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**SELECTION CRITERIA**

**(a) Quality of the Project Design (up to 15 points).**

**(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

The Des Moines Independent Community School District (dba Des Moines Public Schools, DMPS) has educated children and youth for more than 100 years in Des Moines, Iowa. The district's mission is that graduates possess the knowledge, skills, and abilities to be successful at the next stage of their lives. The district spans the entire capital city of Des Moines (population 203,433 from the 2010 US Census Bureau data), and it consists of 4 early learning centers (pre-Kindergarten), 38 elementary schools, 10 middle schools, five comprehensive high schools, and nine other schools. The state's largest, urban district, DMPS serves a rich diversity of over 34,000 students in grades pre-Kindergarten through twelve. Of these students, 60.77% are minorities, 20.74% are English Language Learners (ELL) who represent over 100 different native languages and dialects (refugees and immigrants), and 14.51% of students receive Special Education (SPED) services. Additionally, 73.10% of students are low-income (as evidenced by eligibility for the Free and Reduced-Price Lunch Program).

The **overall aim of the proposed DMPS Full-Service Community Schools project** is to expand Full-Service Community Schools (FSCS) in the Des Moines Independent Community School District (dba Des Moines Public Schools, DMPS) from 14 sites (five comprehensive high schools, one alternative high school, and eight elementary schools) to include an additional four sites. Within the proposed expansion, three middle schools (Callanan: 699 students, Goodrell: 619 students, and Weeks: 840 students) will be added to complete three elementary, middle, and

high school feeder patterns. This will create a comprehensive and coordinated continuum of pipeline services and supports for students as they progress through DMPS. The fourth site expansion will transform DMPS’ Central Campus facility (2,043 students), the district’s career training hub for secondary students, into a Full-Service Community Site. An estimated 4,200 students will be served by this project.

**Table A** contains the specific goals, objectives, and outcome measurements for the proposed project. Each goal has universal objectives to be accomplished at each site through the expansion of FSCS as well as specific objectives for Black male students. The rationale for this delineation is this population currently has the most disparate outcomes among all students served in DMPS as outlined in section (a)(2). Objectives with new versus existing pipeline services are noted.

<b>Table A: Project Goals, Objectives, and Outcomes</b>
<b>Goal 1: Expand integrated student supports to four identified sites to ensure each child is healthy, safe, supported, engaged, and challenged.</b>
<b>Objective 1.1</b> A full time Community School Coordinator (CSC) will be hired to assess and provide guidance at each school site towards the implementation of the FSCS vision.
<b>Objective 1.2</b> Increase student and family access to physical health, dental, vision, and mental health care services and supports at targeted sites. <i>*Existing pipeline service</i>
<b>Objective 1.3</b> Develop strategies for addressing chronic absenteeism, academic achievement, and creating a college and career culture at each site.
<b>Objective 1.4</b> Black male students will be engaged in meaningful mentoring opportunities focused on college and career readiness through strategic community partnerships established at each site.

**Objective 1.5** Collaborate with DMPS Early Childhood Education staff members and community stakeholders to develop strategies to ensure students are prepared for kindergarten.

**Goal 2: Increase community and family engagement at targeted sites.**

**Objective 2.1** Improve family leadership skills in support of academic achievement at targeted middle school sites.

**Objective 2.2** Create a Black parent leadership council at targeted sites to specifically focus on services and supports for male students of color.

**Objective 2.3** Collaborate with community based organizations to promote parent access to programs that support their ongoing education, employment, financial stability. *\*New pipeline service*

**Goal 3: Promote collaborative leadership and practice among schools, families, and communities.**

**Objective 3.1** Establish a representative leadership team at targeted sites that will utilize a collaborative problem-solving process to address progress, assets, and barriers toward school and community improvement.

**Objective 3.2** Cultivate relationships with stakeholders (businesses, neighborhood associations, and community based organizations) to support a comprehensive approach to the FSCS model. *\*Existing pipeline service*

**Goal 4: Enhance out of school time learning and opportunities for students at middle school sites.**

**Objective 4.1** Develop partnerships with community based organizations to engage students at targeted sites in academic support and enrichment such as out of school time tutoring and STEAM (science, technology, engineering, arts, mathematics) programs. *\*Existing pipeline service*

**Objective 4.2** Increase opportunities for students to participate in service learning during out of school times.

**Objective 4.3** Expand access to internal athletic programs for sixth graders at targeted sites.

**Objective 4.4** Increase the number of Black male students participating in out of school time programs and opportunities.

**Goal 5: Create a well-articulated and equitable pipeline of career and technical education that helps students connect classroom learning with a meaningful plan for their future.**

**Objective 5.1** Enhance recruitment strategies to ensure students have equitable and purposeful access to programs and services at Central Campus.

**Objective 5.2** Enhance Central Campus career and technical academies by engaging community and business partners. *\*New pipeline service*

**Objective 5.3** Increase the number of students of color who are enrolled in Central Campus programs and services.

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By implementing the above Full-Service Community School strategies aligned with the evidence-based community school model described in this proposal, DMPS will achieve the following outcomes:

<b>PROJECT OUTCOMES</b>
1. Decrease the number of students chronically absent (10% or more of days missed) by 5% each project year at each identified site.
2. Increase the number of students (grades 6-10) at each site meeting expected growth targets in reading on MAP (approaching college and career readiness) by 3.5% each project year.
3. Increase the number of grade students (grades 6-10) at each site meeting expected growth targets in math on MAP (approaching college and career readiness) by 7.5% each project year.
4. Increase the percentage of 11 <sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Reading by 3% each project year.
5. Increase the percentage of 11 <sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Math by 3% each project year.
<b>6. REQUIRED PERFORMANCE MEASURE:</b> Increase the number of students targeted for services and who receive services each year of the project period at each site.
7. Decrease the racial disproportionality of enrollment at Central Campus each year, achieving enrollment (of each demographic sub-group) within 1% of the corresponding DMPS high school population demographic by the end of the 5-year project.

8. Decrease the financial disproportionality of enrollment at Central Campus each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the corresponding DMPS high school population by the end of the 5-year project.
9. Decrease the racial disproportionality of enrollment in pre-Kindergarten programs each year, achieving enrollment (of each demographic sub-group) within 1% of the DMPS Kindergarten population by the end of the 5-year project.
10. Decrease the financial disproportionality of enrollment at pre-Kindergarten programs each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the DMPS Kindergarten population by the end of the 5-year project.
11. Increase the number of partners providing services or programs at targeted sites by 20% per grant year.
12. Increase the number of Central Campus students participating in structured workplace based opportunities (internships, job shadowing, employment) by 20% per grant year.
13. Increase the number of parents participating in internal or site based community partner programs by 20% per grant year.

**(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.**

Through this application, DMPS proposes to expand the community school model from 14 sites to 18 sites, adding four additional Full-Service Community School sites through the project (Callanan Middle School, Goodrell Middle School, Weeks Middle School, and Central Campus). The community school model, backed by extensive evidence discussed in section (b)(1), incorporates four foundational pillars to ensure high-quality conditions for teaching and learning:

Pillar 1. Integrated student supports

Pillar 2. Expanded learning time and opportunities

Pillar 3. Family and community engagement

Pillar 4. Collaborative leadership and practice

The community school model has proven to be an effective school and community improvement strategy in urban areas like Des Moines. Community schools seek to engage families and community partnerships through a place-based strategy where the school serves as the hub of the community. Through community schools, students and families are connected to resources, opportunities, and supports that foster academic success and healthy development while offsetting the harms of poverty.

Community schools are grounded in the principle that all students, families, and communities benefit from strong connections between educators and local resources, supports, and people. These strong connections, in turn, lead to improved learning and healthy development both in and out of school and help students and their families become more confident in their relations with the larger world. Extensive literature reviews of the evidence have found this model to be a promising model to improve student academic and engagement outcomes (Maier et al.,2017).

## **OVERVIEW OF DMPS**

The Des Moines Public Schools serves over 34,000 students and consists of 4 early learning centers (pre-Kindergarten), 38 elementary schools, 10 middle schools, five comprehensive high schools, and nine other schools. DMPS is a provider of pre-Kindergarten education through funding provided by the State of Iowa's Voluntary Preschool Program, Head Start, and the State of Iowa's Shared Visions for Early Childhood Iowa. As shown in **Table B**, the

state's largest, urban district, DMPS serves a rich diversity of students in grades pre-Kindergarten through twelve. Of these students, 60.77% are minorities, 20.74% are English Language Learners (ELL) who represent over 100 different native languages and dialects (refugees and immigrants), and 14.51% of students receive Special Education (SPED) services. Also, 73.10% of students are low-income (eligible for Free and Reduced-Price Lunch Program).

<b>Table B: DMPS Student Demographics</b>											
<b>DMPS 2017-2018</b>	<b># enrolled</b>	<b>% Free-Reduced Price Lunch</b>	<b>% ELL</b>	<b>% SPED</b>	<b>% Black or African American</b>	<b>% Asian American</b>	<b>% Hispanic or Latino</b>	<b>% Multiple Races</b>	<b>% Native American</b>	<b>% Pacific Islander</b>	<b>% White/ Caucasian</b>
<b>Pre-K</b>	2,439	69.3	N/A	14.1	18.3	9.1	21.7	6.4	0.4	0.2	43.9
<b>Elementary</b>	15,555	79.1	25.2	14.7	19.8	7.6	26.5	7.3	0.6	0.1	38.1
<b>Middle</b>	7,238	77.7	22.2	18.8	19.6	7.8	28.4	6.2	0.3	0.2	37.5
<b>High</b>	9,426	73.4	17.1	17.7	19.8	9.0	25.4	5.7	0.3	0.1	39.8

**Table C** contains demographic information of the target populations for this proposed grant project. The proposed project will focus on the following grade levels: pre-Kindergarten (with Kindergarten data shown for comparison/context), middle school (three sites identified), and one

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high school site to create a pipeline of services from pre-Kindergarten through 12<sup>th</sup> grade that includes exposure to postsecondary education and workforce pathways:

<b>Table C: Target Population Demographics</b>											
<b>DMPS 2017- 2018</b>	<b># enrolled</b>	<b>% Free-Reduced Price Lunch</b>	<b>% ELL</b>	<b>% SPED</b>	<b>% Black or African American</b>	<b>% Asian American</b>	<b>% Hispanic or Latino</b>	<b>% Multiple Races</b>	<b>% Native American</b>	<b>% Pacific Islander</b>	<b>% White/ Caucasian</b>
<b>Pre-K</b>	2,439	69.3	N/A	14.1	18.3	9.1	21.7	6.4	0.4	0.2	43.9
<b>Kinder- garten</b>	2720	78.4	27.6	8.9	19.7	8.5	23.3	8.4	0.6	0.3	39.2
<b>Callanan MS</b>	699	80.5	28.0	16.9	42.1	4.0	22.4	6.2	0.0	0.0	25.3
<b>Goodrell MS</b>	619	80.9	17.8	23.8	18.4	4.4	25.7	5.3	0.3	0.7	45.2
<b>Weeks MS</b>	840	86.6	30.8	18.0	16.4	11.6	41.0	6.6	0.0	0.2	24.2
<b>Central Campus</b>	2043	62.4	11.1	10.9	14.6	10.4	23.2	5.1	0.4	0.0	46.3

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As **Table D** below demonstrates, a high percent of students at DMPS are at-risk for academic failure based on risk factors of absenteeism, behavior, and academic proficiency. Attendance and behavior data is from the district's Early Intervention System database. Academic data for elementary and middle schools is from the standardized Measures of Academic Progress (MAP) assessment and for high schools is from standardized Iowa Assessments.

<b>Table D: District Wide At-Risk Demographics</b>						
<b>DMPS 2017-2018</b>	<b># enrolled</b>	<b>% chronically absent (10% or more of days)</b>	<b>% with 2 or more Level II or higher behavior referrals</b>	<b>% not proficient, not meeting expected growth in reading</b>	<b>% not proficient, not meeting expected growth in math</b>	<b>% with 2 or more risk factors for academic failure</b>
<b>Elementary Schools</b>	15,555	9.9%	16.3%	43.6%	64.7%	46.6%
<b>Middle Schools</b>	7,238	20.66	24.67	44.74	44.66	62.8%
<b>High Schools</b>	9,426	45.57	12.69	42.8%	51.0%	47.8%

## NEEDS WITHIN POLK COUNTY AND DMPS ADRESSED THROUGH FSCS

### *Poverty and Access to Physical and Mental Health Services*

DMPS is geographically located within Polk County, the largest and most diverse county in the state of Iowa. In 2015, 55,227 or 12% of residents in Polk County were living below the poverty line (100% federal poverty level) and 22.9% were living between the 100% and 250% range of poverty (U.S. Census Bureau, 2015). In Polk County, most ZIP codes with households living below the poverty line are highly concentrated in the urban core of Des Moines, especially in zip codes 50314 (37.7%) and 50309 (29.3%). In DMPS, 73.10% of students come from low income households as evidenced by qualifying criteria for the Free and Reduced-Price Lunch Program. Through the proposed expansion of FSCS, Community School Coordinators will be hired at each site to develop and implement a site-based needs assessment to effectively assess the needs of students and families in order to develop school wide systems of support and make referrals to community partner programs and services (*project objectives 1.1 and 1.2*).

Poverty in Polk County has a profound effect on families' ability to be food secure, access regular health, dental, vision, and mental health care. In Polk County, 26,690 individuals are **hungry** meaning they eat less food, repeatedly experiencing the physical sensation of hunger (Des Moines University, 2016). Half (50.4%) of the population of hungry individuals in Polk County are children. There are an additional 72,379 people in Polk County who are **food insecure** meaning they are concerned where their groceries and meals will come from and how they will pay for them.

Acknowledging the prevalence of hunger in the Des Moines community, DMPS and the Food Bank of Iowa currently partner to provide school-based food pantries at 10 FSCS sites.

Collectively these pantries serve 1,000 households each month, providing food for more than 4,000 household members. Through the proposed expansion of FSCS, **school-based food pantries** will be added to each of the three identified middle school locations. A school-based food pantry currently exists within the same complex that houses Central Campus. Community School Coordinators hired for these sites will oversee outreach and dissemination of information promoting the services of each school-based food pantry (*project objective 1.2*).

Despite its geographic proximity within the large metropolitan area of Greater Des Moines, residents in Polk County are challenged in acquiring **health insurance** to aid in accessing regular medical care. According to the Polk County Health Department (2017), the overall percentage of residents who are uninsured has declined since 2015. However, a persistent gap exists among the sub-groups of Black/ African American and Hispanic/Latino residents that primarily reside within the urban core of Des Moines. The percentage of minority residents who are uninsured is disproportionate compared to the population of Polk County. Black/ African American residents make up 6% of the population of Polk County and make up 13.4% of the uninsured population. Similarly, Hispanic/ Latino residents make up 7.9% of the population of Polk County and make up 17.5% of the uninsured population. Without stable health insurance, it is often challenging for students and families to access regular **health, dental, and vision care**. When students do not have access to regular preventative health, dental, and vision care, they are more likely to miss school due to illness or miss time in class due to visiting the school nurse's office.

DMPS is home to two **school-based health clinics** staffed by Primary Health Care, a community partner organization. These clinics provide students with vaccinations, health and sports physicals, acute care, reproductive healthcare, and well-baby checks for children of pregnant/ parenting students. In addition to the quality health care students receive, Primary

Health Care staff members assist families in obtaining insurance when possible, establishing a health home, confirming if vaccinations are up to date and guiding patients to other vital community health resources. In the 2017-2018 school year DMPS school-based health clinics served 922 students. Of those served, 24% were uninsured students who would not have been able to access care without the services of the school-based health clinics. Furthermore, only 10% of the students served in 2017-2018 were middle school students. Through the expansion of FSCS, Community School Coordinators will conduct targeted outreach at each of the newly established sites to refer students and families to the services of school-based health clinics (*project objective 1.2*).

DMPS is also home to the first **school-based dental clinic** in the state of Iowa. The Nolden Gentry Dental Clinic operated by a community partner organization, Dental Connections, serves DMPS students district wide. Like the school-based health clinics, the Nolden Gentry Dental Clinic provides access to dental services that might not otherwise be available to the high population of uninsured individuals living in Polk County. By expanding FSCS, a Community School Coordinator will collaborate with Dental Connections to conduct the state required eighth grade dental screenings on site at each of the identified middle schools in this application. This strategy will alleviate this need for families to access this screening on their own if they do not have insurance to do so. Additionally, Community School Coordinators at each site will ensure students in need of dental services are referred and able to access services (*project objective 1.2*).

DMPS partners with Vision to Learn and the United Way of Central Iowa to provide **vision screenings and follow up care** for elementary and middle school students. In the 2017-2018 school year, Vision to Learn screened students at 19 elementary school sites and provided more than 900 pairs of glasses to students in need. Through the expansion of FSCS, Vision to Learn

screenings will be added to the targeted middle school sites. Community School Coordinators at the targeted middle school sites will collaborate with Vision to Learn to conduct on-site vision screenings and ensure students receive follow up care as needed (*project objective 1.2*).

Access to services that support students’ **mental health and wellbeing** is an additional challenge experienced by DMPS students. Mental health issues can underlie students' struggles with academics, attendance, and behaviors. According to the National Institute of Mental Health, 20% of adolescents (ages 13-18) will experience a mental health disorder during their lifetime that impacts their daily functioning (Merikangas, et al., 2010). **Tables E-F** below show mental health data for Iowa and DMPS from the standardized Iowa Youth Survey (IYS), administered to Iowa's 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students every two years by the Iowa Departments of Public Health and Human Rights. The IYS focuses on students' behaviors, attitudes, beliefs, and perceptions and the 2016 survey included 277 of Iowa's 332 (83%) public school districts and 12 of 82 private schools (15%). Of 84,703 validated participation records, 5,695 were from DMPS (of 6,701 students enrolled at DMPS in grades 6, 8, and 11) (University of Iowa, 2017).

<b>Table E: IYS 2016: Percent of Students Who Reported They Have Seriously Thought About Killing Themselves in the Past 12 Months.</b>		
<b>Grade Level</b>	<b>DMPS</b>	<b>State of Iowa</b>
<b>6<sup>th</sup> grade</b>	12.3%	9.9%
<b>8<sup>th</sup> grade</b>	16.9%	13.4%
<b>11<sup>th</sup> grade</b>	19.4%	16.9%
<b>All grades</b>	15.8%	13.3%

This data demonstrates that an alarming number of DMPS students have thoughts of suicide, and that more DMPS students have thoughts of suicide compared to their peers across the state. Of additional concern is that the rate of students who seriously thought about killing themselves increased as grade level increased. Furthermore, research has found that the presence of caring connections with at least one adult (at home or at school) serves as a strong protective factor for students, providing support and building resilience against stressors that can otherwise exacerbate mental health issues (Scales & Leffert, 1999). **Table F** demonstrates that the percentage students in DMPS reporting caring connections at home and at school is lower than the statewide average.

<b>Table F: IYS 2016: Percent of Students Reporting Caring Connections</b>				
<b>Iowa Youth Survey 2016</b>	<b>Percentage of students who agree that there is at least one adult at school that they could go to for help with a problem.</b>		<b>Percentage of students who agree that they can talk about the things that bother them or they don't understand with someone in their home.</b>	
	<b>DMPS</b>	<b>State of Iowa</b>	<b>DMPS</b>	<b>State of Iowa</b>
<b>6<sup>th</sup> grade</b>	89.9%	93.2%	84.6%	88.6%
<b>8<sup>th</sup> grade</b>	84.0%	88.4%	78.9%	84.4%
<b>11<sup>th</sup> grade</b>	83.6%	86.3%	75.8%	80.1%
<b>All grades</b>	86.0%	89.3%	80.1%	84.4%

To support student access to mental health services, DMPS partners with Orchard Place Child Guidance Center to provide **school-based therapists** at each of the proposed middle school FSCS expansion locations. School-based therapists provide individual and small group

evidenced based counseling interventions. Through expanded services of FSCS, school-based therapy services at the targeted middle school sites will be enhanced as a Community School Coordinator will disseminate information (e.g., signs of mental health disorders, referral process information) and refer students in need to therapy services (*project objective 1.2*). Students who attend Central Campus are eligible to receive school-based therapy services at their home high school. Each DMPS high school already has a Community School Coordinator that assists in coordinating referrals to school-based therapists. DMPS also partners with MOSAIC Family Counseling to administer the **Student Assistance Program** to all DMPS students. Through the DMPS Student Assistance Program, students in need of acute mental health care are able to access 3-5 counseling sessions for free. Through the proposed expansion of FSCS, students and families at the newly established FSCS sites will receive information and referrals as needed to the Student Assistance Program (*project objective 1.2*).

***Attendance, Achievement, and Out of School Time Programming***

**Student attendance** in school is fundamental to their overall success. During the first semester of the 2017-18 school year, 18% of middle school students and 40% of high school students were chronically absent (defined as missing ten percent or more of school) at DMPS. At the end of the 2017-2018 school year, 20.66% of middle school students and 45.57% of high school students were chronically absent from school. The majority of students who were chronically absent in 2017-2018 were Black or African American (26.05% at middle school and 55.53% at high school) and Hispanic or Latino (19.6% at middle school and 53.02% at high school). **Table G** includes specific chronic absenteeism data for the targeted expansion sites in this application.

<b>Table G: Percent of Students Chronically Absent at Proposed Expansion Sites</b>											
<b>DMPS 2017- 2018</b>	<b>Total % chronically absent</b>	<b>% Free-Reduced Price Lunch</b>	<b>% ELL</b>	<b>% SPED</b>	<b>% Black or African American</b>	<b>% Asian American</b>	<b>% Hispanic or Latino</b>	<b>% Multiple Races</b>	<b>% Native American</b>	<b>% Pacific Islander</b>	<b>% White/ Caucasian</b>
<b>Callanan MS</b>	17.3	20.6	16.8	22.8	18.7	0.0	21.0	20.9	0.0	0.0	12.4
<b>Goodrell MS</b>	27.4	30.9	17.2	35.3	36.8	7.4	16.9	42.4	50.0	0.0	30.0
<b>Weeks MS</b>	22.5	24.6	16.2	29.1	28.2	6.1	20.3	30.9	0.0	0.0	28.0
<b>Central Campus</b>	7.1	8.9	8.8	12.1	11.7	1.8	8.8	11.5	22.2	0.0	5.2

In March 2017, DMPS conducted a survey of DMPS middle and high school students to gain students’ perspectives about potential reasons for low attendance in grades 6-12. This survey focused on potential causes (situations, circumstances) that impact (negatively or positively) student attendance. The overall response rate for the survey was 43.9% (N=7,081). Analysis of the survey results showed, that overall, relationships that foster a sense of belonging at school and relevance of curriculum were the two biggest contributors to secondary student attendance.

Key survey measures related to relationships at school and connection to lifelong learning are indicated in **Table H**.

<b>Table H: Secondary Student Attendance Survey Measures</b>	
<b>Measure</b>	<b>% of students that agree/ strongly agree</b>
<b>Having an adult at school who positively cares about students positively impacts student attendance</b>	66.56%
<b>Students attend class more frequently when teachers make learning more relevant to their lives</b>	77.7%
<b>Students attend class more frequently when they feel they belong at school</b>	81.6%

At each of the proposed FSCS expansion sites, Community School Coordinators will convene a **site based attendance team** to review school wide attendance data, discern factors contributing to absenteeism, and develop student specific and school wide interventions. Interventions may include school wide strategies to foster belonging at school and increase student connections with adults at school. Interventions may also include student referrals to community partner programs and services to address factors contributing to absenteeism such as health/ mental health needs, transportation, etc. At each of the expanded FSCS sites, Community School Coordinators will collaborate with local workforce entities, skilled trades partners, and institutes of high education to expose students to career pathways to support the relevance of classroom instruction and enforce the importance of consistent attendance in school (*project objective 1.3*).

**Tables I and J** illustrates DMPS student achievement data which shows nearly half of middle and high school students at the targeted sites are not meeting expected growth in reading and math, and in most cases, are faring worse than their peers across the district.

<b>Table I: 2017-2018 READING: Percent of Students Who Met Expected Growth in Reading on Measures of Academic Progress- MAP (grades 6-10)</b>										
	<b>% of total enrollment</b>	<b>% Free-Reduced Price Lunch</b>	<b>% ELL</b>	<b>% Black or African American</b>	<b>% Asian American</b>	<b>% Hispanic or Latino</b>	<b>% Multiple Races</b>	<b>% Native American</b>	<b>% Pacific Islander</b>	<b>% White/ Caucasian</b>
<b>Callanan MS</b>	50.4	48.8	51.7	51.5	60.9	46.2	47.2	NA	NA	51.6
<b>Goodrell MS</b>	43.8	43.0	41.8	48.3	48.0	37.9	54.9	50.0	25.0	44.1
<b>Weeks MS</b>	48.5	46.9	42.7	46.0	50.0	45.8	43.8	NA	100	54.6
<b>All Middle Schools</b>	55.3	54.1	54.2	52.2	64.3	53.5	54.5	62.5	42.9	56.3
<b>Central Campus</b>	51.6	52.7	40.0	52.5	47.1	55.0	35.0	66.7	NA	51.7
<b>All High Schools</b>	52.4	51.4	50.1	50.9	53.0	51.4	55.4	NA	NA	53.1

<b>Table J: 2017-2018 MATH: Percent of Students Who Met Expected Growth in Math on Measures of Academic Progress- MAP (grades 6-10)</b>										
	<b>% of total enrollment</b>	<b>% Free-Reduced Price Lunch</b>	<b>% ELL</b>	<b>% Black or African American</b>	<b>% Asian American</b>	<b>% Hispanic or Latino</b>	<b>% Multiple Races</b>	<b>% Native American</b>	<b>% Pacific Islander</b>	<b>% White/ Caucasian</b>
<b>Callanan MS</b>	44.1	41.4	43.1	41.7	70.8	41.5	34.3	NA	NA	47.7
<b>Goodrell MS</b>	51.1	49.8	46.7	50.6	57.7	47.8	54.8	50.0	25.0	52.4
<b>Weeks MS</b>	51.5	50.2	47.5	46.9	52.3	49.3	58.3	NA	100	55.3
<b>All Middle Schools</b>	55.3	54.8	56.2	50.7	61.6	56.1	52.5	NA	NA	56.3
<b>Central Campus</b>	48.9	44.7	33.9	32.1	56.3	42.6	33.3	33.3	NA	57.3
<b>All High Schools</b>	58.4	58.4	59.6	56.0	67.2	58.0	51.7	NA	NA	58.9

**Table K** highlights proficiency rates of 11<sup>th</sup> graders at Central Campus and of all DMPS high schools. Central Campus proficiency rates should mirror the district's high school rates, however, due to demographic disproportionality in Central Campus enrollment, proficiency rates do not reflect those of all DMPS high schools.

Table K: 2017-2018 Math and Reading Proficiency: Percent of High School Students Proficient on Iowa Assessments (grade 11)											
		% of total enrollment	% Free-Reduced Price Lunch	% ELL	% Black or African American	% Asian American	% Hispanic or Latino	% Multiple Races	% Native American	% Pacific Islander	% White/ Caucasian
Reading	All Students	54.1	46.0	18.7	36.8	53.0	45.9	63.0	44.4	NA	66.9
	Central Campus	65.9	57.7	29.7	59.7	59.7	56.6	75.0	33.3	NA	74.3
Math	All Students	56.1	48.4	25.0	33.8	65.3	52.7	57.0	55.6	60.0	66.9
	Central Campus	70.4	62.3	45.2	46.8	77.6	68.5	71.9	33.3	NA	77.9

Through the proposed expansion of FSCS sites, specific strategies will be employed at each site to positively impact student achievement. Community School Coordinators will establish a **school site leadership team** that will utilize a collaborative problem-solving process to address school improvement (*project objective 3.1*). Through the collaborative problem-solving process, school site leadership teams and Community School Coordinators will implement evidenced based approaches that incorporate both internal and community based assets towards promoting

student achievement. At the expanded FSCS sites, emphasis will be placed on cultivating relationships with community stakeholders in order to eliminate barriers to learning and strengthen the **school to career pipeline** for each student. This strategy will help ensure students come to school ready to learn and can identify viable career pathways to connect classroom learning with their future plans (*project objective 3.2*). At Central Campus, the Community School Coordinator will engage business and community partners to enhance Central Campus academies and increase opportunities for students to participate in work based learning (*project objective 5.2*). At the identified middle school sites, Community School Coordinators will establish a **fifth to sixth grade transition program** that connects incoming students with older student leaders, exposes incoming students to school-wide expectations through an orientation process, and coordinates opportunities for students to participate in academic support programs and social events (*project objective 1.3*).

Lower income neighborhoods, like those served by DMPS, typically have less **out of school time opportunities** that promote children's healthy development and a healthy lifestyle. For example, a study by the Child and Family Policy Center of Iowa in 2016 found that students in higher income neighborhoods in the suburban areas of Polk County had, on average, fifty opportunities for children's recreation programs and team sports compared to eight opportunities in urban Des Moines' lower income neighborhoods. DMPS aims to increase the number of out of school time opportunities available to students including academic enrichment, athletics, music programs, and clubs.

Students involved in activities at DMPS attend school more regularly, have higher grade point averages, and spend less time out of class due to incidences of behavior when compared to their peers who are not involved. Students in grades 7-12 have full access to a wide array of year-

round athletic, enrichment, and club programs. Due to budget constraints and regulations of the local governing interscholastic athletic association, sixth graders are currently limited in their choice of out of school time programs as there are very few athletic programs available within the DMPS internal activity offerings and the city of Des Moines parks and recreation intramural league. **Table L** illustrates student activity participation data among all DMPS middle schools and the target schools in this application.

<b>TABLE L: % of students involved in activities</b>				
<b>School Site</b>	<b>% all involved</b>	<b>% 6<sup>th</sup> graders</b>	<b>% 7<sup>th</sup> graders</b>	<b>% 8<sup>th</sup> graders</b>
<b>All DMPS middle schools</b>	69.6%	66.6%	69.6%	72.9%
<b>Callanan MS</b>	68.0%	57.8%	71.2%	75.7%
<b>Goodrell MS</b>	74.5%	64.7%	75.8%	82.1%
<b>Weeks MS</b>	62.2%	57.1%	59.3%	71.0%

This data demonstrates that sixth graders are less likely to be involved compared to their peers. In addition, Hispanic/ Latino (36.72%) and Black or African American (34.56%) make up the largest sub groups of sixth grade students who are not involved in district activities in middle school. The difference in participation rates between sixth, seventh, and eighth graders is likely due to a lack of athletic offerings by DMPS for sixth graders.

The scope of this project’s FSCS expansion will **increase out of school time opportunities** at the three targeted middle school sites. The Community School Coordinator at each site will develop partnerships with community based organizations to engage students in academic

support and enrichment such as out of school time tutoring and STEAM (science, technology, engineering, arts, and mathematics) programs (*project objective 4.1*). Community School Coordinators at each middle school site will also establish a youth service club that meets twice a month and exposes students to community service learning as well as their feeder high school silver cord of service program to prepare for the transition to high school (*project objective 4.2*). Each Community School Coordinator will specifically work with their site based leadership team and community partner organizations noted in **Table P** to ensure equitable representation of students in **expanded out of school time offerings**. To address the need for athletic offerings for sixth graders, the Community School Coordinator at each site will work with the DMPS Activities Department and Middle School Activity Coordinators to survey sixth grade student interests, develop, and implement at least two athletic offerings at each site (*project objective 4.3*).

### ***Preparation for the DMPS Educational Pipeline***

Ensuring equitable access to DMPS education programs is a priority of DMPS beginning in early childhood (pre-Kindergarten). Once students are enrolled in pre-Kindergarten they have access to a variety of assessment and referral services that ensure they are **prepared for Kindergarten**. For example, the DMPS Early Childhood department provides group based parent education and referrals for in home services, increases parents' social support networks, connects families to community based organizations to ensure basic needs are met, increases parents' knowledge about child development and parenting, and improves nurturing and attachment between parents and children. Without recruitment and outreach strategies that ensure equitable access, some of the most vulnerable children in Des Moines miss out on these vital services. Pre-Kindergarten and Kindergarten enrollment figures in the 2017-2018 school year highlight a disproportionate

number of low income students currently served in DMPS' early childhood program. In 2017-2018, there was nearly a 10% difference in representation of students eligible for the Free or Reduced-Price Lunch Program between those enrolled in pre-school (69.33% of overall enrollment) and Kindergarten (78.42% of overall enrollment).

Through this project and its expanded strategic focus on developing and enhancing services across the DMPS educational pipeline, multiple DMPS departments will collaborate on intentional activities to ensure students in Des Moines are **prepared for Kindergarten** (*project objective 1.5*). DMPS is committed to developing an equity driven communication plan to ensure pre-Kindergarten enrollment information is disseminated in a manner that allows opportunities for individuals from all socio-economic backgrounds to access services and supports. Further, DMPS will develop and disseminate a Kindergarten ready toolkit that will assist parents who do not enroll in the district's pre-Kindergarten program in preparing their child for their start in the DMPS educational pipeline.

At the secondary education level of the DMPS educational pipeline, there are robust **college and career readiness programs available** to all DMPS high school students at the DMPS Central Campus facility. Central Campus is home to nine advance career academies with three dozen specialized programs that offer multiple pathways to college and career readiness. Each of the Central Campus academies and programs are included in **Table M**. Students who choose to enroll in Central Campus academies are transported by DMPS buses from their home high school for 90 to 120-minute classes every other day. Through Central Campus academies, DMPS high school students can earn nationally recognized advanced career certificates before high school graduation. Additionally, students in Central Campus academics can earn community college credit and a two-year Associates Degree at no extra cost. Central Campus academies are

aligned with career pathways that help students obtain living wage jobs following graduation from high school.

<b>Table M: Central Campus Academies</b>	
<b>Academy</b>	<b>Programs</b>
<b>Communication Media</b>	Broadcasting and Film, Commercial Photography, Graphic Communications
<b>Education and Leadership</b>	Army JROTC, Criminal Justice, Dream to Teach, Early Childhood Careers, Sports Officiating and Leadership, Urban Leadership Academy, Urban Teacher Academy
<b>Engineering and Architecture</b>	Computer Aided Design Technology, Civil Engineering and Architecture, Engineering Development and Design
<b>Environmental and Agricultural Sciences</b>	Aquarium Science, Horticulture and Animal Science, Iowa Energy and Sustainability Academy, Marine Biology
<b>Family and Consumer Sciences</b>	Culinary Arts and Restaurant Management, Fashion Design and Merchandising
<b>Health Sciences</b>	Career Opportunities in Health, College Anatomy and Physiology, College Genetics and Microbiology, Health Science Specialist, Nurse Aide (Basic and Advanced)
<b>Skilled Trades</b>	Advanced Paint Applications, Carpentry, Civil Engineering and Architecture, Computer Aided Design Technology, HVAC and Plumbing, Welding Technology, Skilled Trades Apprentice

<b>Technology and Systems Integration</b>	Cybersecurity, Mobile Apps, Software Design and Gaming
<b>Transportation</b>	Introduction to Automotive, Automotive Collision Repair, Automotive Technology, Aviation Technology

However, a disproportionate number of low income and minority students historically are not enrolled in Central Campus academies. For example, in the 2017-2018 school year, 73.42% of the students enrolled in DMPS high schools were eligible for the Free or Reduced-Price Lunch Program. However, only 62.41% of Central Campus students were eligible for the Free or Reduced-Price Lunch Program. Additionally, Black or African American students made up 19.76% of all high school enrollment, but only reflected 14.64% of Central Campus enrollment.

The expansion of FSCS services through this project will allow a designated Community School Coordinator to support the Central Campus site leadership team in developing recruitment strategies that **ensure enrollment at Central Campus is equitable and representative** of the demographics of DMPS (*project objective 5.1*). The Central Campus Community School Coordinator will assess current systems supporting the enrollment of students in Central Campus academies to determine who is advantaged and disadvantaged by current practices and will work with the site leadership team and other stakeholders to remedy areas that cause individuals to be disadvantaged. To ensure the opportunities at Central Campus academies are aligned with business sector needs and support **the school to career pipeline**, the Central Campus Community School Coordinator will develop a plan and partnerships to increase the number of students participating in workplace based learning opportunities (*project objective 5.2*).

*Parent Access to Education, Employment, and Financial Stability Programs*

The cost of living in Polk County continues to rise making it increasingly challenging to obtain and maintain affordable housing within the metropolitan area. In 2015, research by the Polk County Housing Trust Fund highlighted a housing shortage of about 8,350 units for families living below 100% of poverty (earning less than \$15,000 annually). The overwhelming majority (86%) of these households are living in housing they cannot afford, defined as paying more than 30% of their income towards housing costs. Furthermore, 71% of these households pay more than 50% of their income each month on rent and utilities, leaving little remaining to pay for food, medical bills, transportation, child care, and other needs.

Access to skilled training and education programs for low income families is key to closing the earnings gap and ensuring families in Polk County are able to thrive. Currently only 32% of working Iowans have the skills and credentials needed to work in the middle skill positions that make up 55% of Iowa's Jobs. This contrasts the equal number of high skill workers (34%) needed to fill high skill jobs (33%) and abundance of low skill workers (34%) to fill low skill jobs (12%). Middle skill jobs typically require some education and training beyond high school, but less than a bachelor's degree. Middle skill jobs often pay a sustainable salary, but without the skills necessary, the opportunity for individuals to receive such a salary is not a possibility.

At FSCS sites, families are engaged as authentic partners in education. Family engagement strategies focus on first ensuring parents have access to resources that ensure their basic needs are met (food, clothing, and shelter). Through the proposed expansion of FSCS sites, an additional emphasis will be placed on connecting parents to programs that develop their **workforce and leadership skills**. Community School Coordinators at the newly established middle school FSCS sites will implement a Parent Liaison program to recruit, train, and

empower a grade level representative from each middle school to provide support to other parents through outreach, conducting trainings and enrichment classes in and out of school and organize community service projects on behalf of the school community. Parent Liaisons will partner with each site's Community School Coordinator to facilitate a school wide curriculum, the Family Leadership Institute, that will further empower parents in supporting their student's educational attainment. By investing in the leadership skills of Parent Liaisons at FSCS sites, Parent Liaisons are in turn able to help nurture and develop the skills of other parents in the school community (*project objective 2.1*).

Expansion of FSCS at the targeted middle school sites will also support the establishment of partnerships at each site that will connect parents to **education, employment, and financial stability** supports and programs (*project objective 2.3*). At each of the identified middle school sites, Evelyn K. Davis Center for Working Families will provide a Job Coach to meet with parents weekly to assist with job searching, resume development, and connecting to educational trainings. The Community School Coordinator at each site will also develop partnerships with other community based organizations including Central Iowa Works, Building New Careers, and Des Moines Area Community College (Bridges to Success). The aim of these organizations is to ensure parents have the appropriate training and credentials to obtain gainful employment in middle skill jobs.

### ***Disparate Student Outcomes***

Of all subgroups in DMPS, Black male students are more disparate in their educational progress in the areas of attendance and achievement than their peers. As a result, DMPS has established specific equity driven strategies and key performance indicators to close the achievement gap between Black male students and all other students. Across all grades, Kindergarten through

grade twelve, **Black male students miss more school than their peers.** Data from the 2017-2018 school year shows that 12% of all students in grades Kindergarten through fifth grade were chronically absent from school where as 15.29% of Black males in this same age group were chronically absent. In grades six through eight, 19.53% of all students were chronically absent from school and 26% of Black males were chronically absent from school. In grades nine through twelve, 40.8% of all students were chronically absent from school and 54.35% of Black males were chronically absent from school.

As illustrated in **Tables N-O**, across all grade levels, **Black male students did not meet college and career readiness benchmarks** on the Spring 2018 math or reading Measures of Academic Proficiency (MAP) tests at same rate as their peers.

<b>Table N: 2017-2018 MAP Math: Percent of 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> Grade Students at or Above College and Career Readiness Benchmarks</b>			
	<b>All students</b>	<b>All males</b>	<b>Black males</b>
<b>Third graders</b>	28.58	30.47	12.69
<b>Sixth graders</b>	22.18	23.65	8.62
<b>Ninth graders</b>	22.63	23.71	11.27
<b>Table O: 2017-2018 MAP Reading: Percent of 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> Grade Students at or Above College and Career Readiness Benchmarks</b>			
	<b>All students</b>	<b>All males</b>	<b>Black males</b>
<b>Third graders</b>	29.84	28.01	12.64
<b>Sixth graders</b>	40.32	38.59	25.53
<b>Ninth graders</b>	40.97	36.83	22.27

Each goal in this proposed FSCS expansion includes project objectives that are specifically targeted to positively impact Black male students' attendance and academic achievement.

Through strategic community partnerships cultivated by Community School Coordinators at each of the expanded FSCS sites, Black male students will gain access to **meaningful mentoring opportunities** focused on college and career readiness (*project objective 1.4*). At expanded middle school FSCS sites, Community School Coordinators will collaborate with Middle School Activity Coordinators, community partners, and other stakeholders to increase the number of Black male students participating in **out of school time programs** (*project objective 4.4*). As mentioned early, students involved in DMPS out of school time activities attend school more regularly and achieve at higher rates than their peers who are not involved. At Central Campus, the Community School Coordinator will work with the school site leadership team to increase the number of students of color that are enrolled in and successfully complete Central Campus academies (*project objective 5.3*).

### ***Racial Disparities in Polk County***

The disparities experienced by students in DMPS are echoed throughout larger Polk County. In 2017, the Directors Council released the One Economy report which included data from 61 community focus groups and a meta-analysis of community statistics. The report highlights a 'tale of two cities' acknowledging accolades of Polk County as well as the truth of persistent racial disparities. Polk County has been recognized as: the 11<sup>th</sup> best place to live in the United States, the 2<sup>nd</sup> Best City to Find a Job, the Number One Location for Millennial Home Buyers, and the 5<sup>th</sup> Best City for Retirement.

However, when data is disaggregated by race it shows that, in fact, Des Moines is the 3<sup>rd</sup> worst city for African Americans. Disparities for Black families residing in Polk County are illustrated through education, employment, and financial stability measures in **Table P**.

<b>TABLE P: One Economy Education, Employment, Financial Stability Measures</b>		
<b>Measure</b>	<b>Polk County</b>	<b>Black Households in Polk County</b>
<b>Median household income</b>	\$59,844	\$26,725
<b>Households that have assets that earn interest/ dividends</b>	19.4%	5.8%
<b>Unemployment rate</b>	3.9%	16.7%
<b>Median earnings from employment</b>	\$35,542	\$19,776
<b>Individuals with less than a high school diploma</b>	8.1% of overall population	17.1% of overall population
<b>Owner-occupied housing units</b>	67.2%	2.6%

The One Economy report, coupled with student performance data from DMPS highlights need to expand FSCS in Des Moines to four new sites (Callanan Middle School, Goodrell Middle School, Weeks Middle School, and Central Campus). Through FSCS, the district aims to **change the trajectory for students of color** by alleviating the effects of poverty and exposing students to **college and career pipelines**. Likewise, through FSCS, families of color are meaningfully

engaged in community partner organizations and programs that support their ongoing education, employment, and financial stability. At the proposed expanded FSCS middle school sites, Community School Coordinators will create a Black parent leadership council to **infuse parent voice** in school decision making with a specific focus on supports and strategies to ensure Black males attend and experience success in school (*project objective 2.2*). Finally, this project's focus on ensuring equitable access to the programs and services of the DMPS educational pipeline will provide DMPS staff opportunities to outreach to traditionally underrepresented parent groups to ensure each child is prepared for success beginning in pre-Kindergarten.

### **ABSOLUTE AND COMPETITIVE PREFERENCE PRIORITIES ADDRESSED**

The proposed community school model expansion at DMPS meets the required **Absolute Priority** of "serving a minimum of two or more full-service community schools eligible for a school wide program under section 1114(b) of the ESEA as part of a community- or district-wide strategy." All four proposed expansion sites are Title I eligible, as evidenced by Free and Reduced-Price Lunch Program eligibility rates above 40% (Callanan Middle School: 80.54%, Goodrell Middle School: 80.94%, Weeks Middle School: 86.55%, and Central Campus: 62.41%). Additionally, Callanan and Weeks middle schools participate in the US Department of Agriculture's Community Eligibility Provision (CEP), so that all students receive a free, nutritious breakfast and lunch at school.

The proposed expansion project also meets the following **Competitive Preference Priorities**:

- **Competitive Preference Priority 2 – Broadly Representative Consortiums:**

This expansion project will be implemented by DMPS and a consortium of community partners, including: The United Way of Central Iowa (lead partner), Food Bank of Iowa, Evelyn K. Davis Center for Working Families, Grandview University, Orchard Place Child Guidance Center, Primary Health Care, Dental Connections, MOSAIC Family Counseling Center, Vision to Learn and the Central Campus Skilled Trades Alliance.

This community-wide approach provides a comprehensive strategy for school improvement focused on students' academic achievement and pursuit of post-secondary pathways, out of school time opportunities for engagement and enrichment, health and mental health, family and community engagement and supports, and collaborative leadership and practice. These partnerships are detailed in sections (b)(2), (c)(1), and in the Appendix (memorandums of understanding and letters of support).

- **Competitive Preference Priority 3 – History of Effectiveness:**

Currently, 14 existing FSCS sites at Des Moines Public Schools demonstrate a strong history of effectiveness, beginning with the inception of community school programming in 2010, and building a strong foundation of community support since that time. Notable successes of FSCS include:

Pillar 1. Integrated student supports: DMPS has successfully established 14 viable FSCS sites (five comprehensive high schools, one alternative high school, and eight elementary schools), two school-based health clinics, and the first school-based dental clinic in the state of Iowa. Through FSCS, 10,000 students each year are connected to vital supports provided by community partner agencies.

Pillar 2. Expanded learning time and opportunities: The FSCS model provides Community School Coordinators at sites to build partnership opportunities in the area of

expanded learning, as well as recruiting students and coordinating site-based activities. In collaboration with the 21<sup>st</sup> Century Community Learning Centers grant cohorts and Metro Kids Care program, 4,505 elementary school students in school year 2017-2018 were provided high-quality, out of school time programming. Through the district's internal activity offerings, 5,001 middle school students and 5,089 high school students were engaged in meaningful athletics, arts-based programs, and enrichment/service clubs. In total, 43% of DMPS students access out of school time opportunities that are operated by DMPS.

Pillar 3. Family and community engagement: DMPS has created a formal partnership process as part of the FSCS model to ensure strong collaborations with community partners. Currently, the district has 90 active community partners that provide coordinated services and supports across the district. Monthly Community Conversations meetings bring all partners together with district Community Schools staff to ensure successful collaborations. Through the partnership process, community partners receive student performance data for the students served in their programs. This helps organizations leverage additional resources to expand programs. Current FSCS sites engage families by providing access to basic needs resources, connecting families to community partner programs and services, and by cultivating authentic ways families connect with school staff. Community School Coordinators regularly collaborate with community partners to host on-site resource fairs geared to connect community partner programs and services with identified needs of families and the larger community. In 2017-2018, DMPS FSCS sites launched an innovative family engagement strategy through School CNXT. School CNXT allows classroom teachers to facilitate two-way

communication with each students' family, even if their home language is not English, and allows for families to engage with each other through a web-based platform. Based on the growing number of English Language Learners in DMPS, School CNXT provides creative engagement methods between home and school and allows teachers and DMPS staff a way to measure engagement in a way that was not previously possible.

Pillar 4. Collaborative leadership and practice: DMPS has established an Equity Vision that is aligned to the principles of FSCS, to address disproportionality and close achievement gaps. Through the Equity Vision, DMPS is committed to developing culturally proficient educators through quality professional development, creating partnerships with the community, engaging families in the educational process, and intentionally elevating student voice in decision-making. Multi-disciplinary site-based leadership teams that include student and parent voice ensure a systemic approach to school improvement.

- **Competitive Preference Priority 4 – Evidence-Based Activities, Strategies, or Interventions:**

The proposed community school model has proven to be an effective strategy in improving student and school outcomes in high-poverty neighborhoods that are under-resourced and underserved. A 2017 review of 143 research studies by the Learning Policy Institute with the National Education Policy Center (Maier, Daniel, Oakes, & Lam) determined that a high-quality community school model meets the evidence-based intervention standard for ESSA definition of evidence, and that an effective community school model incorporates high-quality strategies within four foundational pillars:

Pillar 1. Integrated student supports

Pillar 2. Expanded learning time and opportunities

Pillar 3. Family and community engagement

Pillar 4. Collaborative leadership and practice

The evidence-based model is described in detail in section (b)(1).

**(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.**

The mission of the Des Moines Public Schools is that graduates possess the knowledge, skills, and abilities to be successful at the next stage of their lives. The district's vision is to become the model for urban education in the United States. The district believes that an equity-driven educational system is one where students engage deeply and achieve at higher levels while staying true to who they are. Educational equity means that policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people. DMPS **Educational Equity Statement** (school board policy series 400, code 402, title: Non-Discrimination, Affirmative Action, and Equal Employment Opportunity): The Des Moines Independent Community School District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a procedure in place for processing complaints of

discrimination, available as part of the policy at:

<https://www.dmschools.org/departments/administration/educational-equity-statement/complaint-procedure/> and at: <https://www.dmschools.org/departments/administration/policies-and-procedures/series-400/#402>.

The district's **Equity Vision** is:

- We are committed to ensuring an equitable educational experience for all.
- We strive to live inclusively by embracing the diversity of race, ethnicity, gender, gender identity and/or expression, sexual orientation, socio-economic status, religion, ability level, age, citizenship status, military or veteran status, and language.
- We believe that when we engage families and the community as authentic education partners, the learning becomes more dynamic, and students can grow academically, socially, and emotionally.

The DMPS **Equity Plan** drives practices which include developing culturally proficient educators and staff members through quality professional development, fostering community partnerships, engaging families in the educational process, and intentionally elevating student voice in decision-making. The district is committed to closing student opportunity and outcome gaps so that all students are learning, thriving, and belonging by providing students with rigorous standards-based learning, supporting quality standards-based leadership, deepening meaningful partnerships with families, students, and the community, and optimizing district services for equity, effectiveness, and efficiency. Through site-based leadership teams, each school examines data through an equity lens for continuous improvement, identifying problems of practice and developing an action plan (logic model) to address those problems of practice.

Inherent within the Full-Service Community School model are evidence-based strategies that address disproportionality, equitable access, and participation. The district's Equity Vision and Equity Plan framework is integrated within the proposed FSCS expansion at four new sites and includes:

- Professional Development for all DMPS employees focused on the Equity Vision and Equity Plan, as well as Cultural Proficiency and other relevant trainings
- Assessment/identification of system disparities and disproportionate student outcomes at the identified project sites
- Identification/implementation of evidence-based services, supports, and programming to address the needs of underserved/underrepresented groups
- Collaboration with community partners that provide services/programming to underserved/ underrepresented groups
- Specific project objectives and strategies focused on the needs of Black male students, based on disproportionate student data
- Establishment and mobilization of a Black Parent Council, that includes representation on the site-based leadership team
- Outcomes and strategies/activities that aim to decrease disproportionality in programs, student achievement data, and service utilization, including access/participation in pre-Kindergarten and Central Campus
- Collaboration with English Language Learner Department as part of multi-disciplinary school site leadership team to ensure ELL supports are interwoven into current practices at DMPS and specifically a the proposed FSCS expansion sites. These supports include district Bilingual Family Liaisons who serve as a bridge between refugee and immigrant

families and the district, the Center for New Americans that serves to help acclimate newly arrived language minority families into a new environment and school setting, as well as translation assistance through software applications (School CNXT), interpreters, and of printed brochures/materials

- Collaboration with Special Education Department via the multi-disciplinary school site leadership team to ensure students have accommodations needed to participate in programming
- A collaborative problem-solving and data-based decision-making process through site-based leadership teams that examines data through an equity lens for continuous improvement, identifying barriers and creating/implementing action plans
- Evaluation plan that includes continuous improvement to monitor data and progress toward outcomes to ensure equal access policies and protocols are enacted, and that disproportionate gaps among student subgroups are closing.

**(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

To address the identified barriers and needs of students, families, and the community detailed in section (a)(2), the Des Moines Public Schools proposes to expand a full-service community school model to four new sites to ensure a pipeline of effective services for students from pre-Kindergarten through post-secondary pathways, ultimately improving student and school outcomes.

The Community school model has proven to be an effective strategy in improving student and school outcomes in neighborhoods that are high-poverty, under-resourced, and underserved. By focusing on a combination of academics, health and mental health, youth development, and family and community engagement, barriers to learning and school success can be alleviated. A 2017 review of 143 research studies by the Learning Policy Institute with the National Education Policy Center (Maier, Daniel, Oakes, & Lam) determined that a high-quality community school model meets the evidence-based intervention standard for the Every Student Succeeds Act (ESSA) definition of evidence, and that an effective community school model will improve student outcomes and school outcomes, if incorporating high-quality strategies within four foundational pillars:

Pillar 1. Integrated student supports

Pillar 2. Expanded learning time and opportunities

Pillar 3. Family and community engagement

Pillar 4. Collaborative leadership and practice

Twelve findings were concluded from the 2017 meta-analyses:

**Finding 1.** The evidence base on community schools and their pillars justifies the use of community schools as a school improvement strategy that helps children succeed academically and prepare for full and productive lives.

**Finding 2.** Sufficient evidence exists to qualify the community schools approach as an evidence-based intervention under ESSA (i.e., a program or intervention must have at least one well-designed study that fits into its four-tier definition of evidence).

**Finding 3.** The evidence base provides a strong warrant for using community schools to meet the needs of low-achieving students in high-poverty schools and to help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities.

**Finding 4.** The four key pillars of community schools promote conditions and practices found in high-quality schools and address out-of-school barriers to learning.

**Finding 5.** The integrated student supports provided by community schools are associated with positive student outcomes. Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.

**Finding 6.** Thoughtfully designed expanded learning time and opportunities provided by community schools—such as longer school days and academically rich and engaging after-school, weekend, and summer programs—are associated with positive academic and nonacademic outcomes, including improvements in student attendance, behavior, and academic achievement. Notably, the best-designed studies show the strongest positive effects.

**Finding 7.** The meaningful family and community engagement found in community schools is associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school climates. Additionally, this engagement can increase trust among students, parents, and staff, which has positive effects on student outcomes.

**Finding 8.** The collaborative leadership, practice, and relationships found in community schools can create the conditions necessary to improve student learning and well-being, as well as improve relationships within and beyond the school walls. The development of social capital and teacher-peer learning appear to be the factors that explain the link between collaboration and better student achievement.

**Finding 9.** Comprehensive community school interventions have a positive impact, with programs in many different locations showing improvements in student outcomes, including attendance, academic achievement, high school graduation rates, and reduced racial and economic achievement gaps.

**Finding 10.** Effective implementation and sufficient exposure to services increase the success of a community schools approach, with research showing that longer operating and better implemented programs yield more positive results for students and schools.

**Finding 11.** Existing cost-benefit research suggests an excellent return on investment of up to \$15 in social value and economic benefits for every dollar spent on school-based wraparound services.

**Finding 12.** The evidence base on comprehensive community schools can be strengthened by well-designed evaluations that pay close attention to the nature of the services and their implementation."

The following table shows how the four pillars of high-quality community school practices are integrated together for a comprehensive strategy of improvement (Maier, Daniel, Oakes, & Lam, 2017, p. 16):

**The Community School Pillars Correspond With Characteristics of High-Quality Schools**

Pillars of Community Schools	Characteristics of High-Quality Schools
<p><b>Integrated student supports</b> address out-of-school barriers to learning through partnerships with social and health service agencies and providers, ideally coordinated by a dedicated professional staff member. Some employ social-emotional learning, conflict resolution training, trauma-informed care, and restorative justice practices to support mental health and lessen conflict, bullying, and punitive disciplinary actions, such as suspensions.</p>	<ul style="list-style-type: none"> <li>• Attention to all aspects of child development: academic, social, emotional, physical, psychological, and moral</li> <li>• Extra academic, social, and health and wellness support for students, as needed</li> <li>• Climate of safety and trusting relationships</li> </ul>
<p><b>Expanded learning time and opportunities</b>, including after-school, weekend, and summer programs, provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving.</p>	<ul style="list-style-type: none"> <li>• Learning is the top priority</li> <li>• High expectations and strong instruction for all students</li> <li>• Sufficient resources and opportunities for meaningful learning</li> </ul>
<p><b>Family and community engagement</b> brings parents and other community members into the school as partners with shared decision-making power in children's education. Such engagement also makes the school a neighborhood hub providing adults with educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, art, STEM, etc.</p>	<ul style="list-style-type: none"> <li>• Strong school, family, and community ties, including opportunities for shared leadership</li> <li>• Climate of safety and trusting relationships</li> </ul>
<p><b>Collaborative leadership and practice</b> build a culture of professional learning, collective trust, and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and a community school coordinator who manages the complex joint work of multiple school and community organizations.</p>	<ul style="list-style-type: none"> <li>• Culture of teacher collaboration and professional learning</li> <li>• Assessment as a tool for improvement and shared accountability</li> </ul>

Specifically, DMPS proposes to implement a full-service community school model at four identified sites to address the identified barriers and needs in section (a)(2). Within the proposed expansion, three middle schools will be added to complete three elementary, middle, and high school feeder patterns. This will create a comprehensive and coordinated continuum of pipeline services and supports for students as they progress through DMPS and beyond, to post-secondary education and career pathways. The fourth site expansion will transform DMPS' Central Campus facility, the district's career training hub for secondary students, into a Full-Service Community

Site. The grant project will bring together district departments to develop communication and community outreach strategies that ensure equitable access to programs and services within the DMPS educational pipeline beginning at pre-Kindergarten and continuing through high school graduation. The grant project will add a Community School Coordinator at each of the four identified sites to implement strategies aligned with the four pillars of high quality community school sites.

***Pillar 1: Integrated student supports***

The proposed project expands integrated student supports to four identified sites to ensure each child is healthy, safe, supported, engaged, and challenged (*Goal 1*). Through this expansion a full time Community School Coordinator will be hired at each site to increase student and family access to physical health, dental, vision, and mental health care services and supports.

Additionally, the Community School Coordinator will work with the school site leadership team to develop evidence-based strategies for addressing chronic absenteeism, academic achievement, and creating a college and career culture at each site. To address disproportionality, the Community School Coordinator will work with community partners and the school site leadership team to engage Black male students in meaningful mentoring opportunities focused on college and career readiness. Furthermore, to support equitable access to the DMPS educational pipeline beginning in pre-Kindergarten, this project will support districtwide outreach and strategies to ensure students in Des Moines are prepared for Kindergarten, as well as support equitable access to Central Campus academies.

***Pillar 2: Expanded learning time and opportunities***

The proposed project enhances out of school time learning and opportunities for students at middle school sites (*Goal 4*). Through FSCS, Community School Coordinators at each site will develop partnerships with community based organizations to engage students in high-quality academic support and enrichment such as out of school time tutoring, service learning, and STEAM (science, technology, engineering, arts, and mathematics) programs. Each Community School Coordinator will work with their site based leadership team and community partner organizations to ensure equitable representation of student subgroups in expanded out of school time offerings, particularly Black male students based on current participation data. To address the need for athletic offerings for sixth graders, the Community School Coordinator at each site will work with the DMPS Activities Department and Middle School Activity Coordinators to survey sixth grade student interests, develop, and implement at least two athletic offerings at each site specific for sixth graders.

The proposed project will create a well-articulated and equitable pipeline of career and technical education that helps students connect classroom learning with a meaningful plan for their future (*Goal 5*). Through the expansion of FSCS, a designated Community School Coordinator will be added to Central Campus, the district's career training hub for secondary students. The Central Campus Community School Coordinator will collaborate with the school site leadership team to enhance recruitment strategies and academic supports to ensure students have equitable and purposeful access and successfully complete programs and services at Central Campus. The Community School Coordinator will engage business and community partners to enhance Central Campus academies and increase opportunities for students to participate in work based learning (e.g., internships, job shadowing, etc.).

***Pillar 3: Family and community engagement***

The proposed project increases community and family engagement at targeted sites (*Goal 2*). Community School Coordinators at each targeted middle school site will implement strategies that improve family leadership skills in support of academic achievement. Community School Coordinators at the targeted middle school sites will collaborate with community-based organizations to promote parent access to programs that support their ongoing education, employment, and financial stability. These community collaborations will result in trainings, parent classes, and job coach services to be offered on site on a regular basis. To further address community wide disproportionality and strategically engage parent voice in school improvement decision making, a Black parent leadership council will be established at each middle school site to focus on services and supports for male students of color.

***Pillar 4: Collaborative leadership and practices***

The proposed project promotes collaborative leadership and practice among schools, families, and communities (*Goal 3*). Community School Coordinators at each targeted site will cultivate relationships with stakeholders (businesses, neighborhood associations, and community based organizations) to support a comprehensive approach to the FSCS model. Further, each Community School Coordinator will establish a representative leadership team that will utilize a collaborative problem-solving process to address progress, assets, and barriers towards school and community improvement.

Through the implementation of the Full-Service Community School model at these sites, the following outcomes will be achieved:

<b>PROJECT OUTCOMES</b>
1. Decrease the number of students chronically absent (10% or more of days missed) by 5% each project year at each identified site.
2. Increase the number of students (grades 6-10) at each site meeting expected growth targets in reading (approaching college and career readiness) by 3.5% each project year.
3. Increase the number of students (grades 6-10) at each site meeting expected growth targets in math (approaching college and career readiness) by 7.5% each project year.
4. Increase the percentage of 11 <sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Reading by 3% each project year.
5. Increase the percentage of 11 <sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Math by 3% each project year.
<b>6. REQUIRED PERFORMANCE MEASURE:</b> Increase the number of students targeted for services and who receive services each year of the project period at each site.
7. Decrease the racial disproportionality of enrollment at Central Campus each year, achieving enrollment (of each demographic sub-group) within 1% of the corresponding DMPS high school population demographic by the end of the 5-year project.
8. Decrease the financial disproportionality of enrollment at Central Campus each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the corresponding DMPS high school population by the end of the 5-year project.
9. Decrease the racial disproportionality of enrollment in pre-Kindergarten programs each year, achieving enrollment (of each demographic sub-group) within 1% of the DMPS Kindergarten population by the end of the 5-year project.

10. Decrease the financial disproportionality of enrollment at pre-Kindergarten programs each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the DMPS Kindergarten population by the end of the 5-year project.
11. Increase the number of partners providing services or programs at targeted sites by 20% per grant year.
12. Increase the number of Central Campus students participating in structured workplace based opportunities (internships, job shadowing, employment) by 20% per grant year.
13. Increase the number of parents participating in internal or site based community partner programs by 20% per grant year.

**(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.**

In partnerships with the United Way of Central Iowa, DMPS began implementing a coordinated Full-Service Community Schools approach at five comprehensive high school sites approximately eight years ago. As the FSCS model evolved at DMPS, so have the robust community partnerships that serve DMPS students and families, and the processes and protocols to cultivate and maintain strong quality partnerships. The process to become a community partner with DMPS includes: complete the community partner identification tool, attend orientation, meet with partnerships staff to discuss scope of services, and complete the partnership agreement (included in the Appendix of this application). The community partnership identification tool helps track school buildings utilizing community partnerships and the type of programs and services received at each building such as basic needs, enrichment, family engagement and health/wellness. Using this tool, Community School Site Coordinators

can identify gaps in services at each school which community partners can fill. Community partner orientation meetings provide an overview of DMPS structures, partnerships process, and information about the community school model. The personal nature of orientations improves the overall collaboration between DMPS and community partners and demonstrates the collective investment to ensure students experience success through partnerships. DMPS community partners serve 10,000 students annually through the current FSCS sites. Once a partnership agreement is signed, collaborative meetings focused on continuous improvement occur through structured, monthly "Community Conversations" meetings hosted by DMPS, as well as informally and as needed by either a partner or DMPS.

The United Way of Central Iowa (UWCI) is the **lead consortium partner** for this application as a key funder and supporter for FSCS and community based organizations that partner with DMPS (**Competitive Preference Priority 2**). The proposed expansion of FSCS aligns with the United Way of Central Iowa's Goals for Education Income and Health which are:

- Education Goal: to increase the percentage of Central Iowa students who graduate from high school to 95% by 2020.
- Income Goal: to increase the percentage of Central Iowans who are financially self-sufficient to 75% by 2020.
- Health Goal: to increase Central Iowa's GALLUP Well-Being Index score from 61.5 (2014) to 64.5 by 2020.

United Way of Central Iowa has a rich history supporting the DMPS educational pipeline to ensure each DMPS student succeeds. United Way of Central Iowa provides nearly one million dollars each year to fund DMPS programs and services that reach students in early childhood (pre-school) through high school graduation. Included in this investment is nearly \$500,000

annually to fund a Community School Site Coordinator to oversee existing FSCS at each comprehensive DMPS high school. A letter of support from United Way of Central Iowa is included with this application in the Appendix.

**Table Q** outlines community based organizations that currently partner with DMPS to provide services and programs aligned with FSCS Pillar 2 (expanded learning time and opportunities) and receive funding from United Way to do so. These organizations have partnered with DMPS since the inception of FSCS and will continue to provide programs and services at all FSCS sites. Community School Coordinators at expanded FSCS sites will work with their site leadership teams to identify existing DMPS community partners that offer services and programs that are aligned with the needs of the proposed sites.

<b>Table Q: Current United Way Education Funded Partners Serving FSCS sites</b>	
<b>Organization</b>	<b>Scope of Current Partnership with DMPS</b>
<b>Al Exito</b>	Provides programming to DMPS middle and high school students that builds the leadership potential of Latino/a youth through college preparation, career development, civic engagement, family support, and celebration of culture
<b>ArtForce Iowa</b>	Utilizes visual (graphics/ screen printing) and performance (music and theater) art to improve the life and workforce skills of middle and high school aged at-risk youth.
<b>Big Brothers Big Sisters of Central Iowa</b>	Connects students to 1:1 mentoring relationships through school and community based mentoring.

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<p><b>Boys and Girls Clubs of Central Iowa</b></p>	<p>Provides a safe, supportive place for kids and teens to be after school and during the summer, with structured programs and caring staff role models.</p>
<p><b>Boy Scouts</b></p>	<p>Facilitates programs for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop physical and mental fitness.</p>
<p><b>Camp Fire USA (Heart of Iowa)</b></p>	<p>Offers a variety of programs for students of all ages including youth clubs, before- and after-school care, day camps, overnight camps, environmental education, and teen leadership opportunities.</p>
<p><b>Children and Families Urban Movement</b></p>	<p>Provides before and after school youth development programs for students located in the urban core of Des Moines. Also serves as a hub for family and community engagement as a food pantry and community meal site.</p>
<p><b>Community Youth Concepts</b></p>	<p>Engages middle and high school youth in service learning based out of school time programs, career based mentoring, and college/ career exposure opportunities.</p>
<p><b>Everybody Wins Iowa</b></p>	<p>Matches adult mentors with elementary school age students for weekly 1:1 reading and tutoring sessions focused on improving literacy.</p>
<p><b>Girl Scouts</b></p>	<p>Girl Scout Leadership Journeys supports the leadership development of girls of all ages, emphasizes youth</p>

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	development through service, and empowers girls in accomplishing their goals.
<b>Isiserettes</b>	Targeted to at-risk youth ages 7-18, the Isiserettes dance, drill, and drum corps focuses on character building and social skills development.
<b>Iowa State University- Science Bound</b>	Iowa State University’s premier pre-college program to empower middle and high school students of color to pursue degrees and careers in STEM (science technology, engineering and mathematics) fields.
<b>Homes of Oakridge</b>	Comprised of both the Oakridge Neighborhood and Oakridge Neighborhood Services, the most culturally diverse neighborhood in the City of Des Moines provides 339 housing units to low income families <u>which feed into Callanan Middle School (FSCS expansion site in this application)</u> . Oakridge Neighborhood Services provides child care, preschool, after- and out-of-school services, as well as workforce readiness services to help residents find jobs and increase their income.
<b>Wilkie House</b>	Provides enrichment and service focused out of school time programming to elementary age students.
<b>Youth Law Center</b>	Provides youth, and professionals who work with youth, legal information pertaining to areas such as emancipation, abuse and neglect, sex abuse, family problems, school,

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	traffic, homelessness, chemical dependency, delinquency, guardianship/custody and teen parenting issues
<b>YMCA of Greater Des Moines</b>	Connects youth across greater Des Moines with quality sports, recreation, and academic enrichment programs and provides families with resources and tools to foster healthy lifestyles.
<b>Man Up Iowa</b>	Matches boys (7-17) with positive male role models and provides long term connections for students. Provides youth access to male health educators who provide education about male responsibility through evidenced based curricula.
<b>Iowa's Jobs For America's Graduates</b>	Offers a venue for high school students to interact with employers and community-based organizations. The iJAG program teaches 37 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills and career development skills.
<b>PI 515</b>	Exposes middle and high school students to STEM concepts and careers through hands on, weekly, educational workshops.

**Table R** outlines United Way funded programs that will become official community partners through the proposed FSCS project to expand and enhance pipeline services at four new sites.

These partners are aligned with FSCS Pillar 3 (family and community engagement).

<b>Table R: Title United Way Income Funded Partners Contributing to Proposed FSCS Expansion</b>		
<b>Organization</b>	<b>Scope of Proposed Partnership through expanded FSCS</b>	<b>Aligned Project Goals and Objectives</b>
<b>Evelyn K. Davis Center for Working Families</b>	<ul style="list-style-type: none"> <li>• Connect Black male students at targeted sites with college and career focused mentoring opportunities</li> <li>• Provide weekly on-site job coaching services at each of the targeted sites to connect parents with resume/ job application assistance, education and training programs, job training, financial literacy, and increased access to living wage jobs.</li> <li>• Provide stakeholder input towards the identification of neighborhood strengths and needs at targeted sites.</li> <li>• Develop and promote out of school time opportunities targeted towards Black male students.</li> </ul>	Goal 1; Objective 1.1, 1.3, 1.4, Goal 2; Objective 2.3, Goal 3; Objective 3.2, Goal 4; Objective 4.4

<p><b>Des Moines Area Community College (Bridges to Success)</b></p>	<ul style="list-style-type: none"> <li>• Disseminate information at targeted sites to recruit eligible parents for high school equivalency classes.</li> <li>• Develop and disseminate a calendar of site based outreach activities/ on site trainings.</li> <li>• With support from Community School Coordinators, provide on-site services to parents.</li> </ul>	<p>Goal 2; Objective 2.3 Goal 3; Objective 3.2</p>
<p><b>Building New Careers</b></p>	<ul style="list-style-type: none"> <li>• Disseminate information at targeted sites to recruit eligible parents for apprenticeships and training opportunities aligned with middle skill jobs</li> <li>• Develop and disseminate a calendar of site based outreach activities/ on site trainings.</li> <li>• Provide students at FSCS middle school sites with skilled trades and other middle skill jobs exposure opportunities (mentoring, job shadowing, career fairs).</li> </ul>	<p>Goal 1; Objective 1.1, 1.3, 1.4 Goal 2; Objective 2.3 Goal 4; Objective 4.1 Goal 5; Objective 5.2</p>

	<ul style="list-style-type: none"> <li>• Participate on the Central Campus Skilled Trades Alliance to support workplace based opportunities for students.</li> <li>• With support from Community School Coordinators, provide on-site services to students and parents.</li> </ul>	
<p><b>Central Iowa Works</b></p>	<ul style="list-style-type: none"> <li>• Disseminate information at targeted sites to recruit eligible parents for workshops and training opportunities aligned with middle skill jobs.</li> <li>• Develop and disseminate a calendar of site based outreach activities/ on site trainings.</li> <li>• With support from Community School Coordinators, provide on-site services to parents.</li> </ul>	<p>Goal 2; Objective 2.3</p>

**Table S** outlines United Way funded programs that have existing partnerships with DMPS aligned with FSCS Pillar 1 (integrated student supports), and will strategically expand and enhance pipeline services at four new FSCS sites through the proposed project.

<b>Table S: United Way Health Funded Partners Contributing to Proposed FSCS Expansion</b>		
<b>Organization</b>	<b>Scope of Proposed Partnership through expanded FSCS</b>	<b>Aligned Project Goals and Objectives</b>
<b>Primary Health Care</b>	<ul style="list-style-type: none"> <li>Community School Coordinators will provide referrals for students/families from the expanded FSCS sites in need of health care.</li> <li>Primary Health Care will operate two school based health clinics in the district to serve DMPS students and families.</li> </ul>	Goal 1; Objective 1.1, 1.2, 1.3  Goal 3; Objective 3.2
<b>Orchard Place Child Guidance Center</b>	<ul style="list-style-type: none"> <li>Community School Coordinators will provide referrals for students/families in need of mental health care and disseminate information regarding mental health services available.</li> </ul>	Goal 1; Objective 1.1, 1.2, 1.3  Goal 3; Objective 3.2

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	<ul style="list-style-type: none"> <li>• Orchard Place will provide a full time mental health therapist at each middle school site to provide individual and small group counseling and professional development to building staff.</li> </ul>	
<p><b>Dental Connections</b></p>	<ul style="list-style-type: none"> <li>• Community School Coordinators will provide referrals for students/families from the expanded FSCS sites in need of health care.</li> <li>• Dental Connections will staff the Nolden Gentry Dental Clinic at least one day a week to provide services to DMPS students.</li> </ul>	<p>Goal 1; Objective 1.1, 1.2, 1.3</p> <p>Goal 3; Objective 3.2</p>
<p><b>Vision to Learn</b></p>	<ul style="list-style-type: none"> <li>• Community School Coordinators will provide referrals for students/families in need of vision care and will coordinate on-site vision screenings at targeted middle school sites.</li> </ul>	<p>Goal 1; Objective 1.1, 1.2, 1.3</p> <p>Goal 3; Objective 3.2</p>

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	<ul style="list-style-type: none"> <li>• Vision to Learn will collaborate with each FSCS middle school site to ensure each eligible student receives a vision screening.</li> </ul>	
<p><b>Food Bank of Iowa</b> <i>*non-United Way funded partner</i></p>	<ul style="list-style-type: none"> <li>• The Food Bank of Iowa will provide food donations to targeted sites for their school pantries to provide improved access for food insecure students/families.</li> <li>• Community School Coordinators will oversee the services of school based food pantries at each site and will disseminate information to families regarding these services.</li> </ul>	<p>Goal 1; Objective 1.1, 1.2, 1.3 Goal 3; Objective 3.2</p>
<p><b>MOSAIC Family Counseling Center</b> <i>*non-United Way funded partner</i></p>	<ul style="list-style-type: none"> <li>• Community School Coordinators will provide referrals for students/families in need of the Student Assistance Program.</li> <li>• MOSAIC Family Counseling will provide a dedicated therapist</li> </ul>	<p>Goal 1; Objective 1.1, 1.2, 1.3 Goal 3; Objective 3.2</p>

	<p>to meet with referred students for short term (3-5 sessions) counseling.</p>	
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The proposed expansion leverages a multitude of partners from the local Des Moines **skilled trades business community** and will further leverage business partnerships and partnerships with institutes of higher education. Included with this application are letters of support from: The Carpenters Local 106 and North Central States Regional Council of Carpenters, Hubbell Realty, Logan Contractors, Heartland Finishes. These partners have collectively contributed one million dollars towards renovating space to establish a Skilled Trades Academy at Central Campus and funding skilled (drywall, electrical, and HVAC) teaching positions to administer industry-certified pre-apprenticeship curricula. The aim of the Skilled Trades Academy is to immerse students in job-embedded practices and internships while learning from industry mentors. The Skilled Trades Academy is aligned with workforce development data demonstrating an increased need for individuals to receive specialized training to fill middle skill jobs in Iowa. Through the expansion of FSCS at Central Campus, the growing skilled trades academy will have **enhanced staff capacity** to recruit students, develop relationships with businesses/ trades, and establish partnership agreements to intentionally connect students to workplace-based learning opportunities. Additionally, similar school-to-work pipelines will be established for all Central Campus academies and will include strategic outreach to the expanded FSCS middle school sites so students can be exposed to career pathway opportunities beginning in sixth grade.

At each FSCS middle school site, **structured business partnerships** will be established to provide a consistent volunteer base for school activities and to help generate funding to support

school activities. Finally, specific relationships with **institutes of higher education** (e.g., University of Iowa, Drake University, Des Moines Area Community College, etc.) will be cultivated through this grant project to provide middle school students with exposure to post-secondary opportunities via field trips and college and career fairs.

Please find memorandums of understanding/ letters of support in the Appendix.

**(c) Adequacy of Resources (up to 15 points).**

**(1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;**

Inherent within the Community School Model is the strategy of ongoing identification and cultivation of community partnerships to provide/contribute services and supports to students and families. The proposed Community School Coordinators will continue to increase community partnerships across the lifespan of the grant and beyond at each of their sites to garner services, programming, and financial contributions toward the program. This sustainability strategy will build a strong model of collaboration that can endure beyond the grant funding period.

To connect parents and caregivers to programs and services of benefit in areas of adult education, workforce opportunities, and income/stability, community partner **Evelyn K. Davis Center for Working Families** will contribute Job Coaches' time and services to middle school sites for up to 4 hours each month across 12 months, an in-kind contribution worth \$10,800 per year of the grant. To ensure students and families gain food security, the **Food Bank of Iowa** will contribute \$1,500 per site in food and basic necessity items each year, which will be offered

to students and families in need as part of new school pantries implemented by the proposed Community School Coordinator positions. **Grandview University** will provide Professional Development to Community School Coordinators during year one of the grant, focused on the Family Leadership Institute curriculum (in-kind value of \$6,000).

Please find Letters of Support/M.O.U's in the Appendix.

Other identified partners currently collaborate with the district at other FSCS sites and will expand their in-kind or collaborative services to the proposed sites through this grant, as detailed in the previous section. For example, as the Community School Coordinators implement needs assessments to students, they might identify the need for a student to be referred for mental health services. The Community School Coordinator will reach out to an existing partner (e.g., **Orchard Place – Child Guidance Center**) to refer the student for on-site or off-site mental health services. Other existing district partners that will be collaborated with for the proposed new sites include: **MOSAIC Family Counseling Center** (for the Student Assistance Program), **Dental Connections** (for 8<sup>th</sup> grade dental screenings and ongoing Dental Care), and **Primary Health Care** (for medical services). This grant proposes to implement parent engagement activities that align with the **United Way of Central Iowa's** income strategy and exposes parents to education, employment, and financial stability programs. During the course of the grant, Community School Coordinators will collaborate with the United Way on potential opportunities to partner directly or with United Way funded community partner programs. Because the United Way currently provides funding toward Community School Coordinator positions at the high school level, the district will continue to collaborate with UW over the five-year grant period on potential future contributions toward sustaining of the proposed Community School Coordinator positions beyond grant funds.

Please find Letters of Support in the Appendix.

**The Youth Policy Institute of Iowa (YPII)** will serve as the external evaluator for this project.

The Youth Policy Institute of Iowa is a non-profit intermediary organization that works with systems and organizations to improve outcomes for youth. YPII uses a results-based accountability approach to help stakeholders identify factors and root causes that contribute to disparate outcomes, and to build consensus on measures and benchmarks to track those outcomes over time. In the first year of the project, YPII and DMPS will work with other partners to design a supplemental evaluation to begin to examine the impact of FSCSs on the neighborhoods in which they are located and the families who live there. A letter of support can be found in the Appendix.

**(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.**

Project costs are reasonable to implement a comprehensive, yet cost-effective model of Full-Service Community Schools at four new sites. The request includes four full-time **Community School Coordinator positions** to coordinate the Full-Service Community School model, which accounts for \$200,000 of the budget in year 1, and slightly more in years 2-5 (due to cost-of-living increases). These positions are vital to the project, as they will provide overall development, coordination, and implementation of the comprehensive FSCS model at each site. The pipeline of services and programming coordinated and implemented by these positions will lead to improved student outcomes (academics and engagement), improved exposure to college and workforce opportunities (e.g. job shadowing, internships, exposure to colleges, and exposure to middle skill jobs), improved equity (e.g. focus on males of color through mentoring, out of school time activities, college/career exposure, parent councils, etc.), increased family

engagement through site-based leadership teams and family-focused programming, and increased community engagement through establishing partnerships with community providers for services and programming. Costs are reasonable, based on DMPS Human Resources Salary Schedules.

**Parent Liaisons** are an essential and cost-effective strategy to improve family engagement and student outcomes. These part-time (24 hours/month) positions are cost effective at the casual labor rate of \$10.47/hour plus FICA. This amounts to approximately \$22,400 each year, providing 9 Parent Liaisons to the project. Their role to serve as peer liaisons to families and represent parent voice on school site leadership teams is imperative to the project. They will provide support to other parents through outreach, trainings and enrichment classes (in and out of school), and organize community service projects on behalf of the school community. By investing in the leadership skills of parents at FSCS sites, these Parent Liaisons are, in turn, able to nurture and facilitate engagement and skill development of parents in the school community.

**Coaching Stipends** will allow sixth grade students to have access to increased afterschool athletic intramurals. Coach stipends and benefits will provide 2 seasonal activities at each middle school site for a low cost of approximately \$14,300 per year. Given the lack of available options for 6<sup>th</sup> grade students to choose from, as well as the correlation between participation in activities and school engagement, these positions provide a high return on investment.

**Professional development** costs to train the new Community School Coordinators on 6<sup>th</sup> grade transitions programming (WEB Program) are one-time costs in year one and minimal at \$12,330. Additional professional development will be provided in-kind from Grandview University (Family Leadership Institute), and one-time training in year 1 valued at \$6,000.

Other expenses of the project include **contractual costs** to provide enrichment, service-learning, and other out of school time activities for middle school students (\$30,000/year to serve 2,158 for years 1-3, \$20,000 in year 4 and \$10,000 in year 5). The decrease in years 4 and 5 allow for community partnerships built in years 1-3 to provide in-kind programming at an increased amount in years 4 and 5, as the grant cycle comes to an end and programs can sustain. Other contractual costs include field trips to institutions of higher education and to workforce businesses/organizations for middle school and Central Campus students to gain college and career exposure (approximately \$30,000 to serve up to 4,201 students).

**Outreach strategies** to reach more families and increase the number of students access **pre-Kindergarten** programming, as well as **outreach strategies** to improve equitable access and participation in **Central Campus** academies, such as Skilled Trades, will be accomplished by Community School Coordinators at a cost for printing materials of \$7,000/year of the grant.

**Travel** expenses are focused on college and career/workplace field trips for middle school students and Central Campus students. Costs are minimal for bus rentals to provide many first-generation college goers with a greater understanding of options available to them for post-secondary education and careers as well as important connections to the institutions and businesses. Other travel expenses will allow the Project Director (District Community Schools Coordinator) to attend the annual grantee meetings in Washington DC (\$2,175 per year).

To connect parents and caregivers to programs that could benefit them (adult education, job coaches, etc.), community partner **Evelyn K. Davis Center for Working Families** will contribute job coaches to middle school sites for up to 4 hours each month across 12 months, an in-kind contribution worth \$10,800 per year of the grant. To ensure students and families are food secure, the **Food Bank of Iowa** will contribute \$1,500 per site in food and basic necessity

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items each year, which will be offered to students and families in need as part of new school pantries implemented by the proposed Community School Coordinator positions.

The grant will also provide contractual costs to implement an **external evaluation** of the proposed project, utilizing 5 months of year one for planning in collaboration with stakeholders (\$10,000), and years two through five for implementation of the evaluation (\$20,000/year).

Community Partners have committed to providing services, professional development, and goods, a value of \$82,500 over the 5-year grant period in direct contributions. Numerous other partnerships will be built throughout the grant period by the Community School Coordinators to provide in-kind programming, services, and other resources for students and/or families as a sustainability strategy after grant funds expire. This will allow the grant funds allocated to out of school time activities to decrease in years four and five as more partners are identified to provide in-kind services and programming.

In-kind contributions from DMPS funds and from community partners totaling \$133,485 will be invested across the 5-year project, adding to the total grant project direct and indirect costs of \$2,469,871, for a total 5-year investment in the DMPS Full-Service Community Schools project of \$2,603,356.

The total number of students who will benefit from the proposed project is 4,201 per year (2,158 middle school students, and 2,043 Central Campus Students) x 5 years = 21,005 students over the life of the grant project. The project's cost per student is \$124/student, an affordable and cost-effective investment that provides comprehensive and holistic strategies, in collaboration with the community, for student success.

**(d) Quality of the Management Plan (up to 20 points).**

**(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.**

The following chart of activities (and associated goals, objectives, milestones, timeline, and assigned staff) delineates a comprehensive management plan that will achieve project objectives.

**Goal 1: Expand integrated student supports to four identified sites to ensure each child is healthy, safe, supported, engaged, and challenged.**

Objective 1.1 A full time Community School Coordinator (CSC) will be hired to assess and provide guidance at each school site towards the implementation of the FSCS vision.	
<i>Activities</i>	
1.1.1 Recruit, interview, and hire a qualified CSC for each school site	<i>Timeline:</i> Year 1, Quarter 1
	<i>Milestones:</i> Employment contracts signed
	<i>Persons responsible:</i> District Community School Coordinator, DMPS Human Resources, School Principals
1.2.1 Onboard CSCs at each site through on the job training and ongoing professional development.	<i>Timeline:</i> Year 1, Quarter 1- ongoing
	<i>Milestones:</i> District electronic employee training records
	<i>Persons responsible:</i> District Community School Coordinator, CSCs, DMPS Human Resources
	<i>Timeline:</i> Year 1, Quarter 1- ongoing

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<p>1.3.1 Complete building level Community School Checklist to identify needs and strengths toward adopting the Community School model.</p>	<p><i>Milestones:</i> Checklist completed and uploaded to electronic CSC SharePoint site</p>
	<p><i>Persons responsible:</i> District Community School Coordinator, CSCs</p>
<p>Objective 1.2 Increase student and family access to physical health, dental, vision, and mental health care services and supports at targeted sites.</p>	
<p><i>Activities:</i></p>	
<p>1.2.1 Develop and implement a FSCS site-based needs assessment to identify the needs of students and families, and a referral process (to the CSC) to be utilized by staff for individual student or family needs as they arise.</p>	<p><i>Timeline:</i> Year 1, Quarter 1- ongoing; assessment with new families at each site each year</p>
	<p><i>Milestones:</i> Assessment tool developed and accessible; # of completed assessments; # of students and/or families referred for services; # of services utilized by students and/or families.</p>
	<p><i>Persons responsible:</i> CSCs, school site leadership team</p>
<p>1.2.2 Disseminate information to students and families related to</p>	<p><i>Timeline:</i> Year 1, Quarter 2- ongoing</p>
	<p><i>Milestones:</i> Electronic tracking via CS dashboard</p>

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<p>housing supports, district dental and medical clinics, vision screening and services, the DMPS Student Assistance Program, school-based and outside mental health providers, and other support programs (juvenile court liaisons, SUCCESS case management, juvenile court diversion, child welfare liaison, etc.).</p>	<p><i>Persons responsible:</i> CSCs, Primary Health Care, Dental Connections, Vision to Lean, MOSIAC Family Counseling Center, Orchard Place Child Guidance Center, school based therapy providers</p>
<p>1.2.3 Collaborate with Food Bank of Iowa to implement a school-based food pantry at each site and disseminate information to students and families.</p>	<p><i>Timeline:</i> Year 1, Quarter 2</p>
	<p><i>Milestones:</i> School based food pantry agreements signed</p>
	<p><i>Persons responsible:</i> CSCs, Food Bank of Iowa</p>
<p>1.2.4 Organize community partner resource fairs (at least twice per year) and coordinate the ongoing presence of partner organizations at targeted sites.</p>	<p><i>Timeline:</i> Year 1, Quarter 2 – ongoing</p>
	<p><i>Milestones:</i> # of community partners established at a proposed site; # of partners participating in resource fairs; # of students and/or families attending resource fairs.</p>
	<p><i>Persons responsible:</i> CSCs and identified community partners</p>

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Objective 1.3 Develop strategies for addressing chronic absenteeism, academic achievement, and creating a college and career culture at each site.	
<i>Activities:</i>	
1.3.1 Establish an attendance team at each site that will meet weekly to collect, review, and analyze data related to chronic absenteeism in order to guide development of student specific and school wide interventions.	<i>Timeline:</i> Year 1, Quarter 1- ongoing
	<i>Milestones:</i> Team roster completed; meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site
	<i>Persons responsible:</i> CSCs, Building administration, school site leadership team
1.3.2 Implement a fifth to sixth grade transition program including outreach, annual orientation, and monthly social and academic follow up activities at targeted middle school sites.	<i>Timeline:</i> Year 1, Quarter 3-ongoing
	<i>Milestones:</i> CSCs attend transition program training; transition calendar of activities is created and reflects proposed activities at each site.
	<i>Persons responsible:</i> CSCs, school site leadership team, identified community partners
1.3.3 Develop strategic partnerships and other evidenced based programs that positively impact culture at each site through	<i>Timeline:</i> Year 1, Quarter 2-ongoing
	<i>Milestones:</i> # of new partnership agreements completed each year; # of existing partnership agreements updated each year; # of programs offered to students; # of students participating.

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<p>initiatives like restorative practices.</p>	<p><i>Persons responsible:</i> Identified community partners, CSCs, school site leadership team, DMPS Community Partnership Coordinator.</p>
<p>1.3.4 Collaborate with skilled trades partners, colleges and universities, and other workforce entities to support the pipeline linking curriculum to career pathways (ex: semi-annual career fairs, monthly college visits/ workplace based job shadowing and tours, extracurricular activities, etc.)</p>	<p><i>Timeline:</i> Year 1, Quarter 2-ongoing</p>
	<p><i>Milestones:</i> # of partners (skilled trades, institutes of higher education, workforce entities) collaborating with DMPS; # of resource fairs, college visits, workplace tours, job shadowing or internship opportunities matched to student interests; # of students participating in field trips, resource fairs, etc.</p>
	<p><i>Persons responsible:</i> Identified community partners, CSCs, school site leadership team.</p>
<p>Objective 1.4 Black male students will be engaged in meaningful mentoring opportunities focused on college and career readiness through strategic community partnerships established at each site.</p>	
<p style="text-align: center;"><i>Activities:</i></p>	
<p>1.4.1 Recruit and obtain partnership agreements with community based organizations (such as Evelyn K. Davis Center) to provide college and career</p>	<p><i>Timeline:</i> Year 1, Quarter 2-ongoing</p>
	<p><i>Milestones:</i> Partnership Agreements executed; mentoring activities planned.</p>
	<p><i>Persons responsible:</i> CSCs, identified community partners, DMPS Community Partnership Coordinator</p>

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<p>focused mentoring for Black male students at each site.</p>	
<p>1.4.2 Collaborate with partner organizations, colleges, universities, skilled trades partners, and other workforce entities to facilitate monthly college and career exposure activities for Black male students at each site.</p>	<p><i>Timeline:</i> Year 1, Quarter 2-ongoing (monthly visits)</p>
	<p><i>Milestones:</i> # of college and workforce focused activities implemented at each site; participation rates of students; student feedback surveys completed</p>
	<p><i>Persons responsible:</i> CSCs, identified community partners, DMPS Community Partnership Coordinator</p>
<p>Objective 1.5 Collaborate with DMPS Early Childhood Education staff members and community stakeholders to develop strategies to ensure students are prepared for kindergarten.</p>	
<p><i>Activities:</i></p>	
<p>1.5.1 Develop and implement a plan to communicate and outreach to families across Des Moines to promote representation in pre-school enrollment.</p>	<p><i>Timeline:</i> Year 1, Quarter 2 (develop plan); Year 1, Quarter 3- ongoing (implementation)</p>
	<p><i>Milestones:</i> Work group established; meeting dates established; work plan is developed</p>
	<p>District CSC, Directory of Community in Schools, DMPS Bilingual Family Liaisons, Elementary school CSCs</p>
<p>1.5.2 Create and disseminate a kindergarten ready toolkit to</p>	<p><i>Timeline:</i> Year 1, Quarter 2 (develop toolkit); Year 1, Quarter 3 (dissemination)</p>

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<p>community stakeholders (community based organizations, child care centers, neighborhood associations, etc.) to share tips for navigating enrollment, practices for supporting social emotional learning, and support available for families entering pre-school.</p>	<p><i>Milestones:</i> Toolkit created; plan to disseminate is developed; documentation of toolkit dissemination is maintained on CSC SharePoint site</p>
	<p><i>Persons responsible:</i> District CSC, Early Childhood staff members, DMPS Communications Department</p>

**Goal 2: Increase community and family engagement at targeted sites.**

Objective 2.1 Improve family leadership skills in support of academic achievement at targeted middle school sites.	
<i>Activities:</i>	
2.1.1 Establish a Parent Liaison program at three identified middle school sites (3 Liaisons per site).	<i>Timeline:</i> Year 1, Quarter 4
	<i>Milestones:</i> Parent Liaison work plan is developed and implemented
	<i>Persons responsible:</i> CSCs, school site leadership team
2.1.2 Recruit, hire, and train Parent Liaisons in program model.	<i>Timeline:</i> Year 1, Quarter 4; Rehire and retrain annually
	<i>Milestones:</i> Parent Liaison employee contracts signed
	<i>Persons responsible:</i> CSCs, Human Resources, DMPS Business and Finance Office
2.1.3 Mobilize Parent Liaisons to implement a parent support group, provide enrichment sessions in and out of school, conduct outreach to school families to connect them to resources, and organize neighborhood based service projects contributing to the overall health of the community.	<i>Timeline:</i> Year 2- ongoing
	<i>Milestones:</i> Calendar of activities developed and incorporated into the Parent Liaison work plan at each site; tracking of activities in monthly CS dashboard
	<i>Persons responsible:</i> CSCs, school site leadership team, Parent Liaisons

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2.1.4 Implement a school wide curriculum that engages parents in monthly learning opportunities focused on partnering with school staff, supporting student achievement, and promoting a college and career culture in the home.	<i>Timeline:</i> Year 2- ongoing
	<i>Milestones:</i> Community School Coordinators attend FLI training; develop FLI site implementation plan; calendar of meeting dates established
	<i>Persons responsible:</i> CSCs, school site leadership team, Parent Liaisons
Objective 2.2 Create a Black parent leadership council at targeted sites to specifically focus on services and supports for male students of color.	
<i>Activities:</i>	
2.2.1 Recruit a representative group of parents to participate in the parent leadership council.	<i>Timeline:</i> Year 1, Quarter 2; Recruitment annually
	<i>Milestones:</i> Team roster developed; meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site
	<i>Persons responsible:</i> CSCs, school site leadership team
2.2.2 Establish a site-specific vision and work plan that outlines strategies and partnerships that	<i>Timeline:</i> Year 1, Quarter 2; Update plan quarterly; rewrite plan annually
	<i>Milestones:</i> Work plan is developed and uploaded to CSC SharePoint site and quarterly updates noted

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will close the achievement gap for Black male students.	<i>Persons responsible:</i> Black parent leadership council, CSCs
2.2.3 Host at least quarterly meetings with parent leadership council to review data and update site work plan.	<i>Timeline:</i> Year 1, Quarter 2- ongoing; Meetings at least quarterly
	<i>Milestones:</i> Meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site
	<i>Persons responsible:</i> Black parent leadership council, CSCs
2.2.4 At least annually, the parent leadership council will meet with the site leadership team to infuse goals and strategies for black male students in the school improvement plan.	<i>Timeline:</i> Year 1, Quarter 4; Meeting annually
	<i>Milestones:</i> Meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site.
	<i>Persons responsible:</i> Black parent leadership council, CSCs, school site leadership team
Objective 2.3 Collaborate with community based organizations to promote parent access to programs that support their ongoing education, employment, financial stability.	
<i>Activities:</i>	
2.3.1 Obtain partnership agreements for community based organizations focused on the areas	<i>Timeline:</i> Year 1, Quarter 2- ongoing; Partnership agreement updated annually
	<i>Milestones:</i> # of new partnership agreements completed each year; # of existing partnership agreements updated

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of education, job training, computer and financial literacy.	each year; # of programs offered to parents; # of parents participating in programs
	<i>Persons responsible:</i> CSCs, DMPS Community Partnership Coordinator, identified community partners
2.3.2 Collaborate with identified partner organizations to establish regular (at a minimum monthly) and consistent presence at sites.	<i>Timeline:</i> Year 1, Quarter 3- ongoing
	<i>Milestones:</i> Calendar of events and dates of community partner programming developed and uploaded to the school website
	<i>Persons responsible:</i> CSCs, DMPS Community Partnership Coordinator, identified community partners
2.3.3 Identify and recruit parents to participate in community partner programming.	<i>Timeline:</i> Year 1, Quarter 3- ongoing
	<i>Milestones:</i> # of programs offered to parents. # of parents participating in programs
	<i>Persons responsible:</i> CSCs, identified community partners, school site leadership team
2.3.4 Develop and disseminate a calendar of community partner trainings and events at each site.	<i>Timeline:</i> Year 1, Quarter 3- ongoing; Calendar updated annually
	<i>Milestones:</i> Calendar of events and dates of community partner programming is developed and uploaded to the school website
	<i>Persons responsible:</i> CSCs, identified community partners

**Goal 3: Promote collaborative leadership and practice among schools, families, and communities.**

Objective 3.1 Establish a representative leadership team at targeted sites that will utilize a collaborative problem-solving process to address progress, assets, and barriers toward school and community improvement.	
<i>Activities:</i>	
3.1.1 Recruit a leadership team at each site comprised at minimum of: school administration, CSC, community partner organization staff, Parent Liaisons, teachers, and a representative from the Black parent leadership council.	<i>Timeline:</i> Year 1, Quarter 2; Years 2, 3,4, & 5 annually
	<i>Milestones:</i> Team roster established; meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site
	<i>Persons responsible:</i> CSCs, School Principals
3.1.2 At least annually the school site leadership team will complete a site based strategic plan aligned with district goals that encompasses the FSCS pillars: integrated student supports, out of school time programs, community and family engagement, and collaborative leadership.	<i>Timeline:</i> Year 1, Quarter 3; Quarter 3 of years 2, 3, 4, & 5
	<i>Milestones:</i> Site based plan is developed and uploaded to the CSC SharePoint site
	<i>Persons responsible:</i> CSCs, school site leadership team

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3.1.3 At least monthly the school site leadership team will meet to review school data and progress towards the site strategic plan, as well as needed modifications.	<i>Timeline:</i> Year 1, Quarter 3- ongoing; monthly meetings
	<i>Milestones:</i> Meeting dates established; meeting agendas and work plans uploaded to CSC SharePoint site
	<i>Persons responsible:</i> CSCs, school site leadership team
Objective 3.2 Cultivate relationships with stakeholders (businesses, neighborhood associations, and community based organizations) to support a comprehensive approach to the FSCS model.	
<i>Activities:</i>	
3.2.1 Collaborate with stakeholders to assess neighborhood and community strengths and develop plans of action to meet identified needs.	<i>Timeline:</i> Year 1, Quarter 1- ongoing
	<i>Milestones:</i> Assessment plan developed; assessment results and corresponding action plans uploaded to the CSC SharePoint site; dates of stakeholder meeting documented in CS Dashboard
	<i>Persons responsible:</i> CSCs, identified partners
3.2.2 Develop and make accessible an electronic directory of neighborhood and community stakeholder meetings.	<i>Timeline:</i> Year 1, Quarter 1- ongoing updates
	<i>Milestones:</i> Directory developed and disseminated including posting on school website
	<i>Persons responsible:</i> CSCs

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<p>3.2.3 Coordinate and participate in regular (at least quarterly) meetings of stakeholders to share information about the DMPS educational pipeline (early childhood, preparation for kindergarten, K-12, career technical and post- secondary preparation, and adult education) and progress towards neighborhood/ community improvement.</p>	<p><i>Timeline:</i> Year 1, Quarter 3- ongoing (at least quarterly)</p>
	<p><i>Milestones:</i> Meeting dates established; Meeting agendas and work plans uploaded to CS SharePoint site; dates of stakeholder meeting documented in CS Dashboard</p>
	<p><i>Persons responsible:</i> CSCs, identified neighborhood associations and community partners</p>
<p>3.2.4 Establish structured business partnerships for each site to assist in providing a continuous pipeline of volunteers and provide financial support for site activities and programs.</p>	<p><i>Timeline:</i> Year 2- ongoing</p>
	<p><i>Milestones:</i> # of new partnership agreements completed each year; # of existing partnership agreements updated each year; # of volunteer hours contributed at site and total of in-kind and cash donations included in CS Dashboard</p>
	<p><i>Persons responsible:</i> CSCs, school site leadership team, DMPS Community Partnership Coordinator</p>

**Goal 4: Enhance out of school time learning and opportunities for students at middle school sites.**

Objective 4.1 Develop partnerships with community based organizations to engage students at targeted sites in academic support and enrichment such as out of school time tutoring and STEAM (science, technology, engineering, arts, mathematics) programs.	
<i>Activities:</i>	
4.1.1 Recruit and obtain partnership agreements with community based organizations to provide at least weekly academic support and enrichment during out of school times at each site.	<i>Timeline:</i> Year 1, Quarter 2- ongoing; Partnership agreements updated annually
	<i>Milestones:</i> # of new partnership agreements completed each year; # of existing partnership agreements updated each year
	<i>Persons responsible:</i> CSCs, DMPS Community Partnership Coordinator, identified community partners
4.1.2 Collaborate with site leadership team to identify students to participate in academic support and enrichment programming during out of school times at each site.	<i>Timeline:</i> Year 1, Quarter 3- ongoing
	<i>Milestones:</i> # of programs offered to students; # of students participating in programs
	<i>Persons responsible:</i> CSCs, school site leadership team
4.1.3 Obtain parental consent for student participation in academic	<i>Timeline:</i> Year 1, Quarter 3; Update consents annually

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support and enrichment programming at each site.	<i>Milestones:</i> # of parents contacted for consent; # of consents returned
	<i>Persons responsible:</i> CSCs, school site leadership team, identified community partners
4.1.4 Coordinate transportation with DMPS transportation department, community partner organizations, and other entities to ensure students can attend programs.	<i>Timeline:</i> Year 1, Quarter 3- ongoing
	<i>Milestones:</i> # of students offered transportation; # of students transported via DMPS transportation
	<i>Persons responsible:</i> CSCs, identified community partners, DMPS transportation
4.1.5 Review participating student achievement data quarterly to assess the effectiveness of programming on student achievement.	<i>Timeline:</i> Year 1, Quarter 3 (baseline collection; Year 1, Quarter 4- ongoing (quarterly data review)
	<i>Milestones:</i> Meeting dates established; meeting agendas and work plans uploaded to CS SharePoint site; program modifications implemented
	<i>Persons responsible:</i> CSCs, identified community partners
Objective 4.2 Increase opportunities for students to participate in service learning during out of school times.	
<i>Activities:</i>	
4.2.1 Collaborate with community based organizations and volunteers to establish a youth service club at each site and recruit students to participate.	<i>Timeline:</i> Year 2, Quarter 1- ongoing
	<i>Milestones:</i> # of volunteer hours contributed at each site included in CS Dashboard; service club meeting dates established; lesson plans created

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	<i>Persons responsible:</i> CSCs, DMPS volunteers, identified community partners
4.2.2 At least twice a month, coordinate service learning activities after school for students involved in the youth service club.	<i>Timeline:</i> Year 2, Quarter 1-ongoing
	<i>Milestones:</i> Meeting dates established; lesson plans created; # of students participating in service club; attendance rosters from meetings
	<i>Persons responsible:</i> CSCs
4.2.3 At least annually coordinate service projects that bring together youth service clubs with their high school feeder pattern silver cord of service programs.	<i>Timeline:</i> Years 2, 3, 4, & 5 (annually)
	<i>Milestones:</i> Meeting dates established; lesson plans created; # of students participating in service club
	<i>Persons responsible:</i> CSCs
Objective 4.3 Expand access to internal athletic programs for sixth graders at targeted sites.	
<i>Activities:</i>	
4.3.1 Collaborate with DMPS Activities Department to survey sixth graders on their interests in order to add at least two athletic opportunities for sixth graders at targeted sites.	<i>Timeline:</i> Year 2, Quarter 1- ongoing
	<i>Milestones:</i> Survey created and disseminated to sixth grade students; results analyzed and uploaded to the CSC SharePoint Site
	<i>Persons responsible:</i> CSCs, DMPS District Activities Department, Middle School Activities Coordinator

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4.3.2 Recruit students, families, and coaches to participate in expanded athletic programming.	<i>Timeline:</i> Year 2, Quarter 1- ongoing
	<i>Milestones:</i> # of students offered programs; # of students participating in programs; # of volunteer coaches recruited
	<i>Persons responsible:</i> CSCs, DMPS District Activities Department, Middle School Activities Coordinator
4.3.3 Review progress and participation of expanded programming quarterly with DMPS staff members.	<i>Timeline:</i> Years 2, 3, 4, & 5 (quarterly)
	<i>Milestone:</i> Meeting dates established; meeting agendas and minutes uploaded to CSC SharePoint site
	<i>Persons responsible:</i> CSCs, DMPS District Activities Department, Middle School Activities Coordinator
Objective 4.4 Increase the number of Black male students participating in out of school time programs and opportunities.	
<i>Activities:</i>	
4.4.1 Collaborate with middle school activity coordinators and Black parent leadership council to promote and discuss recruitment strategies for student activities	<i>Timeline:</i> Year 1, Quarter 4
	<i>Milestones:</i> Meetings dates established; recruitment strategies identified and implemented
	<i>Persons responsible:</i> CSCs, Black parent leadership council, middle school activity coordinators
4.4.2 At least semi-annually coordinate a meeting between the Black parent leadership council and middle school activity coordinators to	<i>Timeline:</i> Year 2, Quarter 1; Year 2, Quarter 3; and in Quarters 1 & 3 for subsequent years
	<i>Milestones:</i> Meetings dates established; data analyzed and discussed; identified needed modifications to

review activity participation data and discuss recruitment strategies for Black male students.	recruitment/retention of students discussed, planned, implemented
	<i>Persons responsible:</i> CSCs, Black parent leadership council, middle school activity coordinators
4.4.3 Collaborate with community partners serving Black male students (such as Evelyn K Davis Center) to promote out of school time program options available to middle school students at targeted sites.	<i>Timeline:</i> Year 1, Quarter 4- ongoing
	<i>Milestones:</i> Identification of community partners; meetings held; promotion of programs completed; # of students offered programming; # of students participating in programming
	<i>Persons responsible:</i> CSCs, identified community partners, middle school activity coordinators

**Goal 5: Create a well-articulated and equitable pipeline of career and technical education that helps students connect classroom learning with a meaningful plan for their future.**

Objective 5.1 Enhance recruitment strategies to ensure students have equitable and purposeful access to programs and services at Central Campus.	
<i>Activities:</i>	
5.1.1 Develop and implement a district wide communication plan to educate parents, students, and community about opportunities at	<i>Timeline:</i> Year 1, Quarter 2 (plan developed); Year 1, Quarter 3- ongoing (implementation)
	<i>Milestones:</i> Communication plan developed; recruitment materials created; outreach strategies

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<p>Central Campus beginning with the fifth to sixth grade transition and continuing into high school.</p>	<p>employed; outreach materials disseminated; progress tracked in CS Dashboard</p>
<p>5.1.2 Collaborate with district curriculum coordinators to develop and implement a plan that aligns counseling and career/ technical education curriculums to expose middle and high school students to career/technical education pathways available at Central Campus.</p>	<p><i>Timeline:</i> Year 1, Quarter 2 (develop plan); Year 1, Quarter 3- ongoing (implementation)</p> <p><i>Milestones:</i> Meetings held with Curriculum Coordinators; plan developed; communication/ outreach/ recruitment strategies implemented</p> <p><i>Persons responsible:</i> Central Campus, CSC, Career and Technical Education Curriculum Coordinator</p>
<p>5.1.3 Develop a semi-annual orientation/ open house events calendar featuring student showcases and educational activities for Central Campus academies.</p>	<p><i>Timeline:</i> Year 1, Quarter 4 (develop calendar); Years 2, 3, 4, 5 (semi-annual implementation)</p> <p><i>Milestones:</i> Orientation/ open house calendar of events created; attendance rosters from events uploaded to CSC SharePoint site</p> <p><i>Persons responsible:</i> Central Campus CSC</p>

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Objective 5.2 Enhance Central Campus career and technical academies by engaging community and business partners.	
<i>Activities:</i>	
5.2.1 Assess current partnerships, practices, and outcomes of existing programs involving community based organizations and businesses.	<i>Timeline:</i> Year 1, Quarter 1
	<i>Milestones:</i> Assessment completed; outcomes identified
	<i>Persons responsible:</i> Central Campus CSC, site leadership team
5.2.2 Develop and implement a plan to increase the number of business partnerships for each Central Campus academy that results in internships, job shadows, and career based mentoring.	<i>Timeline:</i> Year 1, Quarter 2 (develop plan); Year 1, Quarter 3 – ongoing (implementation)
	<i>Milestones:</i> Work plan developed; business outreach activities documented in CS Dashboard; # of business partnership agreements established annually
	<i>Persons responsible:</i> Central Campus CSC, site leadership team
5.2.3 Obtain partnership documentation for existing community and business partners outlining data and space sharing agreements and expectations of Central Campus academies and partners.	<i>Timeline:</i> Year 1, Quarter 2- ongoing.
	<i>Milestones:</i> # of new partnership agreements completed each year; # of existing partnership agreements updated each year
	<i>Persons responsible:</i> Central Campus CSC, DMPS Community Partnership Coordinator
5.2.4 Establish and implement a structured community partner/	<i>Timeline:</i> Year 1, Quarter 3 (establish program); Year 1, Quarter 4 – ongoing (implementation)

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business partner recognition program and practices that will help recruit and retain viable partners.	<i>Milestones:</i> Program Plan completed; implementation plan enacted; partner retention rates tracked
	<i>Persons responsible:</i> Central Campus CSC, site leadership team
5.2.5 Create an electronic Central Campus alumni database to utilize graduates as volunteers, mentors, and future employers for current students.	<i>Timeline:</i> Year 1, Quarter 4
	<i>Milestones:</i> Database infrastructure developed; outreach strategies identified and implemented (on-going); database utilized and updated on-going.
	<i>Persons responsible:</i> Central Campus CSC
Objective 5.3 Increase the number of students of color who are enrolled in Central Campus programs and services.	
<i>Activities:</i>	
5.3.1 Collaborate through quarterly meetings with relevant stakeholders (Black Parent Leadership Councils, community partner organizations, etc.) to recruit Black male students into Central Campus academies.	<i>Timeline:</i> Year 1, Quarter 1 (initial input provided towards recruitment); Year 1, Quarter 2- ongoing quarterly meetings
	<i>Milestones:</i> Meeting attendance noted in CS Dashboard; # of students of color enrolled in Central Campus academies; # of students of color that complete Central Campus academies
	<i>Persons responsible:</i> Central Campus CSC, site leadership team, identified partners

<p>5.3.2 Develop an advisory council that comprised of minority students to identify barriers related to access and utilization of Central Campus academies through quarterly meetings.</p>	<p><i>Timeline:</i> Year 1, Quarter 1 (initial input provided towards recruitment); Year 1, Quarter 2- ongoing quarterly meetings</p>
	<p><i>Milestones:</i> Recruitment of students completed; quarterly meetings held/ attendance records; meeting minutes; identification of barriers completed and shared with site leadership teams</p>
	<p><i>Persons responsible:</i> Central Campus CSC, site leadership team</p>

**(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.**

**Mrs. Jill Padgett**, District Community Schools Coordinator, will invest 5% of her time overseeing and serving as the main point of contact for the proposed project. Mrs. Padgett holds a MSW degree from the University of Iowa and a BSW from Auburn University. She has extensive experience coordinating community and school-based programs that have a demonstrated impact on student success. Mrs. Padgett is experienced in managing work plans and achieving outcomes aligned with local, state, and federal grants. Mrs. Padgett will directly supervise the four Community School Coordinator positions hired through the project, collaborate with site principals and program directors, as well as collaborate with the consortium of community partners involved in the project. This will include The United Way of Central

Iowa, Food Bank of Iowa, Primary Health Care, Dental Connections, Evelyn K. Davis Center for Working Families, etc.

**Community School Coordinators** (4 FTE positions, to be hired through the grant) will invest 100% of their time towards implementing the objectives and activities outlined in this application. The Community School Coordinators will utilize the evidence base of the four pillars of community schools to implement the comprehensive strategies and numerous activities delineated in (d)(1) Chart of Activities to achieve the proposed outcomes of this project and support student and family success at each identified site.

**Parent Liaison** positions at the three middle school sites will each provide 24 hours per month during the 9-month school year to implement a parent support group, provide enrichment sessions (in and out of school), conduct outreach to school families to connect them to resources, and organize neighborhood based service projects contributing to the overall health of the community. These positions will also implement a school-wide curriculum that engages parents in monthly learning opportunities focused on partnering with school staff, supporting student achievement, and promoting a college and career culture in the home. These positions will serve on site-based leadership teams to provide a bridge between school and families and represent parent voice on the team.

**Coaching Stipends** will allow 6<sup>th</sup> grade students to have access to increased afterschool athletic intramurals. Given the lack of available options for 6<sup>th</sup> grade students to choose from, as well as the correlation between participation in activities and school engagement, these positions provide a high return on investment.

**Mrs. Allyson Vukovich**, Director of Community in Schools, will invest 1% of her time to the proposed project. Mrs. Vukovich holds a MPA degree from Drake University, a BS in Psychology and over 15 years of experience in the non-profit and education fields. Mrs. Vukovich spent 7 years working as the Director of Community Based Services at Orchard Place-PACE before coming to the district. Within the district she oversees all of the Community School work including partnerships, Health Services, Behavioral Health, Bilingual Family Outreach Services, Success Case Management Services, Before and After School Programming, including 21CCLC, and the DMPS Welcome Center. She will oversee and guide the project, ensuring alignment with district initiatives, and ensuring overall outcomes are achieved. Mrs. Vukovich directly supervises Mrs. Padgett, and will oversee all aspects of this project.

**Mrs. Vanessa Howell**, Community Partnership Coordinator, will invest 1% of her time to the proposed project. Mrs. Howell holds a MBA with an emphasis in Human Resources and extensive experience in hiring, career coaching and training. Additionally, she also holds a BS degree in Process Management and collaboratively worked with community hubs to provide youth enrichment over summers to better prepare them for the workforce, including resume and mock interview workshops. Mrs. Howell manages the community partnership process for 100+ partners of DMPS and helps connect their needed services and resources with schools. She works with community partners to align and serve school populations with high needs to remove barriers and help improve overall student achievement.

**Mr. David Roney**, district Program Evaluator, will collaborate with YPII for evaluation of the project, investing 1% of his time to the project. Beyond his work as a program evaluator, Mr. Roney has relevant educational research experience from ACT and Iowa Testing Programs. Mr. Roney holds a master's degree in educational measurement and statistics from the University of

Iowa. He will complete data collection and analysis for the project, in collaboration with external evaluation by Youth Policy Institute of Iowa (to be planned during year 1, in collaboration with stakeholders, with implementation of the external evaluation in years 2-5).

DMPS has the infrastructure, experience, expertise, and supporting resources in place to assist YPII in evaluating this project. DMPS has an established data collection, analysis, and reporting system to measure objectives for this project. Costs and time commitments are reasonable, estimated to include 5-10 hours per week across 12 months each year for evaluation activities.

In addition to the above key project personnel, the district **Business and Finance Department** employs a full-time Grants Accountant to provide general accounting and fiscal management of grant funds. Mr. Oleson has over 33 years of experience in accounting and over 17 years as the DMPS Grants Accountant. He oversees distribution of grant funds, monitors grant expenditures, ensures compliance with policies, and reviews in-kind contributions for compliance and accuracy. **The Human Resources Department** provides recruitment, hiring and training of staff, as well as ongoing support for employment issues.

Please find curricula vitae and resumes for key project personnel in the appendix, as well as job descriptions for the proposed grant-funded positions.

**(e) Quality of the Project Evaluation (up to 25 points).**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

The success of this project will be evaluated by internal DMPS program evaluators and will also involve an external evaluation by the Youth Policy Institute of Iowa. Des Moines Public Schools

has the infrastructure, experience, expertise, and supporting resources in place to successfully administer and evaluate this project. DMPS has an established data collection, analysis, and reporting system to measure the goals and objectives of this plan. The DMPS Research and Data Management Department has developed a sophisticated system of gathering a broad base of student data that is analyzed, synthesized, and made available to staff via the district student information system (Infinite Campus) and Tableau data analytics software. This system enables staff to monitor impact data in real time to meet the needs of the district. The DMPS program evaluator has experience assisting with similar grants and is part of an effective team that will support the evaluation of this grant.

***Role of External Evaluation***

DMPS has partnered with the Youth Policy Institute of Iowa (YPII) to collaborate on this project evaluation. YPII is a non-profit intermediary organization that works with systems and organizations to improve outcomes for youth, especially those who are system-involved. YPII uses a results-based accountability approach to help stakeholders identify factors and root causes that contribute to disparate outcomes, and to build consensus on measures and benchmarks to track those outcomes over time. Partnering with an external evaluator allows DMPS to gather insights from both the lens of an internal and external evaluator. The first five months of the grant period will be spent planning the evaluation process more thoroughly and finalizing the research questions after consulting with stakeholders to ensure a comprehensive approach and appropriate measurements. The external evaluation plan will gather data from a variety of sources, including, but not limited to the following:

- Student Standardized Assessment Results

- Program Enrollment
- Student Attendance
- Student Surveys
- Parent Survey
- Community Focus Groups
- Parent Focus Groups

In the first year of the project, DMPS will work with the Youth Policy Institute of Iowa and other partners to design a supplemental evaluation to begin to examine the impact of FSCS sites on the neighborhoods in which they are located and the families who live there. Knowing that family and community conditions have a significant impact on student performance, DMPS and YPII plan to explore how student and school success could be leveraged to improve community outcomes, particularly in neighborhoods with high levels of family and economic stress.

Through the development of the external evaluation, DMPS and YPII will identify metrics to determine if and how community schools are able to influence family and community conditions and improve equity across diverse populations. A multi-method approach to data collection will be developed, with an emphasis initially on qualitative data gathered from students, parents, partners, and community members. Research questions to be explored through this external evaluation may include:

- Family Engagement: To what extent are families aware of the services/supports available through the local FSCS? To what extent are families able to access the services/supports they need through the FSCS? Using an equity lens, what are the most effective methods of integrating parents/families into the leadership structure and decision-making of the

local FSCS? What, if any, improvements in family conditions can be attributed to parents' engagement in a FSCS?

- **Neighborhood Impact:** In what ways can student/school success at a FSCS be a catalyst for broader community/ neighborhood change? What aspects of a FSCS have the most potential to influence community level conditions and indicators? Does coordinating school and community resources provide a model or create synergies that can be translated into strategic partnerships at the broader community level to address underlying causes of disparity and poor student outcomes?

### ***DMPS Monitoring Impact for Continuous Improvement***

A designated program evaluator from the DMPS Research and Data Management Department will conduct summative and process evaluation methods to verify completion of activities, measure progress toward the stated performance outcomes, and identify areas of improvement and needed modifications. Evaluation efforts will include ongoing measurements designed to: 1) identify project efforts that have a positive effect on student outcomes and community and family engagement and 2) to identify areas for improvement in implementing the FSCS model. The DMPS program evaluator will gather both quantitative and qualitative data for the completion of the project evaluation. This strategy of continuous improvement is designed to produce tangible outcomes which are linked to educational outcomes and measures of student, family, and community engagement. **Table T** delineates monitoring processes, persons responsible, and timelines for monitoring progress toward accomplishing performance measures and process objectives.

**Table T. DMPS Monitoring Process for Continuous Improvement**

<i>Goal/ Objective</i>	<i>Outcome</i>	<i>As evidenced by</i>	<i>Milestones</i>
<b>Objective 1.3, 4.1, 4.3</b>	1. Decrease the number of students chronically absent (10% or more of days missed) by 5% each year at each identified site	Chronic attendance report (daily school minutes)	Report reviewed monthly by CSC and site attendance team
<b>Objective 1.3, 4.1</b>	2. Increase the number of students (grades 6-10) meeting expected growth targets in reading (approaching college and career readiness) by 3.5% each project year.	MAP Analysis	Report reviewed quarterly by the school site leadership team.
<b>Objective 1.3, 4.1</b>	3. Increase the number of students (grades 6-10) meeting expected growth targets in math (approaching college and career readiness) by 7.5% each project year.	MAP Analysis	Report reviewed quarterly by the school site leadership team.

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<p><b>Objective</b> <b>1.3, 4.1</b></p>	<p>4. Increase the percentage of 11<sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Reading by 3% each project year.</p>	<p>IA Assessment Spring Analysis</p>	<p>Report reviewed annually by the school site leadership team.</p>
<p><b>Objective</b> <b>1.3, 4.1</b></p>	<p>5. Increase the percentage of 11<sup>th</sup> grade students at Central Campus who are proficient on the IA Assessment Math by 3% each project year.</p>	<p>IA Assessment Spring Analysis</p>	<p>Report reviewed annually by the school site leadership team.</p>
<p><b>Objective</b> <b>1.1, 1.2, 1.4, 4.2, 4.3, 4.4, 5.1, 5.3</b></p>	<p><b>6. REQUIRED PERFORMANCE MEASURE:</b> Increase the number of students targeted for services and who receive services each year of the project period, at each site.</p>	<p>Referral and utilization data from:</p> <ul style="list-style-type: none"> <li>• DMPS Health Clinics</li> <li>• DMPS Dental Clinic</li> <li>• School-based food pantries</li> <li>• MOSAIC Family Counseling Center (Student</li> </ul>	<p>Data maintained in monthly community school dashboard and reviewed at supervision with District CSC. Dashboard includes:</p> <ul style="list-style-type: none"> <li>• Service utilization data</li> <li>• Report of stakeholder</li> </ul>

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		<p>Assistance program)</p> <ul style="list-style-type: none"> <li>• Orchard Place Child Guidance</li> <li>• Community mental health partners</li> <li>• Vision services</li> <li>• Housing services</li> <li>• Out of school time programs (intramurals, community partner activities, academic support, service learning enrichment)</li> <li>• Mentoring</li> <li>• College and career exposure events and activities</li> </ul>	<p>meetings attended/hosted</p> <ul style="list-style-type: none"> <li>• Family engagement activities</li> <li>• Transition activities</li> <li>• Partner activities</li> <li>• Volunteer service hours at each site</li> <li>• In-kind and cash contributions at each site</li> </ul>
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<p><b>Objective</b> <b>5.1, 5.3</b></p>	<p>7. Decrease the racial disproportionality of enrollment at Central Campus each year, achieving enrollment (of each demographic sub-group) within 1% of the corresponding DMPS high school population demographic by the end of the 5-year project.</p>	<p>Enrollment Reports</p>	<p>Enrollment report reviewed semi-annually by the school site leadership team.</p>
<p><b>Objective</b> <b>5.1</b></p>	<p>8. Decrease the financial disproportionality of enrollment at Central Campus each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the corresponding DMPS high school population by the end of the 5-year project.</p>	<p>Enrollment Reports</p>	<p>Enrollment report reviewed semi-annually by the school site leadership team.</p>
<p><b>Objective</b> <b>1.5</b></p>	<p>9. Decrease the racial disproportionality of enrollment in pre-Kindergarten programs each year, achieving enrollment (of each demographic sub-</p>	<p>Enrollment Reports</p>	<p>Enrollment report reviewed annually by the District Community School Coordinator, Early</p>

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	group) within 1% of the DMPS Kindergarten population by the end of the 5-year project.		Childhood Administrator and leadership team.
<b>Objective 1.5</b>	10. Decrease the financial disproportionality of enrollment at pre-Kindergarten programs each year, achieving enrollment of each sub-group (measured by FRPL status) within 1% of the DMPS Kindergarten population by the end of the 5-year project.	Enrollment Reports	Enrollment report reviewed annually by the District Community School Coordinator, Early Childhood Administrator and leadership team.
<b>Objective 1.1, 2.3, 3.1, 3.2, 4.4, 5.2</b>	11. Increase the number of community partners providing services or programs at targeted sites by 20% per grant year.	Community partnership agreements executed at each site each year	Community partnership agreements maintained in the community partner database by the Community Partnership Coordinator and reviewed quarterly with CSCs and the

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			District Community School Coordinator. FSCS site leadership teams will review active community partner agreements monthly.
<b>Objective 5.2</b>	12. Increase the number of Central Campus students participating in structured workplace based opportunities (internships, job shadowing, employment) by 20% per grant year.	Tracking the number of students each year participating in structured opportunities	Database of students/settings maintained by Central Campus CSC and reviewed with school site leadership team monthly.
<b>Objective 2.1, 2.2, 2.3</b>	13. Increase the number of parents participating in internal or site based community partner programs by 20% per grant year.	Tracking attendance of parents at internal and site based community partner programs	Calendar of community partner activities and review of attendance data conducted quarterly by the site leadership team and CSCs.

This detailed plan will inform the district of areas in need of improvement in a timely manner. The project management team, consisting of the Director of Communities in Schools, District Community School Coordinator, project site principals, internal Program Evaluator, and External Program Evaluator, will meet quarterly to review and interpret data, propose modifications to programming based on data, and communicate findings to relevant staff and stakeholders. Data collected from this evaluation will be used to modify and strengthen the Full-Service Community Schools model. Through this continuous improvement process of monitoring effectiveness, modifying activities, setting goals, and effective strategy implementation, student engagement, achievement, and inclusion will continuously improve over time.

***Reporting and Communication of Activities and Findings***

The project management team will meet quarterly to make decisions about the program design and activities, keep informed on upcoming activities and deadlines, and analyze data to modify and improve the implementation of the full-service community schools model. Interim findings will be reported to the project management team, building administration and site leadership teams at each FSCS sites, and DMPS central office administration. The working session format of project management team meetings will provide these stakeholders the opportunity to provide feedback on findings. Additionally, all formative and summative results will be disaggregated by sub-groups to investigate potential disparities. These formative evaluation results will guide the continuous improvement of this project. A comprehensive written report will be released to all stakeholders after the completion of year five of the grant. Qualitative and quantitative findings will be reported together, as well as positive and negative findings.

**(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.**

DMPS will conduct summative and process evaluation activities to verify completion of activities, measure progress toward the stated objective performance outcomes, and identify areas of improvement and needed modifications. Evaluation efforts will be on-going measurements designed to identify what efforts have a positive effect on student outcomes and family and community engagement, as well as to identify areas for improvement. The program evaluator will gather both quantitative and qualitative data for the completion of this evaluation. The strategy of continuous improvement is designed to produce tangible outcomes linked to educational outcomes and student engagement. A chart that delineates monitoring processes, persons responsible, and timelines for monitoring progress toward accomplishing performance measures and process objectives is illustrated in the previous section (**Table S**).

The proposed evaluation plan includes the **required objective performance measure**, "the percentage and number of individuals targeted for services and who receive services during each year of the project period." Specifically, the following objectives will be evaluated and measured to achieve the required objective performance measure:

***Objective 1.1:** A full time Community School Coordinator (CSC) will be hired to assess and provide guidance at each school site towards the implementation of the FSCS vision.*

***Objective 1.2:** Increase student and family access to physical health, dental, vision, and mental health care services and supports at targeted sites.*

***Objective 1.4:** Black male students will be engaged in meaningful mentoring opportunities focused on college and career readiness through strategic community partnerships established at each site.*

***Objective 4.2:** Increase opportunities for students to participate in service learning during out of school times.*

***Objective 4.3:** Expand access to internal athletic programs for sixth graders at targeted sites.*

***Objective 4.4:** Increase the number of Black male students participating in out of school time programs and opportunities.*

***Objective 5.1:** Enhance recruitment strategies to ensure students have equitable and purposeful access to programs and services at Central Campus.*

***Objective 5.3:** Increase the number of students of color who are enrolled in Central Campus programs and services.*

***REQUIRED PERFORMANCE MEASURE/OUTCOME:** Increase the number of students targeted for services and who receive services each project year at each site.*

Referral and utilization data will be tracked by Community School Coordinators at each targeted site to ensure the outcome is achieved. Specifically, referral and utilization data related to the following programs and services will be tracked:

- DMPS Health Clinic
- DMPS Dental Clinic
- School-based food pantries
- Student Assistance Program (MOSAIC Family Counseling Center, Inc.)

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- Community Mental Health Providers (e.g. Orchard Place – Child Guidance Center)
- Vision services (Vision To Learn)
- Housing services (Primary Health Care)
- Out of school time programs: intramurals, community partner activities, academic support, service learning, enrichment programs, etc.
- Mentoring programs
- College and career exposure activities
- Central Campus enrollment

Data will be maintained in the district's electronic Community School Dashboard and reviewed monthly during supervision with the District Community School Coordinator. The dashboard will track milestones and progress toward outcomes, such as: service utilization data, reports of stakeholder meetings attended/hosted, family engagement activities, transition activities, partner activities, volunteer service hours, in-kind and cash contributions, among others.