

PATH North Dakota | ND Full-Service Community School Consortium

Supporting and Elevating a Full-Service Community School Ecosystem in ND

Table of Contents

I.	Need for the Project.....	01
II.	Quality of the Project Design.....	05
III.	Quality of the Project Services.....	29
IV.	Adequacy of Resources.....	32
V.	Quality of Management.....	38
VI.	Quality of Management Plan.....	41
VII.	Quality of Project Evaluation.....	52
VIII.	Bibliography.....	58

Need for the Project

Background

North Dakota (ND) has been, historically, an aging state - where the birthrate was low and out-migration in rural areas ran rampant. This trend reversed when the revitalization of the Bakken oil field began in western ND beginning in 2007. With the workforce needs and new wealth and business opportunities available, more and more young workers and their families have begun to remain and move to rural ND. This has led to a population increase among ages 20-34 of 41% since 2000 (ND Compass, 2018). While economic prosperity and rural re-population are to be celebrated, ND's communities were not equipped and continue to remain ill-equipped to handle the pressures related to increased population. The pressures faced by communities are trickling down to impact ND's most-vulnerable population: it's youth.

ND's Current Student Population

The most-recent population estimates place ND's residency at approximately 750,000 (U.S. Census Bureau, 2017), with ND's youth ages 0-17 comprising 23% or approximately 175,000 (U.S. Census Bureau, 2017). Just as the landscape of ND's workforce is changing with new economic opportunity, so is the composition and outlook of ND's students. ND's typical student population was fairly homogenous, with most of the diversity coming from students in ND's Native Nations of the Mandan, Hidatsa, & Arikara; Sisseton Wahpeton; Spirit Lake; Standing Rock Sioux; and Turtle Mountain Band of Chippewa. While ND's students have typically been high achievers with an 88% graduation rate (U.S. Department of Education, 2016), they have been pervasively

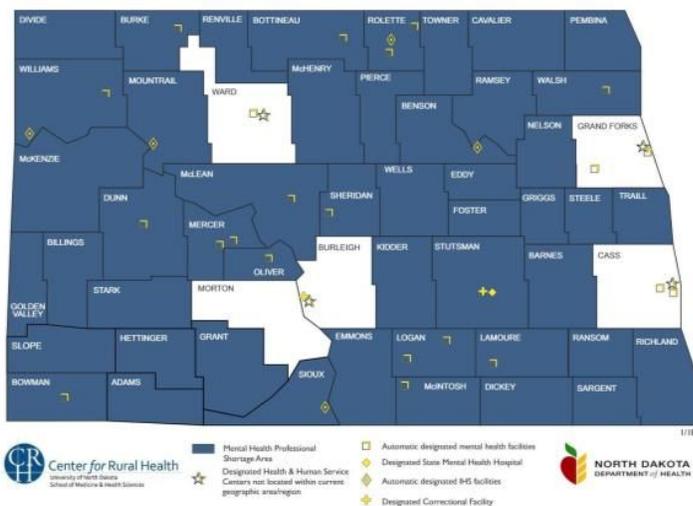
The challenges for ND youth in the present day are staggering. **One challenge, in particular, is worth diving more in depth to provide context and highlight the sheer magnitude of the issue: ND's behavioral health crisis.**

ND's Behavioral Health Crisis & Its Impact on the Classroom

Within ND, a lack of understanding exists when it comes to understanding whole child health of students, including behavioral health's impact on physical health and overall student achievement, and the need for schools to serve as community service hubs. A firm grasp of the concept of behavioral health, its roots, and its manifestations has not been obtained by many of ND's residents, especially education professionals and parents as evidenced by the overwhelming demand for behavioral health screening and training within its urban and rural schools.

Figure 2

North Dakota Mental Health Professional Shortage Areas



With too few behavioral health professionals and programs available and an ever-increasing demand for services, ND's population, spanning from early childhood to the elderly, is at risk (see Figure 2).

A recent study of ND's Behavioral Health System by the Human Services Research Institute (2018) identified a scarcity of funds available for early intervention and prevention work. When behavioral health issues manifest in the classroom, not only

is the individual student negatively affected, but so are the remaining classroom students, educators, and the school district. When behavioral health manifestations are handled in a punitive manner, students lose seat time; meaning that they may be excused from the classroom, suspended, or sent to a treatment facility. When students with behavior issues have consistent negative experiences with educators and learning when they are young, the student faces lifelong ramifications, including poor attitude and school performance, limited potential for academic and vocational aspirations, difficulty fitting in with peers, decreased self-esteem, and a myriad of other issues.

According to Schulte Consulting Services (2014), ND has a unique challenge when providing behavioral health services. Even before the influx of population from the revitalization of the energy industry, services were sparse simply because they weren't as needed. In 2007, this began to turn on its head. Because of the effects of the oil boom, including cost of living, lack of housing, and other increased population pressures, hiring became nearly impossible in the lower paid behavioral health service areas. This shortcoming became magnified by the increase in population, creating a behavioral health crisis because of the quantity of people seeking treatment. Furthermore, data from the Kaiser Foundation in 2016 indicates that only 49.73% of ND's behavioral health needs can currently be met by the number of licensed behavioral health professionals versus population.

According to the 2017 results of the Youth Risk Behavior Survey (YRBS), 17% of ND students in grades 9-12 and 20% of ND students in grades 7-8 considered suicide. Suicide is the ninth leading cause of death overall, and the second leading cause of

death for those between the ages of 15 and 24 (ND Suicide Prevention Program, 2017). The lack of services and increased demand has caused a great deal of stress on the available behavioral and physical healthcare workers. Although the energy industry has slowed down beginning in 2015, the demand still remains; leaving many service providers grappling with ways to cost-effectively and efficiently provide services to those most in-need.

Summary of Needs

In response to the needs identified for ND's student population, stakeholders have come together to form the North Dakota Full-Service Community School (NDFSCS) Consortium to design a culturally responsive, trauma-informed framework to introduce the full-service community school (FSCS) model across ND to support whole child health. ***Specifically, through the funding made available by the U.S. Department of Education, the NDFSCS Consortium will support and elevate the FSCS ecosystem within ND through the development, adoption, and expansion of the FSCS model in urban, rural, and high-poverty elementary schools across the state, while also enhancing pre-service curriculum for future educators for long-term sustainability.***

Quality of the Project Design

Priorities

The work proposed by the NDFSCS Consortium meets the mandated Absolute Priority requirement, as well as the four Competitive Preference Priorities.

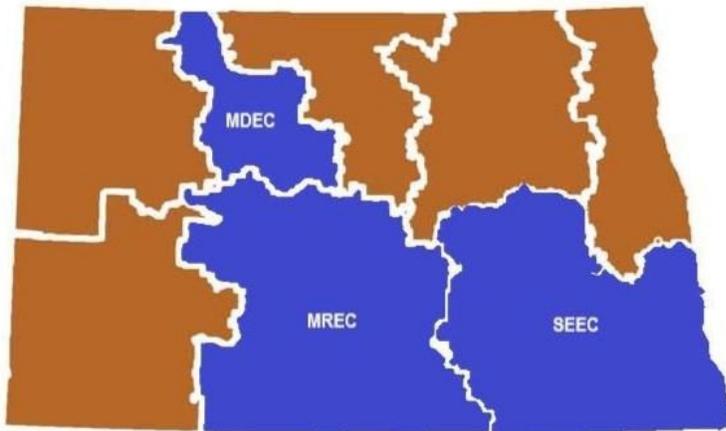
Absolute Priority: As is mandated by the U.S. Department of Education, at least two or more full-service community schools must be developed and implemented. With the work proposed by the NDFSCS Consortium, three full-service community schools will be developed in micropolitans juxtaposed to postsecondary pre-service education programs across ND as demonstration sites for inservice and preservice teacher learning. In addition, another three full-service community pilot schools will be recruited, developed, and implemented within rural ND. It is anticipated that the FSCS demonstration sites will be established and operational by the end of the first year of the grant. The full-service community schools developed through the pilot schools will be established and operational by the end of the second year of the grant.

Competitive Preference Priority 1 (Rural Districts-Small and Rural or Rural and Low-Income): The NDFSCS Consortium has selected Washington Elementary School in Minot, ND as the site for one of the FSCS demonstration sites. Washington Elementary School is a Title I School, where more than 40% of students are eligible for the Free & Reduced Meals program. Additionally, Minot, ND is classified as a rural community, with a population just overtopping 46,000. Furthermore, the FSCS pilot schools to be recruited as a part of the activities of the project will come from a pool of geographically diverse small and rural schools, located in communities of less than 15,000 residents in geographic areas considered medically underserved and mental health shortage areas as per the ND Department of Health.

Competitive Preference Priority 2 (Broadly Representative Consortiums): The NDFSCS Consortium is representative of thousands of students and school personnel,

as well as featuring a vast array of experiences and connections. The core members of the NDFSCS Consortium are three regional education associations [Missouri River Education Cooperative (MREC), Mid-Dakota Education Cooperative (MDEC), and South East Education Cooperative (SEEC)] and one direct service provider [PATH ND (PATH)]. PATH is a statewide organization, with ten offices located across the state, serving over 1,000 youth each year. MREC, MDEC, and SEEC work directly with students, educators, school personnel, and community service providers to provide

Figure 3



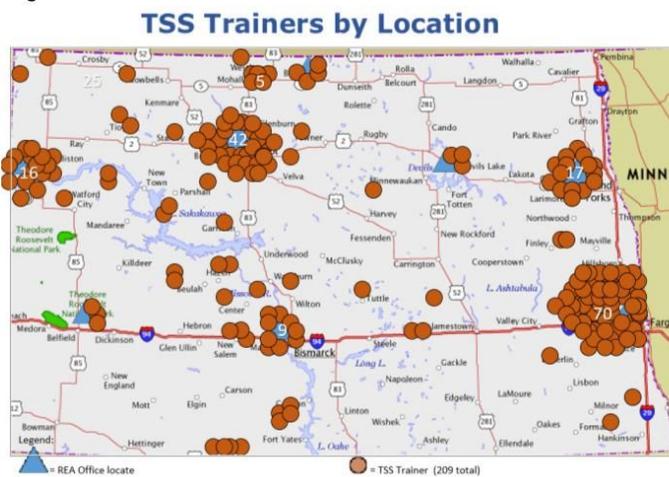
professional development and direct services across over 50% of ND's geography (see Figure 3). Among all of the services provided, MREC, MDEC, and SEEC support and represent over nearly 69% (74,955) of ND's

student population and over 11,000 educators and school personnel. Included within the staff diversity of PATH, MREC, MDEC, and SEEC are professional educators and administrators, social workers, public health professionals, and direct service providers specializing in the areas of academic achievement and physical, behavioral/mental and social-emotional health. Additional community service organizations participating in the activities of the consortium's project include Lutheran Social Services of ND (LSSND), Pathfinder Parent Center, Great Plains Food Bank, ND Afterschool Network, Avera

eCARE, ND Department of Public Instruction, and several ND universities, including North Dakota State University.

Competitive Preference Priority 3 (History of Effectiveness): The members of the NDFSCS Consortium have a past history of effectiveness, specifically the core consortium members of MREC, MDEC, SEEC, and PATH with the creation and implementation of the Trauma Sensitive Schools (TSS) educator initiative. This initiative has been adopted across the state, certifying 209 TSS trainers, with trainers in

Figure 4



all geographic areas of ND; 80 school districts have participated; 3 ND universities; and 6,600 school personnel have been engaged in supporting and implementing TSS strategies (see Figure 4).

Competitive Preference Priority 4 (Evidence-Based Activities, Strategies, or Interventions): Within the work proposed by the NDFSCS Consortium, four evidence-based, promising strategies or programs will be utilized to achieve successful implementation of the identified pipeline services, including:

- High-quality early childhood education programs;
- High-quality school and out-of-school-time program and strategies;
- Family and community engagement;

- Community-based support for students who have attended the schools in the area served by the pipeline;
- Social, health, nutrition, and mental/behavioral health services and supports; and
- Juvenile crime prevention and rehabilitation programs.

The lessons learned while developing and implementing programs around evidence-based strategies and promising practices in ND will assist the NDFSCS Consortium to support the development of full-service community schools. These programs include, **but not limited to**:

Trauma-Sensitive Schools: In January 2015, PATH, MREC, MDEC, and SEEC (now, the NDFSCS Consortium) collaborated in creating Trauma Sensitive Schools (TSS) educator initiative in response to needs identified by educators, administrators, and families in many classrooms across the state. TSS provides a new perspective for educators on student behavior and learning for children who have experienced childhood traumatic stress. The TSS curriculum provides an overview of childhood trauma and how it manifests in the classroom. Additionally, the curriculum provides best-practice, trauma-informed instructional strategies to support students exposed to trauma, one of which is promoting social-emotional learning. Since the roll out of the curriculum, instruction has been provided to educators statewide, including MREC, MDEC, and SEEC's regions, as well as multiple "train the trainer" sessions conducted across the state.

Behavior Triage To Enhance Resilience (BeTTER): BeTTER is a program created by MDEC that has been implemented within the greater Minot community to increase resiliency and build capacity within elementary schools to allow for better student outcomes for all students, specifically those with behavioral health issues. BeTTER is a school-based form of targeted case management, which is provided for children with serious behavioral health or emotional disorders. With BeTTER and its targeted case management features, students and their families are supported to gain access to needed medical, social, and educational services as well as other agencies whose functions are to provide the support, training, and assistance required for a stable, safe, and healthy life. BeTTER's services are offered through a variety of levels of care to assist students and families in navigating through complex behavioral health challenges.

ND School eNurse Program: In July 2015, MDEC partnered with the ND Department of Health and Minot Public Schools to conduct a needs assessment and create an enduring change plan to engage communities in sustainable change for student health through school nursing. Through education and pilot testing, the group members are now school health pioneers by creating innovative solutions in an absence of school nursing services, including creating a standardized health history form, developing and disseminating medication administration training for unlicensed school personnel, and, most importantly, the advent of the ND School eNurse Program. The ND School eNurse Program

was developed with the mindset of providing or extending school nursing services in an affordable manner via a telehealth (live audio/video) platform using a shared services model. The mission of the eNurse program is to improve access to healthcare for underserved, geographically disadvantaged PreK-12 students with the goal of minimizing health related barriers to learning by providing safe, effective care from an experienced school nurse. With the expertise of a school nurse, rural schools are the ideal venue to reach and address the unmet physical and behavioral health needs of underserved families by providing access to care. Utilizing a regional approach and remote technology to increase access to a school nurse is the most efficient and innovative option to ensure that students' health care needs are being addressed throughout the school day. In six short months since inception, five schools have engaged equating to approximately 1,205 students with access to school nursing care.

ND Multi-Tiered System of Supports (NDMTSS): ND's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, behaviorally and social-emotionally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction and assessments offering specific, research-based interventions matched to student needs driven by data. Within NDMTSS, there

are three tiers: Tier 1, Tier 2, and Tier 3. NDMTSS's Tier 1 has a focus on all students, where strategies and methods employed are appropriate for general classroom settings referred to as "universal". NDMTSS's Tier 2 has a focus on students identified as at risk of performing below or significantly above expected outcomes. Tier 2 incorporates supplemental instruction practices that are evidence-based and serve as an additional layer of Tier 1, referred to as "targeted". Tier 3 has a focus on students who present with exceptionally high academic or very low academic, behavior, or social-emotional achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals. Tier 3 instruction can be described as intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies.

Description of Goals, Objectives, & Activities

The proposed scope of work by the NDFSCS Consortium is designed to address one goal with six accompanying objectives and associated activities to support developing the FSCS ecosystem, expand it across ND, and facilitate FSCS introductions and curriculum components into pre-service and in-service educator learning. The following narrative presents the project goal, objectives, activities, timeline, and persons responsible for project implementation.

Goal: The NDFSCS Consortium will support and elevate the FSCS ecosystem within ND through the development, adoption, and expansion of the FSCS model

in urban, rural, and high-poverty elementary schools across the state, while also enhancing pre-service curriculum for future educators for long-term sustainability.

This goal is designed to facilitate a paradigm shift within ND's education sector about the potentiality of schools to serve as community service hubs through the adoption of the FSCS models. Through a blend of FSCS demonstration schools and FSCS pilot schools, the NDFSCS Consortium will be able to create a robust environment with increasingly positive results for not only students but also families within urban, rural, and high-poverty communities. As this project is a five-year endeavor, Year 1 will be an intentional mix of capacity building, planning, and direct service implementation activities. The following Year 2, Year 3, Year 4, and Year 5 will be spent continuing to implement the pipeline services and supplements developed while also ensuring that each school will continue to be sustainable once project funding is no longer available. The core of the NDFSCS project is developing three demonstration site schools and three pilot site schools within each participating regional education association's region; meaning that 1 demonstration site and 1 pilot site will exist within MREC's, MDEC's, and SEEC's respective regions.

Objective 1: Compile and finalize the tools needed to establish, develop, and expand full-service community schools.

Activity 1.1: Visit an established FSCS model school in a similarly resourced state/community to glean firsthand knowledge and best practices.

With the U.S. Department of Education's investment in building the FSCS model, the

NDFSCS Consortium members are eager to learn from those who have had extended experiences establishing schools are community service hubs in rural communities. Upon notification of funding, the NDFSCS Consortium will reach out to past FSCS award winners to absorb information, determine community/state similarities, and schedule a site visit. The result of the proposed site visit will be the development of a knowledgeable FSCS network and direct FSCS model experience for project staff.

Persons Responsible: Project Director and Regional Coordinators

Activity 1.2: Identify a FSCS needs assessment to map resources, conduct gap analysis, and create an action plan for implementing and enhancing existing services within individual schools and communities. Each school and community within ND is different and will require a customized approach to implementing the FSCS model. In order to move through that process efficiently and effectively, tools and processes will be identified for overall consistency of evaluation and service integration. This activity will result in the identification and utilization of a universally adopted needs assessment and the development of the Trauma-Informed Practices for Schools Needs Assessment. *Persons Responsible: Project Director, Regional Coordinators, and Supplemental Pipeline Service Team Leaders*

Activity 1.3: Identify FSCS visitation protocols and standards of implementation for demonstration sites and pilot site schools. Utilizing schools as places of learning for students, pre-service educators, and practicing teachers will require the development of specific protocols to minimize distractions and enhance learning opportunities. It will be essential to craft protocols and standards before direct

service implementation to manage expectations of service providers, students, families, and others involved in the school environment. The anticipated outcomes of this activity include the identification of broadly understood FSCS ND standards of implementation; customized adopted, and utilized protocols and procedures; and an ideal matrix of skills and connections for FSCS implementation teams. *Persons Responsible: Project Director, Regional Coordinators, and Supplemental Pipeline Service Team Leaders*

Activity 1.4: Develop and disseminate an application for FSCS pilot site implementation assistance to create an expansion plan. Implementing elements of the FSCS model successfully will need to be the result of a bottom-up approach within the school and community. It is imperative to the overall development, adoption, and expansion of the FSCS model that schools not feel that this is something done TO them but rather something WITH them. In order to assure that pilot schools selected maintain reasonable expectations, obtain FSCS model knowledge, and exhibit a desire to work through the implementation process, an application process will be implemented. Not only will the application process provide leads to potential pilot site schools specifically for the project period, it will also provide connections to schools who may receive FSCS model implementation assistance long after the project period has ended. The results of this activity are anticipated to include an inventory of interested schools, an identification of baseline school criteria, and the development of the FSCS model expansion plan. *Persons Responsible: Project Director, Regional Coordinators, and Project Secretary*

Objective 2: Create avenues and opportunities for community input on development, adoption, and expansion of the FSCS model in schools across ND.

Activity 2.1: Hire/assign three School Service Site Coordinators and three Community Organizers, with 1 of each working in regions of MDEC, MREC, and SEEC. Because of ND's large geographic spread and the reach of the NDFSCS Consortium, it will be necessary to onboard individuals with specific regional experience and networks to serve as School Service Site Coordinators and Community Organizers. The School Service Site Coordinator position will be charged with the oversight and coordination of services provided within the school building and how they interface with the needs of students and families, both in the demonstration site school and the outlying pilot site school. The Community Organizer position will be charged with developing networks within communities to drive family and service provider engagement and solicit feedback as to the implementation of the project. As a direct result of this activity, the drafted job description and position expectations will be utilized. *Persons Responsible: Project Director and Regional Coordinators*

Activity 2.2: Host community cafes and support additional community input mechanisms for caregivers and students. Supporting the needs of students and their caregivers/families in an efficient and effective manner is a primary driver of the FSCS model. As such, the NDFSCS Consortium is cognizant of the participation and integration of feedback from students and their families. In order to ensure this remains a primary value of the project, community cafes will be hosted in selected school areas to ensure that the FSCS model is well explained, understood, and utilized. The

anticipated outcomes of this activity include six executed community cafes creating increased family engagement, increased understanding of the FSCS model with caregivers and students, and documented community attitudes and expectations of the FSCS model. *Persons Responsible: Community Organizers, Supplemental Pipeline Service Team Leaders, School Site Service Coordinators, and Demonstration Site Teams/Pilot Site Teams*

Activity 2.3: Engage with community service providers through small group and one-on-one meetings. In order to support the sustainability of implementation of the FSCS model in all participating schools, developing a robust network of community service providers within the region will be prioritized. Not only will engaging with community service providers support opportunities for service implementation, it may also provide opportunities for coordination and service enhancement. An anticipated outcome of this activity is the development of a network of community service providers in each region, along with the development of a regional community resource guide. *Persons Responsible: Community Organizers and School Service Site Coordinators*

Objective 3: Establish three geographically diverse demonstration sites to serve as models of full-service community schools.

Activity 3.1: Build capacity of school leadership to serve as a demonstration site. Before a school provides opportunities for others in the field of education to learn, it is important that the capacity of the school's leadership is able to match the additional responsibilities and requirements of the designation. Additionally, building capacity of school leadership teams will allow for expectations of the FSCS

model to be managed and allow for higher likelihood of overall sustainability. As a result of this activity, the anticipated outcomes may include increased educator and school personnel capacity, along with adapted benchmarks and standards for demonstration site schools. *Persons Responsible: Supplemental Pipeline Service Team Leaders, School Site Service Coordinators, and Demonstration Site Teams*

Activity 3.2: Facilitate FSCS needs assessment and assist in the creation of individualized school FSCS action plans. Just as each school and community will be different, so will the needs of its students. The approach of the NDFSCS Consortium is to customize, as much as reasonably possible, the FSCS model and resulting pipeline services to the needs and resources available within the environment they operate. The anticipated outcomes of this activity include individualized development plans for each school, identified gaps in services, and an improvement plan for current pipeline services offered. *Persons Responsible: Regional Coordinators, Community Organizers, School Site Service Coordinators, Supplemental Pipeline Service Team Leaders, and Demonstration Site Teams*

Activity 3.3: Implement FSCS action plans. Once the individualized development and action plans have been created following the needs assessment, the NDFSCS Consortium can support the participating schools to begin coordinating and preparing for the direct services to be provided. Anticipated outcomes of this activity include customized and adopted policies and procedures for service delivery. *Persons Responsible: Project Director, Regional Coordinators, Community Organizers, Supplemental Pipeline Service Team Leaders, and Demonstration Site Teams*

Activity 3.4: Implement pipeline services and provide direct services. With support from the Demonstration Site Teams, the FSCS demonstration site will provide services through year 2-5 of the project. Anticipated outcomes of this activity include serving approximately 850 students within the three demonstration site schools, which will create comprehensive learning environments, increased student attendance, and integration of community partners into the school day. *Persons Responsible: School Site Service Coordinators, Supplemental Pipeline Service Team Leaders, and Demonstration Site Teams*

Activity 3.5: Evaluate services and impact annually. Evaluating the impact on each school, along with the resulting behavior on students will be integral for overall adoption, expansion, and sustainability of the FSCS model. Anticipated outcomes of the activity include descriptions of the qualitative and quantitative impact of services on students, as well as an improvement plan for service delivery based on gathered feedback. *Persons Responsible: Project Director, Regional Coordinators, Evaluation Team, and Project Secretary*

Activity 3.6: Provide educational opportunities and demonstrations for current and pre-service educators, administrators, and community service organizations. Developing FSCS demonstration sites geographically dispersed throughout ND provides a unique opportunity to disseminate FSCS model information and best practices to hundreds of current and pre-service educators across the state. Anticipated outcomes of this activity include the development of templates and protocols

for educational activities, enhanced pre-service education opportunities, and increased teacher learning opportunities. *Persons Responsible: Demonstration Site Teams*

Activity 3.7: Develop individual demonstration site FSCS sustainability plans for services. Once the work of the NDFSCS Consortium is completed through the funds provided, it will be up to each individual school and community to maintain the level of services provided. In order to ensure that services and the FSCS model will be sustained, specific attention will be paid to overall sustainability planning and budgeting. The results of this activity are anticipated to include signed memorandums of understanding for services, funding plan for services, and a developed FSCS toolkit for potential schools to utilize for ease of FSCS model adoption in the future. *Persons Responsible: Project Director, Regional Coordinators, Demonstration Site Teams, School Site Service Coordinators, and Community Organizers*

Objective 4: Identify and engage three schools in geographically diverse rural pilot sites to test, implement, adopt, and sustain FSCS evidence-based strategies.

Activity 4.1: Select and engage three geographically diverse rural schools through an application process. Rural schools to be targeted for application solicitation will include those in medically underserved areas and areas with mental health provider shortages among other application criteria. Anticipated outcomes of this activity include the development of a pilot site application, signed memorandums of understanding with selected schools, and named Pilot Site Team members as a result of the application process. *Persons Responsible: Project Director and Regional Coordinators*

Activity 4.2: Facilitate FSCS needs assessment and assist in the creation of individualized school FSCS action plans. Just as each school and community will be different, so will the needs of its students. The approach of the NDFSCS Consortium is to customize, as much as reasonably possible, the FSCS model and resulting pipeline services to the needs and resources available within the environment they operate. The anticipated outcomes of this activity include individualized development plans for each school, identified gaps in services, and an improvement plan for current pipeline services offered. *Persons Responsible: Regional Coordinators, Community Organizers, School Site Service Coordinators, Supplemental Pipeline Service Team Leaders, and Pilot Site Teams*

Activity 4.3: Implement FSCS action plans. Once the individualized development and action plans have been created following the needs assessment, the NDFSCS Consortium can support the participating schools to begin coordinating and preparing for the direct services to be provided. Anticipated outcomes of this activity include customized and adopted policies and procedures for service delivery. *Persons Responsible: Project Director, Regional Coordinators, Community Organizers, Supplemental Pipeline Service Team Leaders, and Pilot Site Teams*

Activity 4.4: Implement pipeline services and provide direct services. With support from the Demonstration Site Teams, the FSCS Pilot Sites will begin to provide services in year 2 and continue through year 5 of the project. Anticipated outcomes of this activity include serving approximately 500 students within the three pilot site schools, which will create comprehensive learning environments, increased student

attendance, and integration of community partners into the school day. *Persons Responsible: School Site Service Coordinators, Supplemental Pipeline Service Team Leaders, and Pilot Site Teams*

Activity 4.5: Evaluate services and impact annually. Evaluating the impact on each school, along with the resulting behavior on students will be integral for overall adoption, expansion, and sustainability of the FSCS model. Anticipated outcomes of the activity include descriptions of the qualitative and quantitative impact of services on students and their families, as well as an improvement plan for service delivery based on gathered feedback. *Persons Responsible: Project Director, Regional Coordinators, Evaluation Team, and Project Secretary*

Activity 4.6: Develop individual pilot site FSCS sustainability plans for services. Once the work of the NDFSCS Consortium is completed through the funds provided, it will be up to each individual school and community to maintain the level of services provided. In order to ensure that services and the FSCS model will be sustained, specific attention will be paid to overall sustainability planning and budgeting. The results of this activity are anticipated to include signed memorandums of understanding for services, funding plan for services, and a developed FSCS toolkit for potential schools to utilize for ease of FSCS model adoption in the future. *Persons Responsible: Project Director, Regional Coordinators, Pilot Site Teams, School Site Service Coordinators, and Community Organizers*

Objective 5: Enhance pre-service education with FSCS integration for wider impact, adoption, and sustainability of the model.

Activity 5.1: Establish partnerships with local pre-service education providers for observational and educational activities in demonstration site schools. Within each region represented by the NDFSCS Consortium exists a postsecondary institution with a pre-service education program. The juxtaposition of the FSCS demonstration site school to the postsecondary institution provides an ample opportunity for learning and observation. To capitalize on the new experiences provided by the FSCS model within the state, partnerships with the associated pre-service education programs will be sought. Anticipated outcomes of this activity include signed memorandums of understanding with each university, along with involvement in the demonstration sites by pre-service educators. *Persons Responsible: Project Director, Regional Coordinators, Community Organizers, and Demonstration Site Teams*

Activity 5.2: Provide opportunities for pre-service educator experiences, including site visits, practica, and mentorship. One of the drivers behind developing, adopting, and expanding the FSCS model across ND is the opportunity to facilitate the paradigm shift regarding a school's role in serving the community. With the availability of a demonstration site for pre-service educator utilization, the NDFSCS Consortium will begin planting the seed of the potentiality of the FSCS model in rural areas. Anticipated outcomes of this activity include developed educational materials and evaluations. *Persons Responsible: Regional Coordinators and Demonstration Site Teams*

Activity 5.3: Assist in integrating FSCS strategies in pre-service education offerings. With the insight provided through enhanced learning opportunities, the

NDFSCS Consortium will support participating pre-service education programs to incorporate best practices and elements of the FSCS model into their existing curricula. Anticipated outcomes of this activity include revised standards and practices for specific education curriculum. *Persons Responsible: Regional Coordinators*

Activity 5.4: Evaluate impact on perspective and knowledge of participating pre-service educators. To measure the shift in perspective and attitude, a variety of measures will be utilized, including pre- and post-testing of the pre-service educators as they participate. The results of this activity are anticipated to include quantitative and qualitative impact of the educational experiences they participated in at the FSCS demonstration sites. *Persons Responsible: Project Director, Regional Coordinators, and Evaluation Team*

Objective 6: Collect, synthesize, and disseminate results of FSCS expansion, implementation, and adoption with ND stakeholders for continued adoption and sustainability.

Activity 6.1: Provide opportunities for relationship building through mentor/mentee relationships among demonstration sites and pilot schools. In order to support and elevate a FSCS ecosystem in ND, opportunities for relationship building and resource sharing need to be developed. With this project, the NDFSCS Consortium is conscious of the impact of structured convenings to begin that process, while allowing organic conversations and gatherings to occur following the conclusion of the project. The results of this activity are anticipated to be the development of a robust FSCS network of model schools, with relationships established between each school.

Persons Responsible: Project Director, Regional Coordinators, School Site Service Coordinators

Activity 6.2: Provide annual findings to ND stakeholders based on evaluation methodology and data collected. The FSCS model is new to many in ND's education community, and the potential positive impact of this model on rural ND schools is significant. To allow for widespread information dissemination, the NDFSCS Consortium will be intentional about providing updates and reports to interested parties across the state annually. The anticipated outcome of this activity is the development of best practices and lessons learned to be disseminated to stakeholders. *Persons Responsible: Project Director and Regional Coordinators*

Activity 6.3: Compile and develop presentations and white papers based on FSCS incorporated best practices and their impact on the learning environment. Sorting and sifting through developed and identified best practices and lessons learned will be paramount to articulating the impact of the NDFSCS Project. Through this activity, the NDFSCS Consortium is anticipating increasing the collective understanding in ND of the FSCS model. *Persons Responsible: Project Director, Regional Coordinators, and Project Secretary*

Activity 6.4: Disseminate findings to national, regional, state, and local education and youth-related stakeholders. The approach taken by the NDFSCS Consortium is one that can be adopted/adapted by other traditionally geographically underserved states in the U.S. Because of this belief, the NDFSCS Consortium will seek out opportunities to present and share its findings to a variety of stakeholders to

enhance the pollination of ND's FSCS ecosystem. Anticipated outcomes from this activity include an increased collective understanding of the FSCS model implementation in rural areas and, ultimately, increased FSCS sites in ND. *Persons Responsible: Project Director, Regional Coordinators, and Project Secretary*

Selected Demonstration School Justification

The NDFSCS Consortium is very intentional about overcoming geographic challenges when it comes to supporting and enhancing the FSCS ecosystem in ND. For example, many educators and school personnel often find distance needing to be travelled for professional development to be a barrier. Being conscientious of that, the NDFSCS Consortium has selected demonstration site schools to be geographically dispersed throughout the state to minimize windshield time of school personnel wishing to learn and participate. Therefore, a demonstration site school within the respective regions of MREC, MDEC, and SEEC have been selected based on the size of the school population and incidence of poverty and mobility. The three selected sites include Mary Stark Elementary School (Mandan - MREC), Washington Elementary School (Minot - MDEC), and Jefferson Elementary School (Fargo - SEEC). Each of the participating demonstration site schools have already-established, good-standing relationships with the NDFSCS Consortium and are eager to participate in the project to enhance the quality of education and services within their buildings.

Mary Stark Elementary School has an enrollment of 197 students as of 2018. Of those students, 64% qualify for the free or reduced lunch program, which is nearly triple ND's average free or reduced lunch program student incidence of 25% (ND Kids Count,

2016). The population of Mandan is 21,769 (U.S. Census Bureau, 2016). Mandan is just adjacent to North Dakota's state capital of Bismarck, with a current population of 72,417 (U.S. Census Bureau, 2016). Mary Stark Elementary School will serve as an example of urban FSCS model implementation. Furthermore, Mary Stark Elementary School is within mere miles of two major institutions of higher education, which both offer pre-service education programs: University of Mary and United Tribes Technical College.

Washington Elementary School has an enrollment of approximately 350 students as of 2018. Of those students, 43% qualify for the free or reduced lunch program, which is nearly double ND's average incidence of students participating in the free or reduced lunch program of 25%. The population of Minot is 48,743 (U.S. Census Bureau, 2016). Minot is the largest community within a 110 mile radius, with much of the outlying areas being considered frontier country. Washington Elementary School will serve as an example of rural FSCS model implementation. Furthermore, Washington Elementary School is located blocks away from Minot State University, which offers a robust pre-service education program.

Jefferson Elementary School has an enrollment of approximately 360 students as of 2018. Of those students, 67% qualify for the free or reduced lunch program, which is more than triple ND's average incidence of students participating in the free or reduced lunch program of 25%. The population of Fargo is 120,762 (U.S. Census Bureau, 2016). Fargo is the largest city within ND and boasts a diverse racial and ethnic community. Jefferson Elementary School will serve as an example of urban,

high-poverty FSCS model implementation. Furthermore, Jefferson Elementary School is located minutes away from North Dakota State University, which offers the largest pre-service education program in ND.

In addition to geographic and population diversity, the three selected demonstration site schools feature a variety of pipeline services already in existence. Illustrated in Table 1 is a matrix of current pipeline services available within each school that could be supplemented or enhanced as a result of the NDFSCS Project.

Table 1

Pipeline Service (as defined by U.S. Dept. of Education)	Mary Stark	Washington	Jefferson
High-quality early childhood education programs.	Yes	Yes	Yes
High-quality school and out-of-school-time program and strategies.	Yes	Yes	Yes
Support for a child’s transition to elementary, and secondary education to postsecondary education.	No	No	No
Family and community engagement.	Yes	Yes	Yes
Activities that support postsecondary and workforce readiness.	No	No	No
Community-based support for students who have attended the schools in the area served by the pipeline.	Yes	Yes	Yes
Social, health, nutrition, and mental health services/supports.	Yes	Yes	Yes
Juvenile crime prevention and rehabilitation programs.	No	No	Yes

Pilot Site Selection Process and Considerations

In order to recruit and engage pilot site schools for the NDFSCS Project, the NDFSCS Consortium will rely on an application-based method, targeting communities with populations less than 15,000 residents. The ideal school will present with a desire to implement and understanding of the responsibilities of the FSCS model. It is anticipated that initial pilot site schools will be located outside of the community hosting the demonstration site school (Mandan, Minot, and Fargo). This will allow for added efficiencies with the School Site Selection Coordinators and Community Organizers, as many of the service providers for the rural pilot schools will likely be centralized in the associated micropolitans.

Quality of the Project Services

Strategies for Ensuring Equal Access and Treatment

A well-built multi-tiered system FSCS model implementation benefits all students, regardless of race, ethnicity, gender, age, socioeconomic status, or disability. The NDFSCS Consortium has incorporated strategies within the planning and implementation of this project for measuring and ensuring equal access and treatment for all students, particularly those groups that have been traditionally underrepresented.

Culturally Responsive & Trauma-Informed Approach

With the changing landscape of ND's student population, along with the new research about the implications of childhood trauma, the NDFSCS Consortium's project approach will allow additional, specific considerations for cultural responsiveness and trauma-informed practices.

Cultural Responsiveness

Throughout the activities of the project, diversity, equity, and inclusion practices will be held as a value. The NDFSCS Consortium has prioritized this framework by including project staff that has a wealth of experience facilitating and initiating multicultural activities and inclusion practices. Culture, as allowed by the scope of this work, will include considerations for socioeconomic status, geographic background, history of trauma, race, and ethnicity.

Trauma-Informed Practices

The primary mission for schools is to support students in educational achievement. To reach this goal, children must feel safe, supported, and ready to learn. As schools strive to accomplish this for all students—regardless of strengths, needs, and capacities—schools must recognize the influence of the students' personal experiences on their learning and achievement. Children are exposed to violence and trauma at an alarming rate in the United States. By age sixteen, two-thirds of children in the United States have experienced a potentially traumatic event such as physical or sexual abuse, natural disaster or terrorism, sudden or violent loss of a loved one, refugee and war experiences, serious accident or life-threatening illness, or military family-related stress (National Child Traumatic Stress Network, n.d.). Many children, with support, are able to heal and overcome such traumatic experiences. However, a recent report examining the impact of adverse childhood experiences (ACEs) on academic outcomes found that communities with higher ACE scores had higher rates of suspension and unexcused absences and lower rates of graduation from high school

and progression to post-secondary school than communities with relatively low prevalence of ACEs (Blodgett & Dorado, 2016). Not only are individual children affected by traumatic experiences, but other students, educators and school personnel, and their communities can be impacted by interacting or working with a child who has experienced trauma.

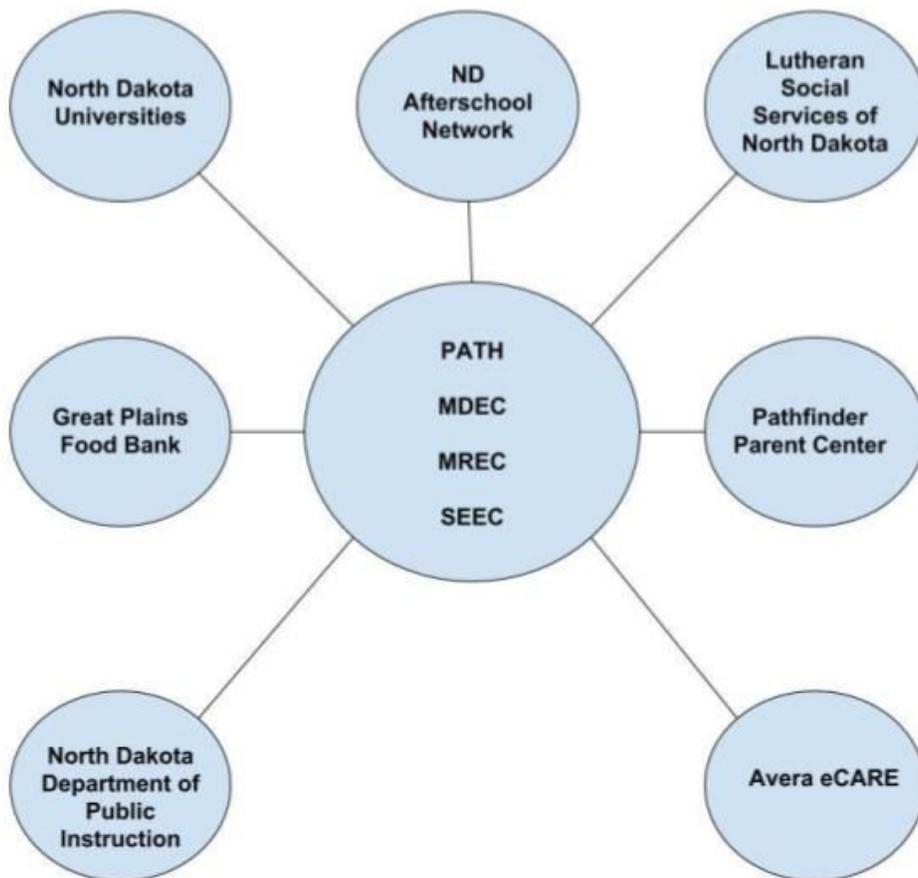
When students experience chronic or complex childhood trauma, that experience can change their brain and the way it develops. Trauma-exposed children and adolescents display changes in their levels of stress hormones similar to those seen in combat veterans. The stress hormones produced during trauma can interfere with the development of higher brain functions, including decreased neurogenesis (process of birth of neurons wherein neurons are generated from neural stem cells), impaired myelination (proper myelination is essential for nervous system functionality), and inhibited pruning (getting rid of neural connections not used). Additionally, trauma shapes children's beliefs and expectations about themselves, adults who care for them, and the world in general, almost creating an invisible backpack full of thoughts, potentially including: I am ugly; School sucks; The world is a scary place; Grown-ups lie; No one loves me; and You're going to hurt me. Through the implementation of trauma-informed practices, the invisible backpack can be "re-packed" to include thoughts of: I am beautiful; I am smart; I can trust you; I feel safe; Grown-ups help; and My family loves me. When supporting the FSCS model across ND, it is integral for the NDFSCS Consortium to incorporate trauma-informed practices throughout the framework to ensure that ALL students will be supported to succeed.

Adequacy of Resources

The scope of work presented in this proposal has been crafted and will be implemented by the NDFSCS Consortium. As evidenced by the descriptions below and illustrated through Figure 5, the NDFSCS Consortium is broadly representative of the state and is truly robust in terms of skill sets mastered and programs delivered.

Figure 5

NDFSCS Consortium Structure & Members



PATH North Dakota (PATH) | Mental & Behavioral Health, Trauma-Informed Care & Family Engagement Expertise

PATH is multi-state nonprofit organization that began operations in ND in 1994. PATH provides child and family services, including foster care, adoption, in-home, and community-based family services. For more than 15 years, PATH has provided evidence-based services and supports to children and families through case management, assessments, treatment planning and coordination, relief care, parent-to-parent mentoring, 24-hour availability, crisis planning and intervention, emergency beds, community-based resource planning, family reunification, and specialized adoption. All programs provided by PATH are accredited by the Council on Accreditation for Services to Children and Families (COA).

Missouri River Education Cooperative (MREC) | Academic, Behavioral Health, & Cultural Competence Expertise

MREC is one of eight regional education associations located in south central ND. MREC provides core curriculum supplements of Math, Writing, and Science while also providing up to 80 different direct-to-student programs annually. MREC serves 39 member school districts annually, which translates into supporting over 23,000 students or 22% of ND's total student population. Additionally, MREC operates a Native American Resource Center Advisory Committee to promote and tailor its programming to be culturally responsive to ND's Native Nations.

Mid-Dakota Education Cooperative (MDEC) | Academic, Behavioral Health, Physical Health, Social-Emotional Learning, Trauma-Informed Care & Family Engagement Expertise

MDEC is one of eight regional education associations in ND and supports students, educators, and administrators by enhancing and elevating the core curriculum of Math Writing, and Science, while also working across sectors to develop educator-centric intervention strategies and programs to meet the whole child health needs of students in rural ND. MDEC serves 15 member school districts in northwest ND annually, which translates into supporting over 11,000 students or 10% of ND's total student population. Additionally, MDEC is a contributing member of the Collaborative for Academic, Social, and Emotional Learning (CASEL), which is the nation's leading organization advancing the development of academic, social, and emotional competence for all students.

South East Education Cooperative (SEEC) | Academic, Physical Health, Social-Emotional Learning & Cultural Competence Expertise

SEEC is one of eight regional education associations in ND, serving 36 public school districts and four private schools in the southeast portion of ND. Through these members, SEEC serves over 35,000 students or 33% of ND's student population. SEEC strives to provide consistent high-quality programs and services in the areas of professional development, technology support, data systems support, school improvement support, and curriculum enrichment. SEEC's School-Based Medicaid Consortium works with special education units across North Dakota to access available

federal reimbursement dollars for medically necessary services provided to students as specified in their IEP. SEEC uses CompuClaim's Medicaid claiming software to effectively and efficiently record, submit and review claims for reimbursement, advocates for school-based Medicaid at the state level, and provides training, technical assistance, resources and tool to create an effective program within the unit. Furthermore, SEEC has extensive experience supporting two of ND's most-underserved populations: New Americans and Hutterite Colonies.

North Dakota State University (NDSU) | Pre-Service Education Provider

NDSU is an institution of higher institution that distinguishes itself as a student-focused, land-grant, research university providing affordable access to an excellent education that combines teaching and research in a rich learning environment. NDSU boasts a student population overtopping 15,000, with a faculty and staff population of approximately 6,000. NDSU offers the Human Development and Family Science/Elementary Education dual degree program, which is designed to provide additional knowledge in all aspects of child development to prepare elementary teachers to be advocates for young children and extend their knowledge about how children learn, what they learn, and the techniques that facilitate such learning. Students participating in this program will serve as potential pre-service educators to learn at the Jefferson Elementary School FSCS demonstration site.

ND Afterschool Network | Academic, Behavioral Health, Physical Health, & Family Engagement Expertise

The ND Afterschool Network was established in ND in 2012, with a mission of supporting and advocating for high quality out-of-school-time programming, resources, and services. To support out-of-school time care, the ND Afterschool Network provides technical assistance to strengthen processes, knowledge application, and implementation of services by current programs. Through mentorship, coaching, and consulting, the ND Afterschool Network supports providers to better their programs.

Lutheran Social Services of ND (LSSND) | Restorative Justice & Family Engagement Expertise

LSSND strives to strengthen lives and communities through a spirit of service and innovation. The LSSND Restorative Justice program provides a dedicated team of trained facilitators located across the state to provide a respectful, compassionate, and healing response to crime and conflict. Through the Restorative Justice program, LSSND seeks to restore, to the extent possible, those harmed by an offense, encourages accountability from the person who committed the offense, and promotes safe, secure, and peaceful communities.

Pathfinder Parent Center (Pathfinder) | Family Engagement Expertise

Pathfinder is a statewide nonprofit organization established in 1987. Pathfinder supports parents and educators to connect, plan for, and become engaged in each child's education. Pathfinder's services include individuals who receive both general education and special education services from birth through age 26.

Great Plains Food Bank (GPFB) | Community-Based Service Expertise

GPFB strives to end hunger in ND through community partnerships as ND's largest hunger-relief organization. Each year, GPFB provides services to one in nine individuals who seek emergency food assistance. Working effectively and efficiently is a core value of GPFB, and partnering with schools to initiate and support student-led food pantries and clothing receptacles is just one way that GPFB enhances the quality of life of ND students.

ND Department of Public Instruction (NDDPI) | Academic, Behavioral Health, Physical Health, Social Emotional Learning & Family Engagement Expertise

NDDPI is a state agency that partners with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success. NDDPI's priorities include attracting and retaining quality educators and school staff, supporting school climate and academics, providing high quality professional development and technical assistance, and engaging in collaborative data driven decision making.

Avera eCARE | Behavioral Health, Physical Health, & Telemedicine Expertise

Avera eCARE is a telemedicine network that works with schools to create relationships and implement telemedicine practices that allow for virtual school nursing platforms in rural ND and South Dakota. Through partnerships with MDEC, Avera eCARE has been a founding partner of the ND School eNursing Program.

Quality of Project Personnel

Equal Opportunity

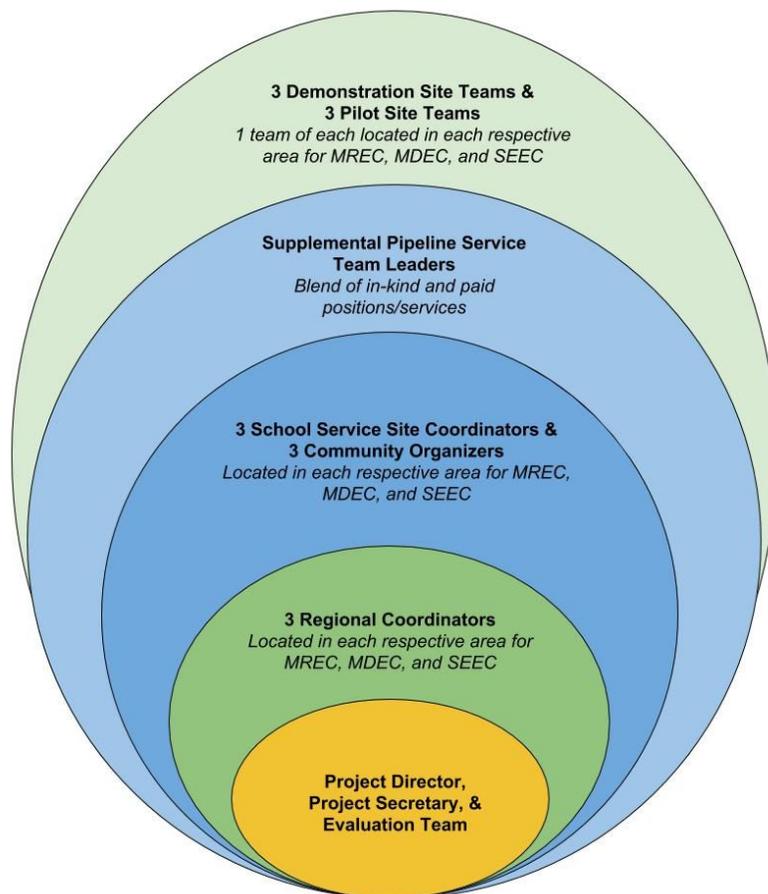
All members of the NDFSCS Consortium are fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws for all individuals without regard to race, color, national origin, religion, gender, disability, age, sexual orientation, marital status, or veteran's status. Additionally, the NDFSCS Consortium embraces diversity as part of its mission and one of its core values. The belief that diversity enriches the quality of the learning experience is evident in every program offered by each member of the consortium. Students are valued as individuals and encouraged to recognize and embrace the difference in others. "We live in a global society, and ND is now an accurate representation of a melting pot of diversity. Because this is true of our youth and their families, we incorporate an appreciation for diversity and the way the world turns outside of our local community," said Luke Schaefer, Executive Director of MREC and MDEC and co-leader of the NDFSCS Consortium.

Consortium Leadership

The implementation of the NDFSCS Project will be supervised by the leadership of the four core consortium members, PATH, MREC, MDEC, and SEEC. Luke Schaefer, Executive Director of MREC and MDEC, Kyle Davison, Executive Director of SEEC, and Heather Simonich, Operations Director of PATH, will all serve as co-leaders of the consortium. Their roles and responsibilities will include supporting the key project staff while building relationships with selected schools and community service entities,

facilitating contacts and meetings with ND decision-makers, and ensuring the vision of the project is maintained. The time dedicated to this project by the co-leaders, specifically for this role, will be provided to the project as an in-kind match for budget purposes. *Please note that Heather Simonich, PATH, will also be a member of the key staff as Supplemental Pipeline Services Team Leader. The compensation and time allotted for this role will be above and beyond Ms. Simonich's commitment as a consortium co-leader.* To provide further clarity is an illustration indicating position by level of school/community engagement is featured below (see Figure 6).

Figure 6
NDFSCS Project Paid Positions & Services Chart
**Ordered by level of Community/School Engagement*



Key Staff

Project Director: Rhonda Schauer, Project Coordinator of MREC, will be the project director of the NDFSCS Project (15% FTE). Ms. Schauer is currently the coordinator MREC's Primary Circle Project. With this position, Ms. Schauer provides leadership and planning for management and administration in the project's areas and activities, including goal setting, team building, planning, development, implementation, and program evaluation consistent with best practices and applicable accreditation standards. In addition to a wide array of experience in federal grant administration and education collaboration, Ms. Schauer has a wealth of experience coordinating multicultural education, including assisting the development and implementation of all-inclusive diversity activities at a ND college campus; creating diversity and inclusivity goals; and supporting the recruitment, retention, and academic success of students of color.

As project director, Ms. Schauer's responsibilities will include direct supervision of the regional coordinators and oversight of the financial transactions of the grant. This will ensure that charges are reasonable and necessary, allowable under the terms of the award, and properly documented for reporting purposes. Ms. Schauer will also be the primary liaison with the U.S. Department of Education project office and grants management specialist regarding progress, final reports, and all fiscal oversight issues.

Regional Coordinators: Lyndsi Engstrom (MDEC), Keely Ihry (SEEC), and Lisa Klabunde (MREC) will serve as the regional coordinators of the NDFSCS Project (all at 15% FTE). Ms. Engstrom, Ms. Ihry, and Ms. Klabunde have existing relationships

with each identified FSCS demonstration site school, as well as a deep understanding of the needs of the students in the state. The regional coordinators will have administrative responsibility as well as coordination for all project activities. These responsibilities also include planning for NDFSCS Consortium meetings, which will be held monthly via in-person convenings and distance technology.

Project Secretary: Kelly Armijo, Administrative Assistant of MDEC, will be the project secretary of the NDFSCS Project (5% FTE). Ms. Armijo has four years of experience in administration, in both healthcare and nonprofits. Ms. Armijo will support the project director and regional coordinators with the reporting requirements of the project.

School Service Site Coordinators (3): To Be Named (50% FTE). To ensure lasting sustainability, effective coordination of services, and efficient impact on each school and communities at large, three qualified school service site coordinators will be sought and hired. The school service site coordinators will work with the project director, regional coordinators, and supplemental pipeline service team leads to craft individualized service and sustainability plans for each school. Additionally, the school service site coordinators will support and enhance the implementation of the pipeline services along with supporting the school leadership teams at both demonstration schools and pilot schools.

Community Organizers (3): To Be Named (25% FTE). To ensure lasting sustainability, effective coordination of services, and efficient impact on each school and communities at large, three qualified community organizers will be sought and hired.

The community organizers will work within the region to support and enhance access and availability of needed pipeline services.

Supplemental Pipeline Service Team Leaders

The work needed to develop, supplement, and enhance pipeline services within demonstration site schools and pilot site schools will be extensive. While all NDFSCS Consortium members have agreed to support the activities of the NDFSCS Project, two areas have been identified as significantly lacking across ND; thus, requiring support above-and-beyond what can be expected through an in-kind contribution of time or services. In response to this identified gap, two paid designations have been created: Trauma-Informed Care Specialist and eCare Specialist.

Trauma-Informed Care Specialist: Heather Simonich, Operations Director of PATH, will have oversight and direction regarding the trauma-informed practices and targeted case management (5% FTE). Ms. Simonich joined PATH in May 2015, after serving 14 years with the Neuropsychiatric Research Institute and working as the Program Coordinator and Training trauma-focused cognitive behavioral therapy for members of the Treatment Collaborative for Traumatized Youth. Ms. Simonich earned her Master's Degree in Counseling Psychology from Ball State University in Muncie, Indiana.

Ms. Simonich's unique experience in creating a professional development curriculum for educators in partnership with the ND Department of Public Instruction and publishing professional manuscripts on topics related to child traumatic stress has led her to be one of ND's most-knowledgeable trauma-informed practice developers. Ms.

Simonich will work with the project director, regional coordinators, and school service site coordinator to craft customized framework for each school to implement trauma-informed practices and services.

eCARE Specialist: Liz Toftland, ND School eNursing Program Manager, will be the eCARE specialist of the NDFSCS Project (10% FTE). Ms. Toftland will coordinate care planning for student physical health for students with chronic care needs. Additionally, Ms. Toftland will provide input regarding policy and protocol related to student physical health.

Purchased Services & Team Sub-Grants

To support the development and implementation of the FSCS model in both demonstration and pilot site schools, targeted case management, family engagement, and evaluation services will be purchased through cooperating agencies. Furthermore, each demonstration and pilot site school will be empowered to assemble an implementation team, for which they will receive a sub-grant to support.

Targeted Case Management Services: Through previous inquiries and conversations regarding the implementation of the FSCS model, the NDFSCS Consortium has worked with schools to identify a need for targeted case management services from a reputable ND agency. Consequently, within the budget, the NDFSCS Consortium has set aside dollars to accommodate the highest need students through purchased services.

Family Engagement Services: When interacting with potential and identified participating schools to implement the FSCS model, the NDFSCS Consortium identified

a need to host community forums to collect comments for the review and revision of Family Codes of Conduct. Pathfinder, a member of the NDFSCS Consortium, has been identified as a provider for this service through their parent facilitation experience.

Evaluation Services: Evaluation services to ensure overall fidelity, overall impact, and long-term sustainability of the FSCS model across ND will be purchased through a dual partnership with Strengthen ND and Dr. Nathan Anderson of Anderson Inquiry. Strengthen ND is a nonprofit organization serving ND that has vast experience designing practical and applicable evaluation mechanisms, while Dr. Nathan Anderson of Anderson Inquiry has a rich history of evaluation and data collection specific to the needs of the education sector.

Demonstration Site Teams & Pilot Site Teams: At each FSCS demonstration site school and FSCS pilot school site will be assembled a Demonstration/Pilot Site Team. Each team will be led by a Parent/Family Liaison, Special Education Specialist, and principal to assist in the creation of a site that learns, assess, develops, implements, and embeds community services into the school. Each school team will be awarded a sub-grant in order to increase their capacity to demonstrate the FSCS model.

Quality of Management Plan

The NDFSCS Consortium will use a management by objective process to assure that goals, objectives, and activities are completed as designed, on time, and within budget. The following matrix shows the NDFSCS project goals, objectives, activities,

timelines, responsible personnel, and anticipated outcomes. It will serve as the basis for the management by objectives process.

The NDFSCS Project staff will meet twice each month for a staff meeting to examine the work assignments and progress per the matrix. In cases where progress is lacking, staff will determine if another implementation strategy is needed, if the progress can wait or if the activity should be changed.

Work Plan

<p>Work Plan Key</p> <p>Project Director = PD</p> <p>Project Secretary = PS</p> <p>Regional Coordinators = RCs</p> <p>School Service Site Coordinators = SSSCs</p> <p>Community Organizers = COs</p> <p>Supplemental Pipeline Service Team Leaders = SPSTLs</p> <p>Demonstration Site Teams = DSTs</p> <p>Pilot School Teams = PSTs</p> <p>Evaluation Team = ET</p>	<p>Key Milestones:</p> <ul style="list-style-type: none"> ● ~1,350 Students in ND served through the FSCS model by year 2 ● 3 Demonstration Sites established ● 3 Pilot Schools established ● 6 FSCS action plans developed ● 6 FSCS sustainability plans developed ● 3 pre-service education programs enhanced ● Developed FSCS expansion toolkit ● ND-specific FSCS standards developed/adapted and school-site standards adapted for ND Schools ● School personnel networked with community service providers for ease of referral and support ● 6 Community Cafes hosted to support family engagement
<p>Goal: The NDFSCS Consortium will support and elevate the FSCS ecosystem within ND through the development, adoption, and expansion of the FSCS model in urban, rural, and high-poverty elementary schools across the state, while also enhancing pre-service curriculum for future educators for long-term sustainability.</p>	
<p>Objective 1: Compile and finalize the tools needed to establish, develop, and expand full-service community schools.</p>	

Activity	Timeline	Responsible Party(ies)	Anticipated Outcome
1.1: Visit an established FSCS model school in a similarly resourced state/community to glean firsthand knowledge and best practices.	10/1/18-12/31/18	PD, RCs	<ul style="list-style-type: none"> • Knowledgeable FSCS network connections • Direct FSCS model experience
1.2: Identify a FSCS needs assessment to map resources, conduct gap analysis, and create an action plan for implementing and enhancing existing services within individual schools and communities.	10/1/18-12/31/18	PD, RCs, SPSTLs	<ul style="list-style-type: none"> • Universally adopted needs assessment identified & utilized • Trauma-Informed Practices for Schools Needs Assessment Developed
1.3: Identify FSCS visitation protocols and standards of implementation for demonstration sites and pilot site schools.	10/1/18-12/31/18	PD, RCs, SPSTLs	<ul style="list-style-type: none"> • Understood FSCS ND standards • Customized, adopted, and utilized protocols and procedures • Ideal matrix of skills and connections for FSCS Implementation Teams
1.4: Develop and disseminate an application for FSCS pilot site implementation assistance to create an expansion plan.	10/1/18-12/31/18	PD, RCs, PS	<ul style="list-style-type: none"> • Inventory of interested schools • Identification of baseline school criteria • FSCS model expansion plan
Objective 2: Create avenues and opportunities for community input on the development, adoption, and expansion of the FSCS model in schools across ND.			
Activity	Timeline	Responsible	Anticipated Outcome

		Party(ies)	
2.1: Hire/assign 3 School Service Site Coordinators and 3 Community Organizers, with 1 of each working in regions of MDEC, MREC, and SEEC.	1/1/19 - 3/31/19	PD, RCs	<ul style="list-style-type: none"> ● Job description and expectations
2.2: Host community cafes and support additional community input mechanisms for caregivers and students.	4/1/19 - 9/30/23	SSSCs, COs, SPSTLs, DSTs/PSTs	<ul style="list-style-type: none"> ● Documented community attitudes and expectations of the FSCS model ● Increased understanding of the FSCS model with caregivers and students ● Increased family engagement ● 6 Community Cafes Hosted (2 in each region)
2.3: Engage with community service providers through small group and one-on-one meetings.	4/1/19 - 9/30/23	SSSCs, COs	<ul style="list-style-type: none"> ● Network of community service providers in each region
Objective 3: Establish three (3) geographically diverse demonstration sites to serve as models of full-service community schools.			
Activity	Timeline	Responsible Party(ies)	Anticipated Outcome
3.1: Build capacity of school leadership to serve as a demonstration site.	1/1/19 - 6/30/19	SPSTLs, SSSCs, DSTs	<ul style="list-style-type: none"> ● Increased impact and sustainability ● Increased educator and school personnel capacity ● Adapted benchmarks and standards
3.2: Facilitate FSCS needs	1/1/19 -	RCs, COs,	<ul style="list-style-type: none"> ● Individualized

assessment and assist in the creation of individualized school FSCS action plans.	6/30/19	SSSCs, SPSTLs, PSTs	<ul style="list-style-type: none"> development plans Identified gaps in services New pipeline service improvement plan
3.3: Implement FSCS action plans.	6/30/19 - 12/31/19	PD, RCs, COs, SPSTLs, DSTs	<ul style="list-style-type: none"> Customized and adopted policies and procedures
3.4: Implement pipeline services and provide direct services.	1/1/19 - 9/30/23	SSSCs, SPSTLs, DSTs	<ul style="list-style-type: none"> ~850 Demonstration Site Students in 3 Schools Comprehensive learning environments Partner integration into the school day Increased attendance
3.5: Evaluate services and impact annually.	10/1/18 - 9/30/23	PD, RCs, ET, PS	<ul style="list-style-type: none"> Quantitative & Qualitative Impact of Services Improvement to services plan
3.6: Provide educational opportunities and demonstrations for current and pre-service educators, administrators, and community service organizations.	6/30/19 - 9/30/23	DSTs	<ul style="list-style-type: none"> Templates and protocols Enhanced preservice education opportunities Increased teacher opportunities
3.7: Develop individual demonstration site FSCS sustainability plans for services.	9/30/22 - 9/30/23	PD, RCs, DSTs, SSSCs, COs	<ul style="list-style-type: none"> Funding plan for services Signed MOUs Developed FSCS toolkit for potential schools for ease of FSCS model adoption

Objective 4: Identify and engage three (3) schools in geographically diverse, rural pilot sites to test, implement, adopt, and sustain full-service community school evidence-based strategies.

Activity	Timeline	Responsible Party(ies)	Anticipated Outcome
4.1: Select and engage three (3) geographically diverse rural schools through an application process.	1/1/19 - 6/30/19	PD, RCs	<ul style="list-style-type: none"> ● Pilot Site Application ● Signed MOUs ● Named PS Team Members
4.2: Facilitate FSCS needs assessment and assist in the creation of individualized school FSCS action plans.	1/1/19 - 6/30/19	RCs, COs, SSSCs, SPSTLs, PSTs	<ul style="list-style-type: none"> ● Individualized development plans ● Identified gaps in services
4.3: Implement FSCS action plans.	6/30/19 - 12/31/19	PD, RCs, COs, SPSTLs, PSTs	<ul style="list-style-type: none"> ● Customized and adopted policies and procedures
4.4: Establish and implement pipeline services and direct care indicated in individualized development plans.	1/1/20 - 9/30/23	SSSCs, COs, SPSTLs, PSTs	<ul style="list-style-type: none"> ● ~500 Pilot Students Served in 3 Schools ● Comprehensive learning environments ● Partner integration into the school day ● Increased attendance ● Increased family engagement
4.5: Evaluate services and impact annually.	10/1/18 - 9/30/23	PD, RCs, ET, PS	<ul style="list-style-type: none"> ● Quantitative and qualitative impact of services ● Improvement to services plan
4.6: Develop individual school FSCS sustainability plans for services.	9/30/22 - 9/30/23	PD, RCs, PSTs, SSSCs, COs	<ul style="list-style-type: none"> ● Funding plan for services ● Signed MOUs

Objective 5: Enhance pre-service education with FSCS integration for wider impact, adoption, and sustainability of the model.

Activity	Timeline	Responsible Party(ies)	Anticipated Outcome
5.1: Establish partnerships with local pre-service education providers for observational and educational activities in demonstration site schools.	10/1/18 - 6/30/19	PD, RCs, COs, DSTs	<ul style="list-style-type: none"> • MOUs • Pre-service educator involvement
5.2: Provide opportunities for pre-service educator experiences, including site visits, practica, and mentorship.	7/1/19 - 9/30/23	RCs, DSTs	<ul style="list-style-type: none"> • Educational Materials and Evaluations
5.3: Assist in integrating FSCS strategies in pre-service education offerings.	7/1/19 - 9/30/23	RCs	<ul style="list-style-type: none"> • Revised standards and practices
5.4: Evaluate impact on perspective and knowledge of participating pre-service educators.	7/1/19 - 9/30/23	PD, RCs, ET	<ul style="list-style-type: none"> • Quantitative and qualitative impact of education experiences

Objective 6: Collect, synthesize, and disseminate results of FSCS expansion, implementation, and adoption with ND stakeholders for continued adoption and sustainability.

Activity	Timeline	Responsible Party(ies)	Anticipated Outcome
6.1: Provide opportunities for relationship building through mentor/mentee relationships among Demonstration Sites and Pilot Schools	10/1/18 - 9/30/23	PD, RCs, SSSCs	<ul style="list-style-type: none"> • Established relationships between schools • Network of FSCS model schools
6.2: Provide annual findings to ND stakeholders based on evaluation	10/1/18 - 9/30/23	PD, RCs,	<ul style="list-style-type: none"> • Best practices and lessons learned

methodology and data collected.			
6.3: Compile and develop presentations and white papers based on FSCS incorporated best practices and their impact on the learning environment.	10/1/18 - 9/30/23	PD, RCs, PS	<ul style="list-style-type: none"> ● Increased collective understanding in ND of the FSCS model
6.4: Disseminate findings to national, regional, state, and local education and youth-related stakeholders.	10/1/18 - 9/30/23	PD, RCs, PS	<ul style="list-style-type: none"> ● Increased collective understanding of the FSCS model implementation in rural areas ● Increased FSCS sites in ND

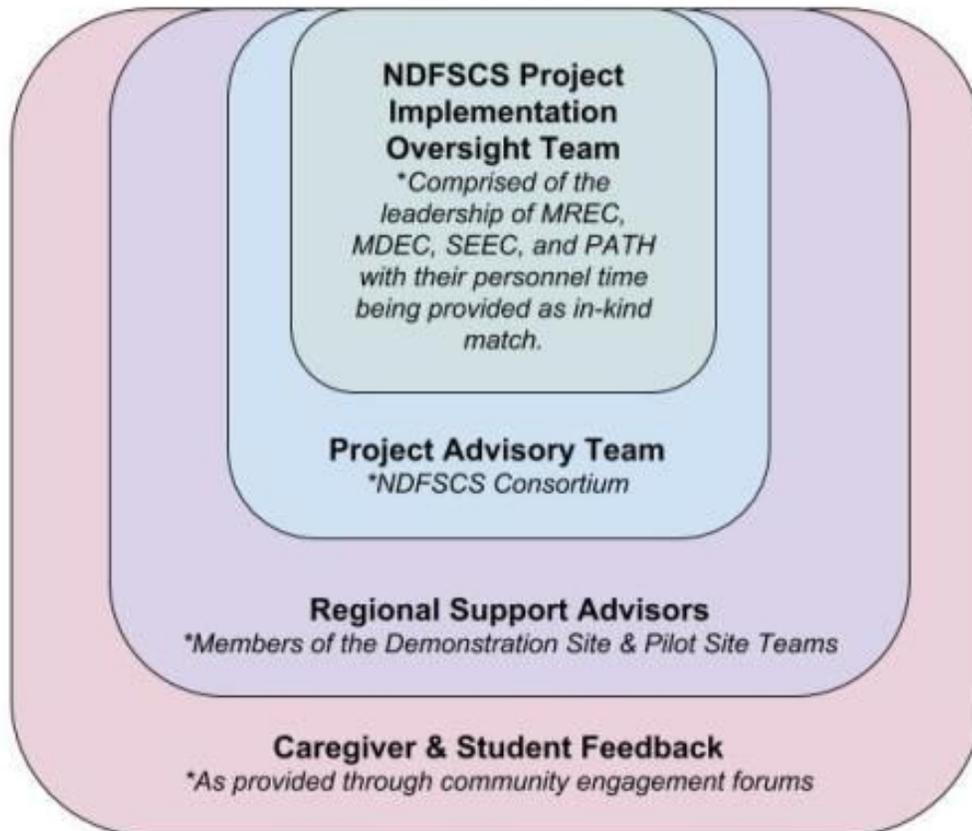
Advisory and Feedback Components

To ensure that the revisions and expectations of the NDFSCS Project will be reasonable and applicable, the NDFSCS Consortium will utilize the opinions and past experiences of members representing individual regions (Demonstration Site and Pilot Site Teams), caregivers and students, and the NDFSCS Consortium. As indicated in the budget, four members of the NDFSCS Consortium have volunteered to participate in the overall NDFSCS Project Implementation Oversight Team. The time spent serving in this capacity will be provided as an in-kind contribution to this project. Furthermore, the members of the NDFSCS Consortium will meet monthly to discuss progress via in-person convenings or distance technology. To better illustrate the levels of feedback being provided to guide the project and its activities, please see Figure 7.

Figure 7

NDFSCS Real-Time Supports & Feedback

**Provided to show input mechanisms for real-time feedback and a bottom-up approach of project implementation*



Quality of the Project Evaluation

Project Evaluator

As mentioned above, the NDFSCS Consortium will purchase evaluation services from Strengthen ND and Dr. Nathan Anderson of Anderson Inquiry. Outlined below is a brief explanation of potential methodology discussed with the NDFSCS Consortium and

Strengthen ND/Anderson Inquiry. Finally, a logic model with anticipated inputs, activities, outputs, outcomes, and impact can be found in Figure 8.

Methods of Evaluation

The project evaluation will measure and document project value in the areas of context; input; fidelity; impact; and replication, sustainability, and improvement. The project evaluator will include descriptions of the data types that will be collected, when the data will be collected, collection methods that will be used, instruments that will be administered, and how the data will be analyzed.

Context indicators will include the goals and objectives for project implementation, who provided implementation support, and who received implementation support.

Data representing who provided support will include provider names, contact information, and areas of expertise. Data will be collected by the administrative assistant at the time individuals are confirmed as providers. The data will be entered into a spreadsheet. The number of providers will be counted and their relevant information will be prepared in a table format.

Data representing who received support will include names, locations, and contact information for participating schools. This will be entered into a school participation spreadsheet when schools participate in project activities.

Input indicators will include the professional development that was part of implementation support, who participated in professional development, and what was the perceived value of the professional development.

Data representing the professional development part of implementation support will include the number and types of professional development activities that were conducted. Data will be collected in escWorks, professional development software utilized by the NDFSCS Consortium for professional development registration and tracking. An event will be created in escWorks for each professional development session offered. The numbers of events by event type will be presented in narrative, table, and/or figure format.

Data representing who participated in professional development will include gender, professional job responsibilities, and other pertinent demographic information. Data will be collected in escWorks when participants register for professional development events. Data will be analyzed descriptively in terms of number of participants and percent of participants by demographic variable. Data will be presented in narrative, table, and/or figure format.

Data representing what was the perceived value of the professional development will include feedback submitted through an online professional development survey that will be administered following each session. The survey will be automatically administered through escWorks to each session participant after the participant has been marked as attended in escWorks. The survey will measure the extent to which the participants perceived the content to be relevant and the presenter to be effective. The survey will be similar to the professional development survey currently in use by MDEC to measure perceptions of other professional development sessions. Data will be analyzed descriptively in terms of

the percent of respondents indicating the presenter was well prepared, the presenter was knowledgeable, the session built upon participant knowledge, the session provided information that could be applied to professional practice, and the participant would recommend the session to others. Data will be presented in narrative, table, and/or figure formats.

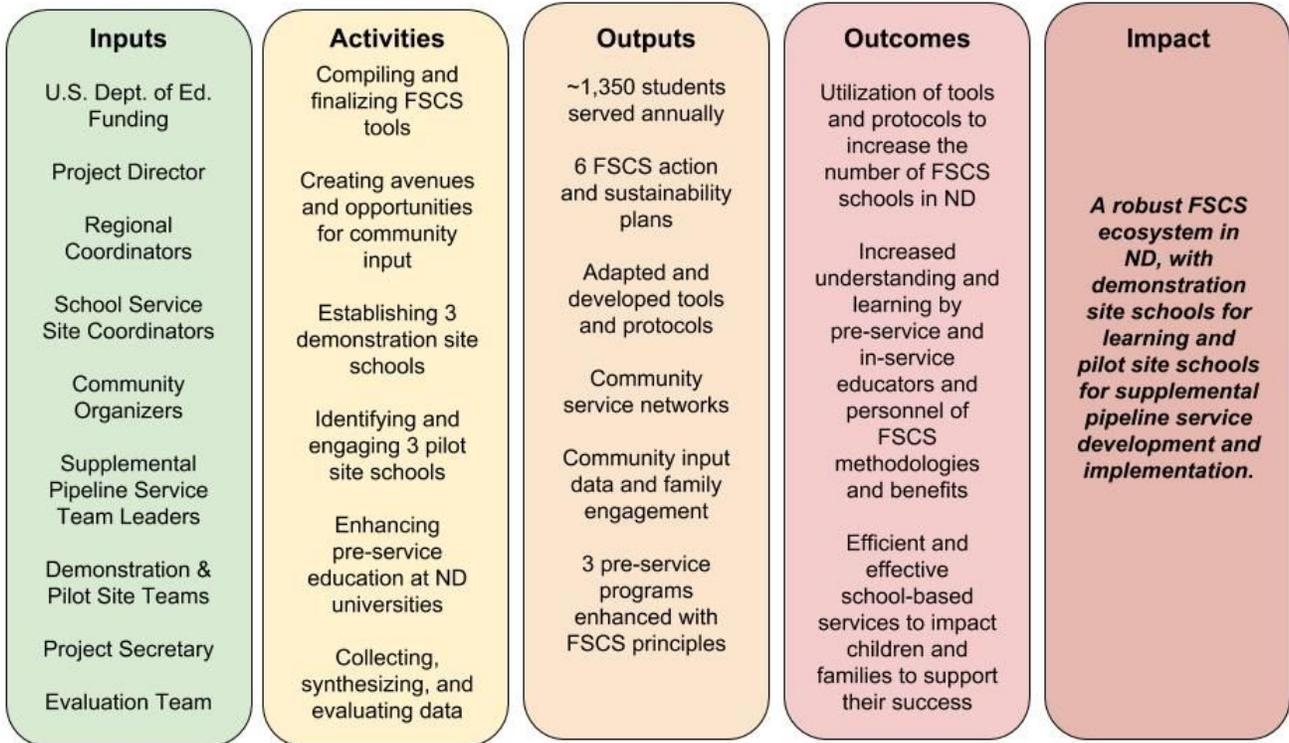
Fidelity indicators will include the extent to which the program is being implemented as designed and the extent to which the program is being implemented with fidelity. Fidelity data will be collected through administration of the *Self-Assessment Survey (SAS)* (Sugai, Horner, & Todd, 2003) and the instruments and methods proposed in the *School-Wide Evaluation Tool (SET)* implementation manual (Todd et al., 2012).

Data collected using the SAS are intended to measure staff perceptions of the extent to which the program has been implemented and to identify priorities for improving implementation. The SAS will be administered to all school staff annually. Data will be analyzed descriptively and reported in narrative, table, and/or figure format.

Data collected using the SET are intended to assess features that are in place, determine annual goals for FSCS support, evaluate ongoing efforts toward FSCS support and implementation, design and revise procedures as needed, and compare efforts toward FSCS support and implementation from year to year. Data will be collected annually by the evaluator through reviews of permanent products, observations, and staff and student interviews.

Figure 8

**NDFSCS Consortium Logic Model
Supporting and Elevating the FSCS Ecosystem in ND**



Short-Term Indicators of Success | Key NDFSCS Project Milestones (explain why important)

Engaging an evaluation team to support the long-term fidelity and sustainability of the NDFSCS Project is an informative and insightful piece of the process, yet the true impact of the project won't be exhibited until five, ten, or fifteen years after its inception. To measure and communicate success in the immediate short-term before true impacts of the project can be measured, the NDFSCS Consortium will consider tactical

advancements as signs of progress toward elevating the FSCS ecosystem in ND. The tactical advancements to be considered include, but are not limited to:

- Serving approximately 1,350 students by project year 2 with pipeline services;
- Establishing three demonstration site schools;
- Establishing three pilot site schools;
- Developing six FSCS action plans;
- Developing six FSCS sustainability plans;
- Hosting six community cafes to support family engagement;
- Developing a FSCS model expansion toolkit for schools;
- Developing or adapting ND-specific FSCS standards and FSCS demonstration school-site standards; and
- Building relationships between school personnel and community service providers for easier referral and support.

Bibliography

Blodgett, C., & Dorado, J. (2016). A selected review of trauma-informed school practice and alignment with educational practice. WSU Child and Family Research Unit, <http://ext100.wsu.edu/cafru/research/>.

Center for Rural Health. (2017). North dakota medically underserved areas/populations. Available at: <https://ruralhealth.und.edu/assets/nd-mua.pdf>

Human Services Research Institute. (2018). North dakota behavioral health system study final report. Available at: https://www.hsri.org/files/uploads/publications/ND_FinalReport_042318.pdf

National Child Traumatic Stress Network. (n.d.) About child trauma. Available at: <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>

National Survey of Children's Health. (2016). States with the highest rates of obese 10- to 17-year olds. Available at: <https://stateofobesity.org/lists/highest-rates-10-17-obesity/>

N.D. Compass. (2018). POPULATION. Available at: <https://www.ndcompass.org/demographics/key-measures.php?km=population#0-6473-g>

N.D. Suicide Prevention Program. (2017). Home page. Available at: <http://www.ndhealth.gov/suicideprevention>

North Dakota Kids Count. (2016). 2016 fact book: state, regional, and county profiles of child well-being in north dakota. Available at:

https://www.ndkidscount.org/publications/factbook/completefactbook/NDKCFactBook_2016.pdf

Schulte. (2014). North dakota: a behavioral health assessment gaps and recommendations. Available at:

<https://www.nd.gov/dhs/info/pubs/docs/mhsa/nd-behavioral-health-assessment.pdf>

Sugai, G., Horner, R. H., & Todd, A. W. (2003). *Effective behavior support (EBS) self-assessment survey: Version 2.0*. Eugene, OR: University of Oregon, Educational and Community Supports. Available at: www.pbis.org/tools.htm

Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2012). *School-wide evaluation tool (SET) implementation manual: Version 2.0*. Washington, DC: US Department of Education, OSEP.

U.S. Census Bureau. (2017). City & town population totals. Available at:

<https://www.census.gov/data/datasets/2016/demo/popest/total-cities-and-towns.html>

U.S. Department of Education. (2016). High school graduating on time: rank of states. Available at:

<https://www.ndcompass.org/education/key-measures.php?km=highschoolgraduation#0-12662-g>