

Full-Service Community Schools CFDA# 84.215
Special School District #1, Minneapolis Public Schools
School/Community Success Network – *a full-service community schools model*

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Competitive Preference Priority 2-Broadly Representative Consortia

The project addresses Absolute Priority Two by expanding existing partnerships with a wide range of community organizations to support implementing a true full-service community school model in two Minneapolis Public schools. This application also demonstrates the existence of current partnerships and proposes the expansion of those services to provide a full spectrum of support at identified grant sites as evidenced by letters of support found in Appendix B.

Competitive Preference Priority 3-History of Effectiveness

The project addresses Competitive Priority Three by utilizing and expanding a variety of supports that have been proven effective into a comprehensive model of a full-service community school. District data presented in this application demonstrates the positive impact of extended learning opportunities and physical and mental health interventions on student achievement and development. This project seeks to expand these services in two Minneapolis Public schools.

Quality of the Project Design (up to 15 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers—(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
 (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Special School District #1, Minneapolis Public Schools (MPS), proposes to implement the **School/Community Success Network (S/CSN)** – a full-service community school model – at two high-need sites, in partnership with a broad coalition of community organizations, to provide a continuum of coordinated supports and services in mental and physical health, out-of-school time, and parent/family engagement. These evidence-based services will be designed to promote:

(1) improved student academic outcomes; (2) enhanced student physical, social, and emotional

health; and (3) increased family, school and community stability, as a component of the overall MPS commitment to equity and optimal learning for all.

The mission of MPS is to ensure that every student is college and career ready. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives into the 21st century. Our values grow out of our commitment to put children first – every time! The MPS Board of Education seeks to raise every student's achievement, and close the racial and income achievement gaps. But the district is aiming higher than simply graduating students. MPS has worked with a broad coalition of community partners for over 50 years, as part of both the comprehensive community education program and academic programs provided during the school day. MPS partners include a variety of organizations, including the YMCA, YWCA, Boy Scouts, Girl Scouts, Hennepin County Libraries, Minneapolis Park and Rec, Urban Ventures, La Oportunidad, Children's Hospitals and Clinics, Children's Dental Services and Pillsbury United Communities.

Founded in 1878, MPS is currently the third largest school district in Minnesota. In the 2017-18 school year, the district served 36,531 students in 42 elementary schools, nine middle schools, ten high schools, five Special Education and specialty schools, and eight contracted alternative schools. Over 20% of MPS students receive Special Education services, 19% are learning English for the first time, 55% receive free or reduced-price lunch, and more than 70% are students of color. In addition to a large African American student population, the district has the largest Somali population in the country. The MPS graduation rate has been increasing – the 4-year rate in 2017 was 66%, up from 56% four years ago (the 5-year rate was 72% in 2017), but clearly there is still much room for improvement.

MPS has one of the highest achievement gaps in the country and has consistently implemented a variety of strategies to address that issue, including developing magnet schools, providing culturally competent curriculum and training, implementing an online tracking system to provide staff with data to support students in 6-12 grades, among others. The district has identified four priorities – (1) Equity; (2) Multi-tiered system of supports; (3) Social, emotional learning; and (4) Literacy as the means for improving outcomes for all students. MPS has also explored the full-service community school model and a few sites offer some of the services typically associated with full-service community schools, such as on-site medical clinics (with both physical and mental-health facilities), family resource centers, and extensive academic supports, but lack of funding has prohibited the district from offering a true program. MPS Community Education provides an extensive out-of-school-time program throughout the district and has consistently worked to increase their offerings to support all students, but the large percentage of low-income families in the district presents a number of challenges.

This grant award would enable the district to bring together all the components in two sites and demonstrate the potential of full-service community schools to improve outcomes for all students. The strong summative evaluation included in this proposal will support the success of the project, and enable MPS to develop a model that can be replicated.

Full-service community schools have been around in some version since the 1930's, and in the 1970's Congress passed the Community Schools Act to provide seed money for the movement (Blank, Melaville, & Shah, 2003). Harkavy and Blank (2002) stated,

“A community school is not just another program being imposed on a school. It embodies a way of thinking and acting that recognizes the historic central role of schools in our communities — and the power of working together for a common good. Educating our

children, yes, but also strengthening our families and communities so that, in turn, they can help make our schools even stronger and our children even more successful.”

Both the 2002 Federal No Child Left Behind Act and its recently passed successor, the Every Student Succeeds Act (ESSA) have incorporated many components of community schools; ESSA includes continued flexibility at the state and district levels to implement strategies supported by community schools. Research has consistently shown that community schools, when well implemented, lead to improvements in student and school outcomes. Students in the national Communities in Schools initiative showed significant increases in math and reading scores over students in other schools (Blank, Melaville, & Shah, 2003). Improved attendance, reduced behavior referrals, and reduced dropout rates have been reported; families of community school students show increased communication, stability, school involvement, and a greater sense of responsibility for their children’s learning (Coalition for Community School, 2009).

Out-of-School Time

Research on children and teens shows that out-of-school-time programs fill crucial academic and social needs. This data shows that juvenile crime peaks in the hours immediately following the end of school on school days (OJJPD, 2015) and that teens who do not participate in afterschool programs are nearly three times as likely to skip classes or use drugs as teens who do participate (Afterschool Alliance, 2014). Children in quality afterschool programs have better attendance, homework completion, and grades, and regular participation in quality programs keeps teens “on a positive academic trajectory and support(s) their successful graduation and transition into college and/or career.” Non-participation in afterschool activities has been shown to decrease school bonding and connectedness – two factors strongly related to academic motivation and performance (Harvard Family Research Project, 2009). However, while youth from middle- and

upper-income families have access to a wide variety of fee-based activities, low-income youth cannot afford the cost of these programs, and, as a result, are far less likely than their higher-income peers to participate in academic or enrichment activities out of school. Research shows that fewer than 30% of low-income children in Minneapolis participate in out-of-school-time programs (Youthprise, 2015).

Goals, Objectives, and Outcomes

The purpose of the MPS full-service community schools initiative is to improve student outcomes, strengthen families, and promote healthy communities. The project goals are to:

1. To increase student achievement, leading to a reduction in the achievement gap between white students and students of color;
2. To increase family engagement with schools, leading to stability and improved physical, social, and emotional health; and
3. To develop the school's capacity to utilize community assets to address student and family needs, including a sense of safety, access to resources, expanded community engagement, and community stability.

The project objectives are:

- 65% of students participate in out-of-school activities at least twice a week.
- 10% of students access mental health services.
- 30% of families access physical health services.
- Student academic achievement increases 20%.
- Student attendance improves 10%.
- 60% of parents attend two or more family engagement events.
- Staff retention is increased 10%.

The intended outcomes include:

- All students succeed academically.
- All students are healthy: physically, socially, and emotionally.
- Families are fully engaged with school.
- Increased school, family, and community stability, and sense of safety, and belonging.

Project Sites

Two MPS schools, Cityview Community School of Innovation and French Immersion and Richard Green Central Park Community School, will serve as sites for the project. Although the main components of the full-service community school model will be similar at each site, there will be differences in the implementation strategies based on community needs, strengths, and current situation. Green will work to expand the services that were started with their Minnesota Department of Education grant in 2015, while Cityview will use the first year as a planning year, working with their staff, families, and community to develop their project.

As Table 1 shows, each of the project schools enrolls a high percentage of low-income students who need access to the same types of engaging, enriching learning experiences available to their higher-income peers. These schools also have large populations of students of color (SOC), who need access to culturally-responsive, culturally-relevant programming; English Learners (EL), who need language support, including access to programming in their home language; and Homeless and/or Highly-Mobile students (HHM), who have strong need for consistent, supportive programming that provides them a safe and connected place to be after school.

Table 1: School Demographics (all numbers are from the 2016-17 SY)

School	Population	Race/Ethnicity	Free/Reduced Lunch	Attendance	ELL	H/HM
Green Central Park Community School, PreK-5	347	AA – 106 AI – 11 A/PI – 5 Hispanic – 207 White - 18	315 (91%)	47 students had attendance below 85%; 43 were between 85%-89%	187	20%
Cityview Community School of Innovation and French Immersion, PreK-5	356	AA –267 AI – 12 A/PI – 19 Hispanic – 19 White - 39	325 (91%)	120 students had attendance below 85%; 62 were between 85%-89%	41	9%

Cityview Community School of Innovation and French Immersion

Cityview Community School opened its doors in 2010 as a PreK-5th community school. After closing in the 2013-14 school year as part of district consolidation, it reopened in fall 2015 with a French Immersion option for students K-4. The school is located in north Minneapolis in a predominately high-poverty neighborhood with a large percentage of people of color.

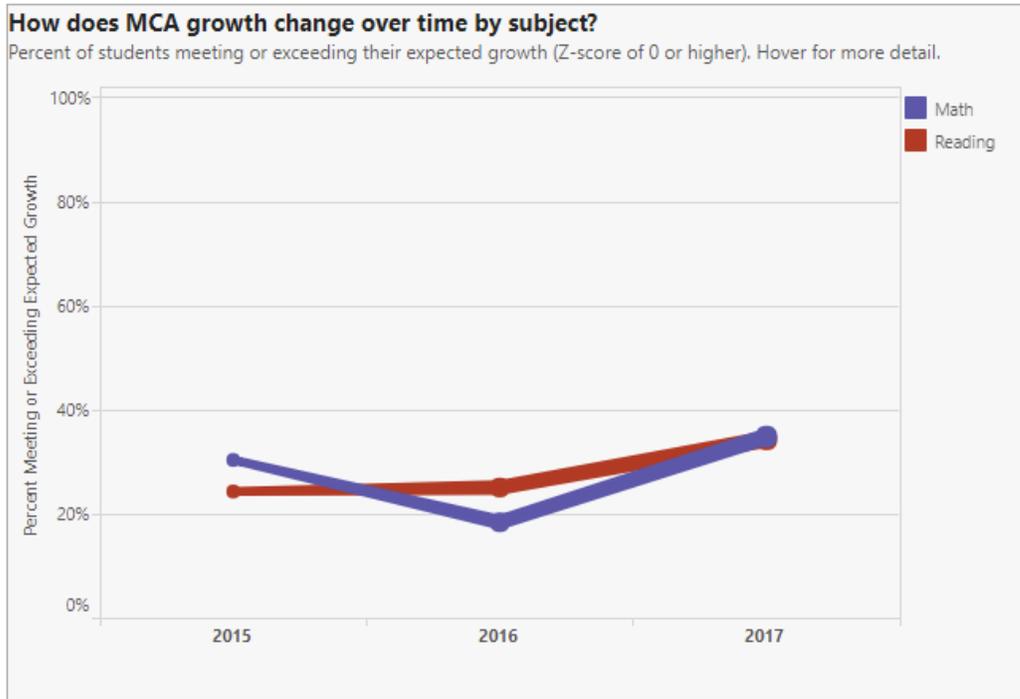
As stated on the website, the school “provides a student-centered learning experience through the integration of the arts that is academically and socially enriching, globally minded, culturally conscious, and forward-thinking. Teachers are trained in arts-based learning strategies, including Tableaux and Visual Thinking Strategies, which encourage critical thinking skills and deeper connections to the content. Families may choose to enroll in our English community program (pre-Kindergarten through 5th grade) or our French Immersion program (Kindergarten through fourth grade). The French Immersion program provides all core instruction in total immersion, and teachers are trained in language acquisition strategies. By providing many options for learning and partnering with families and our community, Cityview is a nurturing learning environment, focused on vigorous core instruction and individualized plans for our students.”

The school has an arts grant, whose goal is to “empower schools with proven arts strategies to help address challenges and close the achievement gap. These strategies include innovative art, dance, theater, media arts, and music programs, arts integration across subject areas, arts resources, and high-profile artist mentors. Participating schools have demonstrated increased academic achievement, increased student and family engagement, and improved school culture and climate.”

Cityview has had limited out-of-school-time activities. There is a city park within a few blocks and mental health services have been provided by Watercourse Counseling Center. Cityview has had a number of challenges in the past few years but is starting to show positive growth in academic proficiency based on the Minnesota Comprehensive Assessments (MCAs) (see Figure 1: MCA growth). More information about Cityview is available on their website,

<http://cityview.mpls.k12.mn.us/>

Figure 1: MCA growth at Cityview



Richard Green Central Park Community School

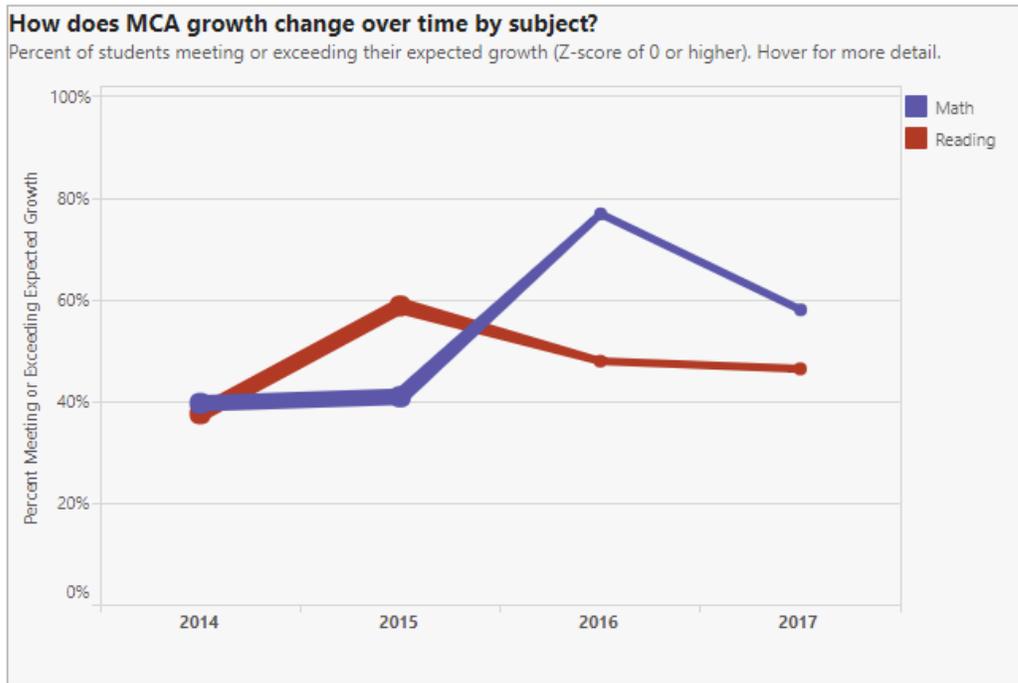
Richard Green Central Park Elementary School serves students in PreK-5 in a predominately African American and Latino neighborhood in south Minneapolis. Green opened in 1993 and although there were a number of administrative changes over the past five years, it has stabilized since 2015. The building is on the site of one of the original Minneapolis high schools, is connected to a Minneapolis Park, and has had a clinic on-site for more than 15 years. Green received a Minnesota Department of Education grant in 2015 to expand aspects of a full-service community school. They were able to hire a coordinator and increase collaboration with the on-site clinic and park staff to expand services to the students and families; unfortunately, the grant ended after a year and a half and the coordinator position was eliminated. The school has strong partnerships in place with a number of community organizations and has a high level of family

engagement with the Latino families but there are a number of gaps that need to be filled, including developing stronger African American parent engagement and continuing to expand the partnership with the on-site clinic and the relationship with the Minneapolis Parks & Recreation staff that was started under the grant. Green has also had a Department of Education School Improvement Grant.

Green offers a number of programs that cater specifically to their students, families, and community, including a Dual Development Language program (in Spanish), English as a Second Language teachers in each grade level, afterschool programming Monday through Thursday, and an organics/recycling program. Green offers a number of family nights and parent conferences and has experienced increased turnout each year for the past three years. Green has seen growth in academic proficiency based on the Minnesota Comprehensive Assessments (MCAs) but there is room for improvement (see Figure 2: MCA growth). MPS Community Education has a large presence at Green, offering a variety of academic and enrichment options. Green has a robust website and all communications are in English and Spanish,

<http://green.mpls.k12.mn.us/a79c4f36-a2ec-4048-96a6-6d705ecedc66>

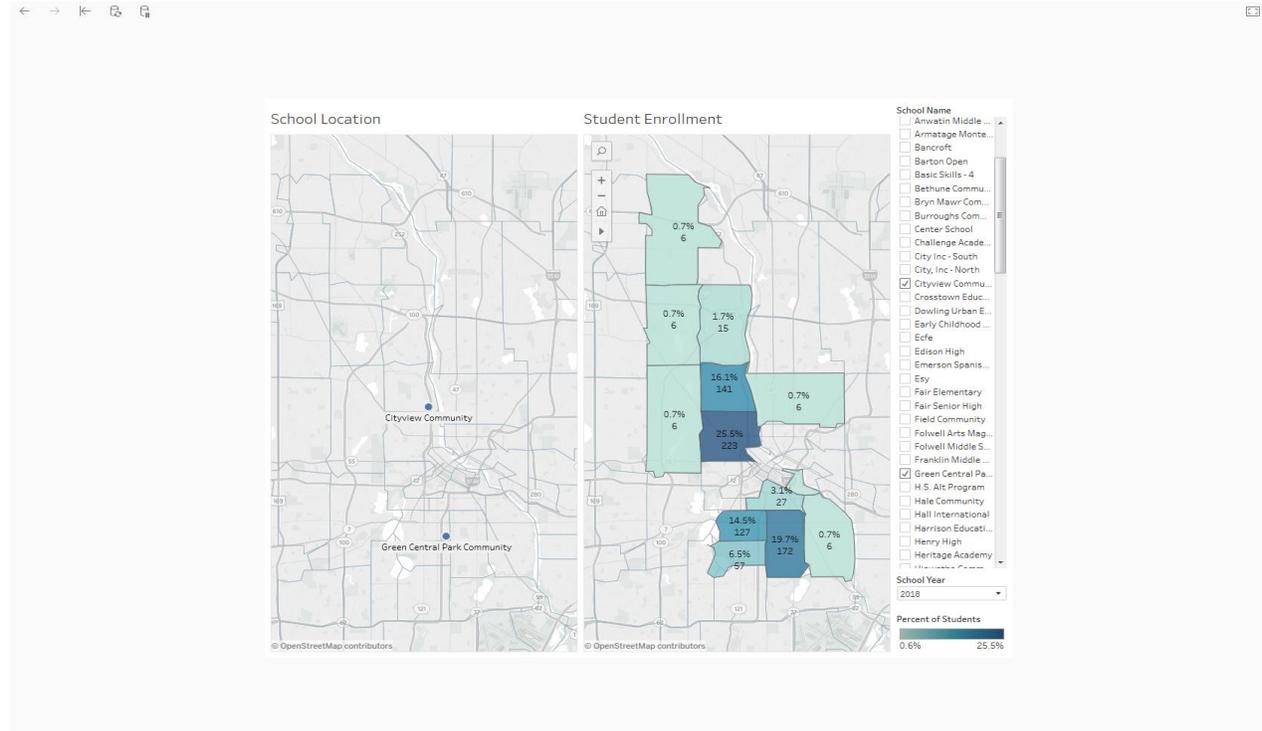
Figure 2: MCA growth Green Central



One

major difference between the two sites is where their student population comes from. Green Central is a community school, and the majority of the students live within a 7-block radius. As an MPS Magnet school, Cityview’s population is more broadly distributed (see Figure 3: Project sites student population areas).

Figure 3: Project sites student population areas



Statement of Assets and Needs

Existing Programs, Services, Resources, and Strengths

Minneapolis Community Education

Minneapolis Community Education (MCE) has years of successful experience designing and implementing out-of-school-time programming that enhances academic performance, achievement, and positive social emotional learning for students and provides meaningful opportunities for parent and family involvement. Currently, MCE operates afterschool and summer programs at 33 school sites throughout MPS, delivering a broad range of hands-on, engaging experiences to over 8,000 K through 12th grade students each year. MCE creates a strong web of relationships that connect youth, families, and staff at school sites with a range of programs, services, and resources from MPS departments and from community-based youth-

serving organizations. MCE coordinates these resources to facilitate access for students and to focus all stakeholders on common goal of supporting students' academic and social-emotional success. Key internal partners in this work have been MPS Extended Learning, which collaborates with MCE to offer academic classes after school for K-8 students who need support in math and reading.

One of the ways MCE ensures high-quality experiences for youth is by mapping the landscape of resources to identify areas of common effort and strength as well as service gaps and areas of needed expanses. To focus this work, MCE uses the Youth Program Quality Intervention, a comprehensive system for improving the quality of out-of-school-time programs. This process centers on the research-validated Youth Program Quality Assessment (YPQA) tool, which helps programs meet high quality standards. MCE has used this tool to focus annual asset-mapping, gather data on programs and services, and examine ways to improve access for youth and ensure programming reflects students' interests.

For the proposed project, MCE will use existing program inventories at the two project sites, working with multiple stakeholders to update information about the programs, resources, and services currently offered in and around each of the sites. Stakeholders will review inventories and speak with community organizations to create a matrix of resources in the neighborhood, listing the type of programming available; each program's schedule, enrollment capacity, and funding sources; and whether or not the program provides transportation. The results of this asset mapping will shape the programs offered.

MPS Research, Evaluation, Assessment and Accountability (REAA)

The MPS REAA department is tasked with the work of assisting schools and departments to integrate data into the district improvement process and encourage data-based decision-making. REAA provides state-of-the-art research, evaluation and assessment expertise and information for diverse stakeholders to maximize educational decision-making and student outcomes. The department is experienced with federal grant evaluation and reporting and will ensure effective, equity-focused decision-making through strategic data use and collaboration. The Director of Accountability and Evaluation will supervise all evaluation activities for the project including data sharing and evaluation reports. The Project Coordinator and Advisory will work regularly with the Program Evaluator to review outcome data and make appropriate instructional changes.

MPS Department of Early Childhood Education

MPS Early Education supports early learning childhood programs and services for young children (birth to kindergarten), their families and caregivers. These resources serve children with a range of needs to prepare them for success in kindergarten, school and life. These services and programs include: Early Childhood Family Education classes, Early Childhood Special Education Services, Early Childhood Screening, Preschool Programming, and Minneapolis Kids for before and after school care. All Green and Cityview families will have access to Early Childhood citywide supports as well as on-site classes and programming.

Homeless and Foster Care Student Services / Stable Schools Stable Homes Initiative

MPS is guided by the McKinney-Vento Homeless Assistance Act and Every Student Succeeds Act (ESSA). These federal laws provide students experiencing homelessness and students in foster care with certain rights so they have access to opportunities that will help them meet the same high academic standards expected of all students in our district. The MPS District Liaison

for Homeless and Highly Mobile Students, School Social Workers and Homeless Shelter Office Coordinators work to coordinate transportation, housing and social service supports for students and families.

MPS has signed on a proposed initiative, *Stable Schools Stable Homes*, in collaboration with the City of Minneapolis and the Minneapolis Public Housing Authority to provide funding for housing vouchers to be made available to each of the 15 MPS schools that see the highest rates of homelessness in students and families. Green Central and Cityview would be included in this initiative pending funding.

Dental Care Services

Students at Green Central and Cityview have access to dental care services provided by community providers. Dental care at school may include exams, x-rays, cleanings, fluoride treatment, sealants, fillings, crowns, extractions and other treatments as needed during regular school hours.

Mental Health Providers

MPS works with several school-based mental health organizations to provide services to students that can include: group therapy, individual therapy, family therapy and home-based services.

Guadalupe Alternative Program (GAP) serves communities challenged by transitions and poverty through education and enrichment opportunities, social and emotional support, and training that leads to employment. GAP contracts with MPS and Hennepin County to provide school-based mental health services at Green Central.

Watercourse Counseling operates mental health clinics within 12 schools across South and North Minneapolis including Cityview. These services are designed to support and enhance education

outcomes for students at risk. Watercourse provides individual counseling and play therapy for children with specific mental health needs; parent education, support and counseling; family counseling; and skill building.

MPS Culinary and Wellness Services

MPS Culinary and Wellness Services is dedicated to students' health, wellbeing and their ability to learn. They not only provide fresh, locally sourced school breakfast, lunch and dinner for students but also offer wellness programming and healthy eating education in schools.

(b) Quality of the Project Services (up to 25 points). The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following—(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

S/CSN proposes to address the stated grant goals and objectives through a spectrum of services aimed at supporting students and families. Internal MPS district and external community partner stakeholders will be critical for success in implementation and these efforts will center on collaboration and streamlined delivery. Project services will be aligned to goals, address intended outcomes, and evaluated for success. Supports are intentionally delivered to students in grades PreK-5 in order to maximize positive outcomes for the students and families.

As demonstrated above, students at Green Central and Cityview Elementary are performing below district and state averages as measured by state standardized tests. Improved academic outcomes for students is a primary goal of this work.

S/CSN includes two program components to address I qcnl. improved student academic outcomes: i) Extended Learning Opportunities; ii) Summer Connection and Support; and iii) Community Education Coordination.

i.) Extended Learning Opportunities for Students

MPS Community Education (MCE) will collaborate with the schools and their community partners to implement a comprehensive program of out-of-school-time activities that responds to the identified needs, interests, and passions of students and families at the two project sites. Both of these schools: enrolls a high percentage of low-income students, who are unable to afford fee-based afterschool programming; has a significant need to better engage students, as demonstrated through disproportionately-low student proficiency, on-time graduation, and college/career readiness among low-income students and students of color; and is located in a neighborhood where access to high-quality out-of-school-time programs is limited.

MCE's mission is to engage youth and adults in community-driven learning and enrichment opportunities. The proposed project will advance that mission as it builds on MCE's successful model of community-driven learning and enrichment. Through this project, the partners will collaborate to address race- and income-based disparities in program access and academic outcomes at the two project schools and deliver high-quality, engaging, afterschool academic and enrichment activities that will focus on career awareness, career exploration, and social-emotional learning to promote positive academic outcomes for youth participants.

Afterschool and summer programs will be offered, free of charge, to all students enrolled at the schools and the project will focus on offering activities that meet the specific needs, interests, and passions of the low-income students of color – students who might not otherwise have access to afterschool academic or enrichment activities. Green Central already has limited

extended day programming in place supported by MCE, but this project will enable the expansion of that programming and contract additional community partners to serve more students and intentionally target students who are struggling academically. Cityview currently only offers an extremely limited out-of-school class program, which is predominantly academic and offered by MPS Extended Learning. This project would establish a comprehensive out-of-school time program at Cityview including enrichment classes that will greatly expand the opportunities for students to continue learning outside of the school day.

The project leverages MCE's longstanding relationships with youth development organizations and provides an opportunity for the partners to build a foundation for deeper collaboration that will expand students' access to programming that interests them, support their academic success, and enable them to acquire skills that prepare them for increasingly complex life and work environments in the 21st century. Research shows that demand for afterschool programs is much higher among low-income families than higher-income families and that the top barriers to access include the cost of programs, the lack of safe transportation to and from programs, and the lack of convenient program location and hours (Afterschool Alliance, 2014). The proposed project addresses these and other barriers as it pairs high-quality opportunities for academic enrichment with a broad array of aligned enrichment opportunities, including college readiness programming.

Academic/Educational Activities

MCE staff will collaborate with district and community partners to offer high-quality, well-rounded education opportunities that build academic, social-emotional, and metacognitive skills. Academic activities will include afterschool and summer academic classes offered in partnership with the MPS Department of Extended Learning. Academic classes will build math and reading

skills for K-5 students. Classes will be taught by licensed teachers from school day classrooms, facilitating alignment between afterschool academics and school-day learning, allowing teachers to build better relationships with students, and giving the opportunity to teach lessons through hands-on activities they lack sufficient time for during the school day.

In addition, MCE staff will partner with school day instructors to identify students who need academic support, including in their home language, and encourage enrollment in academic classes that build content knowledge or credit recovery classes that support on-time graduation. Some school day instructors will also provide non-academic enrichment classes, giving them an opportunity to engage with and get to know students in different ways while they support students through new approaches to learning. Staff will also partner with external organizations such as the University of Minnesota, Athletes Committed to Educating Students, and Fred Wells Education and Tennis Center to offer tutoring to students.

Enrichment, Character Education, and College/Career Readiness Activities

At the K-5 level, programming will expand opportunities for students to experience a wider variety of activities and include career exploration as a way to connect students' passion to their future success. At all sites, the program menu will change over the course of the school year to keep programming fresh and relevant.

MCE will expand the types of programs available at Green Central and Cityview and align programs more deeply with identified student interests and passions. Each program day will include an academic class that supports academic skills followed by an enrichment class that supports academic learning and social-emotional development. All activities will emphasize career awareness or career exploration to connect students' passions to their future success.

These programs may include some or all of the following, as well as other programs to be identified, based on student interest.

Table 2: Programs

Program	Description	Partner
GEMS and GISE	Girls in Engineering, Math, and Science (GEMS) and Guys in Science and Engineering (GISE) are designed specifically for K-5th grade girls and boys to build skills in mathematics and science.	MPS Extended Learning and Mpls Fed. of Teachers
Games, Sports, and Social/Cultural Activities	Activities will include athletics and sports in the gym or outside, indoor games, social groups, computer club (to further develop computer literacy skills), and more.	Site-based and community partner Youth Workers
ACES Sports, Math, and SEL Program	Youth in ACES use STEM skills in a sports-based setting. Projects could include designing a sports stadium or an athletic shoe, developing a board game, and other engaging activities.	Athletes Committed to Educating Students
El Camino and Young Leaders	Culturally relevant programming that promotes Latino adolescents' development of assets, attitudes and behaviors to help them become positive, contributing members of the community.	La Oportunidad
Youth Tennis	Students learn tennis while they reflect on and practice life	Fred Wells

Program	Description	Partner
	skills like teamwork and perseverance and receive personalized support around goal-setting, academics and career readiness.	Tennis & Education Center.
Hip Hop Performance	Youth have the opportunity to write songs, perform, record their music and learn about the music industry as a potential career.	Hip Hop History of the Arts
Music Lessons & Career Exploration	Youth have the opportunity to take music lessons, explore music and technology, and explore careers related to the field of music.	MacPhail Center for Music

ii.) Ongoing Summer Support

Students at Cityview and Green Central will be encouraged to attend MPS summer school.

Summer school is critical in not only supporting students in catching up and learning new concepts but is vital in preventing what educators call the “summer slide”. A November 2002 report from John Hopkins Center for Summer Learning reported that students from low-income families suffer more significant academic losses during the summer. Over time, this loss accumulates, causing an even wider achievement gap. Attracting and retaining students in summer school is critical to academic success and adding fun, hands-on enrichment classes to the summer school day can make the difference in attracting and keeping students throughout the summer. Working with school administration and staff to recruit student, the site leads will create the additional enrichment offerings that enhance the summer school program and give

students the opportunities that make summer fun such as arts and crafts, outdoor activities, sports, camping and other field trips. This planning will include student and family input.

Community Education Site leads will hire and train summer youth worker staff which will include students recruited through the City of Minneapolis STEP UP summer internship (many of whom will be alumni of the schools) and City of Lakes AmeriCorps volunteers. Community partners will be engaged to give student a rich array of experiences in an around the city. Similar to the school year program, social-emotional development and best practices for working with youth will be at the forefront with small student/staff ratios.

Transportation will be provided, making the program accessible for all families, and breakfast, lunch and dinner will be served. Meals are available to family members as well and will provide an opportunity for family activities that will be planned regularly throughout the summer. A proposed model for summer school programming for Green and Cityview is shown below. Each day would provide opportunities for student directed learning, SEL skill building, physical exercise and access to health meals for the students and their families.

Table 3: Summer Program Model

Time	Activity	Goal
8:00	Arrive at school, greeted by teachers and enrichment staff. Eat breakfast with staff and friends.	Create nurturing, welcoming environment that allows for personal relationship building and check-ins.
8:30	Transition with students to the classroom and begin the summer school day. Implement a daily ice	Blend social and emotional learning with academics by providing lessons with intentional skill building and

	breaker that is student led and incorporates youth voice.	organic coaching. The daily ice breaker builds a sense of belonging through rituals and routines focused on community. It is also a way to model youth and adult partnerships in the classroom.
12:00	Lunch with friends and staff. Recess with enrichment staff – organized games and free play	Provide a safe and inclusive environment where students can get physical activity and strengthen SEL skills.
1:00	Transition back to classrooms	
3:30	Meet in the lunchroom for snack and prepare for enrichment time by talking with staff and choosing which classes to attend. Staff will facilitate a variety of classes that highlight 21 st century skills.	Implement high quality youth development lessons that incorporate social emotional skills, while also allowing young people to explore new interests.
5:30	Offer a dinner together with families.	Create personal relationships that extend beyond the school to families. This time will open up communication with families, allow for parent feedback and build trust with the community.

iii.) Community Education Site Coordinator

In order to fully integrate comprehensive out of school time programming within the school community and ensure seamless communication between school staff, parents and community partners, this project will fund Community Education Site Coordinators to establish and expand programming. The school-based coordinator's will work with school staff and community partners to coordinate resources currently available at the schools and expand and enhance those resources with community partners, including YMCA, YWCA, Boy Scouts, Girl Scouts, McPhail, Fred Wells Tennis Center, ACES, La Oportunidad and Pillsbury United Communities. The site-based coordinators will support additional Youth Worker staff to plan and lead classes and activities in collaboration with students. Low student-to-staff ratios will enable all staff to build strong relationships with participants. Most importantly, activities will be fun and engaging and will reflect what students tell us they want.

Student health status plays a vital role in academic outcomes (Basch, 2010; Hernandez, 2011) and access to quality health care is critical to supporting students and families. MPS and numerous collaborative partners are working to reduce the number of student absences due to health related concerns. Almost half of the children in the district are absent more than five-percent of the school year, well below the amount of in-class contact that educators believe is required for sufficient academic progress. Lack of access to health care is a major contributor to school absences. Children without health insurance are at risk of missing school due to illness that is often preventable with regular medical care and families often risk losing stable employment or wages in order to take their children to the doctor.

S/CSN includes two program components to address I qcn4. enhanced student physical, social, and emotional health: i.) Support through the MPS Family Resource center to promote increased utilization and awareness of health services community provider and ii.) Expanded Mental Health Support

i.) MPS Family Resource Center/Community Liaisons

The Family Resource Center (FRC) is a collaboration between the MPS, City of Minneapolis Department of Health and Family Support, and Minneapolis Youth Coordinating Board. The program is supported by multiple funding sources including the Local Collaborative Time Study, MPS, and other small grants. These funding sources provide [REDACTED] annually to operate the FRC. The FRC has worked with parents for over 20 years to access the health and community resources needed to establish the foundational stability required for their children to attend, focus and thrive in school. We know that “fields ranging from neurosciences and child development to epidemiology and public health provide compelling evidence for the causal role that educationally relevant health disparities play in the educational achievement gap that plagues urban Minority youth. This is why reducing these health disparities must be a fundamental part of school reform,” (Basch, 2010).

The FRC uses a community health worker approach to services: recruiting, hiring and training Community Liaisons who are bi-cultural and bi-lingual. Community Liaisons are often parents of children who attend MPS and draw on training provided by the Family Resource Center as well as their own experience as parents living in the community to effectively serve as a bridge between families, coverage programs and health care services. Utilizing parents and other community members as key partners ensures that the work accurately addresses community

needs and creates authentic relationships. Community Liaisons currently speak English, Spanish, Somali, and Arabic.

Community Liaisons are located within the schools; increase families' access to community resources in multiple areas of need including housing, food, clothes, health coverage and accessing medical services such as mental health, dental and other physical health conditions. Community Liaisons assist families to apply for the appropriate health coverage program and make sure they understand how to access the health care system to receive their needed care, including choosing a medical home. Community Liaisons use this initial application time to build a relationship with the family, relying on it to later offer follow-up services for their six-month and annual renewals.

Community Liaisons work closely with school social workers and school nurses to address families' needs for health insurance and other basic need resources. Many students are identified throughout the school year as prescriptions run out, special education evaluations are being done, acute injuries occur, minor illness develop, referrals for mental health services happen and sports physicals are needed. In addition to the children identified by school nurses and social workers, the goal has been to initiate conversation with parents whenever possible, which may bridge into current health coverage status. Incomplete Annual Health Forms, missing immunizations, needed dental services, and hearing and vision screening referrals have often provided these opportunities.

Community Liaisons are trained and certified as 'Navigators' by the MN Department of Human Service's MNSure Program to assist people in applying for health coverage. A Social Worker provides training and supervision for the Community Liaisons including advocacy within the

health care system, customer service and safety on home visits, boundaries and confidentiality, community resources and partners, mandated reporting, and the role of culture in health.

After over 20 years of working with families, the FRC has built a considerable level of trust in the community, which generates continual foot traffic into several of our sites, including people seeking assistance accessing health coverage programs. People come for assistance in completing new applications, but also looking for help after they have completed applications at clinics or other locations and now have questions or need to submit other documentation to the state or county. As a sign of the trust we build with parents, every year people from communities as far away as 90 miles return to work with us.

This project will provide an onsite FRC Community Liaison to support each of Green Central and Cityview. Through previous state grant efforts, Green Central has made some progress in establishing the connections between the school and the onsite health clinic. Further staff time will be dedicated to ensuring school staff, families, and students are aware of and able to easily access the services provided at the clinic.

Cityview has had lots of instability since opening in 2010, and few structures and supports are in place to connect students and families with health resources. The addition of a full time Community Liaison to the school will begin connecting families with healthcare supports and services immediately by coordinating with school staff as shown in Table 4.

Table 4: Cityview Supports

Community School Coordinator	<ul style="list-style-type: none"> • Target which services are priority and help find and build relationships with providers • Help with needs assessment and evaluation efforts
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	<ul style="list-style-type: none"> • Work with parents to inform the planning process
<p>School Social Worker & Nurse</p>	<ul style="list-style-type: none"> • Identify areas of significant resource needs families have • Pull data of kids without health coverage and start the ‘Targeted Outreach’ process with those families (MA/MNCare status =None & Free reduced lunch =Yes or FRL income report) • Work with nurse to identify kids with gaps in needed health care services (medical & dental) and connect with families to problem solve and navigate systems.
<p>Family Engagement Team</p>	<ul style="list-style-type: none"> • Join and offer support to current family engagement activities • Help recruit parent leaders through resource assistance work with families • Work to expand Family Engagement activities to include a broader view of ‘academic focused’: <ul style="list-style-type: none"> ○ Hopes and Dreams activity ○ Homework help strategies ○ Dealing with anxiety and stress ○ Brain Development ○ Positive Parenting Strategies
<p>Mental Health Provider</p>	<ul style="list-style-type: none"> • Partner with provider around coordinating basic needs resource and health coverage assistance. Community

	<p>Liaison work with families between meetings to address areas of stress and need, allowing the therapist to focus on therapeutic strategies rather than problem solving during sessions.</p>
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ii.) Expanded Mental Health Support (EMHS)

We know that 1 in 5 children has a mental health disorder; in some urban areas this number may approach 40%. Unfortunately, 70-80% of students receive no or inadequate levels of treatment, with ‘show rates’ for appointments at urban community mental health centers between 38-53%. Social and emotional concerns have the potential to impact a child’s educational outcomes and lifelong trajectory. A report from the U.S. Department of Health and Human Services (1999) indicated that between 5 and 9% of all children nationally are not learning or reaching their full academic potential in school due to emotional and behavioral barriers.

Underlying social and emotional factors that are integral to learning have often been ignored (Daly et al. 2006; Gaylord et al. 2005). There is growing empirical support that school-based mental health programming can positively influence social, health, and academic functioning. For example, when examining the impact of mental health interventions on disruptive behaviors, studies have found reductions in disciplinary actions, office referrals, and suspensions (Greenberg et al 2003, Mohr and Mazurek 2002, Olweus et al 1999, and others).

Starting in 2004, MPS has formed public/private partnerships in order to deliver a broad continuum of high quality mental health services to the students and families that are universally accessible, culturally competent, effective, compliant with data privacy requirements, and sustainable. MPS has sought to align current efforts, services and supports to avoid creating a

duplicative children's mental health delivery system. The EMHS approach works to expand on conventional student services provided by school psychologists, social workers, and counselors by building close collaboration between families, schools, and community mental health agencies. This allows a range of services to be available for larger numbers of youth in both general and special education. Currently in 48 schools, MPS EMHS strives to:

1. Improve access to and engagement in children's mental health services, particularly for families who face transportation, financial or cultural barriers.
2. Improve symptoms and functioning for children experiencing mental health difficulties.
3. Improve school outcomes by increasing attendance and decreasing suspensions.
4. Integrate with a broad continuum of mental health services and supports in schools and build capacity of school staff.

To achieve these outcomes, ESMH requires more than just hosting a clinician in a school.

Significant work is needed to build relationships between staff and families, to establish clear boundaries and pathways for communication and for collaboration, consultation, and coordination in the school, classrooms, and home. Non-billable activities can comprise 30-35% of a clinician's time. This includes consulting with school staff, care coordination with other providers, parent consultations as well as teacher and staff trainings. The impact in MPS has been overwhelmingly positive. Students have greater access and sustained engagement in treatment: 85% of referred students are seen at least once face-to-face, 70% within 10 days of referral. For over 50% students, this is the first time receiving mental health services. Students and families average 17 clinical visits per school year and 25 visits over multiple years. This has led to:

- Improved mental health functioning, with both parents and teachers reporting decreases in the emotional and behavioral problems on the Strength and Difficulties Questionnaire (SDQ)
- Improved school functioning, demonstrated by decreases in school suspensions for students receiving mental health treatment; principals and school social workers also reported reduced office referrals.

MPS has found that locating the mental health services in the school is a benefit because of the familiarity for parents and caregivers, thus making it more welcoming (Wilder Research, Sept 2016). Collaborative work between clinicians, school staff and families helps caregivers feel more connected to school. In parent interviews:

- 76% said student relationships with school staff improved either a little or a lot,
- 75% said student interest in school increased,
- 88% said students had a greater sense of belonging in the school community, and
- 75% said their children were more involved in school.

Both Green and Cityview schools have full time licensed mental health clinicians from community agencies. This grant project seeks to build out a full network of programming and resources within the schools. As the network of services become integrated into the school community, it will help to increase student and family awareness and utilization of mental health services supports, potentially increasing the capacity of providers to see more students per week. Parents and families are critical partners in supporting students' academic success as well as their physical, social, and mental health. Parent and family buy-in and engagement in this project is essential to ensuring connection to resources and facilitating meaningful, authentic community building.

F/CSN includes two program components to address (3) increased family, school and community stability including: i.) Meaningful Parent and Family Connections; ii.) Collaborative Planning and Project Evaluation

i.) Meaningful Parent and Family Connections

The proposed project will also ensure that parents and families are deeply engaged in program services, so that each school becomes the center of activity for the entire family. Because it offers evening adult and adult basic education programs as well as programs for youth during out-of-school time, MCE is uniquely positioned to tap into existing resources to provide a wide range of opportunities for families. Like the youth development programming we will offer, parent engagement activities and strategies will be developed and implemented based on the needs of the parents and community. Parents at both project sites will be encouraged and supported to participate in activities shown in Table 5.

Table 5: Parent Engagement

Engagement Strategy	Description
Connecting Parents to Educational Opportunities (CPEO)	This parent engagement program will be offered through MPS Family Engagement. CPEO helps parents gain age-appropriate understanding of children’s social and emotional development, develop skills for navigating the school system and collaborating with staff, and learn about post-secondary and career options.
Student	Site will host at least one family showcase annually or provide similar

<p>showcases and events</p>	<p>opportunities to see tangible representation of participants’ program accomplishments.</p>
<p>Regular communication</p>	<p>Site Coordinators will create and disseminate program information in home languages, (sent home and available on MCE website) at least 2x/yr. Information on program outcomes will be sent home and made available online at the end of each year. Ongoing communication through phone calls, emails, social media, and letters home.</p>
<p>Culturally-relevant opportunities for joint students/parent learning</p>	<p>Site Coordinators will design and implement activities in partnership with students and families. Activities will include English as a Second Language classes; computer skills classes and Adult Basic Ed; presentations on topics such as trauma, screen time, and social emotional learning; college and career readiness; and family fitness and nutrition.</p>

ii.) Collaborative Planning and Evaluation

One recently developed strategy for increasing parent engagement is Parent Participatory Evaluation (PPE). The primary purpose of PPE is to engage parents and caregivers with current district approaches to data collection, and partner in re-designing approaches to gather more authentic and representative family voice. MPS Research, Evaluation, Assessment, and Accountability (REAA) staff, in collaboration with Engagement and External Relations staff from the MPS Office of Student, Family, and Community Engagement (OSFCE), co-lead PPE. Engagement, Education & Outreach Specialists provide expertise on community and family engagement strategies and are responsible for coordinating recruitment, training events, and

other meetings. They also review and provide feedback on REAA-created training sections to ensure the content is accessible and culturally relevant. REAA design and lead trainings on evaluation methods for both OSFCE staff and the program participants, and are available for ongoing technical assistance throughout the tool creation and data collection process. Parents who have a relationship with External Relations staff and/or are participating in the district CPEO (Connecting Parents to Educational Opportunities) program are invited to serve as “Parent Leaders”.

For the spring 2018 pilot, Parent Leaders were supported throughout the evaluation process, as they received training and conducted surveys and focus groups in their communities. They also provided feedback to REAA on their experience and contributed to the full implementation model design. REAA is in the process of developing a robust “train-the-trainer” model to build the evaluation capacity of district staff who support parent involvement (Engagement, Education & Outreach Specialists and Family Liaisons). In full implementation, trained Parent Leaders will be active researchers for the district, and will be paid for leading this work on the district’s behalf. Parent Leader teams can be associated with a district-level parent advisory committee or a school-level site council.

With support from the District, Parent Leaders have the opportunity to support District data collection efforts by:

- Partnering with REAA to pilot and/or provide feedback on new data collection tools; when possible, co-creating data collection tools with REAA
- Conducting data collection: focus groups, administering surveys, etc.
- Serving as interpreters/translators for District data collection efforts
- Using [Kusri](#) (a social science research platform) to collect and store parent data

- Co-interpreting findings with REAA and District staff

The full-service community school model is an ideal setting for PPE, as a means to both promote parent engagement and support REAA in conducting a rigorous and culturally relevant evaluation (see Section (e), Quality of the Program Evaluation for further information.

(c) Adequacy of Resources (up to 15 points). The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors—(1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; (2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Through a robust coalition of high quality, internal supports and local partnerships, the S/CNS will provide students and families with new and innovated programs, services and enrichment in a cost effective and efficient manner. This project leverages already existing district services and staff expertise as well as partner relationships that are already serving students in these communities.

As evidenced by the Memorandum of Agreement with the MPS Community Education Department (Appendix A) and the Letters of Support (Appendix B), 34 partners are fully committed to the success of the project and have the capacity and experience necessary to address the goals identified in this application. All partners will be encouraged to participating in site and project planning throughout the life of the grant with a continual focus on sustainability.

Minneapolis Community Education has years of successful experience designing and implementing out-of-school-time programming that enhances academic performance, achievement, and positive social emotional learning for students and provides meaningful

opportunities for parent and family involvement. They will lead implementation of the project and direct coordination of services at each of the school sites.

La Oportunidad, Inc. will provide student and family programming for low-income, underserved Latino immigrants of all ages at Green Central. Their goal is to address the interconnected issues that impact underserved Twin Cities Latinos that result in significant educational achievement gaps, high poverty rates and high rates of domestic abuse.

The Herb Brooks Foundation will provide out of school time programming focused on health and wellness awareness. They provide learn to skate and learn to play hockey opportunities for students that promote healthy living, teamwork and positive behavior.

Boys & Girls Clubs of the Twin Cities will work collaboratively to education and support MPS students through quality, comprehensive programming designed to boost academic performance in literacy, math, STEM and the arts while nourishing the mind and body through good nutrition, sports and social emotional learning.

Guadalupe Alternative Program (GAP) and Watercourse Counseling will provide school based mental health services to students, which can include: group therapy, individual therapy, family therapy and home-based services.

MPS Extended Learning will offer a variety of learning opportunities through Extended Day Programs, Winter Break Session, Spring Break Session, and Summer Session for Green and Cityview students.

Extent to Which Costs are Reasonable

The project will serve approximately 1,200 students at Green Central and Cityview beginning in the 2018-2019 school year and will continue to service those students and families for five years. This figure accounts for new students and families who will enroll in these schools after the

[REDACTED] 19 school year, throughout the four additional years of the grant. The estimated yearly cost per student is \$349.00; MPS is providing a 25% cost share match. Given this level of expected impact on at-risk students and their teachers, administrators, families, and community, project planners believe that the federal budget request is reasonable. Over the course of the grant, the programs and services developed under this program will build capacity and systems in order to more efficiently serve all schools and students in the district.

Matching costs will be provided in the form of in-kind staff time from the advisory team and community partners. MCE will provide additional matching dollars to support out-of-school time programming at Green and Cityview during the school year and summer.

(d) Quality of the Management Plan (up to 20 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The S/CSN will be managed by the Project Coordinator, with oversight and guidance from a Project Advisory Committee. The Advisory Committee includes the Project Coordinator, the principals of the two participating schools, parent representatives, the project evaluator, the Family Resource Center Coordinator, and Community Partner representatives. The Committee will meet monthly during the first six months of the project and bi-monthly thereafter. The Advisory will hold the Project Coordinator accountable for effectively implementing the project, will review all progress reports and ongoing evaluation data, and will suggest program improvement based on regular review of project outcomes, as needed. The Project Coordinator

will serve as liaison to community partners and other District departments, provide day-to-day management for all project services, supervise the licensed school counselors, and coordinate with the professional development consultants and the project evaluator. The following chart outlines the responsibilities of the key project personnel. Resumes and job descriptions are provided in Appendix C and D.

In addition, services at each school will be implemented with input and feedback from a School-level Advisory, which will consist of the Full Service Community School Coordinator, the Community Liaison, the Community Education Site Coordinator, the school principal or assistant principal, one or more teachers, one or more parents, at least one student, and one or more community partners providing services at the school.

Staffing and Responsibilities

Staff Member	Qualifications/Experience	Project Responsibilities
Project Coordinator Kate Kampa, Community Education Program Specialist 0.03 FTE in-kind	Extensive grant management experience	Oversee project, serve on Advisory, train/ supervise staff and serve as liaison between project and District administration. Resume Attached
Full Service Community School Coordinator 2.0 FTE	To be hired	Job Description Attached

Staff Member	Qualifications/Experience	Project Responsibilities
REAA Evaluation Specialist 0.3 FTE	To be hired	Serve on Advisory. Supervise all evaluation activities, including data sharing as necessary and reviewing all evaluation reports. Job Description Attached
Jennie Zumbusch REAA Director of Accountability and Evaluation 0.05 FTE in-kind		Oversee grant program evaluation and ensure alignment with district priorities and initiatives Resume Attached
Community Liaisons 1.5 FE	To be hired. Bilingual, bicultural preferred	Job Description Attached
Community Education Site Coordinator 1.0 FTE	To be hired. Bilingual, bicultural preferred	Job Description Attached
Thaddeus Lesiak	20 years of experience creating and building school and community based	Serve on Advisory, train/supervise Community

Staff Member	Qualifications/Experience	Project Responsibilities
MPS Family Resource Center Coordinator 0.2 FTE in-kind	services to impact family stability and student outcomes.	Liaisons, maintain community partnerships Resume Attached

As noted in the attached Program Specific Assurance form, MPS is committed to hiring staff qualified according to the statutory requirements. MPS is an equal opportunity institution committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. To encourage applications from persons of traditionally underrepresented groups, project job announcements will be posted widely, electronically and in print, in English and other languages.

Project planners have carefully allocated personnel and staff time to meet the commitments outlined in the proposal. Based on MPS experience with other federal and state projects of a similar scope, the time allotted for these individuals to perform their roles is necessary and adequate to complete tasks and activities on time and within budget. Partners have also allocated their staff time to meet their project commitments.

MCE will collaborate with a vast network of community stakeholders. This collaboration will insure the operation of the project includes diverse perspectives. Internal consortia personnel, parents, students and external partners will come together as the Advisory Committee. An important mission of the committee will be to synthesize essential input from numerous community stakeholders to make decisions that shape services.

Timeline

The following timeline provides the benchmarks, indicators, and responsibilities for the major tasks in the proposed project, based on an estimated award date of October 1.

Benchmark	Activities/Indicators	Responsibility	By When
Advisory Committee convened	Advisory members meet and set agenda for Year One, meet monthly for first 6 months, then bi-monthly.	Project Coordinator (PC)	October 2018 & ongoing
All Project staff assigned or hired	Job descriptions posted; staff identified; interviews held	PC, Principals	October – December 2018
Evaluation plan finalized	Plan written and shared with Advisory	Program Evaluator (PE)	December 2018
Community Liaison Family Outreach	Connecting students and families to health service providers	Community Liaison, Full Service Community School Coordinator (FSCSC)	December 2018

Benchmark	Activities/Indicators	Responsibility	By When
Evaluation baseline data collected	Staff compile baseline data on enrollment, demographics, disciplinary referrals, attendance, etc. from end of previous year. Student enrollment and demographic data from current year collected.	PE, FSCSC, PC	December 2018
Out of School Time Programming begins	All Project activities begin	MCE Site Coordinator, FSCSC	December-January 2018
Family outreach begins	Family Engagement Nights	FSCSC, MCE	October 2018, ongoing
Other stakeholder outreach begins	First monthly newsletter sent to school staff, parents, project partners, community meetings, etc	FSCSC, PC	October 2018 - ongoing
School Year 2018-2019 ends	Year-end Information and Evaluation Data collected	PE, PC, FSCSC	June 2018

Benchmark	Activities/Indicators	Responsibility	By When
Summer Programming	Connection to summer school and summer enrichment opportunities for students and families	PC, FSCSC, MCEC	June – August 2018
Year One Review	Year-end evaluation report submitted; Yr 2 modifications planned, with timeline, benchmarks, and indicators.	PC, PE, FSCSC, and Project Advisory	September 2018
Year 2 – 5 Implementation and Review	Ongoing Implementation of Grant Activities	All	October 2018 – September 2022

(e) Quality of the Project Evaluation (up to 25 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors—(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The MPS Research, Evaluation, Assessment & Accountability (REAA) department will implement a continuous improvement evaluation for the MPS School/Community Success Network (S/CSN). The evaluation is designed to (1) document project implementation and project accomplishments, and (2) to measure performance outcomes as depicted in Tables X-X. The evaluation will provide ongoing information to the project director, other key project staff, Site Advisory Teams, community partners, and other stakeholders, and is designed to gauge project progress and identify areas in need of improvement, by evaluating both project implementation and outcomes for project participants. The evaluative information will be shared with project staff and other stakeholders. The purposes of communicating information to various stakeholders about the evaluation are (1) to facilitate project implementation by identifying areas needing improvement, and (2) to assess progress toward achieving the intended outcomes. REAA's mission is to assist schools and the Minneapolis school district by collecting and analyzing data and then interpreting and communicating findings; to assist staff members with integrating data into the district improvement process; and to encourage data-based decision making. REAA is a department of 16 individuals, including 12 data scientists/evaluation specialists with Master's or Ph.D.'s in educational research, data analytics, and evaluation. REAA manages the MPS data warehouse that contains all necessary student achievement data. REAA will ensure sound data collection and will monitor the quality of data obtained on a regular basis.

REAA is managed by two directors; Jennie Zumbusch, Director of Evaluation and Accountability, with oversee the S/CSN evaluation.

For this project, REAA will coordinate all evaluation activities, including collecting or supervising the collection of data, conducting analyses of student academic achievement and other data, and producing reports, as needed. Recent evaluations conducted by REAA include: an evaluation of Summer School examining the academic outcomes of students and feedback from summer school participants and staff members; an evaluation of Magnet and IB schools focusing on the impact of school type on academic achievement as well as the impact of magnet enrollment on diverse students; and a district-wide Literacy Curriculum Adoption Evaluation (see Appendix E) that will serve as a model for the full-service community school evaluation plan that will be developed and implemented in conjunction with stakeholders at the sites.

REAA has recently started a Parent Participatory Evaluation program to engage parents and caregivers with current district approaches to data collection, and partner in re-designing approaches to gather more authentic and representative family voice. MPS Research, Evaluation, Assessment, and Accountability (REAA) staff, in collaboration with Engagement and External Relations staff from the MPS Office of Student, Family, and Community Engagement (OSFCE), co-lead PPE. Engagement, Education & Outreach Specialists provide expertise on community and family engagement strategies and are responsible for coordinating recruitment, training events, and other meetings. They also review and provide feedback on REAA-created training sections to ensure the content is accessible and culturally relevant. REAA design and lead trainings on evaluation methods for both OSFCE staff and the program participants, and are available for ongoing technical assistance throughout the tool creation and data collection process. Parents who have a relationship with External Relations staff and/or are participating in

the district CPEO (Connecting Parents to Educational Opportunities) program are invited to serve as “Parent Leaders”.

The project goals and objectives will guide the types of data collected. Both qualitative and quantitative methods will be used to obtain evaluative information, as appropriate. Quantitative data will include behavior referrals, attendance, grades, test scores, school climate data, student engagement data, etc.; qualitative data will include effectiveness of strategies and ongoing feedback related to progress towards objectives. Evaluation efforts will adhere to the standards developed by the American Evaluation Association Joint Committee on Standards. Evaluation instruments are linked to specific measures and will be used consistently at all sites. Additional measures will be developed as needed, based on program development. As mentioned above, REA will ensure sound data collection with evaluation instruments and will monitor the quality of data obtained on a regular basis. Analyses will be based on the appropriate assumptions and data type.

REAA staff, in conjunction with project staff and other stakeholders, will be meaningfully involved in the design and implementation of the evaluation to ensure that the evaluation is culturally appropriate and sensitive as well as reflective and responsive to the needs of the participants. Evaluative information will be provided to the district and Site Advisory Teams on an ongoing basis, which will allow the teams to use information to guide decisions about refining project activities, as necessary. A project Logic Model (Figure 4) includes the overarching goals of the S/FSN:

School/Community Success Network Logic Model

Project Goals: (1) To increase student achievement, leading to a reduction in the achievement gap between white students and students of color; (2) To increase family engagement with schools, leading to stability and improved physical, social, and emotional health; and (3) To develop the school's capacity to utilize community assets (safety, access to resources, community engagement, etc.) to address student and family needs.

Resources/Inputs	Activities	Outputs	Outcomes		
			Short	Medium	Long
<ul style="list-style-type: none"> • Community school coordinator • Facilities/infrastructure • District resources • Principal leadership • School Staff • Staff expertise and experience • Administrative support • Connections to students, families, and communities • Community partners 	<ul style="list-style-type: none"> • Out-of-school time activities are provided during the school year and summer for PreK-12. • Physical and mental health services are provided in the school. • Comprehensive learning supports are provided. • Parent engagement in school is increased. • Partners provide appropriate programming. • Social, emotional, learning is embedded throughout initiative for adults and students. • Training is provided, as needed, to school staff, community partners, and parents. 	<ul style="list-style-type: none"> • 65% of students participate in out-of-school activities at least twice a week. • 10% students access mental health services. • 30% of families access physical health services. • Student academic achievement increases 20%. • Student attendance improves 10%. • 60% of parents attend 2 or more family engagement events.. • Staff retention is increased 10%. 	<p>Students</p> <ul style="list-style-type: none"> • Increased engagement with school (as demonstrated by increased attendance and test scores, and decrease in negative behaviors). • Increased sense of self-efficacy. • Increased sense of belonging. <p>Families</p> <ul style="list-style-type: none"> • Families feel supported. • Families understand how to support students learning at home and in school. <p>Staff</p> <ul style="list-style-type: none"> • School staff experience increased satisfaction. 	<p>Students</p> <ul style="list-style-type: none"> • Improved academic achievement. • Increased ability to form and maintain positive peer and adult relationships. • Increased health outcomes. • Students have increased sense of safety. <p>Families</p> <ul style="list-style-type: none"> • Increased involvement with school and extended day staff. • Increased access to health and social services. • Increased trust between schools and families. <p>Staff</p> <ul style="list-style-type: none"> • Staff retention increased. 	<ul style="list-style-type: none"> • ALL students succeed academically. • Students are healthy: physically, socially, and emotionally. • Families are fully engaged with school. • Increased family, school, and community stability, sense of safety, and belonging.

Assumptions

Relevant partners are available.
Staff are interested and available.
Resources are available.

External Factors

Project aligns with MPS goals.
Community is committed and ready to participate.

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- (1) To increase student achievement, leading to a reduction in the achievement gap between white students and students of color
- (2) To increase family engagement with schools, leading to stability and improved physical, social, and emotional health
- (3) To develop the school's capacity to utilize community assets (safety, access to resources, community engagement, etc.) to address student and family needs.

As shown in the project Logic Model (Figure XX), project objectives include:

- 65% of students participate in out-of-school activities at least twice a week.
- 10% of students access mental health services.
- 30% of families access physical health services.
- Student academic achievement increases 20%.
- Student attendance improves 10%.
- 60% of parents attend two or more family engagement events.
- Staff retention is increased 10%.

Performance measures related to implementing the full-service community schools components include:

1. Show a measureable increase in student academic achievement in the schools served by the grant (Performance Measure 1). This will be measured by reporting the change from the 2018-2019 baseline to the end of the grant period in terms of the number of students showing growth on their Minnesota standardized test scores.
2. Demonstrate an annual increase in the number of students served by the grant who receive mental health services (Performance Measure 2). This will be measured by

reporting the change from the 2018-2019 baseline to the end of the grant period in terms of the number of students receiving mental health services according to student records.

3. Show improvement in the school’s capacity to utilize community assets (safety, access to resources, community engagement, etc.) to address student and family needs

(Performance Measure 3). This will be measured by reporting the change from the 2018-2019 baseline to the end of the grant period in terms of family and community responses to surveys and focus groups/interviews.

Table 3 shows the evaluation plan that is designed to collect both formative and summative information about project implementation and project goals/performance measures. Data collection strategies include: review of student data/records; interviews and focus groups with key project staff, MPS teachers and support staff focus groups, and other stakeholders. District staff and Site Advisory Teams will be charged with developing implementation rubrics to evaluate implementation fidelity.

Table 6: Project Evaluation Plan

Evaluation Question	Information Needed	Source	Data Collection
1. To what extent is there an increase student achievement, leading to a reduction in the achievement gap between white students and students of color? (Performance Measure 1)	- Test scores - Attendance - Student participation in school activities - Behavior data (type and number of suspensions)	- School records - Teachers	- Review of student data

Evaluation Question	Information Needed	Source	Data Collection
2. To what extent is there an increase in family engagement with schools, leading to stability and improved physical, social, and emotional health? (Performance Measure 2)	- Disaggregated student data on services and supports received (school-provided and/or community mental health)	- Clinic records - School records	- Review of student data
3. To what extent is the school's capacity to utilize community assets (safety, access to resources, community engagement, etc.) to address student and family needs developed? (Performance Measure 3)	- Survey data - Grades - Attendance - Student participation in school activities	- Community Partners - Students - Teachers/Support staff	- Focus groups - Interviews - Surveys
4. To what extent have project programs been implemented with fidelity?	- Implementation data	- Project staff - District and Site Advisory Teams - Fidelity matrix	- Review of records - Surveys - Focus Groups / Interviews

The evaluation will be ongoing and all methods will be tied directly to the project goals and objectives. Formative evaluation will be conducted to evaluate project activities and implementation; summative evaluation will be conducted to assess whether the project outcomes have been met. Information obtained from the formative evaluation will provide a major source of information for planning and improving project activities. Formative evaluation is an ongoing learning process that is integral to an effective program; the information will be used to adjust the project activities in a continuous way and will involve documentation of key aspects of program performance to ensure the program is functioning as intended.

The summative evaluation will be critical in identifying specific outcomes and results achieved by the project. However, this summative information will also be used in a formative sense by providing information about whether stated outcomes are being met as the project is being implemented. Information obtained from the formative evaluation components will provide a major source of information for planning and improving activities proposed here and will be provided to the district and Site Advisory Teams on an ongoing basis. The summative evaluation activities will be critical in identifying specific outcomes and results achieved by the project. These methods will ensure valid and reliable performance data on relevant outcomes.

Annual performance reports will be generated reflecting the progress in meeting project objectives, and a final report will be submitted at the end of the grant period, detailing all grant activities and outcomes. All annual reports will be posted on the district website and otherwise made publically available.