-term harms	<ul style="list-style-type: none"> • Enhanced primary care • Victim-centered services • Treatment to lessen the harms of ACEs • Treatment to prevent problem behavior and future involvement in violence • Family-centered treatment for substance use disorders

2. Trauma-informed care

According to SAMHSA (Substance Abuse and Mental Health Services Administration), “Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”³¹ All the ACEs mentioned in the previous section are potentially traumatic experiences.

Because “trauma can have serious effects on health, behaviors, relationships, work, school, and other aspects of life,” SAMHSA proclaims that it is important for

³¹ <https://www.integration.samhsa.gov/clinical-practice/trauma-informed>.

health and human service providers “to gain the knowledge and skills needed to promote healing, recovery, and wellness.”³² SAMHSA recommends a trauma-informed approach—or trauma-informed care—to promote resilience in patients/clients as well as in service provider staff, and, by extension in the context of schools, in students and teachers.

SAMHSA states that “organizational safety, trustworthiness, transparency, cultural sensitivity, collaboration, and empowerment among and between staff and patients”³³ are among the key principles of trauma-informed care, which proceeds from four assumptions (the four Rs): “A program, organization, or system that is trauma-informed **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization**.”³⁴

For further information, see the publication *SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach*,³⁵ which “offers a framework for how an organization, system, or service sector can become trauma-informed,” as well as guidance for implementing a trauma-informed approach in 10 domains, including governance and leadership; policy; physical environment; engagement; screening, assessment, and treatment; training and professional development; progress monitoring and quality assurance; and evaluation.

3. Trauma-sensitive schools

The CDC-Kaiser Permanente ACE Study (discussed in Section 2, above) found that “nearly every school has students who have been exposed to overwhelming experiences.”³⁶ SAMHSA’s narrative summarizing its recommendations—along with its words of caution—is worth quoting in full:

³² Ibid.

³³ Ibid.

³⁴ Substance Abuse and Mental Health Services Administration. *SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014, p. 9.

³⁵ <https://store.samhsa.gov/system/files/sma14-4884.pdf>.

³⁶ <https://www.integration.samhsa.gov/clinical-practice/trauma-informed>.

To ensure that all students feel safe to learn, an increasing number of school districts are working to implement trauma-sensitive approaches. A **trauma-sensitive school** prioritizes development of trusting relationships, teaches students social and emotional skills, and addresses behavior with positive and compassionate approaches. It is a place where an ongoing, inquiry-based process allows for teamwork, coordination, creativity, and sharing of responsibility for all students, and support is focused on “what do you need” rather than “what is wrong with you?”

Through education about the impact of adverse experiences along with teaching healthy coping skills within a trauma-informed culture, staff can promote positive health and behavioral health outcomes. It is important to note that exploring traumatic experiences requires sensitivity, skills, and training. Building resilience is a valuable way to respond to trauma as individuals can be taught skills that assist them to improve coping; manage emotions; connect with others; and find hope, purpose, and meaning.

Staff may also come to this work with histories of trauma that may, at times, impact their ability to explore the traumatic experiences of their patients/consumers. Staff may also be impacted by repeatedly listening to the painful experiences of others. For this reason, a trauma-informed culture considers and responds to the needs of staff as well.³⁷

4. Integrate trauma-informed care into the everyday practice of teachers and school staff

- As is the case in many communities across the country, there are children in the Manatee Elementary school attendance zone who enter kindergarten having lived with trauma since the earliest years of their lives. SMEs mentioned that there has been a lot of trauma in the community.
- SMEs stated that the effects of trauma can manifest themselves in emotional/behavioral issues that require special training in order to respond effectively and carefully to children who have experienced trauma.

³⁷ Ibid.

- SMEs recommend the use of trauma-informed care rather than disciplinary actions such as suspension from school. It was further noted that, across the district, the use of suspensions disproportionately impacts Black male students, ESE students, and Black ESE students, and that there has been a high rate of such suspensions at Manatee Elementary.
- As discussed earlier in “Effects of poverty on the education of children” in Chapter II: Primary Issues and Challenges,³⁸ during school year 2015-2016 at Manatee Elementary, Black boys were disciplined more and suspended more than all other categories of students combined.³⁹ Black boys therefore missed more days of school due to out-of-school suspensions than other students.
- Because less learning takes place when a child misses school days, it is imperative that we use effective and appropriate approaches—such as trauma-informed care—to respond to emotional/behavioral issues so that we can reduce absences and days missed due to out-of-school suspensions. Our goal is to increase learning gains and improve academic achievement; overuse of suspensions is detrimental to achieving that goal.
- In Title I schools especially, training in trauma-informed care can help teachers and school staff better understand how trauma and the “toxic stress” of poverty can affect children’s neurological development. Proper training can also help them be more effective in how they respond to and care for children who have experienced trauma.

³⁸ See Chapter II.A.4 above: I. Primary Issues and Challenges: A. The Effects of Poverty, Low Incomes, and Limited Assets on Households, Families, and Children: 4. Effects of poverty on the education of children.

³⁹ According to data from the U.S. Department of Education Civil Rights Data Collection, for school year 2015-2016 at Manatee County, a total of 159 school days were missed due to out-of-school suspension. Of those 159 days, 109 days were missed by Black boys—who accounted for 26% of the student population of Manatee Elementary that school year but 69% of school days missed due to out-of-school suspensions. In other words, approximately one out of four students were Black boys, but two out of three days missed by students due to out-of-school suspensions were Black boys. In comparison to other demographic groups: a total of 23 days were missed by Hispanic boys, 17 days were missed by Black girls, 8 days were missed by White boys, 2 days were missed by boys of two or more races, and 0 days were missed by Hispanic girls and White girls due to out-of-school suspensions.

- Devote more resources to implementing and providing ongoing support for trauma-informed care so that it becomes integrated into the everyday practices of teachers and other school staff.
- Continue the practice of having teachers do a “basic needs check” with their students in the morning (Have they had breakfast? Have they had adequate sleep? Etc.). If some teachers are not already doing a basic needs check with their students, encourage them to adopt this practice. Children who have had inadequate sleep, food, etc., are less able to engage their minds and feelings with the learning process.
- Overall, provide adequate and appropriate mental health support to students (and teachers and staff) and make school a place where children will feel comfortable and safe.
- Partner with initiatives such as Soar in 4, which provides some trauma-informed care through its programming. Such initiatives might be capable of providing trainings in trauma-informed care to teachers and staff, in addition to sharing best practices and lessons learned.

5. Build on and improve existing programs related to trauma-informed care

- Make any necessary improvements to Handle with Care, a program that notifies a school if one of its students has just been through a traumatic experience, such as a domestic violence incident, a parent overdosing on drugs, or a child abuse investigation. If such cases, law enforcement or child protective services will send the school a generic notification to make the child’s teachers aware that the child has had a traumatic experience and they therefore need to “handle the child with care.”⁴⁰
- The child’s teachers do not necessarily do anything differently after receiving the notification, but they might if there is a noticeable change in the child’s behavior. “The intent then, if there is something that happens, is to divert them to a social worker or the guidance counselor instead of a negative behavior response, like in-school suspension,”

⁴⁰ “Manatee teachers to receive notice to ‘Handle with Care’” by Ryan McKinnon, *Sarasota Herald-Tribune*, March 19, 2018.

according to Nathan Scott, Child Welfare Policy Coordinator, Family Safety Alliance and Florida Department of Health in Sarasota County.⁴¹

- Handle with Care was started in Manatee County in April 2018. The initiative to implement the program was led by Drug Free Manatee, and it involves a partnership between the School District of Manatee County, local law enforcement agencies, the Safe Children Coalition, and the Department of Children and Families.
- This program has the potential to be more effective. At times the notification—which the teacher is supposed to receive by email before the school day begins—has not arrived until days later, or not at all. Therefore, there was too much of a delay to make a difference in how the child’s teacher could have responded to the child or the child’s behavior.
 - Make sure the “Handle with Care” notice is transmitted to the school and child’s teachers prior to the start of the school day following the traumatic incident.
 - Make sure that teachers have adequate training and preparation so that they know not just *to* handle the child with care, but *how* to handle the child with care.
- Explore how other school districts in the state of Florida—for example, Broward County School District—fund and sustain the employment of therapists.

G. Build on What Is Already Working for the School and Its Teachers to Improve Student Outcomes

According to data, students have been making learning gains in academics. Identify what has contributed to producing improvements in academic outcomes. Build on what is already working.

⁴¹ Quoted in “New ‘Handle with Care’ system alerts Manatee schools to kids in possible trouble” by Giuseppe Sabella, *Bradenton Herald*, April 3, 2018.

1. Strengthen partnerships with effective organizations and programs

- Inventory daycare and homecare locations in the area, and explore how to improve the educational quality of those as well as how to create more of them
- Help make families more aware of community resources, such as Soar in 4, and help get them connected to resources that are outside their neighborhood, but relatively close, such as The Bishop Museum of Science and Nature, the Manatee County Public Library, and ArtCenter Manatee.
- Help families understand that there are scholarships available through Soar in 4 and that other organizations can assist as well.
- Parents need time available in order to participate in learning activities along with their children. Their active participation is crucial for programs such as Soar in 4, in which their presence and participation in their children's learning activities will help their children do better in school. Help eliminate worries that parents might have about their own abilities to help their children learn.

2. Build strong and welcoming bridges among school, parents, and community

- Most teachers are not living in the Manatee Elementary neighborhood, which has many households living in poverty or on low incomes. Therefore, they are not personally affected by poverty in the same ways as families living in the Manatee Elementary neighborhood.
- For increasing the empathy of teachers toward their students and families, it could be helpful to have professionally facilitated community conversations that can help teachers develop a more nuanced understanding of the obstacles, challenges, and struggles that Manatee Elementary families face on a day-to-day basis. It is crucial that such conversations provide a critical understanding of the structural causes of poverty so that participants have their misconceptions challenged rather than reinforced. For example, a common misconception is that poverty is caused by "bad choices" made by "disorganized" or "dysfunctional" families. The reality is that poverty and inequality are caused by low or

no income, high costs of living, neighborhood disinvestment (i.e., bad policy decisions by government officials), structural and institutional racism, the criminalization of racial and ethnic groups, and the larger societal forces of economics and politics, among other factors. *Poverty* is what “disorganizes” families and households and creates dysfunction. In other words, “dysfunctional families” do not create poverty; poverty undermines the ability of families to realize their aspirations and function as they would like to.

- Additionally, explore research-based resources that provide critical approaches for “reaching and teaching students in poverty” through strategies that are driven by the principles of equity and anti-racism.⁴² Understanding poverty and its impacts on children’s learning should be an ongoing dialogue.
- Build awareness among teachers and staff about the ways in which poverty and “toxic stress” can impact children’s behavior and emotional well-being. Offer adequate training and workshops for teachers and school staff to help them respond more effectively to children’s behavior. Provide teachers and staff with appropriate and effective strategies for deescalating emotional-behavioral outbursts and for helping children to manage emotional and behavioral issues.
- When possible, hold the aforementioned trainings and workshops with teachers and parents together. Such an approach could be more productive in effecting positive change because it has the potential to get teachers and parents “on the same page.” By learning about and working on these issues together, the school and community could develop and use the same concepts, language, and methods in school and at home for supporting children’s social and emotional learning and improving children’s social and emotional well-being. For example, the format of a training/workshop could be: teachers and families in one room together for a lesson; then break apart and have more targeted learning for teachers and families specifically; and then have everyone all together in the end.

⁴² See for example, *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* (New York: Teachers College Press, 2018, 2nd ed.) by Paul C. Gorski.

- Acknowledge the challenges involved in addressing the issues of social, emotional, and behavioral development. Much of teacher training deals with subject matter and content, not with student behaviors. Many teachers think that parents are responsible for students' behavior; many parents think it is a responsibility of teachers. It is really a responsibility of both.
- Help teachers understand that children want to learn but face difficulties that are beyond their control. Help teachers understand that just because a child is having a difficult day, they should not be removed or excluded from opportunities to learn. Provide teachers with professional or paraprofessional support for deescalating and managing behavioral incidents that disrupt the learning process in the classroom and elsewhere. Go deeper by learning about the issues that children are experiencing in their day-to-day lives (for example, having new foster parents). When incidents do occur, allow children time to calm down rather than calling in their parents to come get them and take them home—which results in children missing school and parents missing work.
- Acknowledge that starting the school day is a process of teachers and students getting ready together in preparing to learn and maintaining a classroom environment conducive to learning. Provide children with food, if needed, and social and emotional support so that they start the day ready to learn.

3. Select and hire committed teachers

- A commitment to reach and teach children living in poverty is crucial. However, not all teachers might be willing to make such a commitment. Select and hire teachers, paraprofessionals, and staff who *choose* to be at Manatee Elementary, rather than being placed there.
- Manatee Elementary needs teachers with “grit,” a desire to “go the extra mile,” and a long-term commitment to the school and its community rather than teachers who waiting for an easier, less stressful job at a non-Title I school.
- It is possible that school staff at Manatee Elementary might be living in poverty or part of an ALICE household. Find ways to help ease the day-

to-day burdens experienced by these staff. For example, perhaps it would be possible to allow staff members' children to attend Manatee Elementary if they live outside the attendance zone, easing some of the burdens of transportation and afterschool care for these staff members.

4. Promote cultural competency, diversity, and inclusion

- Broaden the understanding and acceptance of the actual diversity of households, family types and arrangements, and the significant role of extended family members who help to raise children. Do not expect all households to conform to middle class ideals of traditional family structures and ways of raising kids.
- When possible, hire teachers and staff who are representative of the community in terms of racial and ethnic diversity.
- Do not use tokenism as a substitute for cultural competency, diversity, and inclusion.
- Offer workshops on diversity and difference, but do not stop there. Bring in professional facilitators who can skillfully guide difficult conversations about equity and race in such a way that participants are taken to uncomfortable places to confront unpleasant realities, but then are brought back together, motivated and committed to the elimination of inequities and bias.
- Work toward facilitating deep and ongoing discussions about race and class that involve teachers, school staff, and parents simultaneously. Again, to be effective and helpful, such discussions should be guided by experienced, professional facilitators who can empower people to:
 - put aside their social roles, status, privilege, and power,
 - act as neighbors and members of the community,
 - have honest discussions about their feelings,
 - be receptive to acknowledging the validity of others' feelings and perspectives, and
 - be open to learning how to change, to do or say things differently.

- E.g., “I hear what you are saying. Thank you for pointing that out to me. I now see why you could be mad at me for that. What could I do differently?”

5. Use culturally responsive pedagogy

The term *culturally responsive pedagogy* refers to a broad set of approaches, perspectives, and practices that potentially encompass every aspect of school and education. It should thus be seen as an expansive rather than restrictive term. It is therefore important to begin this section with a brief preface on the scope and potential of culturally responsive pedagogy. Educational scholar and researcher Geneva Gay, in her widely cited *Culturally Responsive Teaching: Theory, Research, and Practice*, provides the following description:

Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. Culturally responsive teaching is the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on a set of racial and cultural competencies ... [including:]

- seeing cultural differences as assets;
- creating caring learning communities where culturally different individuals and heritages are valued;
- using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students;
- challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- being change agents for social justice and academic equity;
- mediating power imbalances in classrooms based on race, culture, ethnicity, and class;

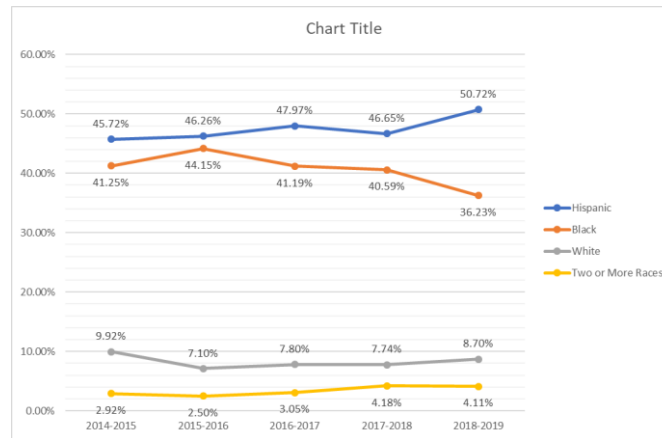
- and accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

Culturally responsive teaching *is validating and affirming* because

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and one another's cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.⁴³

Following the above definition, given the student demographics at Manatee Elementary (see chart below), a culturally responsive approach to pedagogical practices would, among other things, strive to use the cultural knowledge, prior experiences, frames of reference, and performance styles of Hispanic/Latinx, Black/African American, White, Haitian Creole, and additional relevant ethnic families and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students to make learning encounters more relevant to and effective for them.

⁴³ Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New York: Teachers College Press, 2018; 3rd ed.), pp. 39-40.



Putting culturally responsive pedagogical theory into practice leaves many of its aspects open to interpretation, especially at the level of local context and relevance. What follows are recommendations and suggestions, with varying degrees of specificity, that come from subject matter experts and parents who participated in this needs assessment.

- It is important for children of any race or ethnicity to see role models who look like them in positions of authority (such as teachers) as well as in higher ranking positions (such as principals or vice-principals) at their own school.
- In terms of aspirations for the future, it important for children to see role models who look like them in socially prestigious positions beyond the school (such as doctors, scientists, business owners, etc.).
 - When possible, invite guest speakers from a variety of socially respected or prestigious professional occupations who look like the students and who therefore visibly represent the possibility that people who look like them can be successful as adults.
- “Windows and mirrors” are important for children. *Mirrors* are resources that reflect children’s backgrounds, experiences, and identities. *Windows* are resources that show them other people’s backgrounds, experiences, and identities.
- We can bemoan low test scores all day long, but if our current curriculum is not effective or engaging for students, then we need to

change it. One of the primary goals of culturally responsive teaching is to reach students through a culturally relevant and engaging curriculum.

- To what extent do our teachers currently understand the importance of cultural relevance in their educational practice—for example, in their selection of content for their curriculum and courses?
 - To what extent are textbooks and other materials Eurocentric rather than representative of the multicultural origins of our diverse student populations?
 - What are the barriers to making school curriculum more reflective of actual student demographics, and how can these barriers be overcome?
 - How can we provide our teachers with the tools, training, and competencies they need in order to improve educational outcomes through the implementation of culturally responsive curricula?
- Additionally, in what other ways do we need to update school curriculum so that it is more responsive to the present and future needs of today's children?

6. Use Methods of Communication Preferred by Parents

- We should strategically use social media to engage the community with the CPS and to show community life and community events. Make social media communications fun and lively. Upload pictures of community assets and social interactions so that people can see what is going on at the CPS and what it has to offer, and thereby feel more motivated to get involved.

7. Continue to empower teachers to build positive and effective pedagogical relationships with their students through social and emotional learning

- The optimization of the learning process in school requires effective pedagogical relationships between teachers and students.
- Aspects of pedagogical relationships include teacher sensitivity, responsiveness, classroom management, instructional learning formats,

concept development, quality of feedback, and social and emotional learning. As teachers become more adept at building and maintaining effective pedagogical relationships, they will experience fewer discipline issues with their students.

- Social and emotional learning is critical—not just for students but for teachers as well. How teachers form pedagogical relationships and interact with their students on a day to day basis will affect them for the rest of their lives.
- Empower teachers to become more knowledgeable about social and emotional learning and how to build positive and effective pedagogical relationships with their students. Classroom observation tools for assessing teacher–child interactions and social and emotional learning can help teachers become more self-reflective practitioners who continuously improve their ability to produce better academic and developmental outcomes in their students.
 - See for example, the Classroom Assessment Scoring System (CLASS), developed at the Curry School Center for Advanced Study of Teaching and Learning at the University of Virginia by Robert Pianta, Karen LaParo, Bridget Hamre, and Jennifer LoCasale-Crouch to assess the quality of teacher student interactions in PK-12 classrooms.

8. Integrate support for social and emotional learning into all aspects of the school, not just the curriculum

- Anticipate and prevent potential behavioral and disciplinary issues through vigilant and effective classroom management and awareness programs and de-escalate any crisis situations that might occur.
- Build on and improve existing programs related to social and emotional learning that have a proven track record of success.
- Use social and emotional learning as an alternative to ineffective disciplinary procedures/actions.
- Also provide parents with appropriate support for dealing with emotional behavioral issues at home so that everyone is “on the same page.”

9. Continue to offer before- and afterschool programs that are responsive to children's needs and parents' schedules

- Working parents need to be able to drop off their children at school as early as possible.
- Extend the school day so that parents do not have to leave work early to pick up their children by 3:30 or 4:00 pm; in other words, keep the school campus open as late as possible to accommodate parents' work schedules.
- Expand afterschool program capacity to eliminate waiting lists and enrollment cut-offs so that more children can be involved. Diversify the types of activities offered so that programs offer more than just homework help (for those who are doing well academically).
- CPS programs and services should be open and available on weekends and holidays (e.g., children experiencing food insecurity often have less to eat while school is closed during winter break).
- Provide on-site afterschool programs that offer tutoring, homework help, enrichment activities, sports and athletics, social clubs, healthful and nutritious snacks, and supervised play activities.

10. Provide an on-site medical clinic

- The CPS should have an on-site clinic that provides preventative maintenance healthcare, general and comprehensive medical care, including dental, vision, ear, and mental health care (likely to include trauma-informed care).
- Additionally, the clinic should have a pharmacy and be able to process lab work.
- Appropriate screenings and early evaluations should be provided.
- Vaccinations and immunizations should also be provided.
- A nutritionist should be available at the CPS.
- Health literacy and help navigating the healthcare system should be provided.

11. Connect families to a food pantry and clothes closet

- The CPS should provide a food pantry, as well as food for weekends, holidays, and school breaks.
- The CPS should provide access to a clothing bank or clothes closet.

IV. Measuring Outcomes and Impacts

A. Make Use of Logic Models While Designing Programs

Decades of experience in the field of human service providers has taught us that programs often lack clear goals, objectives, and intended impacts; clear and measurable outcomes; and program activities that actually lead to desired outcomes. Furthermore, organizations sometimes confuse outputs with outcomes. Or they sometimes use resources that are available rather than resources that are appropriate for conducting specific program activities.

Some degree of flexibility has always been needed in the nonprofit and K-12 sectors regarding the preferred use of performance accountability terminology. For better or worse, different funders (and even different funding streams from the same funder) can have differing requirements regarding performance accountability and therefore differing expectations regarding how things are measured and analyzed—and consequently different preferences for what to call those measurements and resulting analyses. The fundamental questions are usually: How do we know whether something was achieved or accomplished, and did it make any difference? And there is a range of expectations among funders in regard to how precise the answers to those questions are required to be.

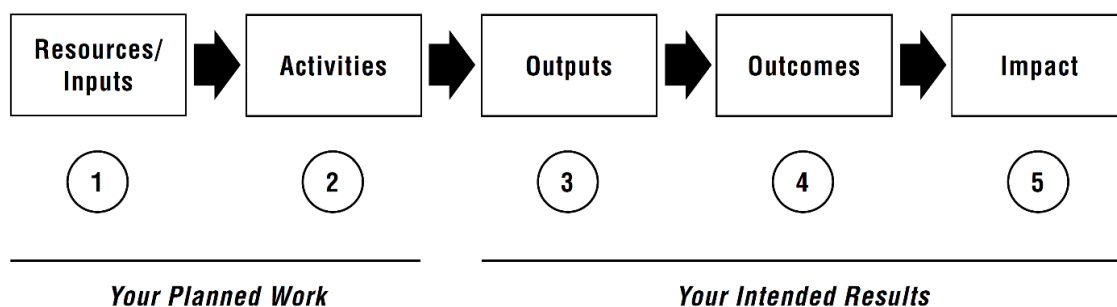
This entire section is adapted from the *W.K. Kellogg Foundation Logic Model Development Guide* and is provided with the intent to help design more effective and impactful programs along with measurable results.⁴⁴ Flexibility will be needed in partnering with the variety of types of programs that can align with the Community Partnership School initiative and work with it toward achieving its desired impacts or results. The choice to use the language of logic models here is based on the widespread use of its terminology (impacts, outcomes, performance measures, performance indicators, etc.) in the field of social and human services, and especially in the education sector broadly speaking (K-12 and higher education).

⁴⁴ *W.K. Kellogg Foundation Logic Model Development Guide* (Battle Creek, MI: W.K. Kellogg Foundation, 2004). Used with the permission of the W.K. Kellogg Foundation.

Ultimately, the choice of which measurement and accountability model to use will depend on what is appropriate or efficacious for certain aspects of the Community Partnership School and its programming, especially in regard to academic outcomes. For example, the Every Student Succeeds Act (ESSA) accountability measures as well as the accountability measures for funding sources such as the 21st Century Community Learning Centers grant program use the terminology of impacts, outcomes, performance measures, performance indicators, etc.

1. The WHAT: Logic model definition

A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.



YOUR PLANNED WORK describes what **resources** you think you need to implement your program and what you intend to do (**activities**).

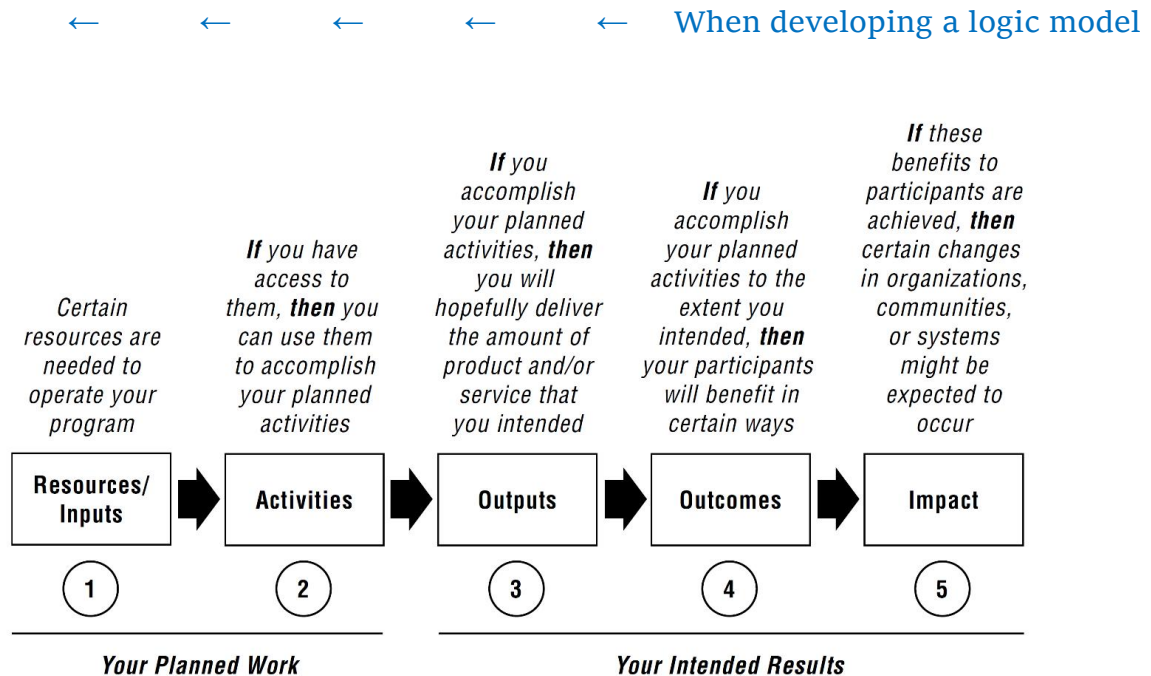
YOUR INTENDED RESULTS include all the program's desired results (**outputs, outcomes, and impact**).

2. The WHY: Logic model purpose and practical application

The purpose of a logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for the planned program with the program's desired results. Mapping a proposed program helps you visualize and understand how human and financial investments can contribute to achieving your intended program goals and can lead to program improvements.

3. Building a logic model by basic program components

When developing a logic model, **start with OUTCOMES and IMPACTS—what you want to achieve**—and then work your way backward. After the program and its logic model are developed, the program is implemented in the order of its components.



When implementing a program → → → → →

1. **Resources** enable program effectiveness. Resources may include funding, existing organizations, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies.
2. **Activities** are the processes, techniques, tools, events, technology, and actions of the planned program. These may include **products** (such as promotional materials and educational curricula); **services** (such as education and training, counseling, or health screening); and **infrastructure** (structure, relationships, and capacity) used to bring about the desired results.

3. **Outputs** are the **direct results** of program activities. They are usually described in terms of the **size and/or scope of the services and products delivered or produced** by the program. A program output, for example, might be the **number** of classes taught, meetings held, or materials produced and distributed; program **participation rates** and demography; or **hours of each type of service** provided.
4. **Outcomes** are specific **changes in attitudes, behaviors, knowledge, skills, status, or level of functioning** expected to result from program activities and which are most often expressed **at an individual level**. Outcomes should be **specific, measurable, action-oriented, realistic, and timed** (SMART).
5. **Impacts** are **organizational, community, and/or systemic changes** expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena.

4. Why use a logic model?

Developing a program logic model requires a simple image and a straightforward approach. Because logic models are pictorial in nature, they require systematic thinking and planning to better describe programs. Logic models are flexible, point out areas of strength and/or weakness, and allow stakeholders to run through many possible scenarios to find the best. A logic model is a work in progress, a working draft that can be refined as the program develops.

Most of the value in a logic model is in the process of creating, validating, and modifying the model. **Thinking about a program in logic model terms prompts the clarity and specificity required for success, and often demanded by funders and your community.** Effective evaluation and program success rely on the fundamentals of clear stakeholder assumptions and expectations about how and why a program will solve a particular problem, generate new possibilities, and make the most of valuable assets.

5. Logic models reflect group process and shared understanding

A logic model **should be developed collaboratively in an inclusive, collegial process that engages as many key stakeholders as possible, including program staff, participants, and evaluators.** Developing a logic model as a group results in a more useful tool, refining program concepts and plans in the process. It also allows the

group to examine assumptions, values, and beliefs regarding the expected process of change and the desired results of the program.

6. Logic models better position programs for success

Using a logic model during [program implementation and management](#) requires you to focus energies on achieving and documenting results, and therefore helps you identify and collect the data needed to monitor and improve programming.

For [program evaluation and strategic reporting](#), logic models can help [strategic marketing](#) efforts in three primary ways:

1. Describing programs in language clear and specific enough to be understood and evaluated.
2. Focusing attention and resources on priority program operations and key results for the purposes of learning and program improvement.
3. Developing targeted communication and marketing strategies.

7. Logic models strengthen the case for program investment

Clear ideas about what you plan to do and why—as well as an organized approach to capturing, documenting, and disseminating program results—enhance the case for investment in your program.

B. Student Outcomes and Data: Preliminary Recommendations and Considerations

This section provides preliminary recommendations and considerations for using student data to monitor progress and evaluate the outcomes of implementing the Community Partnership School™ Model at Manatee Elementary.

1. Articulate a theory of change

For example:

By [providing resources, programs, and services](#) that are [\(a\)](#) responsive to specific community needs as identified by the community and [\(b\)](#) made available and

accessible in ways that are appropriate for the community’s children and parents, **the Manatee Elementary Community Partnership School will continuously improve the educational outcomes of its students.** The implementation of the CPS model, through meaningful engagement with parents and the community, will address unmet needs and provide the necessary supports to empower students to focus on their education and realize their full developmental potential. The improvements in student educational outcomes resulting from the CPS will be measurable through the collection and analysis of student data.

2. Historical data, baselines, and trends

With access to “historical” student data, baselines can be established from which comparisons can be made with future data collected after the CPS is implemented. As part of the community needs assessment, the baselines or starting points can be established by compiling and analyzing historical datasets—e.g., student data compiled from five consecutive school years (school year 2014-2015 through school year 2018-2019) immediately prior to the implementation of the CPS in school year 2019-2020. After the CPS is implemented, the analysis of student data from future assessments and tracking systems can be compared against the baselines to show changes in trends as well as gauge the extent to which the implementation of the CPS is producing improvements in student educational outcomes.

3. Monitoring continuous improvement

Ongoing data collection and analysis will allow for the articulation of target objectives that are specific, measurable, achievable, realistic, and time-bound (SMART). These objectives can be used as achievement indicators in periodically and systematically monitoring the progress of the CPS in moving students toward the goal of attaining continuous improvement in educational outcomes, year after year. Additionally, trends in achievement by grade-level cohorts can be represented in graphical visualizations of the data.

4. Expected improvements in educational outcomes

Given the above theory of change, the following improvements in educational and related outcomes can be expected from the implementation of the Community

Partnership School model at Manatee Elementary. (Note: The following lists are not exhaustive of possible indicators for educational and related outcomes.)

For **kindergarten** students specifically, over time the data should show:

5. Early learning and school readiness

- An increase in the percentage of kindergarten students who *attend early learning programs*
- An increase in the percentage of students who *enter kindergarten ready for school*

6. Academics

For students in **kindergarten through grade 5**, over time the data should show:

- An increase in the percentage of students *scoring on or above grade level in **English language arts***, as measured by iReady Diagnostic
- An increase in the percentage of students *scoring on or above grade level in **mathematics***, as measured by iReady Diagnostic
- An increase in the percentage of students *achieving or exceeding the average annual growth (learning gains) expected for their grade level in **English language arts***, as measured by iReady Diagnostic
- An increase in the percentage of students *achieving or exceeding the average annual growth (learning gains) expected for their grade level in **mathematics***, as measured by iReady Diagnostic
- A decrease in the percentage of students *experiencing summer learning loss in **English language arts***, as measured by iReady Diagnostic
- A decrease in the percentage of students *experiencing summer learning loss in **mathematics***, as measured by iReady Diagnostic

7. Attendance

- An increase in *average daily attendance rates*
- A decrease in the percentage of students who are *absent 21 or more days from school (chronic absenteeism)*

8. Behavior and discipline

- A decrease in disciplinary incidents: i.e., a decrease in the number of *trackers, referrals, in-school suspensions, out-of-school suspensions, and alternative placements*
- An increase in the percentage of students *participating in out-of-school time programs and activities*

9. Academics: Florida Standards Assessments

For **students in grades 3 through 5**, over time the data should show:

- An increase in the percentage of students *performing on or above grade level (at Level 3 or above) in **English language arts***, as measured by the FSA
- An increase in the percentage of students *performing on or above grade level (at Level 3 or above) in **mathematics***, as measured by the FSA

10. Addressing disparities in educational outcomes

To reveal potential disparities in educational outcomes, student data representing the above indicators can be disaggregated, when possible, by race/ethnicity, gender, disability status, economic status, and English Language Learner status. If disparities are found, appropriate resources and supports can be directed toward underperforming or underprepared subgroups of students to assist them in achieving improved outcomes, thereby reducing disparities.

11. Possible confounding factors as a result of redrawing the school's attendance zone

It is important to keep in mind that the redrawing of the school attendance zone for Manatee Elementary could introduce distortion into the initial measurement of changes in educational outcomes resulting from the implementation of the CPS. That is, the changes in attendance zone boundaries will alter the student composition of the grade-level cohorts between school year 2018-2019 and school year 2019-2020. That is, an as yet unknown number of students who had been attending other elementary schools during school year 2018-2019 will be added to

the grade-level cohorts at Manatee Elementary at the start of school year 2019-2020. Conversely, an as yet unknown number of students who had been attending Manatee Elementary during school year 2018-2019 could be going to other elementary schools when school year 2019-2020 begins. The resulting changes to the student population at Manatee Elementary prior to its transition to the CPS model during school year 2019-2020 could result in changes to the composition of grade-level cohorts in terms of race/ethnicity, gender, grade level, disability status, economic status, ELL status, as well as changes to the baselines of educational achievement that will be used to measure outcomes and impacts of the CPS starting with school year 2019-2020. One solution might be to determine an “ending baseline” for the population of Manatee Elementary students at the end of school year 2018-2019 (pre-Attendance Zone redraw) and a “beginning baseline” for the population of Manatee Elementary students at the start of school year 2019-2020 (post-Attendance Zone redraw). A comparison of these baselines would show similarities and differences in aggregate measurements of the data. What the implications of these possible similarities and differences might be could then be determined.

12. Timeliness of ongoing documentation

Finally, it is especially important to make sure that all necessary data collection and tracking systems are in place now, prior to the implementation of the CPS. Timeliness of documentation ensures quality control and accuracy of datasets and other records—which are difficult and time-consuming to reconstruct years later. It is likely that potential funders and supporters of the CPS will want to see a longitudinal study of the impacts of the CPS on grade-level cohorts of students, with data-based evidence of improvements in educational and related outcomes. Keeping detailed and accurate records and datasets will allow the Manatee Elementary CPS to more confidently and precisely show how those outcomes and impacts were measured and calculated.

Ongoing data collection and analysis will allow for the articulation of outcomes or target objectives that are specific, measurable, action-oriented, realistic, and time-bound (SMART). These objectives can be used as achievement indicators in periodically and systematically monitoring the progress of the CPS in moving students toward the goal of attaining continuous improvement in educational outcomes, year after year.

13. Narratives of student progress and community impacts

Finally, as various subject matter experts noted, “we need qualitative data to understand long-term impacts.” The stories and narratives of lives being positively impacted by the CPS will be indispensable for learning how personal and community change are understood by children, parents, teachers, school staff, and others on a deeper level of meaning and purpose. Indeed, several of our subject matter experts expressed the belief that these sorts of intangible outcomes and impacts are just as important as quantitative data.

V. Appendices

A. All charts from quantitative analysis of parent survey responses

Note: Slides begin on next page, with one slide per page.

Quantitative Analysis of Parent Survey Responses

**From A Guide to Addressing Unmet Needs of
Children and Families in the Manatee
Elementary School Attendance Zone**

Lance Arney, Ph.D.
Cassandra Decker, M.A.

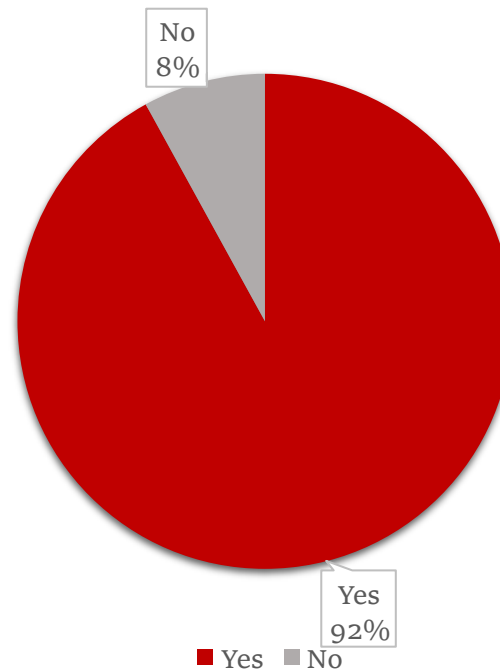
Survey formats and outreach to invite parents to complete the survey

- The parent needs assessment survey was made available in two formats: (1) a paper version and (2) an online version, which could be completed on a computer or smart phone.
- Both formats were offered in three languages: English, Spanish, and Haitian Creole.
- “At least 50% of parents at school [will be] informed of CPS and invited to complete survey.”
- We endeavored to invite 100% of parents to complete the survey. We estimate that we came close to achieving this objective through the totality of the activities listed and described on the handout titled [“An Accounting of Activities through which Parents Were Invited to Complete the Community Needs Assessment Survey.”](#)
- Our goal was 80-100 completed surveys. By Nov 7, we had **101**.

- **100%** of persons who did complete the survey
 - are living in, or have lived in, the Manatee Elementary community
 - and/or have children who attend Manatee Elementary this year, or who will attend next school year.

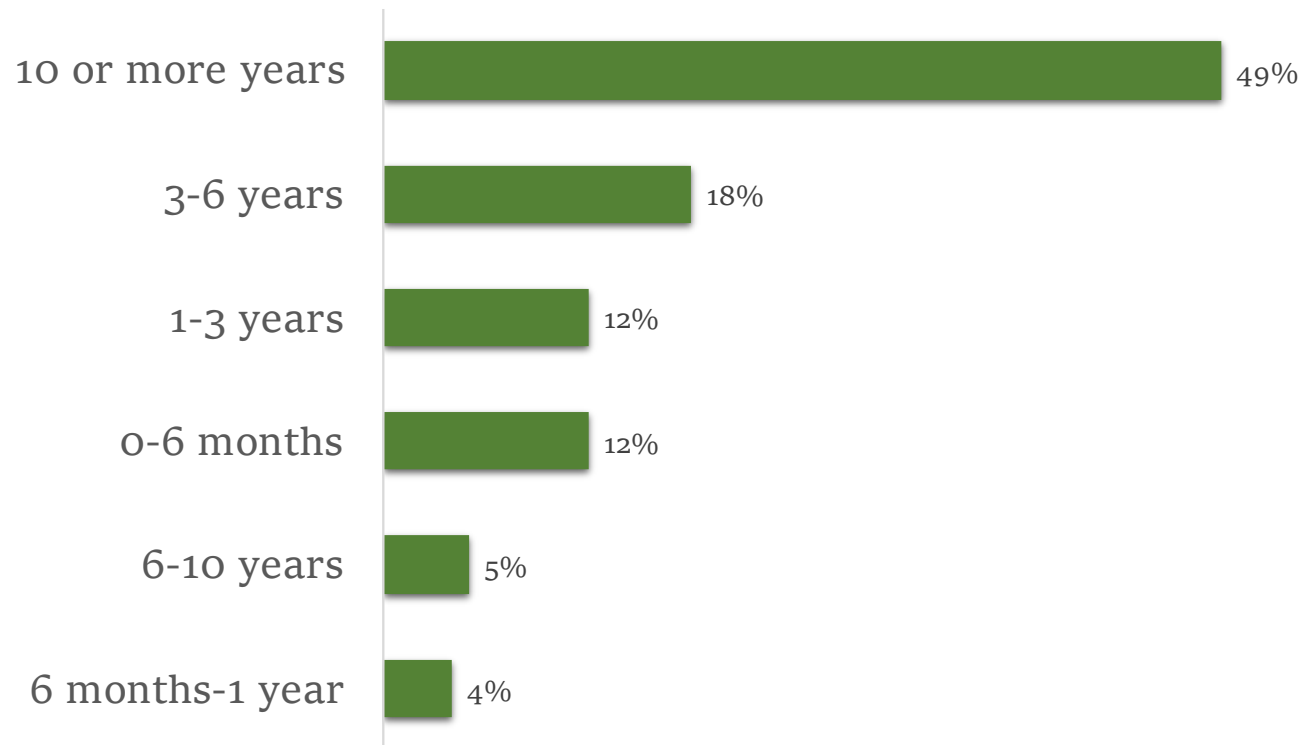
Do you have any children who attend Manatee Elementary school this year, or who will attend next school year?

(100 out of 101 survey participants responded to this question)



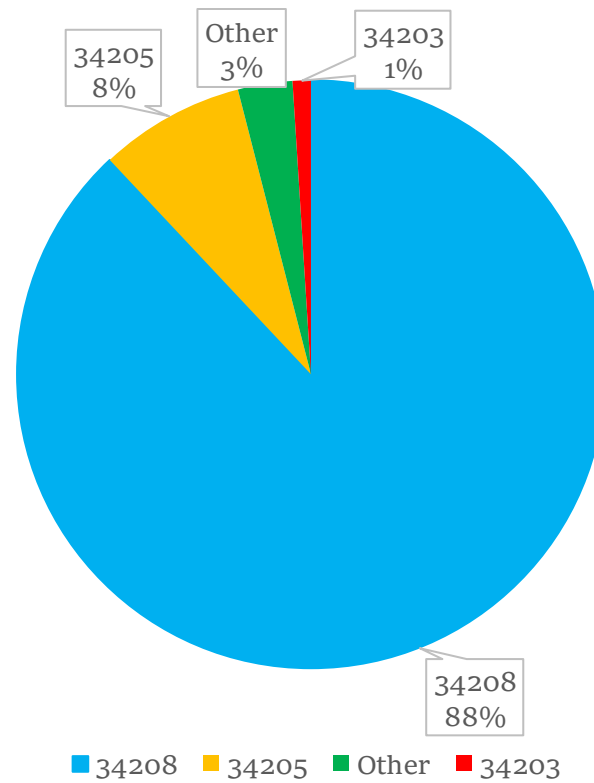
How long have you **lived in** the Manatee Elementary community?

(100 out of 101 survey participants responded to this question)



What is your ZIP Code?

(100 out of 101 survey participants responded to this question)



Other: 34201, 34207, 34222.

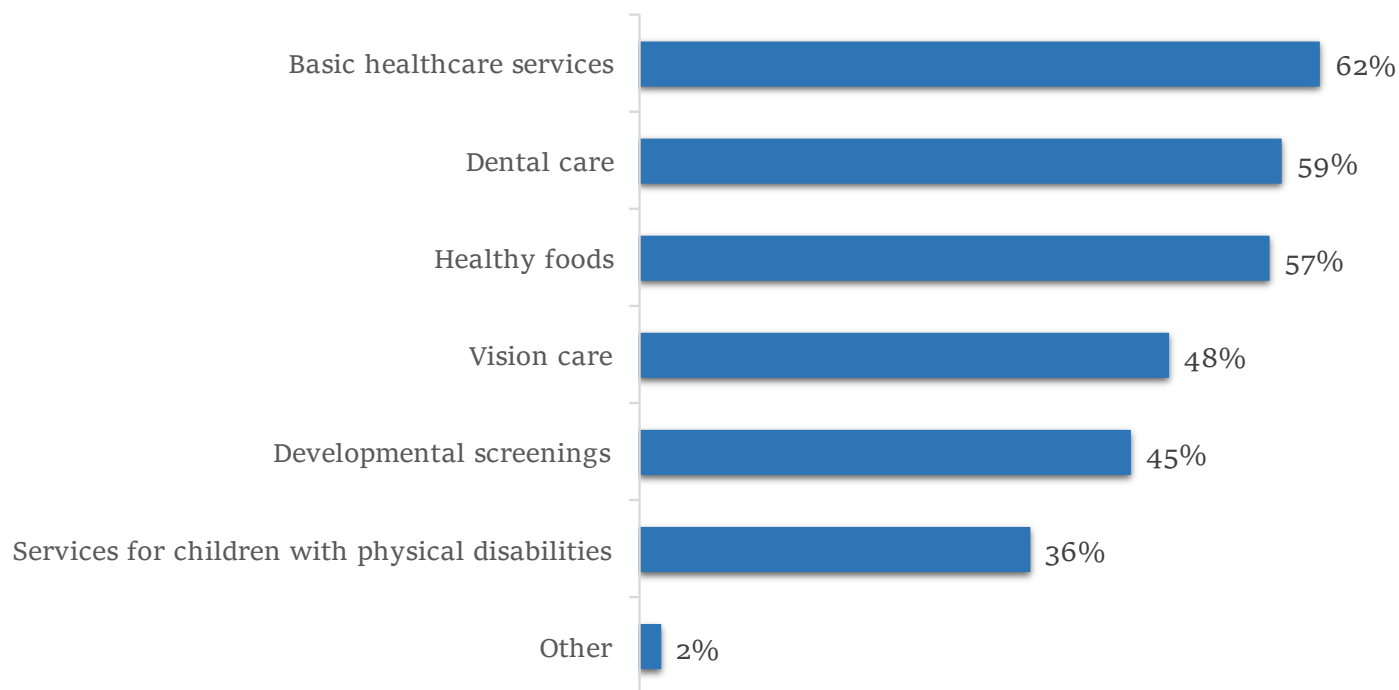
Unmet needs of CHILDREN

Regarding **CHILDREN** in your community, what do you believe are the **GREATEST** areas of unmet need?

Unmet needs of children related to health

(87 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

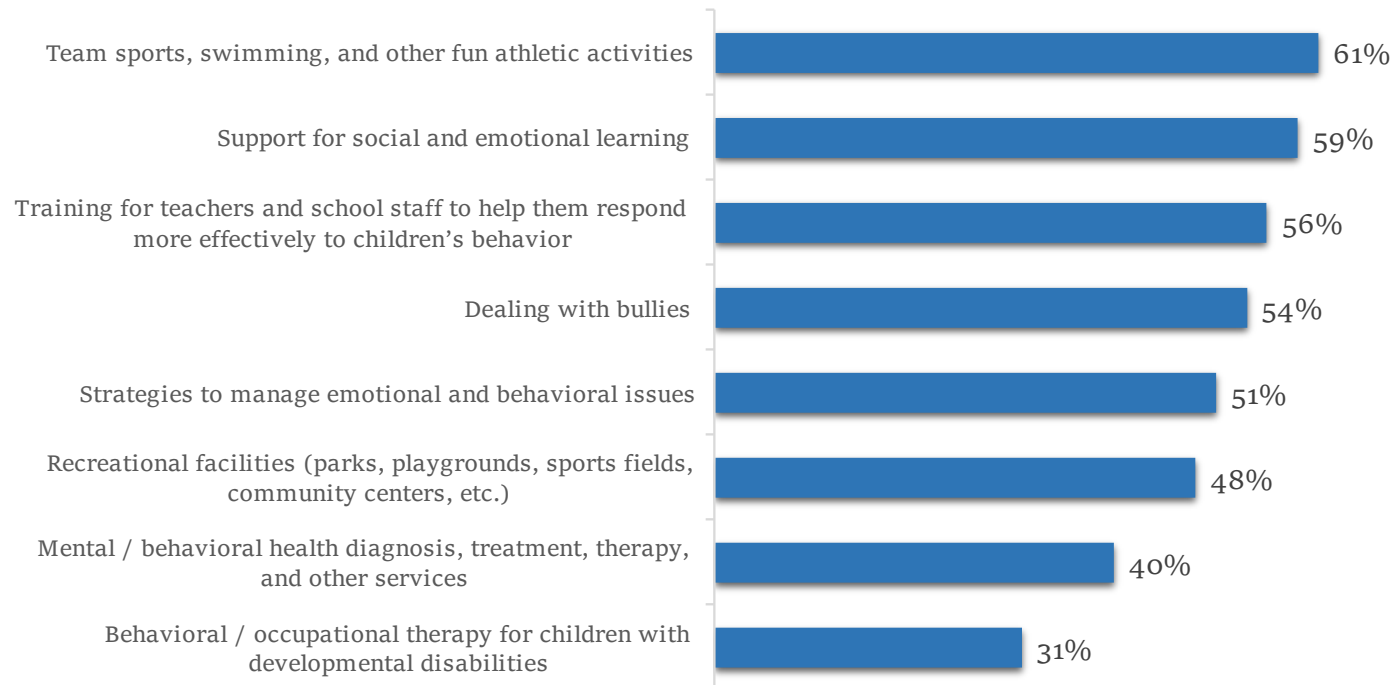


Other: (1) "Basic healthcare for immigrant families." (2) "no tiene seguro medico" ("does not have health insurance").

Unmet needs related to social, emotional, mental, and behavioral health and development

(97 out of 101 survey participants responded to this question)

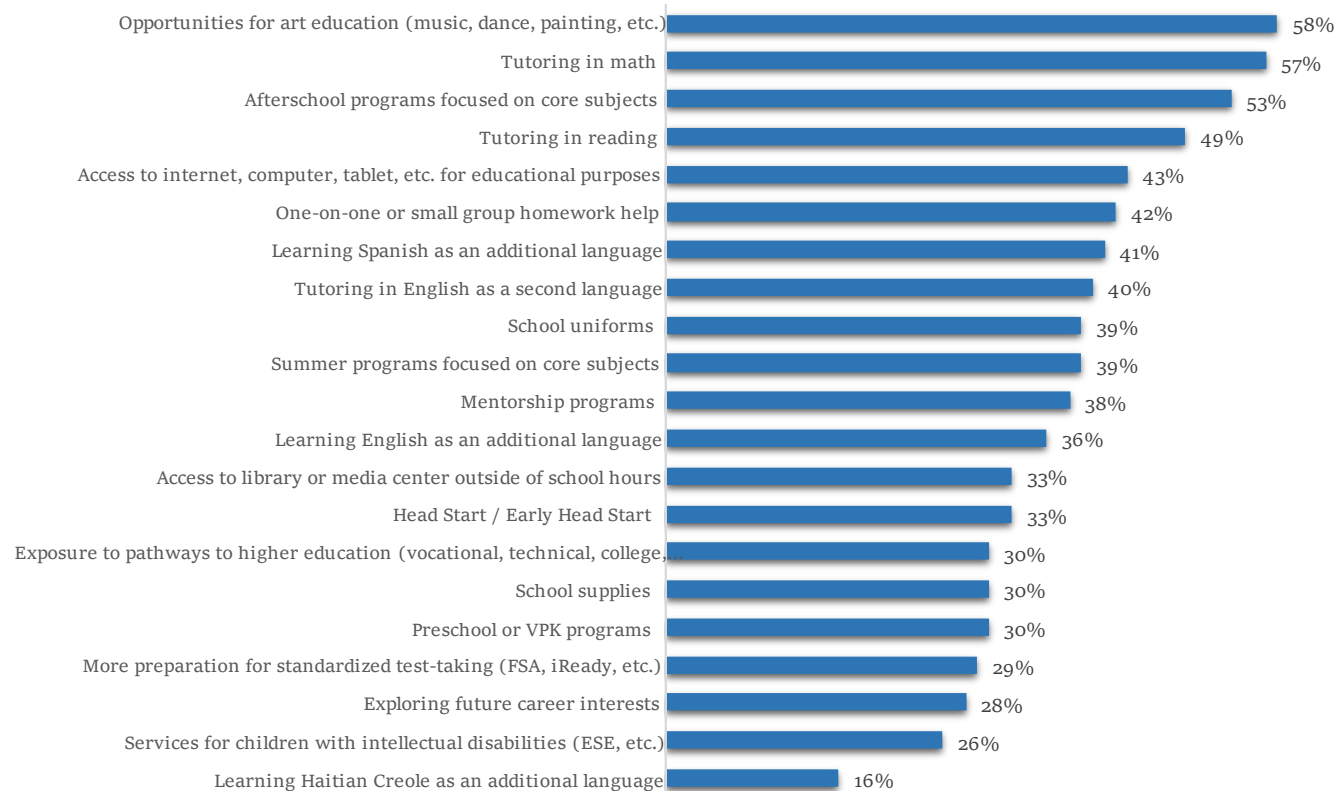
Percent of respondents who selected each of the following options



Unmet needs related to education

(92 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



Note: “clases de instrumentos musicales” (“musical instrument classes”) was written in under *Other* in the question about unmet health needs of children, but because it pertains to the domain of education, it is included here in a footnote. The survey taker did not, however, select the most closely corresponding item *Opportunities for art education (music, dance, painting, etc.)* under the above question about unmet educational needs. Likewise, “more education resources” was written in by a different survey taker under *Other* in the question about unmet health needs of children but is included here in a footnote.

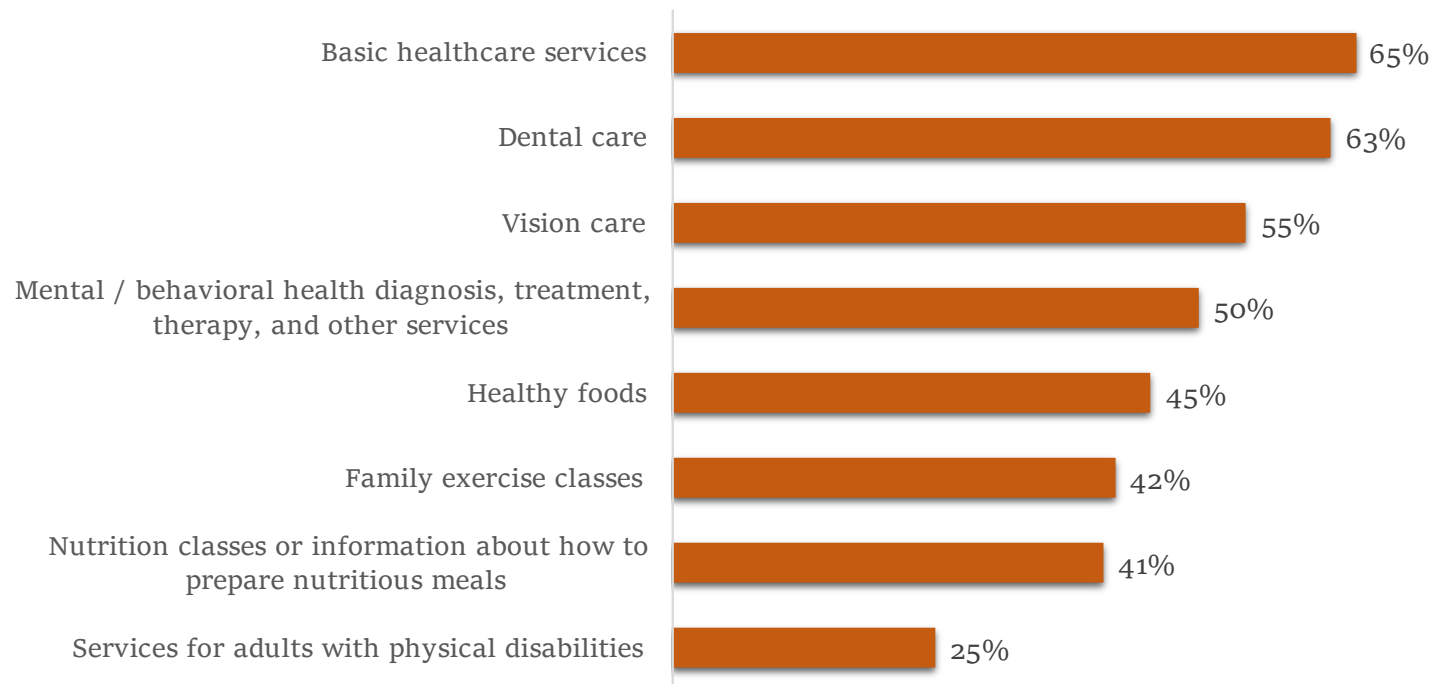
Unmet needs of PARENTS and GUARDIANS

Regarding PARENTS and GUARDIANS in your community, what do you believe are the GREATEST areas of unmet need?

Unmet needs related to **physical and mental health** of adults

(88 out of 101 survey participants responded to this question)

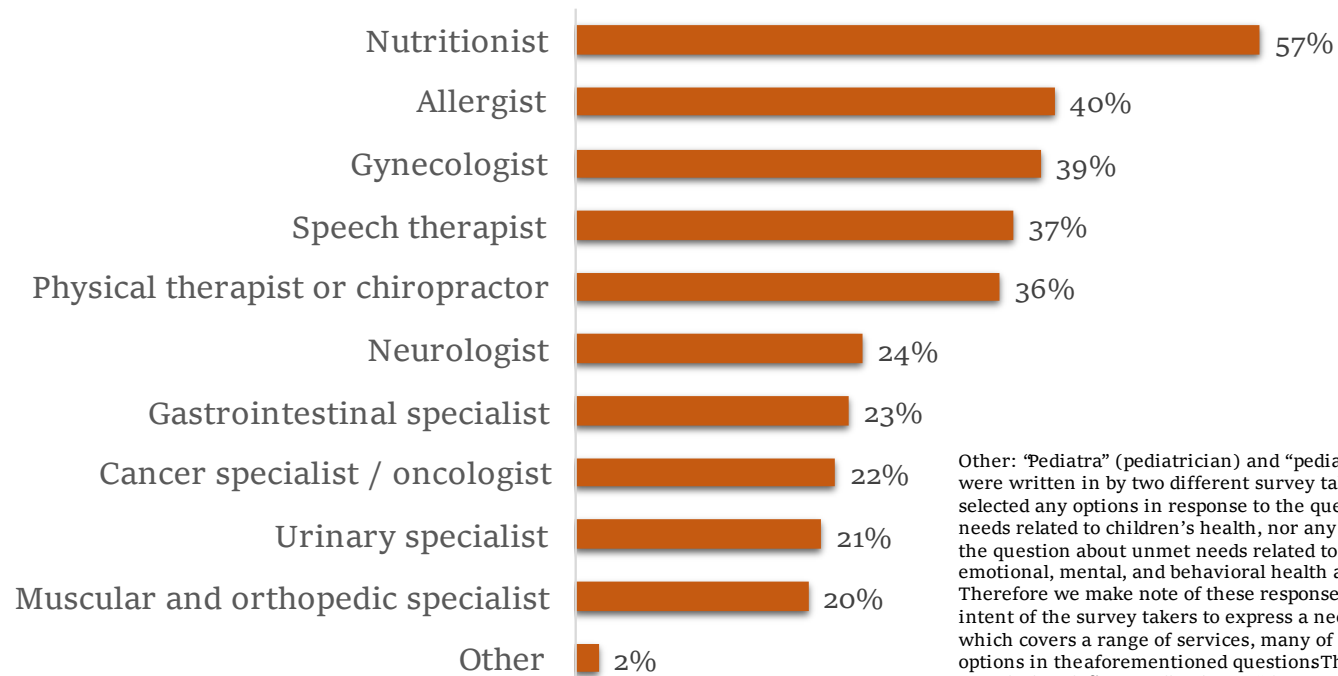
Percent of respondents who selected each of the following options



**If there were a medical clinic on the Manatee Elementary school campus,
which **healthcare specialists** would your family need?**

(87 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

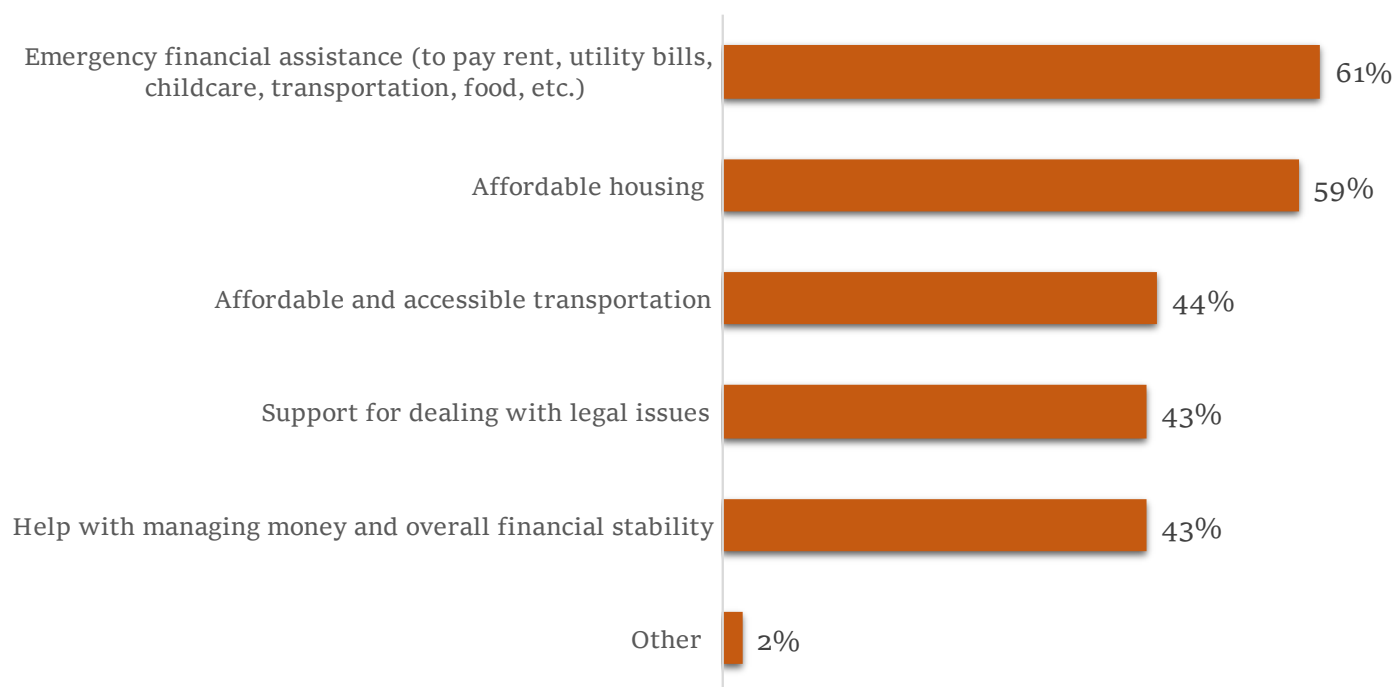


Other: "Pediatria" (pediatrician) and "pediatras" (pediatricians) were written in by two different survey takers. Neither of the two selected any options in response to the question about unmet needs related to children's health, nor any options in response to the question about unmet needs related to children's social, emotional, mental, and behavioral health and development. Therefore we make note of these responses here to indicate the intent of the survey takers to express a need for pediatric care, which covers a range of services, many of which were listed as options in the aforementioned questions. The American Medical Association defines pediatrics as "the specialty of medical science concerned with the physical, emotional, and social health of children from birth to young adulthood. Pediatric care encompasses a broad spectrum of health services ranging from preventive health care to the diagnosis and treatment of acute and chronic diseases" (<https://www.ama-assn.org/specialty/pediatrics>).

Unmet needs related to household or financial stability

(90 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

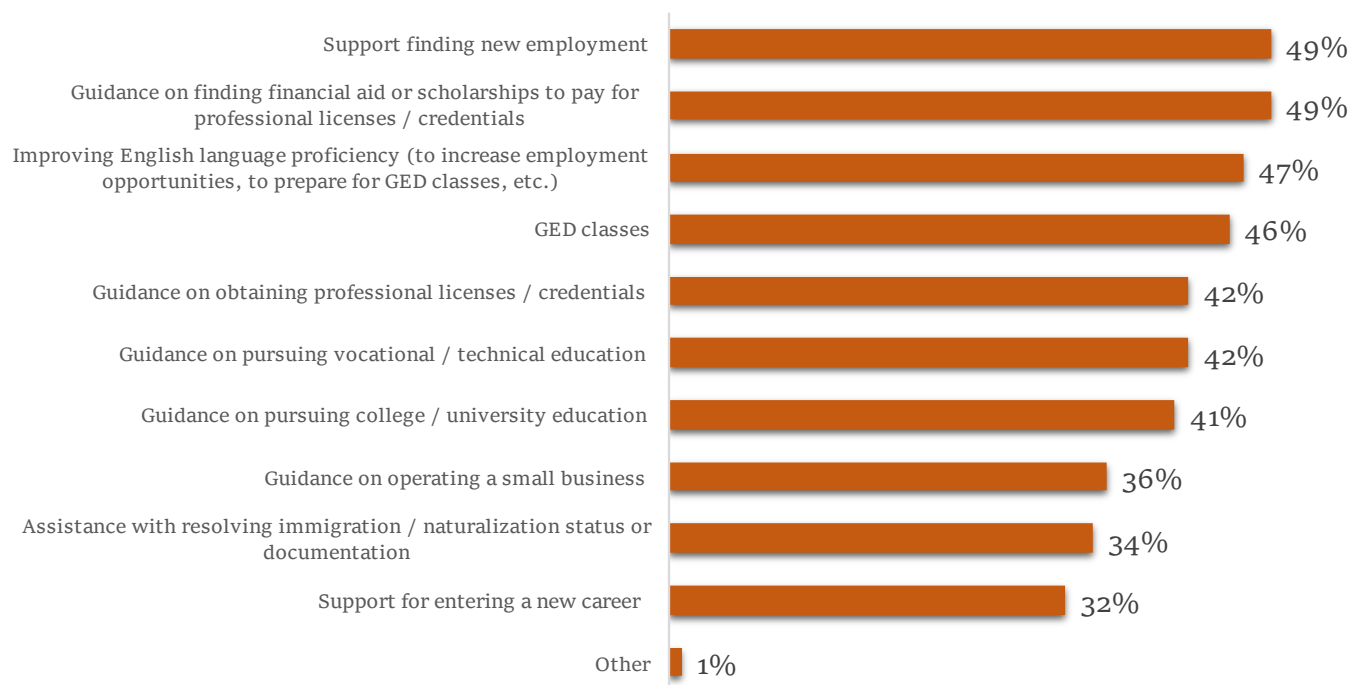


Other: (1) "Affordable food." (2) "Becas para los dreamers que quieren seguir preparándose y por falta de recurso no continúan sus estudios" ("Scholarships for Dreamers* who want to continue preparing and for lack of resources do not continue their studies"). * "Dreamers" refers to young people potentially affected by the immigration policies known as DACA (Deferred Action for Childhood Arrivals) and/ or the DREAM Act (Development, Relief and Education for Alien Minors).

Unmet needs related to **education and employment for adults**

90 out of 101 survey participants responded to this question

Percent of respondents who selected each of the following options

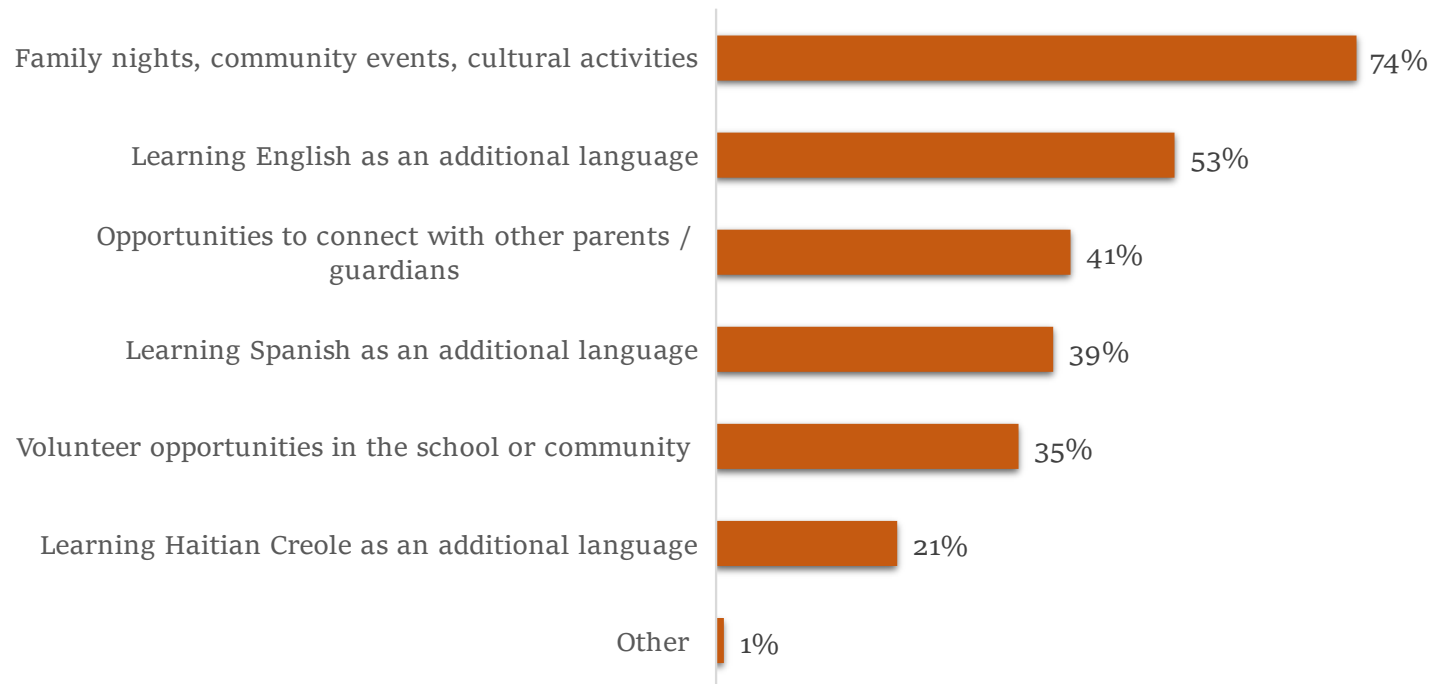


Other: "Immigration help is number one." Note: This was written in under *Other* and the survey taker did select the corresponding item *Assistance with resolving immigration / naturalization status or documentation*.

Unmet needs related to **quality of social and community life**

(92 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

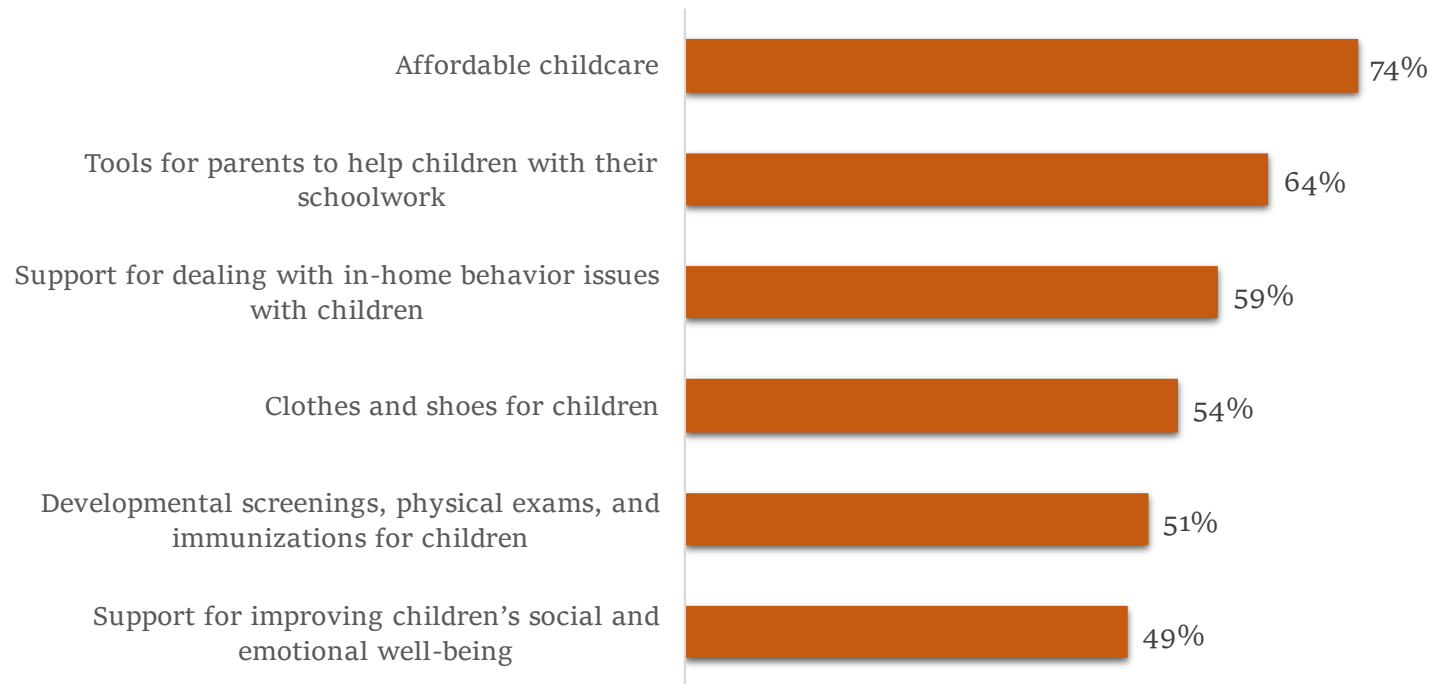


Other: "Crossing guards near road for children crossing roads to and from school. So many people speeding in a school zone every morning is NOT safe!!"

Unmet needs related to raising and taking care of children

(90 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

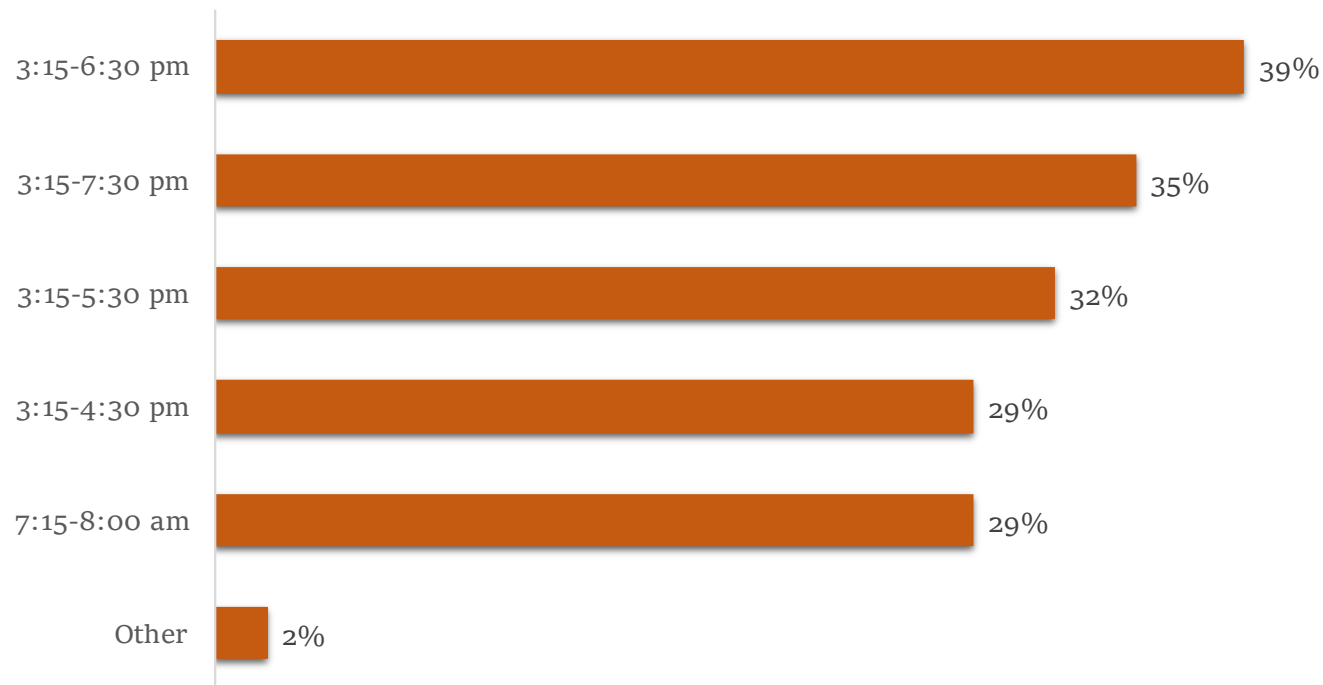


Note: "parents to help the children at home, let them know how important their education is" was written in under *Other* in the question about unmet health needs of children, but because it pertains to the domain of raising and taking care of children, it is included here in a footnote. The survey taker did not, however, select the most closely corresponding item *Tools for parents to help children with their homework* under the above question about raising and taking care of children.

If children's programs were held on the campus of Manatee Elementary, at which of the following **times could your child/children participate?**

(98 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options

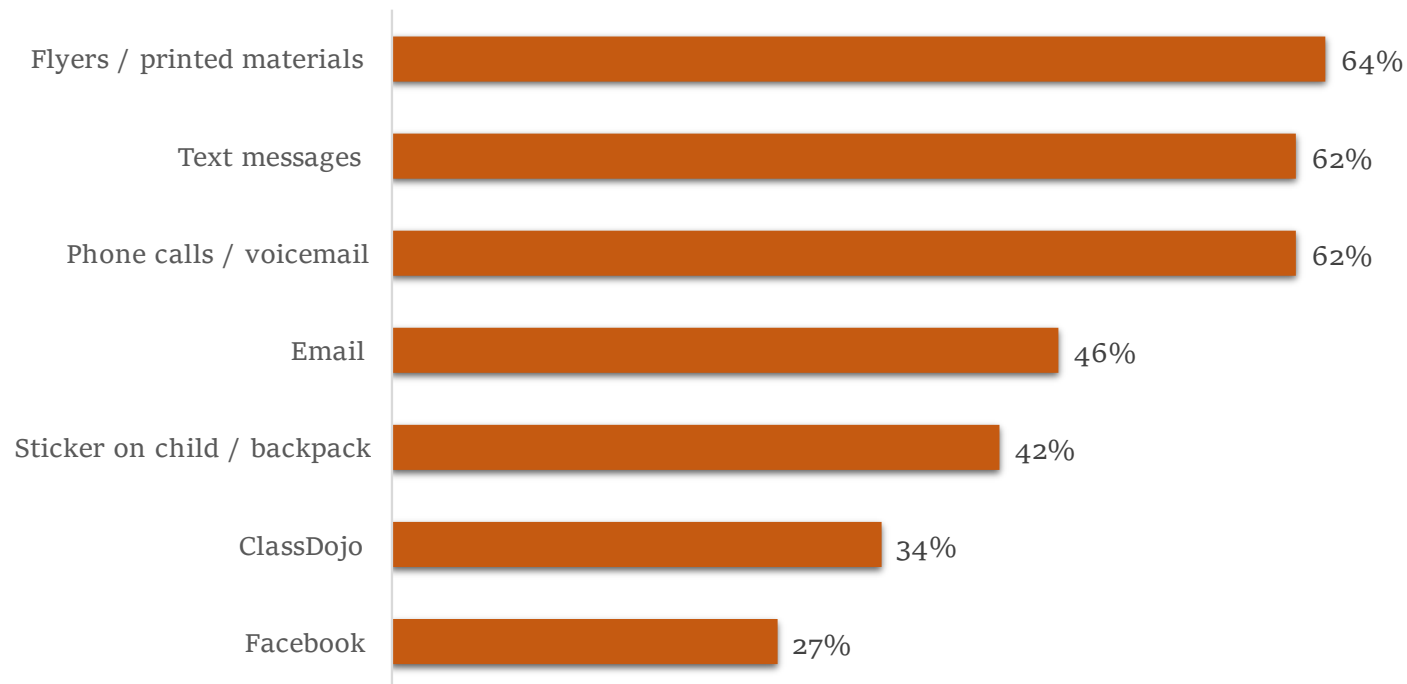


Other: (1) "5:00pm to 7:30pm." (2) "6pm."

What are your preferred ways of **receiving information about resources, programs, and services available to your family?**

(98 out of 101 survey participants responded to this question)

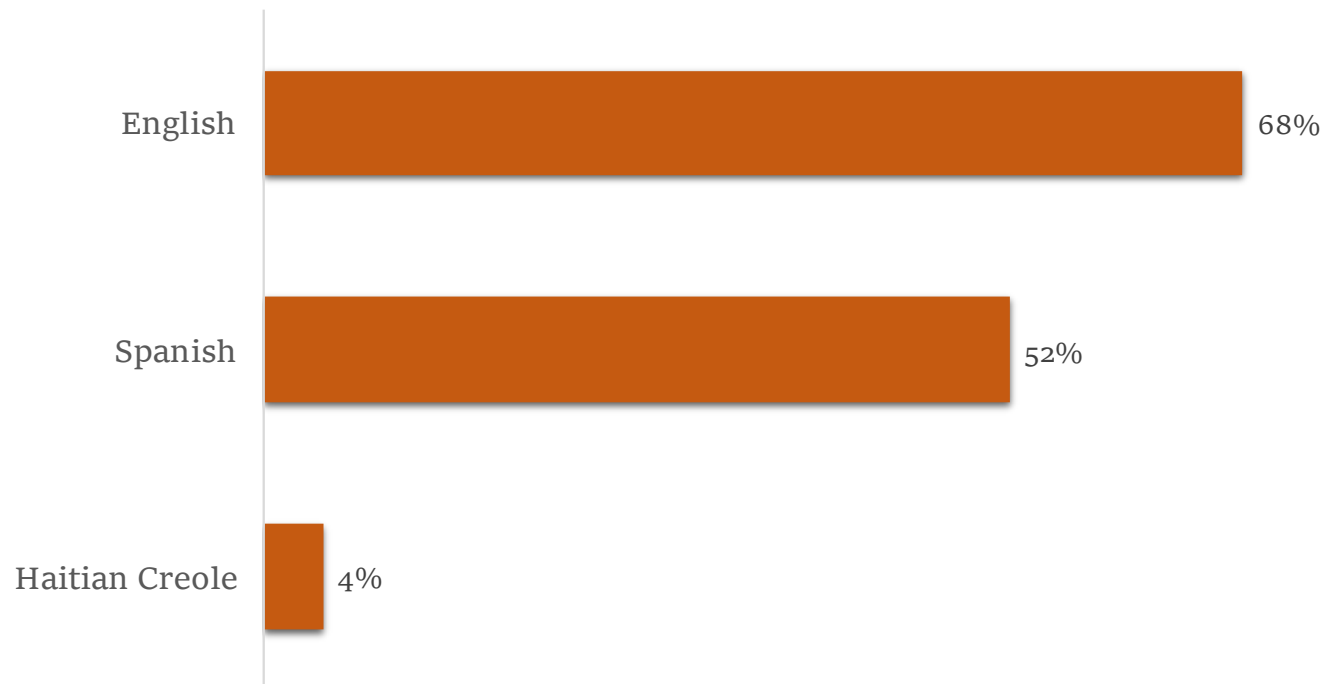
Percent of respondents who selected each of the following options



In which **languages** do you prefer to communicate?

(98 out of 101 survey participants responded to this question)

Percent of respondents who selected each of the following options



B. Community needs assessment survey for parents

Manatee Elementary / Community Partnership School Needs Assessment Survey for Parents and Community Members

Dear Parent / Guardian / Community Member,

Manatee Elementary school is being transformed into a “community partnership school.” More resources, programs, and services will be made available to children and families in the community, with future opportunities for community-wide involvement. Potential plans include health services and a community resource center on the school’s campus.

Please take 10-15 minutes to fill out this survey so that we can learn what you think are the greatest needs of children and families in your community.

This survey does not collect any information that could be used to identify you in any way.

If you have any questions, please contact [REDACTED] at [REDACTED] or [REDACTED].¹

Thank you!

Do you have any children who attend Manatee Elementary school this year, or who will attend next school year?

- ☐ Yes
- ☐ No

How long have you lived in the Manatee Elementary community?

- ☐ 0-6 months
- ☐ 6 months-1 year

¹ For the purpose of privacy, the researcher’s personal contact information is redacted.

- ☐ 1-3 years
- ☐ 3-6 years
- ☐ 6-10 years
- ☐ 10 or more years
- ☐ Other: _____

What is your ZIP code?

- ☐ 34208
- ☐ 34205
- ☐ 34203
- ☐ Other ZIP code: _____

The following questions are about **unmet needs** of children and families in the Manatee Elementary community. **Unmet needs** are needs that are not currently being met by existing resources, programs, and services.

Unmet needs of CHILDREN

Regarding CHILDREN in your community, what do you believe are the GREATEST areas of unmet need? Please select all that apply:

Unmet needs related to HEALTH:

- ☐ Basic healthcare services
- ☐ Dental care
- ☐ Vision care
- ☐ Healthy foods
- ☐ Developmental screenings
- ☐ Services for children with physical disabilities
- ☐ Other:

If a resource center at Manatee Elementary were to have a food pantry, what FOODS would you want it to have?

Unmet needs related to SOCIAL, EMOTIONAL, MENTAL, and BEHAVIORAL health and development:

- ☐ Support for social and emotional learning
 - ☐ Recreational facilities (parks, playgrounds, sports fields, community centers, etc.)
 - ☐ Team sports, swimming, and other fun athletic activities
 - ☐ Dealing with bullies
 - ☐ Mental / behavioral health diagnosis, treatment, therapy, and other services
 - ☐ Strategies to manage emotional and behavioral issues
 - ☐ Behavioral / occupational therapy for children with developmental disabilities
 - ☐ Training for teachers and school staff to help them respond more effectively to children's behavior
 - ☐ Other:
-

Unmet needs related to EDUCATION:

- ☐ Head Start / Early Head Start
- ☐ Preschool or VPK programs
- ☐ Afterschool programs focused on core subjects
- ☐ Summer programs focused on core subjects
- ☐ School supplies
- ☐ School uniforms
- ☐ Access to internet, computer, tablet, etc. for educational purposes
- ☐ Access to library or media center outside of school hours
- ☐ Opportunities for art education (music, dance, painting, etc.)
- ☐ One-on-one or small group homework help
- ☐ Tutoring in reading
- ☐ Tutoring in math
- ☐ Tutoring in English as a second language
- ☐ More preparation for standardized test-taking (FSA, iReady, etc.)
- ☐ Exploring future career interests
- ☐ Exposure to pathways to higher education (vocational, technical, college, university)

- ☐ Mentorship programs
 - ☐ Services for children with intellectual disabilities (ESE, etc.)
 - ☐ Learning English as an additional language
 - ☐ Learning Spanish as an additional language
 - ☐ Learning Haitian Creole as an additional language
 - ☐ Other:
-

Unmet needs of PARENTS and GUARDIANS

Regarding PARENTS and GUARDIANS in your community, what do you believe are the GREATEST areas of unmet need? Please select all that apply:

Unmet needs related to physical and mental HEALTH:

- ☐ Basic healthcare services
 - ☐ Dental care
 - ☐ Vision care
 - ☐ Healthy foods
 - ☐ Nutrition classes or information about how to prepare nutritious meals
 - ☐ Family exercise classes
 - ☐ Mental / behavioral health diagnosis, treatment, therapy, and other service
 - ☐ Services for adults with physical disabilities
 - ☐ Other:
-

If there were a medical clinic on the Manatee Elementary school campus, which HEALTHCARE SPECIALISTS would your family need?

- ☐ Gynecologist
- ☐ Allergist
- ☐ Gastrointestinal specialist
- ☐ Urinary specialist
- ☐ Nutritionist
- ☐ Speech therapist
- ☐ Muscular and orthopedic specialist
- ☐ Neurologist
- ☐ Physical therapist or chiropractor

- ☐ Cancer specialist / oncologist
 - ☐ Other:
-

Unmet needs related to **HOUSEHOLD or FINANCIAL STABILITY:**

- ☐ Affordable housing
 - ☐ Affordable and accessible transportation
 - ☐ Emergency financial assistance (to pay rent, utility bills, childcare, transportation, food, etc.)
 - ☐ Help with managing money and overall financial stability
 - ☐ Support for dealing with legal issues
 - ☐ Other:
-

Unmet needs related to **EDUCATION and EMPLOYMENT:**

- ☐ Guidance on pursuing vocational / technical education
 - ☐ Guidance on pursuing college / university education
 - ☐ Improving English language proficiency (to increase employment opportunities, to prepare for GED classes, etc.)
 - ☐ GED classes
 - ☐ Guidance on obtaining professional licenses / credentials
 - ☐ Guidance on finding financial aid or scholarships to pay for professional licenses / credentials
 - ☐ Support for entering a new career
 - ☐ Support finding new employment
 - ☐ Guidance on operating a small business
 - ☐ Assistance with resolving immigration / naturalization status or documentation
 - ☐ Other:
-

Unmet needs related to **quality of SOCIAL and COMMUNITY LIFE:**

- ☐ Family nights, community events, cultural activities
- ☐ Opportunities to connect with other parents / guardians
- ☐ Volunteer opportunities in the school or community
- ☐ Learning English as an additional language

- ☐ Learning Spanish as an additional language
 - ☐ Learning Haitian Creole as an additional language
 - ☐ Other:
-

Unmet needs related to **RAISING and TAKING CARE of CHILDREN:**

- ☐ Affordable childcare
 - ☐ Clothes and shoes for children
 - ☐ Developmental screenings, physical exams, and immunizations for children
 - ☐ Tools for parents to help children with their schoolwork
 - ☐ Support for dealing with in-home behavior issues with children
 - ☐ Support for improving children's social and emotional well-being
 - ☐ Other:
-

Please list any **SOLUTIONS that you believe would help address the unmet needs of children and families in the Manatee Elementary community:**

If children's programs were held on the campus of Manatee Elementary, at which of the following times could your child/children participate? Please check all that align with your family's schedule:

- ☐ 7:15-8:00 am
 - ☐ 3:15-4:30 pm
 - ☐ 3:15-5:30 pm
 - ☐ 3:15-6:30 pm
 - ☐ 3:15-7:30 pm
 - ☐ Other:
-

What are your preferred ways of **RECEIVING INFORMATION** about resources, programs, and services available to your family? Please select all that apply:

- ☐ Flyers / printed materials
 - ☐ Phone calls / voicemail
 - ☐ Text messages
 - ☐ Facebook
 - ☐ ClassDojo
 - ☐ Sticker on child / backpack
 - ☐ Email
 - ☐ Other:
-

Finally, in which **LANGUAGES** do you prefer to communicate? Please select all that apply:

- ☐ Spanish
 - ☐ English
 - ☐ Haitian Creole
 - ☐ Other:
-

Thank you!

C. Spanish translation of community needs assessment survey for parents

Manatee Elementary / Community Partnership School

Encuesta para los padres que viven en la comunidad de Manatee Elementary

Dear Parent / Guardian / Community Member,

La escuela Manatee Elementary está por designarse una “Community Partnership School”. Los niños y las familias de la comunidad se dispondrán de más recursos, programas y servicios. Más adelante se extenderá la alianza a más organizaciones de la comunidad, por ejemplo, agencias de salud y la creación en el campus de la escuela de un centro de recursos para la comunidad.

Le agradeceríamos que dedicara unos 10 a 15 minutos para completar esta encuesta para darnos sus ideas sobre lo que más necesitan los niños y las familias de su comunidad.

En esta encuesta no pedimos información que le identifique personalmente.

La encuesta cerrará el 16 de octubre, 2019. Si tiene cualquier pregunta sobre la encuesta, no dude en contactarnos a [REDACTED] o por teléfono a [REDACTED].²

¡Muchas gracias!

¿Tiene usted hijo/a que asista a la escuela Manatee ahora o que asistirá el año que viene (a partir de agosto 2020)?

- ☐ Sí
- ☐ No

² For the purpose of privacy, the researcher's personal contact information is redacted.

¿Cuánto tiempo hace que vive en la comunidad de la escuela Manatee Elementary?

- ☐ o a 6 meses
- ☐ 6 meses a 1 año
- ☐ 1 a 3 años
- ☐ 3 a 6 años
- ☐ 6 a 10 años
- ☐ 10 años o más
- ☐ Otra respuesta: _____

¿Cuál es su código postal?

- ☐ 34208
- ☐ 34205
- ☐ 34203
- ☐ Otro código postal: _____

Las preguntas siguientes están enfocadas en las **necesidades no cumplidas** de los niños y las familias que viven en la comunidad de Manatee Elementary. Por **necesidades no cumplidas**, nos referimos a las necesidades que no estén cubiertas por los recursos, programas, ni servicios existentes en este momento.

Las necesidades no cumplidas de los NIÑOS

Pensando en los **NIÑOS** de su comunidad, ¿cuáles son sus necesidades más importantes que no estén cubiertas en este momento? Favor de indicar todas las que correspondan.

Las necesidades no cumplidas respecto a la **SALUD:**

- ☐ Servicios médicos básicos
- ☐ Cuidado dental
- ☐ Cuidado de la visión
- ☐ Comida saludable
- ☐ Chequeos médicos para monitorear el desarrollo
- ☐ Servicios para niños con discapacidades físicas
- ☐ Otra respuesta: _____

Si hubiera una despensa de comida en el centro de recursos de la escuela Manatee Elementary, ¿qué COMESTIBLES le gustaría encontrar allí?

Las necesidades no cumplidas respecto al bienestar / desarrollo SOCIAL, EMOCIONAL y de COMPORTAMIENTO:

- ☐ Apoyo para el aprendizaje social y emocional
- ☐ Instalaciones recreativas (parques municipales, parques infantiles, campos de deporte, centros para la comunidad, etc.)
- ☐ Deportes de equipo, natación y otros deportes o actividades divertidas
- ☐ Resolver problemas de acoso escolar
- ☐ Salud mental y de comportamiento del niño: diagnóstico, tratamiento, terapia y otros servicios
- ☐ Estrategias para manejar problemas emocionales y de comportamiento de los niños
- ☐ Terapia de comportamiento / ocupacional para niños con discapacidades del desarrollo
- ☐ Programas de entrenamiento para maestros y otro personal escolar para manejar problemas de comportamiento infantil
- ☐ Otra repuesta:

Las necesidades no cumplidas respecto a la EDUCACIÓN:

- ☐ Head Start / Early Head Start
- ☐ Programas pré-escolares / de pre-kinder voluntario (VPK)
- ☐ Programas después del horario escolar con enfoque en las materias básicas
- ☐ Programas de verano con enfoque en las materias escolares
- ☐ Materiales escolares
- ☐ Ropa oficial (uniformes) de la escuela
- ☐ Acceso a internet, computadora o tablet con fines educativos

- ☐ Acceso a una biblioteca o mediateca después del horario escolar
 - ☐ Oportunidades para clases de arte (música, baile, pintura, etc.)
 - ☐ Tutorías individuales o en grupos pequeños para ayudar con la tarea
 - ☐ Tutorías para la lectura
 - ☐ Tutorías para las matemáticas
 - ☐ Tutorías para el inglés como segundo idioma
 - ☐ Sesiones de preparación para las pruebas estandarizadas (FSA, iReady, etc.)
 - ☐ Introducción a posibles carreras para el futuro
 - ☐ Información sobre la educación superior (vocacional, técnica, universidad) y cómo alcanzarla
 - ☐ Programas de asesoría
 - ☐ Servicios para niños con discapacidades del desarrollo intelectual (ESE, etc.)
 - ☐ Clases de inglés como segunda lengua
 - ☐ Clases de español como segunda lengua
 - ☐ Clases de criollo haitiano como segunda lengua
 - ☐ Otra:
-

Las necesidades no cumplidas de los PADRES / TUTORES

Con respecto a los **PADRES / TUTORES** de la comunidad, ¿cuáles son sus necesidades más importantes que no estén cubiertas en este momento? Favor de indicar todas las que correspondan.

Las necesidades no cumplidas respecto a la **SALUD** física y mental:

- ☐ Servicios médicos básicos
 - ☐ Cuidado dental
 - ☐ Cuidado de la visión
 - ☐ Comida saludable
 - ☐ Clases de nutrición: cómo preparar comidas saludables
 - ☐ Clases de ejercicios para toda la familia
 - ☐ Salud mental y de comportamiento del adulto: diagnóstico, tratamiento, terapia y otros servicios
 - ☐ Servicios para los adultos con discapacidades físicos
 - ☐ Otra repuesta:
-

Si hubiera un centro médico en el campus de la escuela Manatee Elementary, ¿qué **ESPECIALISTAS MÉDICOS serían necesarios para usted y su familia?**

- ☐ Ginecólogo
 - ☐ Alergista
 - ☐ Especialista gastrointestinal
 - ☐ Especialista urinario
 - ☐ Nutricionista
 - ☐ Logopeda / Terapeuta del habla
 - ☐ Especialista en musculatura y ortopedia
 - ☐ Neurólogo
 - ☐ Fisioterapeuta o quiropráctico
 - ☐ Especialista en cáncer / Oncólogo
 - ☐ Otra especialista:
-

Las necesidades no cumplidas respecto a la **ESTABILIDAD FINANCIERA o de **ALOJAMIENTO**:**

- ☐ Vivienda asequible
 - ☐ Transporte asequible y disponible
 - ☐ Ayuda financiera de emergencia (para pagar renta, electricidad, guardería, transporte, comida, etc.)
 - ☐ Clases sobre la administración del dinero
 - ☐ Apoyo legal
 - ☐ Otra necesidad:
-

Las necesidades no cumplidas respecto a la **EDUCACIÓN y al **EMPLEO**:**

- ☐ Orientación profesional sobre la educación vocacional / técnica
- ☐ Orientación profesional sobre la educación universidad
- ☐ Mejorar su competencia en inglés (e.g., para aumentar oportunidades de trabajo, preparar para las clases de GED / certificado de preparatoria)
- ☐ Clases de GED (certificado de preparatoria)
- ☐ Información sobre cómo obtener licencias profesionales / credenciales
- ☐ Asesoría para buscar ayuda financiera y becas para conseguir licencias profesionales
- ☐ Asesoría para cambiar de carrera

- ☐ Asesoría para cambiar de trabajo
 - ☐ Asesoría empresarial para pequeñas empresas
 - ☐ Asistencia legal para resolver cuestiones de inmigración y documentación
 - ☐ Otra:
-

Las necesidades no cumplidas respecto a la **CALIDAD DE VIDA SOCIAL y de la **COMUNIDAD**:**

- ☐ Actividades nocturnas para familias, eventos para la comunidad, actividades culturales
 - ☐ Oportunidades para conocer a otros padres / tutores
 - ☐ Oportunidades para hacer trabajo voluntario en la escuela o en la comunidad
 - ☐ Clases de inglés como segunda lengua
 - ☐ Clases de español como segunda lengua
 - ☐ Clases de criollo haitiano como segunda lengua
 - ☐ Otra:
-

Las necesidades no cumplidas respecto a **CRIAR y **CUIDAR A NIÑOS**:**

- ☐ Cuidado infantil o guarderías asequibles
 - ☐ Ropa y zapatos para niños
 - ☐ Evaluaciones de desarrollo, chequeos médicos y vacunas para los niños
 - ☐ Apoyo a los padres para que ayuden a sus niños a hacer su tarea escolar
 - ☐ Apoyo a los padres cuyos niños tienen problemas de comportamiento
 - ☐ Apoyo a las familias para mejorar el bienestar social y emocional de los niños
 - ☐ Otra:
-

¿Qué **SUGERENCIAS tiene para abordar las necesidades no cumplidas de los niños y las familias de la comunidad de la escuela Manatee Elementary?**

Si hubiera programas para niños en el campus de Manatee Elementary, ¿a cuáles de las siguientes horas podría(n) participar su(s) hijo(s)? Favor de marcar todas las opciones que correspondan al horario de sus actividades familiares:

- ☐ 7:15-8:00 de la mañana
 - ☐ 3:15-4:30 de la tarde
 - ☐ 3:15-5:30 de la tarde
 - ☐ 3:15-6:30 de la noche
 - ☐ 3:15-7:30 de la noche
 - ☐ Otra:
-

¿Cómo prefiere Ud. **RECIBIR INFORMACIÓN sobre los recursos, programas y servicios disponibles para su familia? Favor de seleccionar todas las que correspondan:**

- ☐ Folletos y otro material impreso
 - ☐ Teléfono
 - ☐ Mensajes de texto
 - ☐ Facebook
 - ☐ ClassDojo
 - ☐ Etiquetas que se pegan a la camisa / la mochila del niño
 - ☐ Correo electrónico
 - ☐ Otro:
-

¿En qué **IDIOMAS prefiere comunicarse? Favor de indicar todos los que correspondan:**

- ☐ Español
 - ☐ Ingles
 - ☐ Criollo haitiano
 - ☐ Otro idioma:
-

¡Gracias!

D. Haitian Creole translation of community needs assessment survey for parents

Manatee Elementary / Community Partnership School **Sondaj Pou Sa Paran ak Manm Kominote Yo Bezwen**

Chè Paran / Gadyen / Manm Kominote,

Lekòl prime Manatee ap transfòme nan yon “lekòl ki asosye ak kominote a” Plis resous, pwogram, ak sèvis ap disponib pou timoun ak fanmi nan kominote a, ak pwochen opòtinite pou patisipasyon tout kominote a. Plan potansyèl yo enkli sèvis sante ak yon resous pou kominote a nan lekòl la.

Tanpri pran 10-15 minit pou ranpli sondaj sa pou nou ka aprann kisa ou panse kisa ki pi gwo bezwen pou timoun ak fanmi nan kominote w la.

Sondaj sa a pa kolekte okenn enfòmasyon ki ta ka itilize pou idantifye ou nan okenn fason.

Si ou gen nenpòt kesyon, tanpri kontakte [redacted] nan [redacted] oswa nan [redacted].³

Mèsi!

Èske w gen timoun ki nan Lekòl primè Manatee ane sa a, oswa kap vin nan lekòl la ane pwochen?

- ☐ Wi
- ☐ Non

Depi Konbyen tan ou rete nan kominote lekòl element Manatee a?

³ For the purpose of privacy, the researcher's personal contact information is redacted.

- ☐ 0-6 mwa
 - ☐ 6 mwa-1 zan
 - ☐ 1-3 zan
 - ☐ 3-6 zan
 - ☐ 6-10 zan
 - ☐ 10 zan oswa plis
 - ☐ Lot:
-

Ki Kòd postal ou?

- ☐ 34208
- ☐ 34205
- ☐ 34203
- ☐ Lòt kòd postal: _____

Kesyon sa yo sou sijè bagay ke timoun ak fanmi yo bezwen e yo pa genyen nan kominote Manatee elemantè a. Sa ke nou bezwen e ke nou pa jwen ki pa egziste nan resous, pwogram ak sevis ke nou genyen kounye a.

Sa TIMOUN yo pa jwen

Konsènan **TIMOUN** ki nan kominote w la, ki sa ou kwè ki pi gwo nan sa ke yo pa jwen? Tampri chwazi tout sa ke yo pa jwen:

Sa yo pa jwen ki gen rapò ak **SANTE:**

- ☐ Sèvis swen sante debaz
 - ☐ Swen dantè
 - ☐ Swen Vizyon
 - ☐ Bon Manje
 - ☐ Egzamen pou devlopman
 - ☐ Sèvis pou timoun ki gen andikap fizik
 - ☐ Lòt:
-

Si sant resous nan Lekòl Elemantè Manatee a te bay **manje**, ki sa ou ta vle genyen?

Sa nou bezwen ke nou pa genyen ki get rapò ak bagay **SOSYAL, EMOSYONÈL, ak KONPÒTMAN** nan sante ak devlopman:

- ☐ Sipò pou aprantisaj sosyal ak emosyonèl
- ☐ Enstalasyon pou Lwazi (pak, lakou rekreyasyon, teren pou espò, sant kominotè)
- ☐ Ekip espò, naje, ak lot aktivite atletik pou plezi
- ☐ Fè fas ak moun ki brital
- ☐ Dyagnostik mantal / sante konpòtman, tretman, terapi ak lòt sèvis
- ☐ Estrateji pou jere pwoblèm emosyonèl al konpòtman
- ☐ Konpòtman / therapy okipasyonèl pou timoun ki gen andikap nan devlopman yo
- ☐ Fòmasyon pou pwofesè ak anplwaye lekòl la pou yo ka repon efikasman nan konpòtman timoun yo
- ☐ Lot:

Bezwen ke nou pa jwen ki gen rapò ak **EDIKASYON**:

- ☐ Head Start / Early Head Start
- ☐ Pwogram pou lekòl matènel oswa VPK
- ☐ Pwogram apre lekòl ki knosantre sou matyè debaz yo
- ☐ Pwogram ete ki knosantre sou matyè debaz yo
- ☐ Materyèl pou lekòl
- ☐ Inifòm pou lekòl
- ☐ Aksè pou entènèt, òdinatè, pou rezon edikatif
- ☐ Aksè ak bibliyotèk oswa sant media ki pa nan mem lè lekòl la

- ☐ Opòtinite pou edikasyon atistik (misik, dans, penti)
 - ☐ Èd ak devwa nan ti gwoup
 - ☐ Leson nan lekti
 - ☐ Leson nan matematik
 - ☐ Leson nan anglè kòm yon dezyèm lang
 - ☐ Plis preparasyon pou pran egzamen ofisyèl yo (FSA, iReady)
 - ☐ Eksplòre sa ou ta renmen aprann kom karyè pou lavni
 - ☐ Ekspozisyon nan chemen pou edikasyon siperyè (pwofesyonèl, Teknik, kolèj, inivèsite)
 - ☐ Pwogram pou asistans
 - ☐ Sèvis pou timoun ki gen andikap entelektyèl (ESE)
 - ☐ Aprann Anglè kòm yon lang adisyonèl
 - ☐ Aprann Panyòl kòm yon lang adisyonèl
 - ☐ Aprann Kreyòl Ayisyen kòm yon lang adisyonèl
 - ☐ Lòt:
-

Sa **PARAN** ak **GADYEN** yo bezwen ke yo pa genyen

Konsènan **PARAN** ak **GADYEN**, nan komonote ou a, kisa ou kwè ki pi enpòtan ke yo bezwen. Tanpri chwazi tout sa ki aplike:

Sa ke nou bezwen ki gen rapo ak **SANTE** fizik ak mantal:

- ☐ Sèvis swen sante debaz
 - ☐ Swen dantè
 - ☐ Swen vizyon
 - ☐ Manje pou sante
 - ☐ Klas nitrisyon oswa enfòmasyon sou jen pou prepare manje ki nourisan
 - ☐ Klas edzèsis pou fanmi
 - ☐ Mantal / Dyagnostik pou sante konpòtman, tretman, terapi, ak lòt sèvis
 - ☐ Sèvis pou granmoun ki gen andikap fizik
 - ☐ Lòt:
-

Si te genyen yon klinik medical nan lekòl Manatee Elemantè a, ki **ESPESYALIS SANTE** fanmi ou ta bezwen?

- ☐ Jinekòlòg
 - ☐ Alèrjist
 - ☐ Espesyalist gastwoentestinal
 - ☐ Espesyalist Urinèr
 - ☐ Nitrisyonist
 - ☐ Terapis Pou Pale
 - ☐ Espesyalis misk ak òtopedik
 - ☐ Newològ
 - ☐ Terapis fisik oswa kiroprakter
 - ☐ Espesyalis pou kansè / Onkolojis
 - ☐ Lòt:
-

Sa ke nou bezwen e nou pa genyen ki gen rapò ak **KAY OSWA FINANS:**

- ☐ Lojman abòdab (ki pa chè)
 - ☐ Transpò abòdab ak aksesib
 - ☐ Èd ijans finans (pou peye lwaye, bòdwo sèvis piblik, gadri, transpò, manjé)
 - ☐ Ede ak jere lajan ak establiite finansye an jeneral
 - ☐ Sipò pou fè fas al pwoblem legal
 - ☐ Lòt:
-

Sa ke nou bezwen e nou pa genyen ki gen rapò ak **EDIKASYON ak **TRAVAY**:**

- ☐ Konsèy pou pouswiv edikasyon pwofesyonèl / teknik
- ☐ Konsèy pou pouswiv edikasyon inivèsite
- ☐ Amelyore knopetans nan lang Angle (pou ogmante opòtinite pou travay, pou prepare pou klas GED)
- ☐ Klas GED
- ☐ Konsey sou jwenn lisans pwofesyonel / kalifikasyon
- ☐ Konsey pou jwen èd finansye oswa bous pou peye lisans pwofesyonèl / Kalifikasyon
- ☐ Sipò pou antre nan yon lòt karyè
- ☐ Sipò pou jwen yon lòt travay
- ☐ Konsèy pou so jan pou opere yon ti biznis
- ☐ Asistans pou rezoud zafè imigrasyon / natiralizasyon oswa dokimantasyon
- ☐ Lòt:

Sa ke nou bezwen e nou pa genyen ki gen rapò ak **KALITE LAVI SISYAL AK KOMINOTE:**

- ☐ Nwit ak fanmi, evènman kominotè, aktivite kiltirèl
 - ☐ Opòtinite konekte ak lòt paran / gadyen
 - ☐ Opòtinite pou sèvi kom volontè nan lekòl la oswa nan kominote a
 - ☐ Aprann Anglè kòm yon lang adisyonèl
 - ☐ Aprann Panyòl kom yon lang adisyonèl
 - ☐ Aprann Kreyòl Ayisyen kon yon lang adisyonèl
 - ☐ Lòt:
-

Sa ke nou bezwen e nou pa genyen ki gen rapò ak **LEVE AK PRAN SWEN TIMOUN:**

- ☐ Gadri ki abodab (pa tro chè)
 - ☐ Rad ak soulye pou timoun
 - ☐ Egzamen devlopman, egzamen fizik, ak vaksen pou timoun
 - ☐ Materyèl pou paran ede timoun ak devwa lekòl yo
 - ☐ Sipo pou fe fas ak pwoblem konpotman ak timoun nan kay la
 - ☐ Sopò pou amelyore byennèt sosyal ak emosyonèl timoun yo
 - ☐ Lòt:
-

Tanpri ekri nenpòt ki **SOLISYON ou kwè ki ta ka adrese bezwen timoun ak fanmi yo nan kominote Manatee Elemantè a:**

Si Pwogram timoun yo te fèt na lekòl Manatee Elemantè a, nan ki lè pitit ou a te ka patisipe? Tanpri tcheke tout sa ki aliye ak orè fanmi ou:

- ☐ 7:15-8:00 am
 - ☐ 3:15-4:30 pm
 - ☐ 3:15-5:30 pm
 - ☐ 3:15-6:30 pm
 - ☐ 3:15-7:30 pm
 - ☐ Lòt:
-

Ki jan ou pi pito **resevwa enfòmasyon** sou resous pwogram ak sèvis ki disponib pou fanmi ou? Tanpri chwazi tout sa ki aplike:

- ☐ Avi / materyèl enprime
 - ☐ Apèl nan telefòn / mesajri
 - ☐ Tèks mesaj
 - ☐ Facebook
 - ☐ ClassDojo
 - ☐ Fich sou timoun lan / Fich sou sak timoun lan
 - ☐ Imèl
 - ☐ Lòt:
-

Finalman, nan ki **langaj** ou pito kominike? Tanpri chwazi tout ki aplike:

- ☐ Panyòl
 - ☐ Angle
 - ☐ Kreyòl Ayisyen
 - ☐ Lot:
-

Mèsi!

E. Parent survey invitation flyer in English

Manatee Elementary / Community Partnership School
Needs Assessment Survey for Parents and Community Members



Dear Parent / Guardian / Community Member,

Manatee Elementary school is being transformed into a “community partnership school.” More resources, programs, and services will be made available to children and families in the community, with future opportunities for community-wide involvement. Potential plans include health services and a community resource center on the school’s campus.

Please take 10-15 minutes to fill out this survey so that we can learn what you think are the greatest needs of children and families in your community.

This survey does not collect any information that could be used to identify you in any way.

If you have any questions, please contact [REDACTED] at [REDACTED] or [REDACTED].⁴


Thank you!

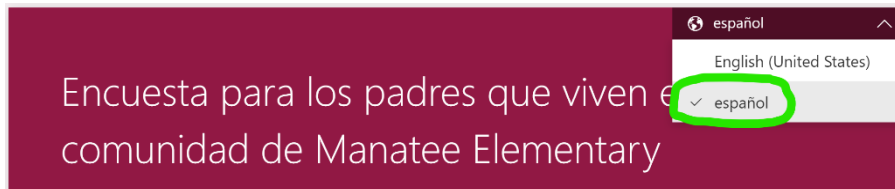
To take the survey, click on the link below:

⁴ For the purpose of privacy, the researcher’s personal contact information is redacted. Likewise, photographic images (of adults and children in educational settings) that appeared in the original version have been removed, as has the QR Code that linked directly to the online version of the survey.

<https://tinyurl.com/>



— Or text “survey” to . —



For the Spanish version, click on **español** in the drop-down menu in the upper right-hand corner of the survey screen.

F. Parent survey invitation flyer in Spanish

Manatee Elementary / Community Partnership School

Encuesta para los padres y miembros de la comunidad



Estimado Padre / Tutor / Miembro de la Comunidad:

La escuela Manatee Elementary está por designarse una “Community Partnership School”. Los niños y las familias de la comunidad se dispondrán de más recursos, programas y servicios. Más adelante se extenderá la alianza a más organizaciones de la comunidad, por ejemplo, agencias de salud y la creación en el campus de la escuela de un centro de recursos para la comunidad.

Le agradeceríamos que dedicara unos 10 a 15 minutos para completar esta encuesta para darnos sus ideas sobre lo que más necesitan los niños y las familias de su comunidad.

En esta encuesta no pedimos información que le identifique personalmente.

Si tiene cualquier pregunta sobre la encuesta, no dude en contactarnos a [REDACTED] o por teléfono a [REDACTED].⁵

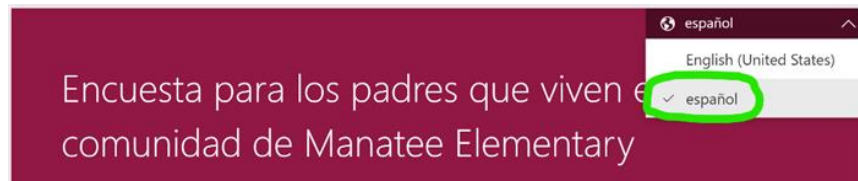
¡Muchas gracias!

Favor hacer clic en el enlace a continuación para completar la encuesta:

⁵ For the purpose of privacy, the researcher’s personal contact information is redacted. Likewise, photographic images (of adults and children in educational settings) that appeared in the original version have been removed, as have the URL and QR Code that linked directly to the online version of the survey.

<https://tinyurl.com/>

— O envíe un mensaje de texto con
"encuesta" al [REDACTED]. —



G. Parent survey invitation flyer in Haitian Creole

Manatee Elementary / Community Partnership School
Sondaj Pou Sa Paran ak Manm Kominote Yo Bezwen



Chè Paran / Gadyen / Manm Kominote,

Lekòl prime Manatee ap transfòme nan yon “lekòl ki asosye ak kominote a” Plis resous, pwogram, ak sèvis ap disponib pou timoun ak fanmi nan kominote a, ak pwochen opòtinite pou patisipasyon tout kominote a. Plan potansyèl yo enkli sèvis sante ak yon resous pou kominote a nan lekòl la.

Tanpri pran 10-15 minit pou ranpli sondaj sa pou nou ka aprann kisa ou panse kisa ki pi gwo bezwen pou timoun ak fanmi nan kominote w la.

Sondaj sa a pa kolekte okenn enfòmasyon ki ta ka itilize pou idantifye ou nan okenn fason.

Si ou gen nenpòt kesyon, tanpri kontakte [redacted] nan [redacted] oswa nan [redacted].⁶

Mèsi!

⁶ For the purpose of privacy, the researcher's personal contact information is redacted. Likewise, photographic images (of adults and children in educational settings) that appeared in the original version have been removed, as have the URL and QR Code that linked directly to the online version of the survey.

<https://tinyurl.com/>

— Oswa tèks "sondaj" nan .—

H. Student survey

Manatee Elementary Student Survey

Manatee Elementary will have extra activities and resources next fall as it becomes a Community Partnership School!

Help create what our Manatee Elementary Community Partnership School will look like by answering the following questions.

Academics

1. What do you feel you are good at doing in school? (Your strengths?)

2. What do you feel like you are good at doing outside of school like at home or with your friends?

3. What are things your teacher does really well?

4. What do you wish your teacher knew about you?

5. What are your favorite subjects in school?

6. What subjects in school are more difficult?

7. What would you like to have help doing in school?

8. What would you like to have help doing outside of school?

Career

9. What would you like to be when you grow up? (Job?)

10. What kind of jobs would you like to learn more about?

Activities

11. What kind of activities do you like doing? Check all that you like:

- ☐ Arts and Crafts
 - ☐ Music
 - ☐ Dance
 - ☐ Theatre
 - ☐ Team Sports
 - ☐ Learning Languages
 - ☐ Technology
 - ☐ Science Experiments
 - ☐ Other:
-

12. What activities are you involved in right now?

Learning and Design

13. Describe a time when have you felt that you did something really well. (What makes you feel successful?)

14. What was difficult to learn, but you feel pretty good about now?

15. What kind of assignments are your favorite way to learn?

- ☐ Assignments that I read
- ☐ Assignments that the teacher reads and shows me
- ☐ Assignments that I do on my own or along with an adult

16. What would your dream classroom look like?

17. What kind of rewards would be good for our school when students do great work?

18. What do you think about the technology that we use in class?

Thank You!
