<h1 style="text-align:center">Community Builders Pilot Program Report</h1>
<p style="text-align:center">July 1, 2025</p>

Overview and Authority

The 2024 Virginia Assembly amended a section in the Code of Virginia numbered 22.1-211.1 to establish the Community Builders Pilot Program, supporting HB626 and SB484. The purpose of this program is to reduce youth involvement in behaviors that lead to gun violence and increase community engagement among public school students enrolled in Roanoke City Public Schools and Petersburg City Public Schools. This program will provide opportunities during the school year, after regular school hours, and during summer months for community engagement, workforce development (including career and technical education exploration and soft-skill development), postsecondary education exploration, and social-emotional education and development (including instruction on the role and importance of restorative justice in the community). The Community Builders Pilot Program shall be offered during the school year after regular school hours and for one summer session. Up to 100 students can be served during each session.

The Community Builders Program will be administered by the school boards of Roanoke City Public Schools and Petersburg City Public Schools, and the school boards may collaborate with other entities as appropriate. Program administration includes establishing referral and application processes; students who are entering 8th grade can apply or be referred for program participation. In addition, the school divisions must develop an application and hiring process for program staff, including a program coordinator. A program curriculum and itinerary for the after-school hours sessions and the summer session must be developed and implemented. Each school division was allocated funding based on student enrollment; funding for 2025-2026 will be based on this year's average daily membership.

Lastly, data must be collected and reported to the Governor, the Senate Committee on Education and Health, and the House Committee on Education by November 1 of each year on the progress of the program, including the number of students participating in the program as a whole and by session (after-school and summer), and the number of students participating in the program who are enrolled in Roanoke City Public School and Petersburg City Public Schools. The report should also include data relating to the progress of participating students, including a comparison of pre-participation and post-participation absenteeism rates, disciplinary incidents, and academic performance. The number and rate of reported incidents of gun violence involving program participants should be included in the report in addition to the reported incidents of gun violence in the City of Roanoke as a whole and the City of Petersburg as a whole in comparison to previous years.

Data Analysis

Award amount (July 1, 2024-June 30, 2025): **$379,259.60**

- Total grant funds spent: **$277,590** (snap shot as of June 27th)
- Total unspent: **$101,669.60** (snap shot as of June 27th)

In the chart below, provide detailed information below regarding the total amount of expended funds to date and a brief description of how you spent these funds.

EXPENDITURE ACCOUNTS	OBJECT CODE	BRIEF DESCRIPTION AND TOTAL AMOUNT
Personal Services	1000	$160,415.00 Supplemental pay for school-based program coordinators and staff
Employee Benefits	2000	$7,136.81 Benefits for program staff
Purchased Services	3000	$96,193.00 Purchased services including transportation for field trips related to college/career exploration, community engagement, and related activities. Purchased/contracted services with community partners related to student growth, mental/behavioral health, and engagement in positive self-development activities.
Other Charges	5000	$1,452.07 Internal services such as printing of program materials and other materials needed for students.
Materials/Supplies	6000	$12,393.12 Instructional materials and program supplies
TOTAL		$137,389.47

Revised Budget Assigning Carryover Funds from 2024-2025 into 2025-2026

Remaining Award Amount: **$101,669.60**

EXPENDITURE ACCOUNTS	OBJECT CODE	BRIEF DESCRIPTION AND TOTAL AMOUNT
Personal Services	1000	$52,092.60 Supplemental pay for school-based program coordinators and staff
Employee Benefits	2000	$3,033.50 Benefits for program staff
Purchased Services	3000	$37,417.50 Purchased services including transportation for field trips related to college/career exploration, community engagement, and related activities. Purchased/contracted services with community partners related to student growth, mental/behavioral health, and engagement in positive self-development activities.
Other Charges	5000	$1,007.00 Internal services such as printing of program materials and other materials needed for students.
Materials/Supplies	6000	$8,119.00 Instructional materials and program supplies
TOTAL		$101,669.60

List **each** of your division's identified Community Builders goals. **For each goal**, describe how the funds have supported the implementation of the goal. Be sure to provide both quantitative and qualitative data (pictures are welcome).

Roanoke City Public Schools Community Builders SMART Goals

SMART Goal #1: By July 1, 2026, Roanoke City Public Schools (RCPS) will design, implement, and evaluate a "Community Builders" pilot program that provides opportunities for students related to community engagement, workforce development, postsecondary education exploration, and social-emotional education and development. The pilot will consist of programming that occurs during the school year, after regular school hours, and during the summer months, beginning in the summer of 2024 and continuing through June of 2026:

This goal remains in progress, with completion deferred until July 1, 2026. Evidence of being on track includes:

- Program design completion in 2024
- Successful implementation of summer 2024 programming
- Successful continuation of programming during the 2024-2025 school year
- Summer 2025 programming currently underway
- Engagement with critical partners throughout the duration of the pilot, including the Roanoke City School Board, Roanoke City Council, The Roanoke Gun Violence Prevention Commission, The Virginia Department of Education, The Virginia School Board Association, elected officials, more than 25 local agencies, offices, organizations, businesses, colleges, and universities.

Supplemental pay ensured that school-based program coordinators and staff were available to facilitate Community Builders activities during the school year and summer. This funding allowed for consistent student engagement, mentorship, and program oversight, ensuring a structured and supportive environment for participants.

Purchased Services funding supported key enrichment opportunities, including transportation for field trips focused on college and career exploration, community service, and leadership development. Additionally, partnerships with community organizations provide students with access to mental and behavioral health resources, personal

development workshops, and skill-building activities.

Internal services, such as the printing of program materials, supported outreach and engagement efforts by ensuring students, families, and staff had access to necessary information and resources related to the program.

Instructional materials and program supplies were purchased to enhance student learning and engagement in Community Builders activities. These resources helped facilitate hands-on learning experiences, creative projects, and discussion-based workshops.

Through this funding, the Community Builders pilot program was able to create meaningful opportunities for students, strengthening their academic, social-emotional, and career readiness skills while fostering connections between schools, families, and the broader community.

Current Data:

- **Number of participants in summer 2024 program (*Original Cohort*) 2024-2025 End of SY Number of Participants**: 55
- **Number of *Original Cohort* currently enrolled in RCPS** (as of June 15, 2025) : 52
- **Number of participants in SY After School Programing 2024-2025:** 112 students (this includes 88 students with available data points for both the 2023-2024 and 2024-2025 school year)

This report provides a snapshot of student enrollment and fund spend-down. Figures are subject to change as new students are added or removed and as financial withdrawals are processed.

SMART Goal #2: By July 1, 2024, principals of the division's five middle schools will identify students to be prioritized for participation in the Community Builders pilot program. This list of students will be submitted to the RCPS Community Builders program coordinator.

This goal was met, as evidenced by the list of students identified by principals as priority participants and by the launch of the summer 2024 Community Builders pilot program which included 55 students representing all five of the division's middle schools.

The original Community Builders cohort, which emerged from the priority participant list, included students with a range of backgrounds, school experiences, neighborhoods, strengths, and needs. The following list of characteristics of the original cohort illustrates

the group's diversity and range of school experiences and needs:

- 31% identified as female
- 69% identified as male
- 44% had 30 or more absences over the previous two years combined
- 17% had fewer than 10 absences over the previous two years combined
- 47% failed all SOL tests in all content areas for the previous three years
- 15% passed all SOL tests in all content areas for the previous three years
- 18% had 15 or more discipline incidents reported over the previous two years combined
- 51% had fewer than 5 discipline incidents reported over the previous two years

SMART Goal #3: RCPS will submit a Community Builders progress report to the Virginia Department of Education by each of the following dates:

- **November 1, 2024, March 1, 2025, July 1, 2025, November 1, 2025, March 1, 2026, July 1, 2026**

Each report will include data and follow-up actions resulting from the corresponding summer and regular school year pilot programs.

This goal remains in progress, with progress reports submitted on November 1, 2024, March 1, 2025, and July 1, 2025 serving as evidence of being on track. Data and follow-up actions are included in each of these progress reports.

SMART Goal #4: By July 1, 2026, RCPS will submit a Community Builders pilot comprehensive summary report to the Virginia Department of Education. This comprehensive summary report will include:

Data relating to:

- **The progress of participating students, including a comparison of pre-participation and post-participation absenteeism rates, disciplinary incidents, and academic performance.**
- **The number and rate of reported incidents of gun violence involving program participants.**

- **The reported incidents of gun violence in the City of Roanoke as a whole in comparison to previous years.**

An analysis of the pilot program to include:

- **Student outcomes based on the collected data**
- **Feedback from students, staff, family members, and community partners**
- **Recommendations for continuation, expansion, or modification of the program for the Virginia Department of Education's consideration**

This goal is deferred until July 1, 2026 when the Community Builders pilot program is expected to conclude, though data collection and analysis is in progress.

An area of growth that is currently recognized by RCPS is the frequent, consistent collection of feedback from students and families on programs and needs.

SMART Goal #5: By the conclusion of the 2024-2025 school year, RCPS Community Builders participants will demonstrate a 10% reduction in chronic absenteeism as compared to the 2023-2024 school year.

This goal was not met, with the original cohort of Community Builders participants experiencing a 1% reduction in chronic absenteeism in 2024-2025 as compared to the previous school year. RCPS will carry this goal into the 2025-2026 school year, putting additional actions and incentives in place to improve school attendance.
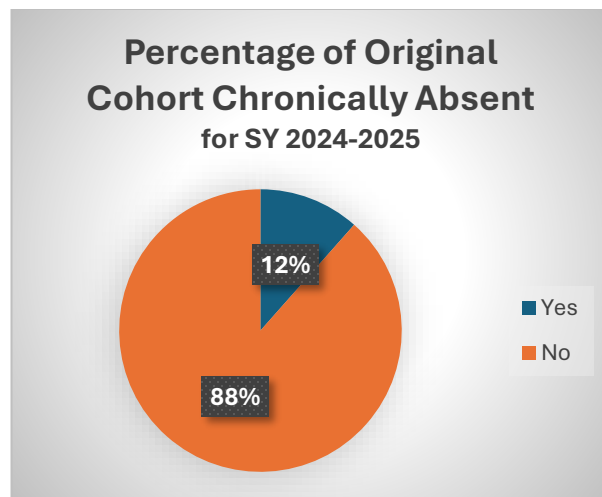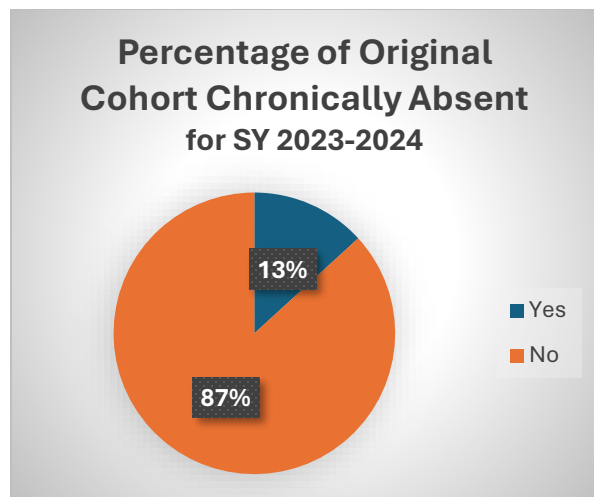
Funds have been allocated toward staffing, materials and supplies, and community events to foster student engagement and reduce chronic absenteeism.

- **Expanding Student Participation:**
    - Additional students have been identified and enrolled through **school counselors, administrative staff, and teachers who recognize** those needing academic and behavioral support.
    - Due to this expansion not all students have been able to get the full experience so growth has fluctuated.
- **Fostering Positive Childhood Experiences (PCEs):**
    - The program intentionally builds **protective factors** by engaging students in activities aligned with four key PCEs:
        - Participating in community traditions
        - Developing a sense of belonging in school

- Building supportive peer relationships
- Connecting with trusted, non-parental adults
- **Community Builders Clubs & Activities:**
  - Community Builders Clubs have been established in four of the five middle school, providing consistent support and engagement opportunities.
    - Participating Middle Schools: James Breckinridge Middle School, Lucy Addison Middle School, Woodrow Wilson Middle School, James Madison Middle School
  - Lunch and Learn sessions with school staff and community leaders foster relationships with trusted adults, enhancing students' sense of belonging and support.
- **Participation in Community Events & Service Projects:**
  - Engaging in traditions & service projects strengthens student connections to their community, further supporting attendance and engagement:
    - Students created educational bags of books, resources, swag, goodies to support Literacy Night events throughout the Division. Some students attended the literacy nights to engage with families and elementary students.
    - Camping Trip to The Peaks Adventures
    - Presentations from Judges, Law Enforcement personnel
    - Field trips to Starcade and Skate Centers
   - Breckinridge Middle School Community Builders meet weekly to establish a female empower group.

By investing in these targeted strategies, Community Builders is creating meaningful connections for students, reducing absenteeism, and reinforcing positive school and community engagement.

Current Chronic Absenteeism Data for <u>Original Community Builders Cohort</u> (52 eligible participants):

Percentage of Original Cohort Chronically Absent for SY 2023-2024

13% Yes
87% No

Percentage of Original Cohort Chronically Absent for SY 2024-2025

12% Yes
88% No

➢ Current data indicates a positive trend in attendance data for the Original Cohort of Community Builders participants, with a 1% decrease in the percentage of students identified as chronically absent in SY 2024-2025 vs. SY 2023-2024.

➢ RCPS has not yet reached the goal of reducing chronic absenteeism by 10% for program participants, indicating a need for additional action steps in this area.

Current Chronic Absenteeism Data for <u>Anytime Community Builders Participants</u> (147 eligible participants):

Percentage of Anytime Participants Chronically Absent for SY 2024-2025

15% Yes
85% No
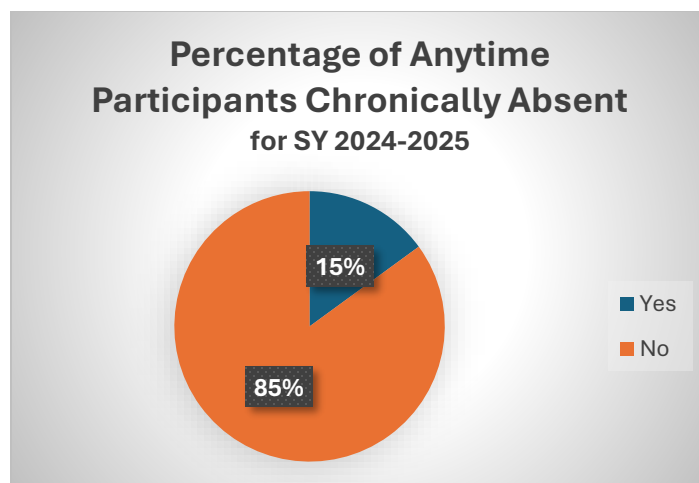
➢ The percentage of anytime participants in the Community Builders program chronically absent in SY 2024-2025 is 15%. This is higher than the 12% chronic absenteeism rate for the original cohort,
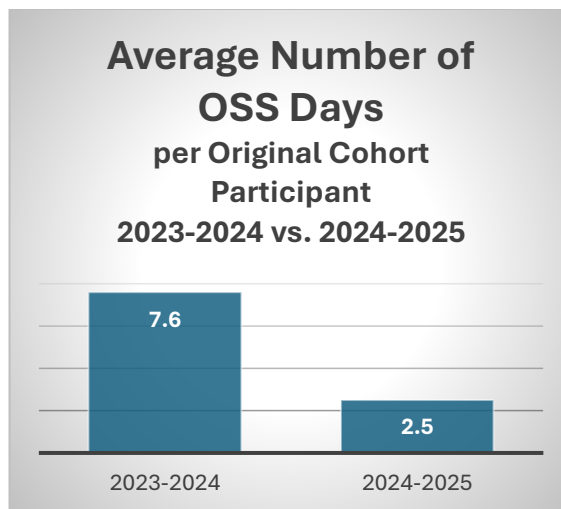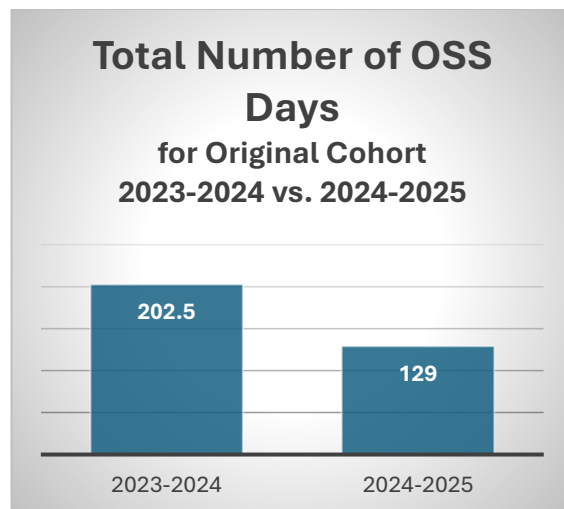
reflecting the addition of participants who stand to benefit from supports and interventions.

SMART Goal #6: By the conclusion of the 2024-2025 school year, RCPS Community Builders participants will demonstrate a 10% reduction in out-of-school suspension days as compared to the 2023-2024 school year.

This goal was met, as evidenced by a 36% reduction in the total number of out-of-school suspension days and a 67% reduction in out-of-school suspension days per original cohort participant in 2024-2025 as compared to the previous year.

- Staffing & Behavioral Support: Funds have been allocated to staffing, allowing dedicated personnel to provide behavioral interventions, mentoring, and social-emotional learning (SEL) support.
- Community Builders Site Leaders are provided monthly data reports on students to monitor student progress, intervene early, and provide suggestions for alternative disciplinary measures to suspension if the need arises.

- Funds have supported training and implementation of direct counseling services, and conflict resolution workshops to address behavioral issues proactively.

- Community Builders Clubs at each middle school provide a structured environment where students receive positive reinforcement and character development, reducing behavioral incidents.

- Through these initiatives, RCPS Community Builders is fostering a positive, structured, and supportive school environment, with the goal of improving student behavior and a reduction in out-of-school suspension days.

Current Out-of-School Suspension Data for Original Cohort (52 eligible participants):

Total Number of OSS Days for Original Cohort 2023-2024 vs. 2024-2025	Average Number of OSS Days per Original Cohort Participant 2023-2024 vs. 2024-2025
2023-2024: 202.5 / 2024-2025: 129	2023-2024: 7.6 / 2024-2025: 2.5

➢ Current data indicates a positive trend in out-of-school suspension (OSS) data for the Original Cohort of Community Builders participants, with a 36% reduction in total OSS days for the 52 participants combined in SY 2024-2025 vs. SY 2023-2024. Additionally, the Original Cohort experienced a 67% reduction in OSS days per participant in SY 2024-2025 vs. SY 2023-2024.

➢ RCPS met the goal of reducing OSS days by 10% for program participants, and will continue efforts to improve in this area.

Current Out-of-School Suspension Data for <u>Anytime Participants</u> (147 eligible participants):

OSS Days Total (Anytime Community Builders Participants)	OSS Days Per Participant (Anytime Community Builders Participants)
OUT OF SCHOOL SUSPENSION 2024-2025: 248.5	OUT OF SCHOOL SUSPENSION 2024-2025: 1.69
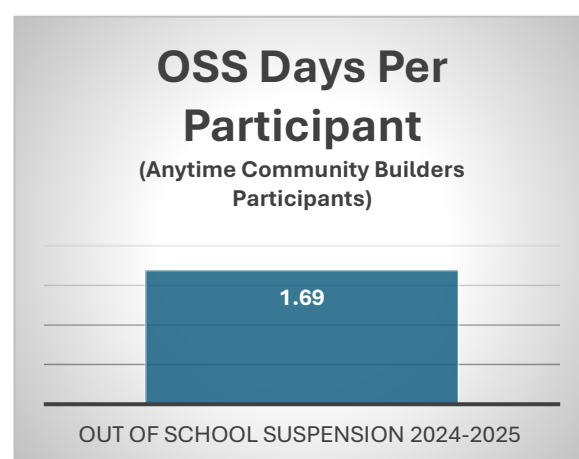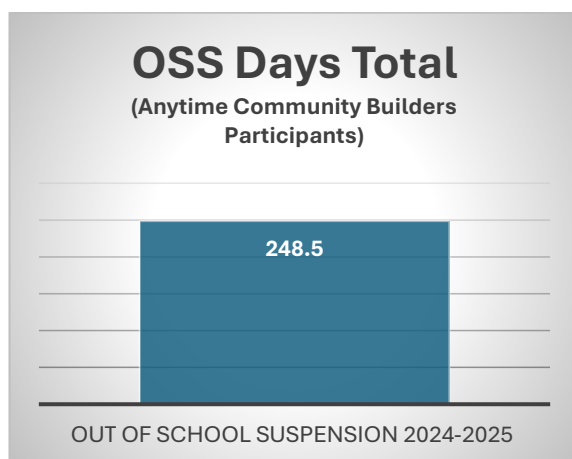
➢ The total number of OSS day for 147 eligible anytime participants in the Community Builders program for SY 2024-2025 is 248.5. The average number of OSS days per participant is 1.69, indicating that the original cohort began with and continues to experience a higher number of OSS days per participant than the group of anytime participants in the Community Builders program.

SMART Goal #7: By the conclusion of the 2024-2025 school year, RCPS Community Builders participants will demonstrate a 10% reduction in report card failures as

compared to the 2023-2024 school year.

This goal was met, as evidenced by a 26% reduction in the number of report card failures per original cohort participant in 2024-2025 as compared to the previous year.

The implementation of this goal has been made possible through funding from:

- **Roanoke City Public Schools (RCPS)** – Supports staffing, materials, and school-based initiatives.

Current Report Card Data for Original Cohort (52 eligible participants):
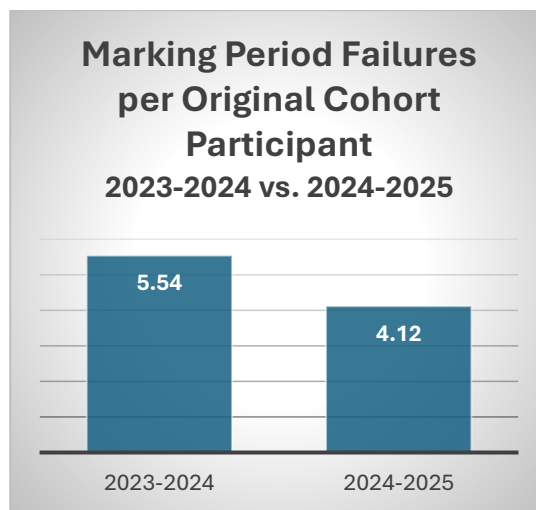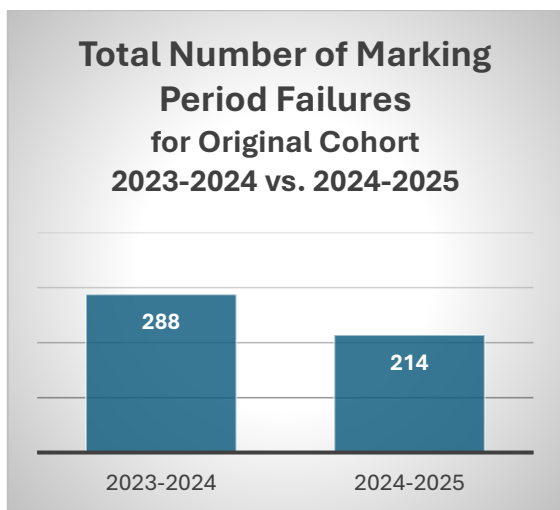
> Current data indicates a positive trend in report card data for the Original Cohort of Community Builders participants, with a 26% reduction in total marking period failures and a 26% reduction in marking period failures per participant in SY 2024-2025 vs. SY 2023-2024.
> RCPS met the goal of reducing report card failures and will continue efforts to improve in this area.

Current Report Card Data for Anytime Participants (52 eligible participants):

Total Number of Marking Period Failures for Anytime Participants SY 2024-2025	Marking Period Failures per Anytime Participant SY 2024-2025
503	3.42
2024-2025	2024-2025
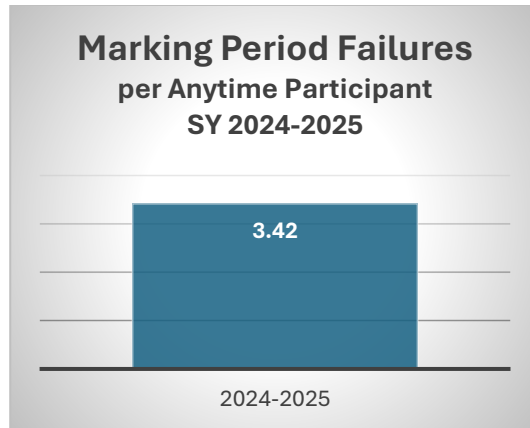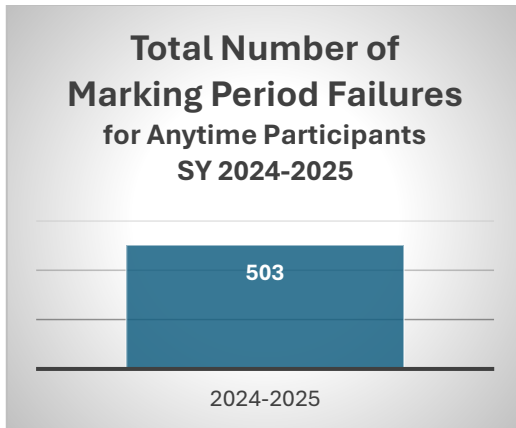
➢ The total number of marking period failures for 147 eligible anytime participants in the Community Builders program for SY 2024-2025 is 503. The average number of marking period failures per participant is 3.42, indicating that the original cohort began with and continues to experience a higher number of report card failures per participant than the group of anytime participants in the Community Builders program.
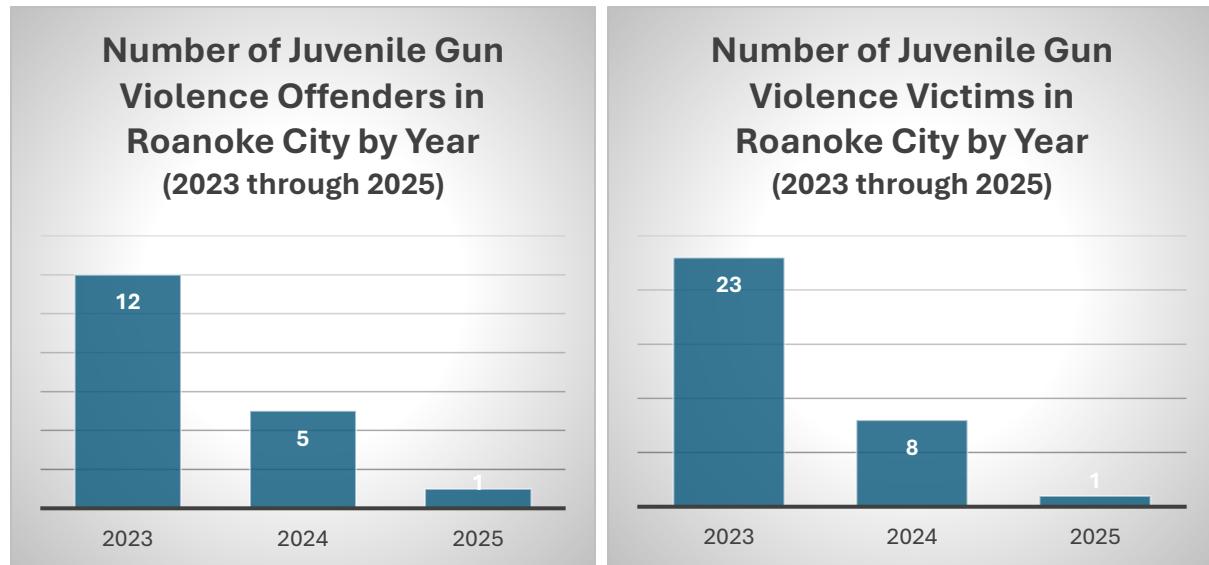
SMART Goal #8: By the July 1, 2025, the City of Roanoke will reduce or maintain the number of incidents of juvenile gun violence involving program participants and in the city as a whole as compared to the previous year.

This goal was met, as evidenced by an 80% reduction in the number of juvenile (offender) gun violence incidents in Roanoke City in the current year as compared to the previous year.

- RCPS Community Builders Program Coordinator Joshua Johnson has been coordinating and facilitating monthly Social Services Coordinator for the City of Roanoke's Gun Violence Intervention Program. This program is housed in Roanoke Police Department Community Engagement Center. This role has strengthened the relationship with RPD, RCPS, and Social Service agencies from the Roanoke area. One of the main goals is to create multi-disciplinary teams comprised of different agencies to address target interventions for youth and adults that are susceptible to be a victim or offender of gun violence.
- This appointment has increased awareness of the Community Builders program and helped identify additional community partners who can provide mentorship, resources, and intervention strategies.

- The program continues to work closely with the Roanoke Police Department (RPD) Crime Analyst team to obtain updated data on juvenile involvement in gun violence.
- Due to RPD's current data collection format, reporting is limited to what can be provided, reinforcing the need for continued collaboration and improved data-sharing mechanisms.

Current Community Gun Violence Data:

Number of Juvenile Gun Violence Offenders in Roanoke City by Year
(2023 through 2025)

Year	Offenders
2023	12
2024	5
2025	1

Number of Juvenile Gun Violence Victims in Roanoke City by Year
(2023 through 2025)

Year	Victims
2023	23
2024	8
2025	1

Summary of Reduction in Juvenile Gun Violence

Roanoke City met the goal of maintaining or reducing incidents of gun violence in the city as compared to the previous year. The 2025 End-of-Year Analysis of Roanoke's gun violence statistics shows a significant reduction in both juvenile offenders and victims compared to the previous two years. Roanoke City has experienced a 92% reduction in instances of gun violence involving offenders under the age of twenty-one and a 96% reduction in instances of gun violence involving victims under twenty-one over the period of 2023 through 2025.

Data for 2025 as compared to 2024:
- **Juvenile Offenders (Under 21):** Decreased by 80% (from 5 in 2024 to 1 in 2025).
- **Juvenile Victims (Under 21):** Decreased by 88% (from 8 in 2024 to 1 in 2025).
- Available data provides no indication of Community Builders program participant involvement in gun violence either as an offender or victim.

As mentioned previously, limitations regarding relevant data prevent RCPS from definitively attributing reductions in violence to the Community Builders program. This decline, however, does suggest that collaborative efforts between RCPS, the RPD, and community partners are making a meaningful impact in reducing youth involvement in gun violence. Continued focus on mentorship, intervention programs, and information sharing will be essential in maintaining and furthering this progress.

Additional Program Data

The following information includes an analysis of program participation, levels of student engagement, indications of individual growth, and identified supports to boost Community Builders participants' success as they transition into high school. In addition to informing our immediate division-level actions to support program participants in Roanoke City, this data stands to benefit VDOE staff, legislators, and policy makers when considering the extension of Community Builders programming beyond the pilot years.

School-based teams collected data on 132 program participants with varying levels of engagement, growth, and needed supports. Key highlights and takeaways from this data include:

- 70 students (53% of those in the available data set) were regularly engaged in school-based Community Builders programming. Examples of Community Builders activities during the school year included:
    - Afterschool programs
    - Lunch and learn sessions
    - Mentoring groups
    - Fitness training sessions
    - Weekend camping and outdoor activities
    - Community service projects

- 102 students (77%) were at least intermittently engaged, balancing Community Builders programming with other school and community engagement activities such as:
    - School sports (basketball, cheer, baseball, soccer, wrestling, softball, etc.)
    - Travel sports
    - Student government
    - National Junior Honor Society
    - Band

- o School clubs
- Staff indicated that 53 participants (40%) demonstrated exceptional growth and another 56 participants (42%) demonstrated modest growth, with the following examples provided as evidence of the demonstrated growth:
  - o Improved academic performance, particularly from the original cohort where:
    - 3 participants passed the Reading SOL test for the first time ever as 8th graders in 2025.
    - 18 participants scored their personal best on the Reading SOL test in 2025.
    - 65% improved their score on the Reading SOL test as compared to the previous year.
    - 11 participants scored their personal best on the Mathematics SOL test in 2025.
    - 48% improved their score on the Mathematics SOL test as compared to the previous year.
  - o Reduction in disciplinary actions (classroom, bus, etc,)
  - o Social improvements and improved confidence
  - o Growth in empathy, respect, and emotional regulation
  - o Increased self-awareness, resilience, and perseverance
  - o Noticeable positive shift in response to conflict
  - o Setting and reflecting on personal goals
  - o Improved expression of thoughts and feelings
  - o Support and encouragement for peers
  - o Reduced suspensions/eliminated suspensions
  - o Growth in leadership, volunteering, and model behavior
- Staff recommend general or specific supports for 37 participants (28%) as the transition to high school. Examples of these recommended supports include:
  - o Mentoring
  - o College-based counseling
  - o Positive behavior interventions and supports
  - o Access to safe spaces and wellness rooms
  - o 1:1 counseling with community-based partners
  - o Connections with trusted adults
  - o Peer support groups
  - o Behavioral check-ins
  - o Social-emotional learning (SEL) groups or programs
  - o Needs-based therapy
  - o Cool-down space

Please describe any additional actions you have taken that were not previously described above and any challenges/barriers implementing your plans.

Additional Actions Taken:

Ongoing Student Identification & Support:

- Continuously working with school counselors, administrators, and teachers to identify and enroll students needing additional academic, behavioral, and truancy interventions.
- Expanding programming to ensure students receive the necessary support for positive engagement and personal growth.
- Flexibility in Programming:
    - Adjusting Community Builders activities to accommodate student schedules and needs, ensuring a balance between school commitments and program participation.
    - Offering varied engagement opportunities, including school day check-ins and alternative meeting times, to support students unable to attend in-person events.

Challenges & Barriers:

Fluctuating Data in Discipline, Attendance, and Grades:

As more students with significant needs are added to the program, data in these areas may fluctuate before showing long-term improvement. Progress tracking requires continuous adjustments and monitoring.

Transportation Limitations:

Limited transportation options sometimes prevent students from participating in off-campus activities, restricting access to experiential learning and community events.

Conflicting Student Commitments:

Student participation fluctuates due to involvement in school sports, fine arts, and other extracurricular activities.

Working on scheduling flexibility and communication strategies to increase engagement while respecting students' other commitments. Some of these changes have been hosting "Lunch and Learn" sessions during the school day or before-school activities. These adjustments allowed students to remain engaged with Community Builders programming despite their busy extracurricular schedules.

Despite these challenges, we remain committed to expanding opportunities, refining support strategies, and building sustainable solutions to enhance student success and engagement.

Please describe any additional actions you have taken that were not previously described above and any challenges/barriers implementing your plans.

Leadership Development through Community Builders: During our Assess Needs phase, we identified Community Builders as a valuable avenue for developing emerging leaders within Roanoke City Public Schools. Guided by the Best Practices Implementation Guide, we successfully implemented this initiative to foster leadership growth.

Our two Summer 2024 Site Leaders, Brianna Gallatin and Mikayla McMullen, both classroom teachers, utilized this opportunity to enhance their leadership skills by managing the Community Builders program. We are thrilled to announce that both have applied, interviewed, and been selected to serve as Assistant Principals at their respective middle schools beginning July 1, 2025!

Looking ahead, we have identified two new Summer Site Leaders for the upcoming term: Morgan Hill and Rosemary Rincon. Both are currently pursuing their doctoral degrees at Radford University, further underscoring our commitment to cultivating future educational leaders.

The Site Leader at John P. Fishwick Middle School was unable to complete the full year in the leadership role, which unfortunately limited programming at that site.

To address this gap, we reassigned a Fishwick EL teacher—who was unable to teach summer school due to reduced funding—as a Summer Navigator. This strategic move allowed us to enroll 16 Fishwick students into the 2025 Summer Cohort, a significant improvement compared to Summer 2024, when only one student from Fishwick participated and attended for just three days.

The reassigned teacher has expressed strong interest in serving as the Fishwick Middle School Site Leader for the 2025–2026 school year, which we anticipate will significantly expand our programming capacity and strengthen the Community Builders presence at Fishwick.

Due to changes in funding and the structure of summer school, RCPS experienced delays in both student enrollment and staff hiring, which in turn pushed back our recruitment efforts for the 2025 summer program by over a month. These delays also affected transportation logistics, with bus routes being posted only two days before programming began—causing confusion for some students and families and resulting in many students missing the first few days of Community Builders. Despite these challenges, we saw a record-breaking 259 staff applications, compared to just 67 in 2024, and 104 student registrations, up from 76 the previous year. We attribute this growth to the strong relationships built by school site staff throughout the academic year. Additionally, six students from the 2024 summer cohort have returned to serve as mentors, and we are exploring ways to expand their responsibilities within the program.

With your team, please complete the Stages 3, 4, and 5 Self-Assessment. You can attach the assessment to this report or provide a summary of the assessment results below.

RCPS Community Builders Program: VCSI Stages 3–5 Self-Reflection (Expanded)

Stage 3: Deepening Implementation

Basic Needs — Rating: Maturing

Justification: RCPS has established strong partnerships with health providers and maintains a supply closet for food, clothing, and hygiene items. These services reduce barriers to participation and learning. However, outreach and accessibility for all families can be improved, especially for those not currently engaged with the program.

Action Steps to Advance: Expand outreach through multilingual communication, mobile service delivery, and targeted needs assessments to reach underserved families.

Mental & Emotional Health — Rating: Emerging

Justification: The program includes SEL and trauma-informed practices, but consistent feedback collection and integration into program design is limited. While mentoring and counseling are offered, a systematic approach to evaluating emotional health outcomes is still developing.

Action Steps to Advance: Implement regular surveys and focus groups with students and families to inform mental health programming and increase responsiveness.

Student Motivation & Engagement — Rating: Maturing

Justification: RCPS offers a wide range of enrichment activities and has seen improvements in academic performance. However, student voice is not yet systematically used to shape programming, and engagement data is not consistently disaggregated to identify equity gaps.

Action Steps to Advance: Create student advisory panels and integrate Academic and Career Plan data to personalize engagement strategies.

Family & Community Engagement — Rating: Maturing

Justification: Family events and communication strategies are in place, but evaluation of engagement effectiveness is not yet systematic. Translation services and social media outreach are strengths, but deeper collaboration with families in decision-making is needed.

Action Steps to Advance: Develop and implement a family engagement rubric and feedback loop to assess and improve outreach strategies.

Stage 4: Sustaining the Work Rating: Emerging

Justification: RCPS has established leadership roles and data systems, but sustainability planning and leadership succession strategies are still developing. While coordinators are in place and data is collected, integration into district-wide strategic planning is limited.

Action Steps to Advance: Formalize leadership transition plans and embed community school practices into district strategic planning and budgeting.

Stage 5: Scaling and Continuous Improvement Rating: Emerging

Justification: The program is expanding to high schools and has shown strong outcomes, but a formal continuous improvement cycle and long-term funding strategy are not yet in place. While reports are submitted to VDOE and legislators, internal systems for iterative improvement and sustainability are still forming.

Action Steps to Advance: Develop a multi-year sustainability plan, including diversified funding sources and a continuous improvement framework aligned with VCSI.

Directions for Stages 3, 4, and 5 Self-Assessment

In advance of the group process, team members should complete the self-assessment **individually** to prepare. Before the self-assessment begins, the Community School Coordinator should ensure that all team members have access to the artifacts and data sources used to evaluate progress and understand how to complete the evaluation. Consider the best method for each team member to access and complete the self-assessment. This may require you to create your own paper-based or digital tools.

After reviewing individually, **the team** should come together for the formal administration. The formal administration process includes reading each statement within an area of evaluation aloud and offering any necessary clarification; facilitating the discussion and voting process; recording the score for each item (exploring through excelling); verifying the concentration of scores; reviewing the concepts and big ideas; and outlining recommended actions and next steps. As a team, select the statement that most closely aligns to your school division's current practices. Mark an "x" to the right of the statement, describing the degree to which your division has adopted the best practices. Use the space at the end of each row under the column labeled "Reflections/Action Steps" to document your team's ideas to further integrate the best practices into your community school strategy. The Virginia Community School Implementation Self-Assessment supports community school teams through a structured process for the development of a strategy and an opportunity to self-assess your adoption of Best Practices for Virginia Community School Implementation.

Stage 3 Best Practice Fidelity Checklist	Yes	No	N/A
3.1 Align to the Four Branches of Support	X		
3.2 Integrate Tiered Systems of Support	X		
3.3 Facilitate Stakeholder Learning & Engagement	X		

Stage 3	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
How the strategy meets students' basic needs and mental and emotional health Best Practices 3.1, 3.2, 3.3	In order to respond to students' basic needs and mental health needs, school staff refer students to supports and services that are available outside of school.	In order to respond to students' basic needs and mental health needs, school staff refer students to supports and services that are available outside of school or to supports that are located	In order to respond to students' basic needs and mental health needs, school staff collaborate with providers so that students can access supports and services that are available	In order to respond to students' basic needs and mental health needs, school staff collaborate with providers so that students can access tiered supports and services that are available outside of	Students c completed needs assessments, which helped identify individual areas of support. In response, students received hygiene kits and school supplies, and several were referred for additional mental health services. Motivate the Game and A Tree Planted conducting individual counseling for several students based on RCPS referrals. School-based teams collected data on 132 program participants with varying levels of engagement, growth, and needed supports. Key

Stage 3	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
		within the school.	outside of school or supports and services that are located within the school.	school and also located within the school. These supports and services have been intentionally designed to address disparities.	highlights and takeaways from this data are included in the main report.
How the strategy responds to students' engagement and motivation Best Practices 3.1, 3.2, 3.3	In order to respond to students' engagement and motivation, school staff refer students to supports and services that are available outside of school.	In order to respond to students' engagement and motivation, school staff refer students to supports and services that are available outside of school or to supports that are located within the school.	In order to respond to students' engagement and motivation, school staff collaborate with providers so that students can access supports and services that are available outside of school or supports and services that are located within the school.	In order to respond to students' engagement motivation, school staff collaborate with providers so that students can access tiered supports and services that are available outside of school or supports and services that are located within the school. These supports and services have been intentionally designed to address disparities.	School Site Leaders have been empowered to identify and pursue partnerships, experiences, materials, and supports that align with the unique needs and interests of their student populations. This flexible, student-centered approach ensures that programming remains responsive, relevant, and impactful across diverse school communities. Site Leaders created school site partnerships based on student needs to include agencies and individuals that focus on girls empowerment group, physical fitness training, and mental health supports.
How the strategy responds to students' need for family and	In order to respond to students' need for family and community	In order to respond to students' need for family and community	In order to respond to students' need for family and community	In order to respond to students' need for family and community	Site Leaders have actively engaged with parents and families to identify and address student support needs. Josh Johnson has participated in student

Stage 3	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
community engagement Best Practices 3.1, 3.2, 3.3	engagement, school staff refer to supports and services that are available outside of school.	engagement, school staff refer to supports and services that are available outside of school or to supports that are located within the school.	engagement, school staff collaborate with providers so that supports and services that are available outside of school and to supports that are located within the school.	engagement, school staff collaborate with providers so that tiered supports and services that are available outside of school and to supports that are located within the school. These supports and services have been intentionally designed to address disparities.	support strategy meetings, contributing as a member of the school-based team "Student Support Team" (SST). In addition, Site Leaders and staff continue to identify students requiring additional assistance and have made referrals to the central office for services such as individual student support, counseling, and homeless assistance through the McKinney-Vento program.

Stage 4 Best Practice Fidelity Checklist	Yes	No	N/A
4.1 Design Systems to Track & Share Data	X		
4.2 Create Routines to Collect Feedback	X		
4.3 Engage in Ongoing Evaluation	X		

Stage 4	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
Who evaluates community school programs Best Practices 4.2, 4.3	At least once a year, the community school team evaluates whether programs and supports are effective	At least once a year, the community school team and school/division administrators evaluate whether programs and supports are effective	At least once a year, the community school team and school/division administrators evaluate whether programs and supports are effective.	Throughout the year the community school team and school/division administrators evaluate whether programs and supports are effective. Feedback from	Community school program evaluation is led by Corey Allder and Josh Johnson, who receive monthly budget reports from the finance team to monitor and review spending. Both individuals meet regularly with the Data Analyst team to explore effective strategies for data collection and analysis. They have also consulted with the Data Director to discuss best

Stage 4	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
			Feedback from staff who implement programs is considered	impacted students, families, and staff is considered	practices for gathering meaningful data and identifying appropriate metrics for evaluation. While early indicators show some improvement in student behavior and a reduction in failing grades among cohort participants, the team continues to collaborate with Site Leaders and data staff to better understand the relationship between interventions and outcomes—specifically working to distinguish causation from correlation.
How community school programs are evaluated Best Practices 4.1, 4.2, 4.3	The community school team uses primary outcome data to monitor strategy fidelity and impact	At least once a year, the community school team uses data analysis to monitor strategy fidelity and impact and to identify additional student needs or concerns	The community school team includes data analysis in the meetings periodically during the year to monitor strategy fidelity and impact as well as identify additional student needs or concerns	The community school team regularly includes data analysis in the meetings throughout the year to monitor strategy fidelity and impact as well as identify additional student needs or concerns	Each Site Leader has developed a school-specific participant report that includes student names, levels of school involvement, observed growth, and evidence of that growth, along with a brief description. The reports also list ongoing supports and provide recommendations for additional supports, with short explanations. This information will be shared with high school staff to help ensure that appropriate supports are in place as these students transition into 9th grade.
How programs are strengthened and supported Best Practices 4.2, 4.3	Training and supports are in place for school personnel to enhance fidelity	Training and supports are in place for supportive adults - including school personnel and community	Training and supports are in place for supportive adults - including school personnel and	Training and supports are in place for supportive adults - including school personnel, families, and	Programs have been strengthened by giving Site Leaders the autonomy to shape their programming based on the unique needs and interests of their student populations. This flexibility is supported by a wide range of community partners—some

Stage 4	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
		partners - to enhance fidelity	community partners - to enhance fidelity and provide opportunities for continuous improvement	community partners - to enhance fidelity and provide opportunities for continuous improvement	compensated and others offering in-kind or volunteer support. Additionally, having multiple staff members involved in program delivery has helped build broader school-wide buy-in. These relationships and supports have been strategically leveraged throughout the school year to enhance program impact.

Stage 5 Best Practice Fidelity Checklist	Yes	No	N/A
5.1 Honor Shared Values & Commitments	X		
5.2 Acknowledge Progress & Feedback	X		
5.3 Plan for Renewal & Sustainability	X		

Stage 5	Exploring	Emerging	Maturing	Excelling	Reflections/ Action Steps
How goals and progress are shared Best Practices 5.1, 5.2	Community school progress updates are shared with teachers and families on an annual basis	Community school goals and progress updates are shared with teachers, families, and community stakeholders on an annual basis	Community school goals and progress updates are shared with teachers, families, and community stakeholders on an annual basis; and public recognition that acknowledges the efforts of community stakeholders and volunteers take place	Community school goals and progress updates are regularly shared with teachers, families, and community stakeholders; and public recognition that acknowledges the efforts of community stakeholders and volunteers take place throughout the year	This remains an area of growth for our team. Currently, reports are shared internally with Site Leaders and leadership staff. Program Coordinators presented the results and overview of the Summer 2024 program during Fall 2024 meetings. However, we recognize the need to expand our communication efforts.

					Moving forward, we plan to identify more opportunities to present summer program outcomes to staff, community partners, and stakeholders. Additionally, Program Coordinators acknowledge the importance of improving external reporting practices to ensure broader transparency and stakeholder engagement.
How partnerships are renewed Best Practices 5.2, 5.3	The community school team has a desire to formalize established partnerships with an MOU in order to secure future sustainability	Established community partnerships are renewed in compliance with the terms of the MOU in order to maintain sustainability	Formal relationships with community partners are revisited and renewed through an MOU; and informal relationships within school-based initiatives and with community stakeholders are identified	Informal agreements with community partners are formalized through MOUs; and established partnerships are revisited, revised, and documented through updated MOUs; revisiting needs & assets and program data to inform planning	Many of our partnerships are sustained through long-standing relationships previously established by RCPS and other district programs. To strengthen and renew these connections, Community Builders hosted a Community Partnership Meeting prior to Summer 2025 to present current RCPS initiatives and opportunities for collaboration. Additionally, the Community Empowerment Center will serve as the host site for the Blue Ridge

					Behavioral Roanoke Area Youth Substance Health Round Table on September 5, 2025. The event, themed "From Classroom to Community," will highlight pathways for organizations to partner with RCPS and expand their impact within schools and the broader community.
How partnerships are strengthened Best Practice 5.3	Teams do not yet know how to secure additional funding in order to continue community school programming in the following year	Community school teams are aware of at least one opportunity to secure additional funding in order to renew programming and are taking the steps to apply	Community school teams are developing plans to create long-term sustainability by considering multiple funding sources for their successful programs and resources	Community school teams are developing plans to create long-term sustainability by considering multiple funding sources for their successful programs and resources, and seek opportunities to strengthen practices that need additional support	Partnerships are strengthened by encouraging partners to lead activities and workshops that align with their mission while also increasing education, awareness, and engagement with their programs. This collaborative approach ensures mutual benefit and deeper integration into the Community Builders framework. Staff have also identified the need for a financial services flowchart to clearly outline partnership processes, which would help streamline communication and expectations. An area of growth

					includes front-loading partners with all necessary documentation and payment procedures at the start of the partnership to reduce confusion and frustration. We believe these improvements will lead to more effective, sustainable, and mutually beneficial partnerships. help with clarification and no failed expectations.