

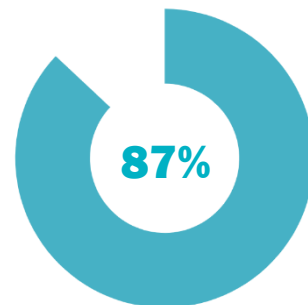
School Engagement End-of-Year Report

Fiscal Year 23/24
(7.1.2023 – 6.30.2024)



Results:

87% of program participants who graduated high school in 2023 were on track 12 months later (enrolled and engaged in post-secondary or employed on a path to self-sufficiency).



Progress Indicators¹:

- 82% of students were promoted on time.
- Average daily attendance for participating students was 80%.
- 79% of students were not suspended out of school.
- 95% of students enrolled in 12th grade this year graduated.

Core Support Services Provided to Students & Families:

16,276 student contacts (15,082 in person)²
3,959 family contacts (1,068 in person)
9,791 teacher connections

¹Domus' data for attendance and discipline is taken directly from the Stamford Public Schools Powerschool data platform. On-time promotion data is current as of 8/15/24 transcripts.

²Domus defines in-person visits as face-to-face, in-person, or virtual in-person contact with family members and/or students that take place in students' and families' homes, at families' places of employment, in school or in community locations where family advocates support students and/or families as they connect to resources.

About the Program:

Domus provided in-kind services to the Stamford Public Schools (SPS) for the 2023/24 school year by providing 2 program directors and 16 family advocates (FAs): 6 at Stamford High School (Domus Knights), 8 at Westhill High School (Domus Vikings), and 2 at Anchor (SPS alternative school) for Domus Knights/Vikings students who transitioned to that school. Domus also provided the funding to ensure students and families had the material supports needed to be successful in high school. The school engagement program engages disengaged high school youth over four years in intensive, interpersonal relationships to help them acquire the social and emotional skills, attitudes, and habits needed to graduate high school and enroll and engage in their post-secondary environment. All students were disengaged at intake, defined as having an attendance rate between 50-85% and/or suspended >1 time and/or have externalizing or internalizing behaviors that impact their ability to succeed in school.

“

I love how involved they are with my daughter. Makes me feel safe to know that someone is keeping tabs on her when she's in school.

”

Students Served: 352³

- Stamford HS: 127
- Westhill HS: 171
- Anchor: 41
- Adult Ed/Out of District: 13
- 51% male
- ≥99% have experienced trauma that has impacted their ability to succeed in school; on average, each student has experienced 3 traumas.

³Domus' EOY report data is based on students who enrolled in the program and remained enrolled for the entire school year. 31 students were excluded from the data sample because they left early: 16 left unsuccessfully, and 15 left neutrally, with 11 moving out of town and the remainder moving to a school out of the district. Among all students served, we successfully retained 91% of school engagement students during the year.

	Sch Eng	SPS ⁴
Black students	42%	13%
Hispanic students	44%	52%
White students	4%	26%
Multiracial/Other students	10%	10%
% free/reduced lunch	96%	51%
% ELL	14%	17%
% IEP	36%	17%

DEFINITIONS:

Free/reduced lunch: A student from a household with an income at or below 130% of the poverty income threshold is eligible for the federal free lunch program. A student from a household with income between 130% and up to 185% of the poverty line is eligible for reduced-price lunch.

ELL: English Language Learners are students learning English as a second language.

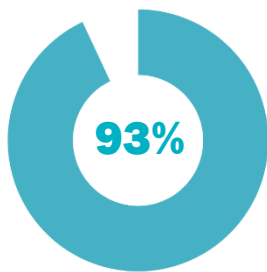
IEP: An IEP is an in-depth document for students who require special education services.

⁴All Stamford Public Schools data from State of CT DOE website.

How Are We Doing? Surveying Students & Their Families

Survey response rates: 96% students, 92% families

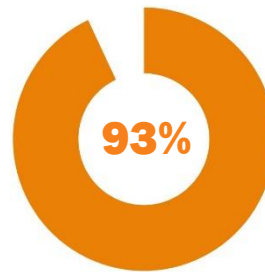
93% of students feel the help their advocate provides is **very/extremely** helpful.



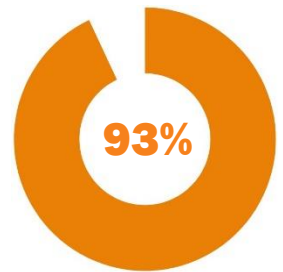
90% of students feel their advocate **always** treats them with respect.



93% of families feel the help their advocate provides is **very/extremely** helpful.



93% of families feel their advocate **always** treats them with respect.



Net Promoter Score: Students 72 (excellent), Families 82 (world class)

The *Net Promoter Score* is a widely used metric that is a single survey question asking respondents to rate the likelihood they would recommend a company, product, or a service to a friend or colleague. A program can have a score between -100 and 100. Based on global NPS standards, any score above 0 is considered *good*, with 50 and above classified as *excellent*, and 80 or higher as *world class*.

The Domus Relational Model:

The entirety of our work is based on the undeniable power of love to transform lives. Our staff work relentlessly to engage young people, never giving up until they feel a sense of safety and belonging. We use a unique and powerful combination of trauma-responsive, anti-racist practices, positive youth development, loving relationships, and Thoughts, Emotions, & Behaviors (a form of Cognitive Behavioral Therapy) skills-building. Together, these elements engage a young person's entire nervous system to increase their safety, health, wisdom, resilience, and skills. Fundamentally, they help youth regulate, relate, and reason as they practice shifting from a chronic stress response (“fight, flight, or flee”) to engage their “calm and connect” systems. Thus, when facing life’s inevitable challenges, youth can interrupt unproductive, automatic reactions and respond more skillfully. Through these loving, evidence-based interventions, Domus empowers young people to achieve life-changing outcomes.

“

My advocates are huge support systems... they have been there since my start of high school. [My advocate] is there for me when I need anything and [another advocate] is there to check in with me about my progress and job searching.

”

Supports Provided to Students & Families to Overcome Barriers to Learning:

MATERIAL OUTPUT SUPPORT:

- School clothing and supplies
- Winter coats and hats
- Monthly food assistance
- Rent and utility support
- Financial support for the transition to post-secondary education or training
- Holiday support, including food, gifts, and gift cards

STUDENT ACADEMIC AND SOCIAL/EMOTIONAL SUPPORT:

- Met weekly with students a minimum of 30 minutes to build relationships
- Offered incentives and challenges to spur improved and excellent attendance; 83% of program participants earned attendance awards





“

Helping children with school work, concerns, events, helping teachers as well, and helping family if in need. I can go on and on.

”

STUDENT ACADEMIC AND SOCIAL/EMOTIONAL SUPPORT (CONT.):

- Connected monthly with family members to build relationships
- Connected with teachers, attended PPTs, and advocated for student IEPs
- Encouraged students to utilize the Domus Drop-In Center, which offers tutoring, field trips, and enrichment opportunities after school, during school breaks, and during the summer to ensure have a safe, attractive, and supervised space with peers outside of school. 130 (37%) of School Engagement students attended at least once
- Provided wake-up calls and transportation to school as needed
- Assisted with school-led mediation and restorative justice

COMMUNITY PARTNERS & CONNECTIONS:

- Partnered with School-Based Health Centers to enroll students
- Enrolled students in community programs and provided scholarships to enable full participation
- Partnered with parole, probation, and Juvenile Review Board to ensure students involved in the justice system find success
- Partnered with the Stamford Public Schools and the Vaping Diversionary Program to support students found vaping at school
- Partnered with Stamford Public Education Foundation to offer tutoring after school at Stamford and Westhill High Schools

FY24 Organizational Highlights:

- The Domus organizational focus this year was *A Year of Wellness and Healing*. Activities included connecting program youth with nature as well as providing 400 families with *Spring into Spring* gifts they could use together as a family. The year culminated in providing \$100 wellness scholarships to 80 Domus young people to support their mental and physical well-being.
- Domus partnered with the City of Stamford on the Stamford Kindness Project. During the month of December, Domus youth and staff made kindness walls at all program locations. Domus then provided breakfast to all youth and staff to celebrate kindness.
- Domus provided holiday gifts and food to 476 families and Thanksgiving support to 357 families across all programs.

FY24 Program Highlights:

- A Domus Knights family advocate secured a grant to take 8 students on a three-day trip to Washington DC in June 2024.
- Students explored post-secondary opportunities via trips to UConn-Storrs, Goodwin College, Bridgeport College Fair, Quinnipiac, Southern CT State University, Porter and Chester, Central CT State University, the 100 Black Men College Fair, and a Yale debate.
- The program's 61 2024 graduates made plans to continue their learning in settings such as:
 - COLLEGE: UConn-Stamford, UConn-Storrs, SCSU, ECSU, University of Maine, Norwalk Community College, University of Bridgeport, and Housatonic Community College
 - TRAINING AND TECHNICAL PROGRAMS: Lincoln Tech, Porter and Chester, security guard training, and firefighter training
- Staff and students participated in community events including the UConn-Stamford MLK Day and MLK March, SPS Powerschool Day, Stamford High School's Historically Black Colleges and Universities Day, Roots Festival at Norwalk Community College, Cradle to Career Resource Fair, Haitian Community Day at Westhill, Westhill's production of *Chicago*, and Westhill's celebration of Black History Month.
- A student spoke at a rally opposing the new cannabis dispensary in Stamford.
- The program's commitment to community service saw students giving back through a variety of activities, such as volunteering at a local food pantry, making hygiene bags for people who are homeless, cleaning up the beach, helping tag horseshoe crabs on Long Island Sound, and many more initiatives.
- In addition to engaging young people in community service, staff also engaged students on the weekends, during school breaks, and after school in positive youth development activities including bowling, snow tubing, visiting an art gallery, crafting personalized pottery, going to the Summit in NYC, visiting a haunted house, and going to the movies.

“

When you have an advocate who cares and one that you like, it makes it easier to ask for help when you need it, and makes you feel cared for/thought of.

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