

ReCAST: We Heal Together Winston-Salem Community Strategic Plan

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Introduction

Project Overview

U.S. 52 snakes its way through Winston-Salem, dividing the city into West and East, Rich and Poor, White and Black. A remnant of Urban Renewal, the highway was built through the middle of the long-established Black and thriving neighborhoods of East Winston-Salem. It is a reminder and symbol of the barriers to equitable employment, education, youth services, medical and mental health care that East Winston-Salem citizens face. This collective trauma disrupted families and economic stability, has for years fueled frustration and festered like a sore. In 2020 it exploded into rage and protests sparked by the deaths of Breonna Taylor and George Floyd as well as the revelation that a local black man, John Neville, had died while being held in custody. A seven-week occupation of a city park resulted in confrontations and dialogues with law enforcement and government representatives.

Poverty defines East Winston's economic well-being. A substantial percentage of East Winston families live in poverty, as We Heal Together was being planned, an average for the catchment area was 34%. The median income for the area was \$21,305 which was approximately 8% lower than the federal poverty level. The Supplemental Nutrition Assistance Program (SNAP) benefited 43% of families, with one Census Tract having 64% of families utilizing SNAP. Unemployment on average was 34% more than twice the county's 16% rate. Renters in East Winston were rent burdened with 43% to 73% of renters spending 30% or more of their monthly gross income on their rent payment.

Issues of youth and community violence within under-resourced impoverished communities like East Winston are multi-faceted and lingering. In the fall of 2021, a black male student gunned down another black student on the grounds of the predominantly white Mount Tabor High School. There has also been a long protest effort concerning the poor housing conditions at the Crystal Towers affordable housing complex. In the last year there have been elevated levels of aggravated aggressions and shootings of youth by other youth and increased gang activity. Data indicates a high level of crime and associated violence in the East Winston catchment area – as We Heal Together was being planned the crime rate per 1000 range was as high as 676.80. Assault rates per 1000 were as high as 45.2 and the crime rate was 59.50. Distress, grief, and fears have prompted East Winston community groups to come together to respond to East Winston's needs by participating in the proposed We Heal Together initiative to share resources and an integrated organizational focus to successfully build upon and expand current work to achieve improved personal and community resilience in East Winston.

The population of focus for We Heal Together are the high concentration of black and brown families who comprise 57% to 76% of the population in the six census tracts (5, 6, 7, 8.01, 8.02, and 18) that lay along the east side of

U.S. 52. This area of 17,011 residents is known as East Winston. The We Heal Together initiative will specifically work with youth between 12 and 18 years of age who are at high-risk of being involved in violence as preparator and/or as victim. The initiative will engage and work with their families, civic systems, and community-based organizations to mitigate the complex social determinants that negatively impact their health and lives. The initiative will improve access to trauma-informed modalities and services that promote violence prevention and personal and community resilience.

Summary of Community Needs and Resource Assessment (CNRA)

During the planning period for the We Heal Together Initiative, Forsyth Futures and Action4Equity collaborated with local organizers and grassroots organizations to conduct a Community Needs and Resource Assessment. This assessment included a review of locally-conducted studies, a review of local resource directories, interviews with organizations, and focus groups with community members.

During the strategic planning process, findings from this assessment were shared with community members through large meetings and events and one-on-one meetings to get feedback on findings and insight into community priorities. WHT staff also collaborated with local organizers to review the findings in the context of other local initiatives and programs to look for opportunities for alignment.

At the end of all of these activities We Heal Together found that we need to:

- Provide mentoring services that:
 - Improve youth educational outcomes
 - Build trusting relationships with families to help connect them to referrals
 - Provide a safe space for youth and families
 - Provide culturally affirming services to both Black and Latiné youth
 - Support mentors through continued training and a culturally affirming and responsive environment
- Strengthen families by:
 - Engaging families and youth directly
 - Responding to families' leadership and providing support services that meet their needs and interests
- Build civic muscle by:
 - Engaging youth by fostering trust, belonging, and multiple engagement formats, while planning, supporting, and adapting to ensure effective participation, addressing barriers, and integrating their voices into decision-making
 - Co-develop additional culturally affirming mentorship programs
 - Organize institutions and community partners to provide resources and supports for civic engagement activities
 - Community leading planning efforts so that services align with needs and interests
 - Organizing and asset based community development
- Improve networks of services by:
 - Specifically training school personnel in Youth Mental Health First Aid
 - Updating local policies to build a streamlined trauma-informed system of services for youth and families
 - Better connect residents with employment and job training opportunities
 - Address barriers to accessing and navigating services
 - Align community services around framing violence as a public health problem
 - Build trust between the community and institutions so they can collaborate more effectively
- Advocate for:
 - Legal assistance and policies to support undocumented families
 - Community input driving service system decisions

- Culturally affirming and service solutions
- Humane housing
- Reliable transportation
- Meaningful wealth and work
- Basic needs and health

Summary of Behavioral Health Disparities Impact Statement

Action4Equality (A4E) operates the Full Circle Embedded Mentoring Program, targeting students in high-poverty neighborhoods in Winston-Salem, NC, who face significant behavioral health disparities. These students often experience chronic absenteeism and high rates of school discipline due to barriers such as lack of transportation, food insecurity, community violence, and adverse childhood experiences (ACEs). The Youth Risk Behavior Surveillance System highlights the severe impact of these factors, showing that high school students with lower grades are significantly more likely to engage in risky behaviors and report mental health struggles. For instance, students making D's and F's are more than three times as likely to skip school due to safety concerns (18.8% vs. 5.1%) and over six times as likely to attempt suicide requiring medical treatment (12.9% vs. 2.1%).

The Full Circle Embedded Mentoring Program, part of the We Heal Together initiative, aims to serve 200 youth and families over four years, focusing on those from East Winston, where 73% of youth aged 12 to 17 live in neighborhoods with poverty rates of 20% or higher. The program's goals include serving 73% of students from high-poverty neighborhoods and 40% of students with a history of suspension or chronic absenteeism. This effort addresses the compounded effects of historical disinvestment and urban renewal disruptions that have exacerbated disparities in school engagement and access to services for improving well-being.

Process Used to Develop Strategic Plan (including how the coalition of stakeholders was involved)

During the strategic planning process, findings from the CNRA were shared with community members through large meetings and events and one-on-one meetings to get feedback on findings and insight into community priorities. A meeting with community members and service providers was held in April 2024 to get feedback on the CNRA and input on the strategic plan. Two virtual events to share the CNRA findings and get feedback on the process were also conducted in English and Spanish in May 2024. The Community Advisory Board (CAB) was engaged in identifying risk factors from the CNRA that were the highest priority to address and potential plans for addressing them. WHT staff also collaborated with local organizers to review the findings in the context of other local initiatives and programs to look for opportunities for alignment. These risk factors were incorporated into a local survey to identify the community's priorities and potential solutions to address those priorities. Lastly, a virtual meeting, which included members of the CAB, was hosted in June 2024 to share the process findings and get feedback on the initiative's Mission, Vision, and Values and proposed goals and objectives. Participants were surveyed during the event to gauge their support for and agreement with the strategic plan, get advice on any changes, and receive advice on measures of success they felt were important. These surveys indicated a high level of community support for the strategic plan.

Mission, Vision, and Project Value Statements

Mission Statement:
We Heal Together WS supports East Winston by addressing systemic and institutional oppression through culturally affirming, holistic, community-led resilience efforts, aimed at reducing behavioral health disparities and fostering safety, equity, and empowerment for all youth and families.
Vision Statement:
All youth and families in East Winston thrive in a culturally affirming, joyful, and liberated community.
Project Values:
<ul style="list-style-type: none"> ● Community Empowerment: Engage and foster youth and community-driven involvement and co-leadership in activities, research, and policy change. ● Community Organizing and Use of Community Assets: Mobilize community assets to tackle systemic challenges, advocate for and seek investment in community-building spaces, and support resident and youth-led initiatives. ● Cultural Empowerment and Recognition: Embrace the diversity of Black and Latiné identities, reject stereotypes, promote intersectional understanding, and support and celebrate these cultures through historical education, and leveraging community social capital. ● Strengthening Culture: Through the Trauma Resilient Communities (TRC) framework, enhance the skills and knowledge of local agencies by providing culturally affirming care. Educate first responders and youth workers on youth mental health to improve their interactions and support. ● Healing and Trust Building: Address hardships caused by systemic oppression, practice healing justice, and rebuild trust among institutions and communities. ● Multi-solving: Address multiple community challenges simultaneously through collective impact by integrating diverse perspectives, authentic community leadership, and transformative interventions for holistic improvement. ● Impact Assessment and Transparency: Continuously evaluate and report the effectiveness and outcomes of the We Heal Together Initiative.

Goals, Objectives, and Program/Policy Activities and Measures

Goals	Objectives	Activities	Persons Responsible	Progress Measures	IPP Measures
Goal 1: Increase participation and capacity of East Winston residents and stakeholders, including youth, in community-based research and action.	Objective 1: Community members are engaged in interviews and listening / feedback forums to inform the content of the CNRA and the CSP.	Activity 1: Conduct focus groups, interviews, and listening sessions under the guidance of the Community Advisory	Forsyth Futures, Action4Equity	* Number of community members engaged	

		Board to complete the CNRA and CSP.			
		Activity 2: Conduct a community participatory community asset mapping process to educate the Community Advisory Board and residents on existing neighborhood assets and resources to implement the CSP.	Forsyth Futures, Action4Equity, Community Advisory Board, Our Opportunity 2 Love+Heal, Partnership 4 Prosperity, Island Culturez	*Number of community members engaged in the asset mapping process	
	Objective 2: Community members continue to be engaged in culturally relevant and responsive ways to direct informational sessions about SDOH and vital conditions and audience- and topic-specific summits and trainings / workshops around advocacy.	Activity 1: Conduct ongoing assessments of community needs and interests to inform informational sessions, summits, and trainings using asset based community development approaches.	Forsyth Futures, Action4Equity, Community Advisory Board, WS Rise, Partnership 4 Prosperity	*Number of assessment activities conducted	
		Activity 2: Identify community partners to collaborate in providing informational sessions, summits, and trainings.	Forsyth Futures, Action4Equity, Community Advisory Board / My Brother's Keeper	*Number of community partners identified for collaboration	
		Activity 3: Provide	Forsyth Futures, Action4Equity,	* Number of trainings,	PC2, TR1 or AW1 (depending

		informational sessions, summits, and trainings.	Community Advisory Board, Partnership 4 Prosperity, Our Opportunity 2 Love+Heal	informational sessions, and summits provided *Number of community members participating in training, informational sessions, and summits	on programming)
Goal 2: Foster and facilitate greater collaboration among community partners and institutional stakeholders to streamline efforts that address community violence.	Objective 1: Improve resource referral and navigation processes for youth and families.	Activity 1: Identify community partners who provide referrals and resource navigation.	Community Advisory Board / My Brother's Keeper, Thriving Together, CTRC	* number of community partners identified	
		Activity 2: Assess barriers and challenges of youth and families to accessing and connecting to resources.	Community Advisory Board / My Brother's Keeper, Thriving Together	* number of organizations and community members engaged in assessment	
		Activity 3: Assess existing resource directories and work towards compiling a unified directory of resources that creates a more cohesive continuum of services (success pipeline).	Community Advisory Board / My Brother's Keeper, Thriving Together	* number of resource directories assessed *steps taken towards compiling a unified directory	

		Activity 4: Develop a network among organizations providing resource navigation / case management services and explore pathways to streamline and improve resource navigation / case management.	Community Advisory Board, My Brother's Keeper, Thriving Together, CTRC, Winston-Salem RISE, Island Culturez, Full Circle Embedded Mentoring Program, Partnership 4 Prosperity	* number of agencies included in network *number of pathways identified and explored	PC2
		Activity 5: Create a collaborative action plan to improve resource navigation / case management across the network of organizations providing these services.	Community Advisory Board / My Brother's Keeper, Thriving Together	* collaborative action plan creation	PC2
		Activity 6: Implement the action plan to improve resource navigation / case management.		* number of agencies implementing the plan *number of families served	
		Activity 7: Conduct / collaborate with others to conduct 3 health and well-being events in East Winston, including information	Community Advisory Board / My Brother's Keeper, CTRC	*number of agencies collaborating *number of community members participating	PC2, AW1

		on mental health awareness.			
	Objective 2: Align and coordinate WHT work with the broader community work happening with the Thrive Together movement and create a unified community plan for advocacy and coordination of services and funding.	Activity 1: Connect WHT work with the overall Thrive Together framework.	Community Advisory Board / My Brother's Keeper, Thriving Together	* number of initiatives aligned and connected	PC2
		Activity 2: Develop a unified advocacy agenda across the Thriving Conditions.	Community Advisory Board / My Brother's Keeper, Thriving Together	* development of advocacy agenda * number of organizations involved in creating unified advocacy agenda	PC2
		Activity 3: Coordinate services and streamline funding.	Community Advisory Board / My Brother's Keeper, Thriving Together	*number of services coordinated *number of programs with streamlined funding	PC2
	Objective 3: Coordinate, align, and sustain community efforts working to address gun violence and ground gun violence as a public health issue.	Activity 1: Convene community efforts that work to address gun violence to identify how to better coordinate activities.	Community Advisory Board / My Brother's Keeper	* number of initiatives convened *number of opportunities for collaboration identified	PC2
		Activity 2: Bring systems leaders together to hear about the issues	Community Advisory Board / My Brother's Keeper	* number of systems leaders convened	PC2, AW1

		Activity 3: Align the community in seeing gun violence as a public health issue.	Community Advisory Board / My Brother's Keeper		AW1
		Activity 4: Establish a central hub for coordinating gun violence prevention initiatives.	Community Advisory Board / My Brother's Keeper	*establishment of a central hub for coordinating gun violence prevention	
		Activity 5: Community institutions adopt the Reimagine Public Safety Pledge.	Community Advisory Board / My Brother's Keeper	* number of community institutions adopting reimagine public safety pledge	PC2
Goal 3: Enhance family engagement and create a supportive, inclusive school community for all families by addressing barriers to parent involvement, building effective engagement strategies, and implementing community-centered practices	Objective 1: Improve Winston-Salem/Forsyth County Schools family engagement.	Activity 1: Work with Winston-Salem/Forsyth County Schools Parent and Family Engagement Coordinators to identify and explore solutions to address barriers to parent engagement in schools.	Action4Equity, Winston-Salem/Forsyth County Schools	*Number of parent and family engagement coordinators engaged *Number barriers identified	PC2
		Activity 2: Build strategies for Effective Family Engagement with the most vulnerable families in our community by leveraging the experiences	Action4Equity, Winston-Salem/Forsyth County Schools	*Number of strategies identified	PC2

		of those “Doing the Work” and the Best Practices that have emerged from those successful efforts.			
		Activity 3: Implement and sustain community-centered practices that address the specific needs of Black and Brown families, fostering a more inclusive and supportive school community by organizing community forums and workshops in partnership with Winston-Salem/Forsyth County Schools and local organizations.	Action4Equity, Winston-Salem/Forsyth County Schools	*Number of strategies implemented *Number of community forums and workshops hosted *Number of families participating in forums and workshops	PC2
		Activity 4: Work with Winston-Salem/Forsyth County Schools leadership to adopt (and where necessary, revise) policies and practices so as to support the full implementation	Action4Equity, Winston-Salem/Forsyth County Schools	*Number of policies revised and adopted	

		n of effective family engagement throughout the district.			
Goal 4: Reduce high-risk behaviors and increase protective factors for East Winston youth exposed to adversity and trauma by implementing a comprehensive trauma-informed advocacy and mentoring strategy and collapsing the school to prison pipeline.	Objective 1: By the end of the grant period, engage 200 East Winston youth and families in the Full Circle Embedded Mentoring Program.	Activity 1: Identify target neighborhoods and recruit youth and families to participate.	Action4Equity	*Identification of target neighborhoods *Number of activities conducted to recruit youth	
		Activity 2: Provide embedded mentoring services to youth.	Action4Equity	*Number of youth engaging in mentoring services disaggregated by demographics described in the DIS	T3
	Objective 2: Increase protective factors, including access to basic needs, improved academic engagement and performance, and improved social and emotional skills, for youth engaged in the Full Circle Embedded Mentoring Program	Activity 1: Build trusting relationships with families and use a generalist intervention model to connect families with resources to meet their basic needs.	Action4Equity	*Number of connections to services *Number of collaborations with other organizations to provide services	PC2
		Activity 2: Provide homework assistance to	Action4Equity		

		youth			
		Activity 3: Provide youth and families with resources and activities. to increase mental health awareness and social and emotional learning	Action4Equity		AW1
		Activity 4: Support parents in advocating for their students and engaging with the school system	Action4Equity	*% of parents with monthly touchpoints	
	Objective 3: Increase capacity of full circle mentors	Activity 1: Staff partner with local coalition, Our Opportunity 2 Love+Heal, to receive the Professional Community Intervention Training Institute (PCITI) certification, which is based on the principle that holistic-centered gang intervention and violence prevention must be guided by a professional, proactive, and culturally sensitive approach.	Action4Equity, community partners (depending on training)	* Number of staff trained	WD2, TR1
	Objective 4: Increase integration of existing TIC, SEL, &	Activity 1: Identify community organizations	Community Advisory Board / My Brother's Keeper	*Number of community organizations identified	PC2

	RJ programming and work	involved in Trauma Informed Care, Social and Emotional Learning, and Restorative Justice work.			
		Activity 2: Assess and examine how TIC, SEL, & RJ intersect and can support each other.	CAB / My Brother's Keeper	*Number of meetings and engagement touchpoints	
		Activity 3: Identify and explore opportunities for integration, shared language, shared understanding, and shared practices	CAB / My Brother's Keeper	*Number of opportunities identified *Number of organizations participating	
	Objective 5: Examine opportunities for the police department to integrate trauma-informed care and/or the TRC Model into existing training	Activity 1: Assess interest and identify opportunities for integration.	Center for Trauma Resilient Communities (CTRC)	*Number of opportunities for integration identified	PC2
		Activity 2: Explore police department specific needs around training opportunities venue and format	Center for Trauma Resilient Communities (CTRC), Community Advisory Board, My Brother's Keeper	*Qualitative description of how training is tailored for police needs	
Goal 5: Capacity-building - Enhance trauma-informed systems of care	Objective 1: By the end of year 4 of the initiative, the TRC training, coaching, and implementation	Activity 1: Through a cooperative process, community agencies who	Center for Trauma Resilient Communities (CTRC)	* Number of BBAs trained in the TRC; * Number of internal BBA TRC champions	WD2

	support will be delivered to eight BBAs serving East Winston, resulting in a team of 40 internal organizational TRC champions.	serve youth and their families in East Winston will be encouraged to apply to become one of 8 backbone agencies (BBAs) to fully implement the TRC framework.		trained; * Type and size of BBAs trained in TRC. ; * Number of boosters and coaching sessions offered by CTRC; * Topics of booster sessions	
		Activity 2: Selected backbone agencies will send their leadership teams to participate in a 3-Day TRC Leadership Engagement training.	Center for Trauma Resilient Communities (CTRC), Backbone Agencies (BBAs)		
	Objective 2: Increase Trauma-Informed Care knowledge of community members and residents through introduction to TRC.	Activity 1: Half-day TRC trainings are provided for community members/residents.	Center for Trauma Resilient Communities (CTRC), Backbone Agencies (BBAs)	* Number of community member / residents participating in training	TR1
	Objective 3: By the end of the grant, train and coach 45 clinicians and human service personnel on the S.E.L.F. Trauma-Informed Psychoeducational Curriculum and provide 8 backbone agencies with the complete 50 lesson resource guide.	Activity 1: Each of the backbone agencies will receive the complete 50 lesson curriculum, the institutional license to utilize the material, a two-day training on its use and follow-up coaching	Center for Trauma Resilient Communities (CTRC)	* Number of clinicians and human service personnel trained *Number of backbone agencies provided with the complete 50 lesson resource guide *Number of follow-up coaching sessions conducted	WD2,TR1

		sessions by the grant funded Community Health Educator and other Center for Trauma Resilient Communities team members who have been trained in utilizing S.E.L.F with youth and families.			
	Objective 4: Create an action plan to shift human services to be more culturally responsive and affirming.	Activity 1: Assess service providers for culturally affirming and responsive practices.	Community Advisory Board, My Brother's Keeper, Project Safe Neighborhoods (PSN)	*Number of service providers assessed	
		Activity 2: Develop an action plan to improve culturally affirming and responsive practices among service providers.	Community Advisory Board, My Brother's Keeper, Project Safe Neighborhoods (PSN)	*Number and description of action items identified	PC2
		Activity 3: Provide education and training in afrocentric and other culturally affirming practices	Our Opportunity 2 Love+Heal, 18 Springs	*Number of trainings provided *Number of staff members trained	
		Activity 4: Move towards greater representation of marginalized	Community Advisory Board, My Brother's Keeper, Project Safe Neighborhoods	*Description of and number of activities conducted to increase representation	*Change in percentage of leaders from marginalized communities

		communities in leadership roles, on governing and civic boards.	(PSN)	of marginalized groups in leadership roles	
	Objective 5: Create a network of trauma - informed care providers to adopt policies and practices that create a more streamlined and integrated trauma-focused service system	Activity 1: Identify organizations current providing trauma-informed care	Community Advisory Board, My Brother's Keeper, Center for Trauma Resilient Communities (CTRC)	*Number of organizations identified	PC2
		Activity 2: Recruit additional organizations to become trauma-informed through training and other educational opportunities	Community Advisory Board, My Brother's Keeper, Center for Trauma Resilient Communities (CTRC)	*Number of organizations contacted *Number of organizations that engage in trauma-informed work	PC2
		Activity 3: Identify policies and practices that will create a more integrated and streamlined trauma-focused service system.	Community Advisory Board / My Brother's Keeper, Center for Trauma Resilient Communities (CTRC)	*Number of policies and practices identified	
		Activity 4: Update local policies to create a more integrated and streamlined trauma-focused service system.	Community Advisory Board, My Brother's Keeper, Center for Trauma Resilient Communities (CTRC)	*Number of policies and practices implemented *Number of organizations implementing policies and practices	
Goal 6: Increase first responders' and youth involved	Objective 1: Over the four years of the initiative, deliver the Youth	Activity 1: Connect with Winston-Salem Forsyth	Center for Trauma Resilient Communities (CTRC)	* Initial connection with WSFCS trainers *Number of	PC2

workers' knowledge of youth mental health risk factors through trainings to improve their outreach and interactions with youth	Mental Health First Aid curriculum to 200 community members, first responders, and school system staff.	County Schools (WSFCS) YMHFA trainers		school system staff reached through this connection	
		Activity 2: Recruit YMHFA training participants through the school system.	Community Advisory Board, My Brother's Keeper	*Number of school system employees invited *Number of school system employees who participate	
		Activity 3: Identify specific community members and first responders who would benefit from the YMHFA training and invite them to participate.	Center for Trauma Resilient Communities (CTRC)	* Number of community members / roles identified *Number of community members and first responders invited	
		Activity 4: Provide YMHFA training to community members, school system employees, and first responders in English and Spanish.	Center for Trauma Resilient Communities (CTRC)	* Number of first responders trained * Number of other community members trained *Number of school system staff trained *Number of trainings offered in English and Spanish.	WD2, TR1
Goal 7: Use community- and system-aligned measures to evaluate the impact of the We Heal	Objective 1: Community-driven evaluations are conducted and shared with the community. Community	Activity 1: Monitor and evaluate inputs, outputs, and outcomes of activities and	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper	*Number of IPP reports created *Number of evaluations conducted	

Together initiative, sharing the results with and getting feedback from the community, and incorporating community feedback into continuous improvement work.	feedback is incorporated into the initiative's continuous improvement plans.	goals throughout the duration of the grant period.			
		Activity 2: Collaborate with Community Advisory Board and partner agencies to develop communication framework for evaluation findings and grant activities	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper	* Number of CAB members engaged in communications framework *Number of community agencies engaged in communication framework *Number of communications of findings by type (e.g. Social media posts, community meetings, newsletters, etc.)	PC2
		Activity 3: Establish feedback loop to incorporate community feedback on evaluation findings into quality improvement efforts	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper	*Number of feedback opportunities *Number of actions taken based on feedback	
		Activity 4: Continue to refine and adjust the local evaluation plan in response to	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper	* Number of evaluation adjustments made based on community and CAB recommendations	

		community feedback under the guidance and leadership of the Community Advisory Board.			
	Objective 2: As many evaluation measures as possible align with those of other community initiatives	Activity 1: Identify community initiatives conducting similar evaluations	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper, Thriving Together	* Number of community initiatives contacted *Number of community initiatives identified	
		Activity 2: Collaborate with other agencies to adjust evaluation measures to align with other community initiatives if possible and beneficial	Forsyth Futures, Action4Equity, Community Advisory Board, My Brother's Keeper, Thriving Together	* Number of community adjustments made to evaluation plan *Number of organizations participating in alignment efforts	PC2

Plans for Meeting Data Collection, Performance Measurement, and Local Evaluation Requirements, and Persons Responsible

(1) GPRA (IPP) DATA

GPRA WD2: The number of people in the mental health or related workforce trained in behavioral/mental health trauma- informed approaches as a result of the ReCAST grant.		Persons Responsible
How will you collect this data?	<p>Information on participants in trainings hosted by We Heal Together partners will be collected through registration information and sign-in sheets. This will include information about occupation and agency to determine whether or not participants are part of the mental health or related workforce.</p> <p>Information on We Heal Together staff training will be collected using administrative records about the training and who attended.</p>	<p>Director of Trauma Resilient Communities, Community Health Educator, and Faculty</p> <p>Director of Embedded Mentoring Program</p>

Who will you collect this data from and at what time points?	Forsyth Futures will collect this data from grant partners 2 weeks prior to each quarterly report.				Research Manager
What are your annual targets for this measure?	Year 1	Year 2	Year 3	Year 4	
	30	51	51	51	

GPRA TR1: The number of individuals who have received training in trauma-informed approaches, violence prevention, mental health literacy, and other related trainings as a result of the ReCAST grant.					Persons Responsible
How will you collect this data?	<p>Information on participants in trainings hosted by We Heal Together partners will be collected through registration information and sign-in sheets.</p> <p>Information on We Heal Together staff training will be collected using administrative records about the training and who attended.</p>				<p>Director of Trauma Resilient Communities and Community Health Educator</p> <p>Director of Full Circle Embedded Mentoring Program</p> <p>Partner organization staff</p>
Who will you collect this data from and at what time points?	<p>Forsyth Futures will coordinate with partner organizations before and after events to collect this data.</p> <p>Forsyth Futures will collect this data from grant partners 2 weeks prior to each quarterly report.</p>				Research Manager
What are your annual targets for this measure?	Year 1	Year 2	Year 3	Year 4	
	140	215	215	195	

GPRA T3: The number of people (youth and family members) receiving services for trauma-informed behavioral health services as a result of the ReCAST grant.					Persons Responsible
How will you collect this data?	Data for this IPP indicator will be collected through Full Circle Embedded Mentoring's administrative data, including registration and attendance information.				Director of Embedded Mentoring Program
Who will you collect this data from and at what time points?	Forsyth Futures will collect this data 2 weeks prior to each quarterly report.				Research Manager

What are your annual targets for this measure?	Year 1	Year 2	Year 3	Year 4	
	50	50	50	50	

GPRA PC2: The number of [new] community organizations and agencies that are collaborating, coordinating, and sharing resources with each other as a result of the ReCAST grant					Persons Responsible
How will you collect this data?	Data for this IPP indicator will be collected at regular partnership meetings. During these meetings, Forsyth Futures, our research partner, will ask for information about new partnerships and follow up with each partner to gather information on the number of community organizations and agencies that are collaborating, coordinating, and sharing resources as needed.				Research Manager
Who will you collect this data from and at what time points?	Forsyth Futures will collect this data from grant partners continuously. 2 weeks prior to each quarterly report and partners will review it for accuracy.				Research Manager
What are your annual targets for this measure?	Year 1	Year 2	Year 3	Year 4	
	18	12	6	6	

GPRA AW1: The number of individuals exposed to mental health awareness messaging as a result of the ReCAST grant.					Persons Responsible
How will you collect this data?	Forsyth Futures will ask about current and upcoming opportunities for awareness messaging at regular partners meetings. Forsyth Futures will then follow up with any partners engaging in mental health awareness messaging to identify methods for counting individuals exposed to the messaging.				Research Manager
Who will you collect this data from and at what time points?	Forsyth Futures will collect this data continuously and share with grant partners 2 weeks prior to the quarterly report to confirm accuracy.				Research Manager
What are your annual targets for this measure?	Year 1	Year 2	Year 3	Year 4	
	150	150	150	150	

(2) Outcome Performance Measures

Outcome Performance Measure Focused on Youth Needing Intensive Support		Persons Responsible
What specific outcome performance measure will you focus on for youth needing intensive support (e.g., “high-risk youth”)?	<ul style="list-style-type: none"> Increased student engagement through: <ul style="list-style-type: none"> Improved school attendance Academic growth Increased family engagement with school Reduced justice involvement 	Action4Equity, Full Circle EMP staff
What tool will you use to measure/identify a baseline for this outcome (i.e., a tool that provides data that shows what the outcome was prior to program implementation)?	<ul style="list-style-type: none"> Data requested from school system, including Panorama Survey measures of family engagement Data requested from local law enforcement offices 	Forsyth Futures Research Manager
What tool will you use to measure/identify the impact of the program (i.e., a tool that provides data that shows what the outcome will be after program implementation) ?	<ul style="list-style-type: none"> Data requested from school system, including Panorama Survey measures of family engagement Data requested from local law enforcement offices Statistical analysis software R 	Forsyth Futures Research Manager
Who will you collect the data from and when/at what time points?	Forsyth Futures will collect this data at least annually	Forsyth Futures
How will you establish that/when you have achieved your desired result/outcome?	When Full Circle participants are showing statistically and practically significant improvements in student engagement and justice involvement	Forsyth Futures, Community Advisory Board

Outcome Performance Measure Focused on Family Engagement		Persons Responsible
What specific outcome performance measure will you focus on for youth needing intensive support?	<ul style="list-style-type: none"> Family engagement with the Full Circle Embedded Mentoring Program Family engagement with school system 	Action4Equity, Full Circle Embedded Mentoring Program Staff
What tool will you use to measure/identify a baseline for this outcome (i.e., a tool that provides data that shows what	<ul style="list-style-type: none"> Parent engagement with school system as measured by Panorama Survey 	Forsyth Futures will request from school system

the outcome was prior to program implementation) ?		
What tool will you use to measure/identify the impact of the program (i.e., a tool that provides data that shows what the outcome will be after program implementation) ?	<ul style="list-style-type: none"> • % of parents with monthly touchpoints with Full Circle Embedded Mentorship program • Parent engagement with the school system as measured by Panorama Survey • Statistical analysis software R 	<p>Forsyth Futures will request panorama data from school system</p> <p>Full Circle Embedded Mentoring will maintain records of monthly touchpoints</p> <p>Forsyth Futures will analyze data</p>
Who will you collect the data from and when/at what time points?	<p>Panorama data will be collected for the year before, during, and after Full Circle engagement.</p> <p>Touchpoint data will be collected every 6 months.</p>	Forsyth Futures
How will you establish that/when you have achieved your desired result/outcome?	When Full Circle Embedded Mentoring participants are showing statistically and practically significant improvements in student engagement and justice involvement	Forsyth Futures, Community Advisory Board

(3) Local Evaluation Plan

Goals	Objectives	Activities	Process Measures	Outcome & Indicator (IPPS)
Goal 1: Increase participation and capacity of East Winston residents and stakeholders, including youth, in community-based research and action.	Objective 1: Community members are engaged in interviews and listening / feedback forums to inform the content of the CNRA and the CSP.	Activity 1: Conduct focus groups, interviews, and listening sessions under the guidance of the Community Advisory Board to complete the CNRA and CSP.	* Number of community members engaged	*Extent to which community members engaged in the process express support for the mission, vision, and values and goals and objectives of the community strategic plan
		Activity 2: Conduct a community participatory community asset mapping process to educate the CAB and residents on existing	*Number of community members engaged in the asset mapping process	*Survey of community leader satisfaction with their engagement in the research process *Qualitative data about how asset maps are used and how useful community members believe them to be

		neighborhood assets and resources to implement the CSP.		
	Objective 2: Community members continue to be engaged in culturally relevant and responsive ways to direct informational sessions about SDOH and vital conditions and audience- and topic-specific summits and trainings / workshops around advocacy .	Activity 1: Conduct ongoing assessments of community needs and interests to inform informational sessions, summits, and trainings using asset based community development approaches.	*Number of assessment activities conducted	*Survey measuring the satisfaction of community members leading the assessments with the engagement process
		Activity 2: Identify community partners to collaborate in providing informational sessions, summits, and trainings.	*Number of community partners identified for collaboration	
		Activity 3: Provide informational sessions, summits, and trainings.	* Number of trainings, informational sessions, and summits provided *Number of community members participating in training, informational sessions, and summits	*Participant survey measuring cultural competency, satisfaction with programming, and skills/competencies gained (particular to program) * PC2 - Number of organizations collaborating to provide trainings, informational sessions, and summits * TR1- Number of community members receiving evidence-based training (depending on event) *AW1 - Number of community members exposed to mental health awareness messaging
Goal 2: Foster and facilitate	Objective 1: Improve resource referral and	Activity 1: Identify community	* number of community	

greater collaboration among community partners and institutional stakeholders to streamline efforts that address community violence.	navigation processes for youth and families.	partners who provide referrals and resource navigation.	partners identified	
		Activity 2: Assess barriers and challenges of youth and families to accessing and connecting to resources.	* number of organizations and community members engaged in assessment	*Qualitative data about resident satisfaction with and perception of finding accuracy
		Activity 3: Assess existing resource directories and work towards compiling a unified directory of resources that creates a more cohesive continuum of services (success pipeline).	* number of resource directories assessed *steps taken towards compiling a unified directory	
		Activity 4: Develop a network among organizations providing resource navigation / case management services and explore pathways to streamline and improve resource navigation / case management.	* number of agencies included in network *number of pathways identified and explored	*Qualitative capturing partner satisfaction with network collaboration * PC2- Number of organizations collaborating to explore streamlining resource navigation / case management services
		Activity 5: Create a collaborative action plan to improve resource navigation / case management	* collaborative action plan creation	* Qualitative and quantitative surveys measuring resident and agency satisfaction with the collaborative action plan *PC2- Number of organizations collaborating in

		across the network of organizations providing these services.		the collaborative action plan
		Activity 6: Implement the action plan to improve resource navigation / case management.	* number of agencies implementing the plan *number of families served	* Qualitative and quantitative surveys measuring client and agency satisfaction with the collaborative action plan * percentage of families initiating services who are successfully connected to services
		Activity 7: Conduct / collaborate with others to conduct 3 health and well-being events in East Winston, including information on mental health awareness.	*number of agencies collaborating *number of community members participating	*Community-designed qualitative and quantitative assessment of event utility, satisfaction, and effectiveness (depending on event content) *PC2- Number of organizations collaborating to conduct well-being events *AW1- Number of residents exposed to mental health awareness messaging
	Objective 2: Align and coordinate WHT work with the broader community work happening with the Thrive Together movement and create a unified community plan for advocacy and coordination of services and funding.	Activity 1: Connect WHT work with the overall Thrive Together framework.	* number of initiatives aligned and connected	*PC2- Number of organizations collaborating
		Activity 2: Develop a unified advocacy agenda across the Thriving Conditions.	* development of advocacy agenda * number of organizations involved in creating unified advocacy agenda	* qualitative and quantitative measures of community satisfaction with advocacy agenda *number of successful policy changes *PC2- Number of organizations collaborating in unified advocacy agenda
		Activity 3: Coordinate services and streamline funding.	*number of services coordinated *number of programs with streamlined	* qualitative and quantitative measures of community satisfaction with streamlined services *PC2- Number of organizations coordinating

			funding	on streamlining services and funding
	Objective 3: Coordinate, align, and sustain community efforts working to address gun violence and ground gun violence as a public health issue.	Activity 1: Convene community efforts that work to address gun violence to identify how to better coordinate activities.	* number of initiatives convened *number of opportunities for collaboration identified	*PC2- Number of organizations collaborating on coordinating activities
		Activity 2: Bring systems leaders together to hear about the issues	* number of systems leaders convened	*PC2- Number of organizations collaborating on the convening *AW1 - Number of residents exposed to mental health awareness messages
		Activity 3: Align the community in seeing gun violence as a public health issue.		*qualitative and quantitative assessment of participants perceptions of gun violence as a public health issue before and after convening work
		Activity 4: Establish a central hub for coordinating gun violence prevention initiatives.	*establishment of a central hub for coordinating gun violence prevention	
		Activity 5: Community institutions adopt the Reimagine Public Safety Pledge.	* number of community institutions adopting reimagine public safety pledge	*PC2 - Number of community institutions adopting reimagine public safety pledge
Goal 3: Enhance family engagement and create a supportive, inclusive school community for all families by addressing barriers to parent involvement, building effective engagement	Objective 1: Improve Winston-Salem/Forsyth County Schools family engagement.	Activity 1: Work with Winston-Salem/Forsyth County Schools Parent and Family Engagement Coordinators to identify and explore solutions to address barriers to parent engagement in schools.	*Number of parent and family engagement coordinators engaged *Number barriers identified	*PC2 - Number of organizations collaborating to identify and explore solutions

strategies, and implementing community-centered practices				
		Activity 2: Build strategies for Effective Family Engagement with the most vulnerable families in our community by leveraging the experiences of those “Doing the Work” and the Best Practices that have emerged from those successful efforts.	*Number of strategies identified	*PC2 - Number of organizations cooperating to build strategies
		Activity 3: Implement and sustain community-centered practices that address the specific needs of Black and Brown families, fostering a more inclusive and supportive school community by organizing community forums and workshops in partnership with WSFCS and local organizations.	*Number of strategies implemented *Number of community forums and workshops hosted *Number of families participating in forums and workshops	*Quantitative and qualitative measures of family satisfaction with community forums and workshops *PC2- Number of organizations collaborating on hosting community forums and workshops
		Activity 4: Work with WSFCS leadership to adopt (and where necessary, revise) policies and practices so as to support the full implementation of effective family engagement throughout the	*Number of policies revised and adopted	*Increase in black and brown parent engagement as measured by the Panorama survey

		district.		
Goal 4: Reduce high-risk behaviors and increase protective factors for East Winston youth exposed to adversity and trauma by implementing a comprehensive trauma-informed advocacy and mentoring strategy and collapsing the school to prison pipeline.	Objective 1: By the end of the grant period, engage 200 East Winston youth and families in the Full Circle Embedded Mentoring Program.	Activity 1: Identify target neighborhoods and recruit youth and families to participate.	*Identification of target neighborhoods *Number of activities conducted to recruit youth	*Number of youth recruited to participate
		Activity 2: Provide embedded mentoring services to youth.	*Number of youth engaging in mentoring services disaggregated by demographics described in the DIS	*T3- Number of youth receiving trauma-informed behavioral health services
	Objective 2: Increase protective factors, including access to basic needs, improved academic engagement and performance, and improved social and emotional skills, for youth engaged in the Full Circle Embedded Mentoring Program	Activity 1: Build trusting relationships with families and use a generalist intervention model to connect families with resources to meet their basic needs.	*Number of connections to services *Number of collaborations with other organizations to provide services	*% parents reporting improved access to basic needs and other services *qualitative data about family experiences with program *PC2 - Number of organizations collaborating to support needs of family and youth
		Activity 2: Provide homework assistance to youth		*% increase in GPA *% increase in school assignment completion rate *Change in % of youth with consistent school attendance
		Activity 3: Provide youth and families with resources and activities. to increase mental		*% increase in student perceived sense of self-awareness, self-management, prosocial decision making *change in rate of justice involvement

		health awareness and social and emotional learning		*change in rate of discipline incidents at school *AW1- number of residents exposed to mental health awareness messages
		Activity 4: Support parents in advocating for their students and engaging with the school system	*% of parents with monthly touchpoints	*% increase in the rate of support for students who have an IEP or may be eligible to receive one *Change in parent engagement with school as measured by the Panorama survey
	Objective 3: Increase capacity of full circle mentors	Activity 1: Staff partner with local coalition, Our Opportunity to Love & Heal, to receive the Professional Community Intervention Training Institute (PCITI) certification, which is based on the principle that holistic-centered gang intervention and violence prevention must be guided by a professional, proactive, and culturally sensitive approach.	* Number of staff trained	*% reduction in perceived barriers to effective mentoring *WD2 & TR1 - number of full circle staff trained
	Objective 4: Increase integration of existing TIC, SEL, & RJ programming and work	Activity 1: Identify community organizations involved in Trauma Informed Care, Social and Emotional Learning, and Restorative Justice work.	*Number of community organizations identified	
		Activity 2: Assess and examine how TIC, SEL, & RJ intersect and can support each other.	*Number of meetings and engagement touchpoints	

		Activity 3: Identify and explore opportunities for integration, shared language, shared understanding, and shared practices	*Number of opportunities identified *Number of organizations participating	*Qualitative and quantitative measure of organizational satisfaction with approach *Qualitative and quantitative measures of community satisfaction with resulting shared language, understanding, and practices *PC2- Number of organizations collaborating to explore opportunities for integration, shared language, shared understanding, and shared practices
	Objective 4: Examine opportunities for the police department to integrate trauma-informed care and/or TRC into existing training	Activity 1: Assess interest and identify opportunities for integration.	*Number of opportunities for integration identified	* Qualitative feedback from the police department about their experiences, including the efficiency/accessibility of their training *PC2 - Number of organizations collaborating to identify opportunities for integration
		Activity 2: Explore police department specific needs around training opportunities venue and format	*Qualitative description of how training is tailored for police needs	*PC2- Number of organizations collaborating around tailoring curriculum
Goal 5: Capacity-building - Enhance trauma-informed systems of care	Objective 1: By the end of year 4 of the initiative, TRC training, coaching, and implementation support will be delivered to eight BBAs serving East Winston, resulting in a team of 40 organizational TRC champions.	Activity 1: Through a cooperative process, community agencies who serve youth and their families in East Winston will be encouraged to apply to become one of 8 backbone agencies (BBAs) to fully implement TRC.	* Number of BBAs trained in the TRC framework; * Number of internal agency TRC champions trained; * Type and size of BBAs trained in TRC; * Number of boosters and coaching sessions offered by CTRC; * Topics of booster sessions	* Increase in knowledge about trauma resilience as evidenced by pre/post TRC training surveys; * Positive change in beliefs and comfort specific to trauma resilience; * Increase in organizational readiness as evidenced by Organizational Trauma Resilience Assessment (OTRA); * WD2, TR1 - number of staff trained
		Activity 2: Selected backbone agencies will send their		

		leadership teams to participate in a 3-Day TRC Leadership Engagement training.		
	Objective 2: Increase Trauma Informed Care knowledge of community members and residents through introduction to the TRC framework.l	Activity 1: Half-day TRC trainings are provided for community members/residents.	* Number of community member / residents participating in training	* Increase in community members' knowledge about trauma resilience as evidenced by pre/post TRC training surveys; * Positive change in beliefs and comfort specific to trauma resilience *TR1 - number of residents trained
	Objective 3: By the end of the grant, train and coach 45 clinicians and human service personnel on the S.E.L.F. Trauma-Informed Psychoeducational Curriculum and provide 8 backbone agencies with the complete 50 lesson resource guide.	Activity 1: Each of the backbone agencies will receive the complete 50 lesson curriculum, the institutional license to utilize the material, a two-day training on its use and follow-up coaching sessions by the grant funded Behavioral Health Coordinator and other Center for Trauma Resilient Communities team members who have been trained in utilizing S.E.L.F with youth and families.	* Number of clinicians and human service personnel trained *Number of backbone agencies provided with the complete 50 lesson resource guide *Number of follow-up coaching sessions conducted	*Feedback and stories from agencies that utilize the SELF tool, including client stories and experiences *Pre/post survey of service personnel's knowledge, skills, and attitudes * WD2, TR1 - Number of staff trained
	Objective 4: Create an action plan to shift human services to be more culturally responsive and affirming.	Activity 1: Assess service providers for culturally affirming and responsive practices.	*Number of service providers assessed	
		Activity 2: Develop an action plan to improve culturally	*Number and description of action items identified	*Qualitative and quantitative measures of community satisfaction with action plan *PC2 Number of

		affirming and responsive practices among service providers.		organizations collaborating on the action plan
		Activity 3: Provide education and training in afrocentric and other culturally affirming practices	*Number of trainings provided *Number of staff members trained	*Pre/post training survey measuring participants knowledge, skills, and beliefs
		Activity 4: Move towards greater representation of marginalized communities in leadership roles		*Change in percentage of leaders from marginalized communities
	Objective 5: Create a network of trauma - informed care providers to adopt policies and practices that create a more streamlined and integrated trauma-focused service system	Activity 1: Identify organizations current providing trauma-informed care	*Number of organizations identified	*PC2- Number of organizations participating in identifying current providers
		Activity 2: Recruit additional organizations to become trauma-informed through trainings and other educational opportunities.	*Number of organizations contacted *Number of organizations that engage in trauma-informed work	*Pre/post assessment of organizational culture and climate at participating organizations *PC2- Number of new partners recruited
		Activity 3: Identify policies and practices that will create a more integrated and streamlined trauma-focused service system.	*Number of policies and practices identified	*Quantitative and qualitative assessment of community satisfaction with policies and practices identified
		Activity 4: Update local policies to create a more integrated and streamlined trauma-focused	*Number of policies and practices implemented *Number of organizations	*Pre/post assessment of organizational culture and climate at participating organizations *Qualitative assessment of changes in client experiences

		service system.	implementing policies and practices	
Goal 6: Increase first responders' and youth involved workers' knowledge of youth mental health risk factors through trainings to improve their outreach and interactions with youth	Objective 1: Over the four years of the initiative, deliver the Youth Mental Health First Aid curriculum to 200 community members, first responders, and school system staff.	Activity 1: Connect with Winston-Salem/Forsyth County Schools YMHFA trainers	* Initial connection with Winston-Salem/Forsyth County Schools trainers *Number of school system staff reached through this connection	*PC2- Number of organizations collaborating on recruiting school system staff
		Activity 2: Recruit YMHFA training participants through the school system.	*Number of school system employees invited *Number of school system employees who participate	
		Activity 3: Identify specific community members and first responders who would benefit from the YMHFA training and invite them to participate.	* Number of community members / roles identified *Number of community members and first responders invited	
		Activity 4: Provide YMHFA training to community members, school system employees, and first responders in English and Spanish.	* Number of first responders trained * Number of other community members trained *Number of school system staff trained *Number of trainings offered in English and Spanish.	* Number of community members expressing confidence in responding to youth with mental health concerns with first aid approaches *Qualitative data about the effectiveness of the training from participants *Pre/post increase in knowledge, skills, and attitudes *Increase in referrals to mental health services by service providers *Qualitative assessment of how training is used by community members *WD2, TR1- Number of workforce staff and

				community members trained
Goal 7: Use community- and system-aligned measures to evaluate the impact of the We Heal Together initiative, sharing the results with and getting feedback from the community, and incorporating community feedback into continuous improvement work.	Objective 1: Community-driven evaluations are conducted and shared with the community. Community feedback is incorporated into the initiative's continuous improvement plans.	Activity 1: Monitor and evaluate inputs, outputs, and outcomes of activities and goals throughout the duration of the grant period.	*Number of IPP reports created *Number of evaluations conducted	*Qualitative assessment of provider, client, and community satisfaction with evaluation
		Activity 2: Collaborate with Community Advisory Board and partner agencies to develop community communication framework for evaluation findings and grant activities	* Number of Community Advisory Board members engaged in communications framework *Number of community agencies engaged in communication framework *Number of communications of findings by type (e.g. Social media posts, community meetings, newsletters, etc.)	*Number of community members receiving / engaging with communications *PC2 - number of organizations collaborating to create a shared framework
		Activity 3: Establish feedback loop to incorporate community feedback on evaluation findings into quality improvement	*Number of feedback opportunities *Number of actions taken based on feedback	*Number of community members providing feedback *Qualitative description of how feedback is incorporated

		efforts		
		Activity 4: Continue to refine and adjust the local evaluation plan in response to community feedback under the guidance and leadership of the Community Advisory Board.	* Number of evaluation adjustments made based on community and Community Advisory Board recommendations	* Qualitative and quantitative measures of community and Community Advisory Board satisfaction with evaluation process
	Objective 2: As many evaluation measures as possible align with those of other community initiatives	Activity 1: Identify community initiatives conducting similar evaluations	* Number of community initiatives contacted *Number of community initiatives identified	
		Activity 2: Collaborate with other agencies to adjust evaluation measures to align with other community initiatives if possible and beneficial	* Number of community adjustments made to evaluation plan *Number of organizations participating in alignment efforts	* Qualitative assessments of client satisfaction with evaluation process before and after adjustments are made * Qualitative assessments of community partner satisfaction with alignment *PC2 - Number of organizations collaborating to align community measures

Plans for Disaggregating Data to Focus on Intended Population of Focus and Disparate Subpopulations

<p>Our plans for disaggregating our data so that we can focus on our intended population(s) and subpopulations include the following:</p> <p>We will ask for demographic data including race/ethnicity, language spoken at home, and geography/neighborhood from all participants to allow us to disaggregate data.</p> <p>Youth and families will be asked additional questions about school and school experience to identify youth and families of youth in the disparate subpopulation.</p> <p>Service providers will be asked about the neighborhoods and school experiences of youth they serve to identify whether or not they work with youth in the disparate subpopulation.</p>
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Plans to Assess Changes in Disparities in Access to Care/Use of Care/Outcomes

Our plans for assessing changes in disparities in access to care, use of care, and related outcomes include the following:

All evaluation measures will be disaggregated to identify disparities in accesses, use of care, and outcomes as much as possible. (In some cases demographic data may need to be suppressed to protect the privacy of participants if there are a relatively low number.)

Evaluation results, including process evaluation results, will be shared with partners, the Community Advisory Board, and the community. Partners will use the “plan, do, study, act” model of continuous improvement and solicit input and advice from partners, the CAB, and community members on how to adapt strategies and programming to meet desired outcomes as necessary.

Policies and Procedures for Health Disparities and Persons Responsible

Our plan, which aligns with the enhanced National CLAS Standards, for implementing policies and procedures that address behavioral health disparities for the populations indicated in our disparities impact statement include the following:

On June 25th, the United States Surgeon General’s office issued an advisory identifying gun violence as a public health crisis, and calling for “collective commitment” to “turn the tide.” Our plan reflects this approach, and we focus on targeted interventions that are trauma-informed, address mental and emotional health as the primary root cause of violence and disruptive behavior, increase protective factors that strengthen mental and emotional health, and implement policies and practices that support each of these activities; this includes two major policy revisions that our collective secured through the work of My Brother’s Keeper Winston-Salem (MBKWS): 1) the prohibition of Out of School Suspension for students “under age eight (8) or under grade three(3)” (with exceptions for extreme circumstances; and 2) a change to the WSFCS Student Directory Policy that allows for the district to share student contact and local school enrollment information with organizations “such as mentoring groups, mental health organizations, housing assistance, and drug intervention agencies,” in order to provide greater support to students who demonstrate a clear need. Further collaborative pilots - pending approval from the National Institutes of Justice (NIJ) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP), respectively - would study the root causes of school violence (based primarily on engagement with and by those who have been most impacted by it) and expand restorative practices in four district schools with the launch of “restorative rooms” that would facilitate impact circles and trauma-informed processes of engagement with students who have been cited for disciplinary infractions. There are a set of common indicators that typically characterize the demographic of student who is targeted for these interventions, specifically: chronic absenteeism, high rates of suspension (in school and out of school), high rates of ACEs(Adverse Childhood Experiences), and a disproportionate representation of students whose families are facing the challenges of poverty and demonstrate low rates of family engagement with schools.

MBKWS also partners with Project Safe Neighborhoods (PSN), focused on targeting the intersection between the school-to-prison-pipeline and the disproportionate presence of young adult males of color (16 - 25 years old) involved in and impacted by community violence and disruption. MBKWS supports PSN’s efforts to form an Executive Council comprised of the leaders of local law enforcement agencies and key community stakeholders involved in violence intervention as a means of facilitating greater collaboration and sustaining consistent trauma-informed interventions, such as the highly successful [Behavioral Evaluation and Response Team](#) (B.E.A.R.) unit piloted by the City of Winston-Salem and recently incorporated in the municipality’s operating budget.

Additionally, the following objectives and activities throughout the plan that directly connect to policies and practices aligned with the CLAS standards:

- Goal 1, Objective 2 and Goal 7, Objective 1- through the CAB and the PRC, ongoing community - led assessment and evaluation, oversight, accountability, and monitoring; and
- Goal 3, Objective 1 and Goal 5, Objective 4 - culturally affirming and responsive family engagement and human services practices.

Finally, Goal 5, Objective 5 is focused on convening trauma - informed providers to develop an action plan to

identify policy changes to create a more streamlined trauma-informed system of care.

The persons responsible for overseeing and implementing this plan include:

My Brother’s Keeper Winston-Salem (MBKWS) network, the Full Circle Mentoring Program (FCM), and community partners who are participating in the MBKWS network and/or collaborating on the projects referenced above, including, but not limited to: the Winston-Salem Forsyth County Schools (WSFCS) Triad Restorative Justice (TRJ), The Parenting Path, and the Crossnore’s Center For Trauma Resilient Communities (CTRC).

Sustainability Strategies and Persons Responsible

The sustainability strategies and plans that we have identified in order to sustain the services, supports, and infrastructures developed through ReCAST include the following:

Sustainability Strategies	Timeframe for Implementation	Persons Responsible
<p>The Community’s Champions Table of Thriving Together, a collaborative action network coordinated by Action4Equity in partnership with Forsyth Futures and supported by Love Out Loud and Northington Associates, has been established to develop a sustainability plan for community-driven initiatives aimed at bringing about systemic change rooted in public safety and healing.</p> <p>The task force consists of two subgroups: one is dedicated to securing public funding in collaboration with the Piedmont Triad Regional Council, while the other is focused on engaging local, state, and national philanthropic organizations in partnership with local philanthropists and community foundation leaders.</p> <p>Additionally, the task force will work closely with the local business community through a partnership with Leadership Winston-Salem to explore opportunities for fostering equitable involvement, investment, and strategic partnerships in countywide multi-solving systemic action through civic infrastructure.</p> <p>Efforts will also be made to coordinate in-kind and financial resources to facilitate multi-sector collaboration to address the Social</p>	<p>The Champions Table launched formally in early 2024. The group is currently actively working on a budget to sustain and align community systems change efforts and will officially begin implementation of a multifaceted development strategy as outlined in the strategy column this fall, 2024. The emerging sustainability plan has a phased strategy to ensure sufficient and ongoing systems change community capacity over the next three fiscal years. Additionally, the Champions Table is incorporating components in the plan to shore up and leverage existing systems change capacity to maximize the resources already being directed towards these efforts.</p>	<p>Action4Equity, Forsyth Futures, Thriving Together Community’s Champion Table, Thriving Together Steering Committee</p>

<p>Determinants of Health (SDOH) and Vital Conditions.</p> <p>Furthermore, the Thriving Together Steering Committee will identify activities and develop infrastructure to oversee multi-sector collaboration and planning processes, with a focus on promoting co-leadership by historically marginalized communities. A plan to adopt coordinated language across all collective impact work will be implemented, ensuring standardized language across issued-based workgroups and networks to facilitate cross-sector collaboration to strengthen equitable well-being and resilience through federal grants, cooperative agreements, and local, state, national, and international frameworks.</p> <p>The People’s Research Council will establish a data and accountability mechanism to integrate community and systems data. This will help develop a comprehensive data framework reflecting essential indicators, including both leading and lagging data, to assess the impact of the CSP. It will also facilitate ongoing learning, adaptation, and adjustment of systems interventions, through triple loop learning, resulting from CSP activities.</p>		
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