



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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# DCPS Connected Communities Initiative

**Submitted by:** DC Public Schools and Communities In Schools of the Nation's Capital

U.S. Department of Education FY 2018 Full-Service Community Schools Program

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## I. **Alignment with Priorities**

The District of Columbia Public School District (DCPS), in partnership with Communities In Schools of the Nation’s Capital (CIS), is seeking approximately \$2.5 million in funding over the next 5 years to launch the **DCPS Connected Communities Initiative** (the Initiative). This Initiative is a bold new effort led by DCPS to formally establish and embed a replicable and scalable DCPS Full-Service Community School Model (FSCS Model) in three DCPS schools (FSCS sites) that will transform DCPS into connected communities that empower students to reach their potential from birth to postsecondary education, their careers, and beyond. In addition to the Absolute Priority, the Initiative will demonstrate alignment with Competitive Priorities 2, 3, and 4.

### **A. Absolute Priority: Two or More FSCSs Eligible for a Schoolwide Program**

The Initiative fulfills the Absolute Priority in that the three FSCS sites are eligible for a schoolwide program under section 1114 (b) of the ESEA as part of a community-or-district wide strategy. By virtue of DCPS being a Title I school district, all DCPS schools, with the exception of one school, are schoolwide operated. The three FSCS sites—Kelly Miller Middle School (“Kelly Miller MS”), Kramer Middle School (“Kramer MS”) and Moten Elementary School (“Moten ES”)—meet this federal requirement as a result of their poverty rates being over 40%.

### **B. Competitive Preference Priority 2: Broadly Representative Consortiums**

While DCPS and CIS are the Eligible Entity for this application, the Initiative will be led by a consortium of partners (the Consortium)—CIS, Flamboyant Foundation (Flamboyant), Turnaround for Children-D.C. affiliate (TFC), and Martha’s Table. Through this collaboration, the Initiative will be able to capture a range of critical perspectives including D.C. government,

families, students, teachers and school staff, national and local non-profits, partners, foundation and national experts.

- District of Columbia Public Schools (DCPS) includes both district-level and school-level leaders and staff, along with each school's Local School Advisory Team (LSAT), which is a group of elected and appointed members consisting of parents, teachers, non-instructional school staff, community members, and in some cases students. The LSAT's role is to advise the principal on matters that promote high expectations and high achievement for all students, including community schools. These advisory teams are key levers to increasing transparency at DCPS and will ensure decisions made affecting school communities, are made in collaboration with a diverse group of stakeholders.
- Communities In Schools of the National's Capital (CIS) is a non-profit organization and local affiliate of the national Communities In Schools organization. This group brings both the local and national expertise. As of school year 2017-18, CIS provided services in 12 DCPS schools (2 Elementary, 8 Middle, and 2 High Schools/Education Campuses). While the Initiative will allow DCPS and CIS to leverage this partnership in a new, transformative way by launching three new *whole-school* models, CIS has existing school, student, family and partner relationships and perspective which will be key to the success of this work.
- Turnaround for Children (TFC) is a local non-profit organization that is a member of the national Turnaround for Children organization. TFC will provide valuable insight into the school leadership and staff lens, as well as the local and national non-profit perspectives. TFC's model (Turnaround for Children, 2018) is based on brain science and focuses on the connection between adversity, stress, and student academic performance. TFC will

expand to the three FSCS sites to provide student supports, school staff trainings, and leadership coaching to develop the skills, mindsets and systems of supports within the school to ensure students are engaged and supported as they navigate adversity and achieve academically.

- Flamboyant Foundation is a private family foundation that serves as both a philanthropic and programmatic partner for DCPS and other LEAs within the DC public charter sector. Flamboyant has made significant investments in DCPS, partnering with DCPS since 2012 to build capacity in DCPS leaders, teachers, and staff as they implement research-based family engagement practices to improve student achievement. Their work is nationally recognized and serves as an exemplar from which other school districts are modeling their own family engagement strategies. This consortium partner will provide not only national best practices to continue to drive DCPS' approach to family engagement, but access to the teacher and funder perspectives, which will be critical for the Initiative's success.
- Martha's Table is a local non-profit organization that has served DC students, families and communities through educational programming for children and parents, food access programs, and emergency supports for over 35 years. The Joyful Food Market Program (JFM), one of many services run by this partner, launched in 2015 in partnership with the Capital Area Food Bank and DCPS, and is specifically focused on increasing access to and encouraging consumption of fresh fruits and vegetables in the specific communities (Ward 7 and Ward 8) that will be served by the Initiative. In the 2018-19 school year, Martha's Table will be supporting families in Wards 7 and 8 in an exciting new way at their new headquarters in Ward 8, located just down the street from Moten ES. Using a

place-based approach, Martha's Table will provide a myriad of new wraparound services in partnership with Community of Hope, with whom they are now co-located. The organization's expertise and experience in meeting emergency food and support needs of families, as well as providing crucial early literacy supports will provide another critical perspective and cadre of resources, partnerships, and funders.

### C. Competitive Preference Priority 3: History of Effectiveness

- Communities In Schools of the Nation's Capital has operated within DCPS for over 14 years and currently partners with 12 DCPS schools reaching over 5,000 students. CIS's national model of Integrated Student Supports (ISS) has been rigorously tested and proven both to reduce dropout and increase graduation rates. The strength of CIS in DCPS has been tracked and evaluated with the following sample outcomes for case managed students during the 2016-2017 school year: 100% of students stayed in school, 70% improved attendance, 72% improved their behavior trends, 84% improved their academics, 85% were promoted to the next grade level, and 100% graduated. National results for case-managed students mirror gains achieved locally in DC and include the following gains: 100% of students progressed to the next grade level and/or graduated on-time, 82% made progress on their attendance goals, 74% showed improved behavior and 99% showed improved academics.
  - Additionally, DCPS and CIS were joint applicants and winners of the *Together for Students* Grant, a funding competition led by the Aligned Network Partners (Coalition for Community Schools, Communities In Schools (National), and Strive Together). The DCPS/CIS application was one of 10 cities to receive the planning grant award, out of 86 applications. Funds expire in October 2018 and

are being used to begin initial outlining of a DCPS FSCS Model (Communities In Schools, 2018). The FSCS Program funds will make it possible to implement the new FSCS Model in three DCPS schools and expand to additional DCPS schools in the future.

- As partners, DCPS and CIS have also co-facilitated a presentation regarding partnership strategies and outcomes on a national stage at the Institute for Educational Leadership’s 2018 Community Schools National Forum, run by the Coalition for Community Schools. The session, “Growing Together: A Case Study in Building District-level Partnerships,” provided best practices and strategies for developing district-CBO partnerships to tackle complex challenges.
- Flamboyant Foundation has partnered with DCPS on family engagement in multiple capacities since 2012. Flamboyant partners with DCPS to support the Family Engagement Partner (FEP) schools, and provides intensive training and coaching for FEP school leaders and teachers. The FEP Program is an intensive school-based program that supports schools in two ways—executing a (1) research based home visit model and (2) Academic Partnership strategies, which includes student-led conferences. DCPS and Flamboyant have weekly meetings around these collaborative programs to ensure close alignment around training and school-based coaching. DCPS and Flamboyant have grown the FEP from 4 pilot DCPS schools to over 30 DCPS schools, and completed an extensive longitudinal evaluation of the home visit program, which saw positive student outcomes. In school year 2014-15, Flamboyant began a partnership with DCPS’ Early Childhood department to carry out the Early Childhood Education (ECE) Home Visit

Initiative, which trains and supports Title I ECE teachers to conduct relationship building home visits.

- Turnaround for Children has a history of effectively serving DCPS schools, staff and students since 2010. TFC began by serving four high needs DCPS schools and has since grown to not only provide direct school support, but also coaching to hundreds of DCPS staff in schools and in the central office. TFC has also been a core participant in district wide initiatives such as the School Climate Advisory Committee. In the 2016 – 2017 school year, 84% of students served by TFC were connected to a mental health provider within 30 days of referral and 250 social workers and psychologists were trained on how to incorporate a trauma-informed lens into their practice (Turnaround for Children, 2018). This partnership is integral to DCPS - 100% of DCPS school leaders who have worked with TFC recommend the program. In spring 2018, more than 75% of DCPS school leaders who participated in one of TFC’s Professional Learning Series attributed improvements in their annual school strategic plans to the information they learned through the series. This data point shows a connection between the professional development that TFC provides and the value it holds for school leaders’ day-to-day work in their schools.
- Martha’s Table has partnered with DCPS since 2014 with the goal of bringing the Joyful Food Market to all 27 DCPS elementary schools and education campuses in Wards 7 and 8 by 2021. In the 2014-2015 school year, Martha’s Table established the Joyful Food Market in 4 pilot schools, which rapidly expanded to 22 DCPS schools in 2017-18, and will include 39 DCPS schools in 2018-19. Through the JFM program, students and their families receive, on average, 23 pounds of fresh produce and healthy staple items per

student at each market. The JFM program requires extensive collaboration with school leadership teams to be successful, including regular check-in meetings, conducting extensive outreach to families and volunteers, as well as the coordination of the markets themselves. The success in this DCPS-Martha's Table collaboration, coupled with the intentional re-location of their headquarters to Ward 8, which is where two of the three FSCS sites are located, has led DCPS and Martha's Table to actively seek out new ways to collaborate beyond JFM.

#### **D. Competitive Preference Priority 4: Evidence-Based Activities, Strategies or Interventions**

- Communities In Schools of the Nation's Capital is an accredited affiliate of the CIS National organization and adheres to the CIS national standards of quality for programs and organizational operations, known as the Total Quality System (TQS). The goal of TQS is to ensure quality and improved outcomes for the students served through strong nonprofit business standards and implementation of the CIS model with fidelity. As such, CIS is required to submit data on a monthly basis into the CIS Data Management System (CISDM) and an end-of year data report to the National Office. CIS also works with the National Office on an intensive quality assurance process prior to final data review and analysis.
  - The National Office of CIS participated in a five-year longitudinal, empirical study conducted by ICF International (founded as the Inner City Fund), that demonstrated the extent to which students receiving case-managed supports during critical transition years had more favorable outcomes than non-case managed students. These outcomes included, on average, more course credits

toward graduation and higher grade-point averages during their 9th grade year for case managed students (Parise, et al., 2017). The study results also showcased the benefit of CIS for the full school community as teachers reported that CIS Coordinators increased students' engagement in and attitude towards learning and connected students to resources needed for academic success.

- The most recent third-party evaluation of CIS, conducted by MDRC, found evidence of both whole-school and individual outcomes of Integrated Student Supports and case management for at-risk students (Somers & Haider, 2017). The MDRC Case Management Study describes the implementation and effects of CIS case management in 24 mostly urban, low-income secondary schools in two states during the 2013-14 school year. The report presents the final implementation and impact findings from a two-year randomized controlled trial of CIS case management. This trial is half of a two-pronged national evaluation, the other half being a quasi-experimental study of the whole-school model. The study's implementation research finds:
  - CIS Coordinators directly provide many services and connect students with local partners and extant in-school services.
  - During the second year of the study, approximately 80% of the students assigned to case management received services. These students received services an average of 20 times, for an average of just over 18 hours.
  - CIS case-managed students participated in support activities more frequently than non-case-managed students overall.

- CIS Coordinators directly provide case management, monitor attendance, conduct parent outreach and assist in the youths' individual development. Additionally, CIS has developed a new tool to measure student's social emotional learning.
- Flamboyant Foundation, in partnership with DCPS, supports two key strategies that are part of the larger Family Engagement Partnership (FEP) Program— the home visit model and Academic Partnering strategies, which include Goal Setting Parent Teacher Conferences, Academic Parent Teacher Teams (APTT) and Student-Led Conferences. These are evidence-based strategies that empower educators and families to partner in support of student success. 34 DCPS schools are part of FEP Program.
  - A 2013 Johns Hopkins University study of the Family Engagement Partnership (Sheldon & Jung, 2015), shows that families and teachers felt that FEP activities were helpful in improving student and school outcomes, and participation in FEP activities was positively associated with parents' confidence to help their children in school, as well as parents' perceptions of schools and teachers.
  - Phase two of the JHU study, released in 2015, looked at student outcomes, and found that students whose families received home visits were more likely to attend school and to achieve or exceed grade-level reading comprehension than students whose families did not receive a home visit. Specifically, home visits predicted 24% fewer absences and 1.55x greater likelihood that a student would read on or above grade level by the end of the year. Using data from the 2013–2014 school year the John Hopkins University team examined the FEP's effectiveness at 12 elementary schools in the District of Columbia. Approximately

4,700 students attended these schools, among whom 23% were classified as English Language Learners, 18% were receiving Special Education Services, 95% were eligible for free and reduced-price lunches, and 96% were persons of color.

- Turnaround for Children has a history of increasing organizational and programmatic capacity in schools. During school year 2016-17, DCPS-TFC schools improved in 97% of their targeted school-specific environmental areas – meeting 73% of their annual goals (as measured by TFC’s Schoolwide Environmental Assessment Tool (SEAT 2.0)<sup>1</sup> (Turnaround for Children, 2018). In fall 2017, five current and former TFC partner schools outperformed or matched the national average for emotional support, as measured on the Classroom Assessment Scoring System<sup>2</sup>. This school environment improvement has also included decreases in suspension and severe incident rates. From 2011-14, TFC’s partner schools saw a 49% reduction in suspensions and 42% reduction in severe incidents. 80% students in schools served by TFC in spring 2017 reported positive teacher-student relationships, up 7% from the fall of 2016 (Turnaround for Children, 2018).
- Martha’s Table early childhood and Joyful Food Market programming show strong outcomes for students and families:
  - The *Joyful Food Market (JFM)* program, now in nearly 50 elementary schools (traditional and charter) in Wards 7 and 8, has been proven to have a significant

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<sup>1</sup> The Schoolwide Environmental Assessment Tool (SEAT) was internally developed to evaluate the state of a school’s environment by looking at factors such as student behavior, adult language and routines and procedures. Information is collected by staff through a variety of sources, including staff and leadership interviews, printed documents and classroom observations. By providing schools with a comprehensive snapshot of the building’s environment, SEAT helps school leadership identify their school’s needs, prioritize activities, set goals for a given school year and monitor progress.

<sup>2</sup> Classroom Assessment Scoring System (CLASS) is a nationally-normed protocol for evaluating teacher-student interactions in pre-K through 12<sup>th</sup> grade classroom. This tool utilizes classroom observations as well as a valid and reliable scoring system to evaluate the quality of teacher-student interactions. CLASS is one of several tools that Turnaround uses to evaluate the quality of a school’s environment.

impact on food security and use of vegetables in meal preparation. In a pre- and post-test study of JFM that began in the fall of 2015, 29.5% of families reported having food security prior to the market coming to their school; by the end of 2016, that number increased to 74%. Only 36.5% of families reporting eating vegetables at least five days a week prior to JFM; that number jumped to 60% (Martha's Table, 2017).

- The *Healthy Start* program at Martha's Table, a nationally accredited daytime and out of school time program for infants to 2nd graders, has long been celebrated as one of the highest-quality education programs in DC. In their daytime 0-3 early childhood program, students grew from 60% to 87% exceeding expectations in literacy over the 2016-17 school year, and 74% to 88% in math. Additionally, 88% of their out of school time program students grew in their Guided Reading levels assessment.

## II. Quality of Project Design

### A. Overview

DCPS and CIS, as the Eligible Entity partners for this effort, will launch a new DCPS Full-Service Community School Model in three DCPS schools (listed below). This Initiative will take a systemic approach by looking not only at the continuum of services—both the services that exist and those that are in need—but also at the organizational and structural elements that are essential for sustaining a district-wide FSCS Model. In other words, the FSCS Model will be grounded in two core implementation strategies—DCPS will build *organizational capacity* to ensure the structural elements within the school district, schools and across partnerships are align

towards the success of the FSCS Model. DCPS will also boost *programmatic capacity* to ensure that resources are strategically allocated and leveraged towards the unique needs of each community, especially regarding student and family services. In order to put these two strategies in to action, DCPS will prioritize the FSCS Model around four key actions. Through this Initiative, we will (1) fully embed the FSCS Model into three FSCS sites and across the LEA's strategic plan, (2) elevate and empower the role of a Community School Manager (CSM) as a senior leader within the three FSCS sites, (3) pursue sustainability through a collective impact approach, and (4) infuse and integrate a strategic surge of services to meet the needs of the most vulnerable students and families. These critical elements will build organizational capacity while also increasing school resources so that DCPS and the Consortium of partners can effectively develop a **coherent pipeline of supports, beginning in three target FSCS sites - Kelly Miller MS, Kramer MS and Moten ES, which is a feeder elementary to Kramer MS.**

While DCPS and CIS are the Eligible Entity for this application, the Initiative will be led by a consortium of DCPS partners (Consortium)--CIS, Flamboyant Foundation (Flamboyant), Turnaround for Children (TFC), and Martha's Table. This Consortium allows DCPS to build off of the research-based best practices identified in the 2017 Learning Policy Institute (LPI) and National Education Policy Center (NEPC) (Oakes, Maier, & Daniel, 2017), "*Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*" This study highlights the evidence base of four key pillars of successful community school models: 1) integrated student supports, 2) expanded learning time and opportunities, 3) family and community engagement, and 4) collaborative leadership and practice. Each partner in the Consortium directly connects to one or more of these pillars. CIS is a national and local leader around integrated student supports and case management. Martha's Table is a trusted DC organization,

providing expanded learning time, enrichment opportunities and emergency services. Flamboyan and TFC specialize in family engagement and collaborative leadership strategies at both a district and school level. The Consortium will focus efforts on the three FSCS sites for this Initiative with the expectation that in the future, DCPS will dramatically expand the FSCS Model to additional DCPS schools and Lead Agency providers.

We are at a pivotal time in the District of Columbia (DC)--the support and momentum to transform DCPS into a community school district has never been stronger. In 2012, the DC City Council passed the *Community School Incentive Initiative* which established the first locally funded efforts to expand community school services across the District. The DC Mayor, Muriel Bowser, along with City Council remain ardent supporters of growing community school efforts and have invested over \$10 million into community school efforts over the last seven years, while community members advocate for continued funding. Simultaneously, DCPS recently received six months of planning funds (May-October 2018) through a private grant, *Together for Students*, to begin laying the groundwork for establishing a district-wide definition and FSCS model. While these *Together for Students* funds will help to jumpstart city-wide collaboration to draft the FSCS Model, this FSCS Program grant opportunity will provide the critical funding to transform a conceptual blueprint into systemic change.

DCPS is also making system-level changes that align with the values of community schools, most notably the new strategic plan, *Capital Commitment 2017-2022*. It shares DCPS' new vision that "every student feels loved, challenged, and prepared to positively influence society and thrive in life" and mission that "every school guarantees students reach their full potential through rigorous and joyful learnings experiences provided in a nurturing environment" (DC Public Schools, 2017). The *Capital Commitment 2017-2022* outlines six ambitious goals:

- **Goal 1: Double the percent** of students who are college and career ready, and triple the percent of at-risk and students of color who are college and career ready.
- **Goal 2: 100 percent** of K-2 students are reading on or above grade level.
- **Goal 3: 85 percent** of students graduate within four years; and 90 percent graduate within four or five years.
- **Goal 4: 100 percent** of students feel loved, challenged, and prepared.
- **Goal 5: 100 percent** of schools are highly rated or are improving.
- **Goal 6: 90 percent** of students re-enroll and DCPS serves 54,000 students.

Additionally, DCPS recently restructured the agency to create a Deputy Chancellor of Social Emotional and Academic Development (SEAD), a position which reports directly to the head of the school district, the Chancellor, and is charged with leading DCPS with a new lens, focused on DCPS priorities such as Equity and the Whole Child. Through this proposed Initiative, DCPS will not only establish and integrate a Full-Service Community School Model into the fabric of our school system, but we will directly accelerate DCPS' progress towards these strategic goals.

### **B. A New Approach**

During school year 2017-18, DCPS had 17 schools partnered with at least one community based organization (CBO) provided elements of community school services. Until now, these efforts lived nearly entirely outside of the school district, primarily paid for by external city funds and/or private donors. While good work is happening between select DCPS schools and CBOs, there remains an organizational divide that hinders the alignment and shared accountability necessary for successful Full-Service Community Schools. And because there is no consistent model, nor shared metrics or accountability structures in place, partners remain

siloes from the school leadership, causing the partner to operate without actionable data or the necessary real-time understanding of the school's goals, priorities and resources, which results in duplication of efforts and/or missed services for students and families. **Through the Initiative, DCPS seeks to change that paradigm.** We fundamentally believe that by establishing a formal FSCS Model for the school district and institutionalizing the work into the everyday expectations and operations of schools, DCPS will be able to radically transform the way existing services and resources reach our most at-risk students and families and will ultimately close the opportunity and achievement gaps that disproportionately persist in our lower income communities and communities of color.

The new approach leverages a cost-sharing model between DCPS and CIS to enable each FSCS site to receive a **full-time CSM**, which will be a new, elevated position of the existing CIS Coordinator role. This more senior level position, made possible by the FSCS Program funds, will provide increased leadership capacity to the school and bridge the existing organizational gaps between CIS, schools, and DCPS leadership. In addition to the traditional case-management services CIS provides, the CSM will also develop a continuum of services that benefits *all* students and families, add new critical capacity to school leadership teams, and broker new partnerships to increase school resources.

Through this Initiative, DCPS will work in partnership with the Consortium partners to accomplish the following four key actions:

**1. Embed the FSCS Model into three DCPS schools and the LEA's Strategic Plan**

- Principals will experience a more cohesive approach to goal setting and monitoring by integrating and aligning CIS and DCPS goal setting processes and metrics.

- CIS will adapt existing needs assessments and School Support Plans to align directly with the DCPS strategic goals, breaking down structural divides between the CSM's and school's priorities.
- DCPS will dramatically revise the DCPS school goal setting process, allowing for CIS to be an active member in the process and key contributor to the school's annual strategic plan, known as the Comprehensive School Plan (CSP).
- Schools and CSMs will receive intensive monthly check-ins and quarterly reviews, led by DCPS and CIS leadership, to facilitate shared accountability and actionable data analysis.

## **2. Elevate and Empower the CSM Role**

- Staff, students, and families will experience a higher quality of service coordination by elevating the role from Coordinator to Manager and creating a new CIS/DCPS co-management approach to hiring and evaluation.
- Schools will receive an increase in capacity in their Leadership, Attendance, and Student Support Teams as the CSM becomes an embedded, accountable member of each.

## **3. Pursue Sustainability through a Collective Impact Approach**

- DCPS will receive technical assistance from national leaders, such as the IEL- Coalition for Community Schools, to advise on collective impact and organizational capacity building.
- DCPS will convene a Steering Committee, serving as a key driver in strategy and sustainability, sharing best practice and supports across industries (e.g. philanthropy, non-profit, corporate etc.)

## **4. Infuse and Integrate a Strategic Surge of Services to Meet the Needs of the Most Vulnerable Students and Families**

- Students and families will receive an immediate increase in services, including:
  - Increased academic enrichment opportunities, attendance supports and incentives, case management, health and wellness resources, and homelessness services
  - Expanded family engagement programming, including home visits, Early Childhood Family Book Clubs, and additional early childhood family services
  - Trauma-responsive schools, including trauma-informed instruction and service delivery
- The strategic surge is intended to address key goals in supporting student success in PS-8th grade:
  - Students are prepared for kindergarten
  - Students are achieving academically
  - Students are safe, healthy, and supported by engaged parents

The Initiative's three FSCS sites are existing CIS schools and have each expressed a desire to expand upon existing CIS case-management services and move the partnership reach from a service or “push in” provider model to a transformational *whole school approach to student centered services*. All DCPS schools demonstrate either an underutilization and/or gap in student and family services. By applying the FSCS Model to these three schools, we will be able to pilot and provide evidence for a systemic and comprehensive pipeline of services and supports which follow students from early childhood through 8th grade. If successful, these schools will also allow DCPS to pursue a feeder pattern strategy and expand the FSCS Model to more sites. The logic model, on page 91, summarizes the Initiatives intentions and expectations and its connections with the larger DCPS Strategic Plan.

### C. Project Goals and Objectives

Incremental numerical goals will be set for each FSCS site at the start of implementation of the FSCS Model, and used as a baseline for evaluation over the lifetime of the Initiative grant period.

Full-Service Community School Goals			
Goal	Outcome(s)	Aligned Activities	Performance Metrics
<b><i>Students are prepared for Kindergarten</i></b>	<i>Literacy:</i> Pre-Kindergarten students and their families will have additional literacy resources that support at-home literacy practices	Family Book Clubs; Books from Birth; Martha’s Table Early Childhood after-school program	<ul style="list-style-type: none"> <li>• Increase % of families participating in the Family Book Club that have an at-home library of at least 10 books</li> <li>• At least ten families participate in Family Book Club per 8-week session</li> <li>• Increase % of families who report reading at home with their child more often than at beginning of Family Book Club</li> </ul>
	<i>Wraparound supports:</i> Parents of early childhood students will be better prepared to support their school-aged children throughout	Head Start programming; Family Service Specialist caseload; homes visits; family goal setting; Early Stages screening; Parent	<ul style="list-style-type: none"> <li>• Increase % of families who participate in their own goal setting process</li> <li>• Increase % of</li> </ul>

	early childhood and into kindergarten	Cafes; GOLD parent portal; Martha’s Table’s parenting classes and supports; Annual Family Literacy Event	interactions between Family Services Specialist and ECE families
<b>Goal</b>	<b>Outcome(s)</b>	<b>Aligned Activities</b>	<b>Performance Metrics</b>
<b>Students are achieving academically</b>	<i>Enrichment and exposure:</i> FSCS sites will provide a diverse range of extended learning opportunities and experiences to bolster student achievement and engagement	Academic enrichment partnerships; DCPS OST programming; DC Scores; Higher Achievement; Cornerstones; City Year pull out groups; Literacy Lab interventions; Martha’s Table; College and Career Clubs/SMART College Tours	<ul style="list-style-type: none"> <li>• Increase % of school participating in enrichment</li> <li>• Increase % case-managed students meeting academic goals</li> <li>• Increase % of students reading at or above grade level</li> </ul>
	<i>Attendance:</i> Students and families will access the resources needed to break down barriers to daily school attendance	School attendance plan; Summer Bridge; CIS caseload management; home visits; ECE Family Support Specialist caseload; transportation assistance; uniform assistance; SUSO partners; schoolwide programming	<ul style="list-style-type: none"> <li>• Decrease % of chronically absent students</li> <li>• Increase ISA rate for students on CSM caseload</li> </ul>
<b>Goal</b>	<b>Outcome(s)</b>	<b>Aligned Activities</b>	<b>Performance Metrics</b>

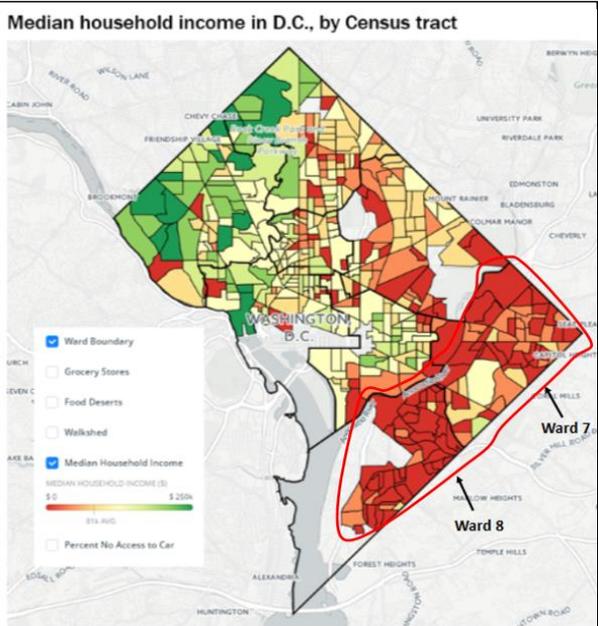
<p><b><i>Students are safe, healthy, and supported by engaged parents</i></b></p>	<p><i>Family engagement:</i> Families will be empowered to support their child’s academic success</p>	<p>Home visits; Student-Led Conferences; ECE Family engagement nights; CIS-led family engagement events</p>	<ul style="list-style-type: none"> <li>• Increase % of families at each FSCS site that receive the targeted family engagement intervention (home visits, student-led conferences etc.)</li> <li>• Increase % of families school-wide responding favorably to Parent Satisfaction indicators on the Panorama Stakeholder Survey</li> </ul>
	<p><i>Health:</i> Students and families will access services and programs that break down barriers to wellness</p>	<p>School-based health centers; Joyful Food Market; The Farm at Kelly Miller; vision/dental screenings; physicals; Universal Health Certificate collection; behavioral health supports; LGBTQ engagement; Connected Psychology</p>	<ul style="list-style-type: none"> <li>• Increase awareness of basic need services and resources (e.g. Joyful Market, homeless liaison services, student uniforms, food, etc.)</li> <li>• Increase % in number of Universal Health Certificates and Oral Health Assessments submitted</li> <li>• Increase % of students participating in meals programs</li> </ul>

	<p><i>Trauma-informed practices:</i> Schools will build safe and supportive environments to effectively meet student and family needs</p>	<p>Turnaround for Children professional development (or “trauma informed professional development”); restorative justice training; CIS case management; Second Step curriculum; schoolwide monthly programming; gender-based small groups</p>	<ul style="list-style-type: none"> <li>• Increase % case-managed students with improved scores on CIS SEAD Assessment</li> <li>• Improved scores on Turnaround for Children’s SEAT 2.0 tool</li> <li>• Increase % students school-wide responding favorably to Self-Management indicators on the DCPS SEL Stakeholder Survey (“Panorama Stakeholder Survey”)</li> <li>• Increase % students school-wide responding favorably to Sense of Belonging indicators on the DCPS SEL Stakeholder Survey (“Panorama Stakeholder Survey”)</li> </ul>
<b>Goal</b>	<b>Outcome(s)</b>	<b>Performance Metrics</b>	
<p><i>The infrastructure and systems of services and support</i></p>	<p>A Community Schools Manager (CSM) installed at each of the FSCS</p>	<ul style="list-style-type: none"> <li>• Job description outlining the expectations and responsibilities of the CSM, articulated communication channels with DCPS and CIS and within the FSCS sites, training and</li> </ul>	

<p><i>for students and their families are seamless, integrated, and targeted to foster student academic success and well-being.</i></p>	<p>sites.</p>	<p>supports provided to the CSM</p>
	<p>Improved Coordination between CIS and DCPS and with FSCS sites.</p>	<ul style="list-style-type: none"> <li>• Joint management and evaluation of CSMs</li> <li>• Increased coordination in meetings with FSCPS site principals, assigned CSMs, and school-based administrative and faculty teams</li> <li>• Increased communication and coordination in meetings with school-based teams and service providers</li> <li>• Increased collaborative input/feedback on needs assessment, goal-setting, prioritization of metrics and data sharing across school-based teams and service providers.</li> </ul>
	<p>Establishment of an intra-agency, multiple-stakeholder City-Wide DCPS Connected Communities Steering Committee</p>	<ul style="list-style-type: none"> <li>• Intra-agency and multiple-stakeholder representation in the Steering Committee</li> <li>• Regularly held and attended meetings</li> <li>• Production and publication of an annual report</li> <li>• Increased engagement and satisfaction from stakeholder groups and community members at large</li> </ul>

**D. Target Community**

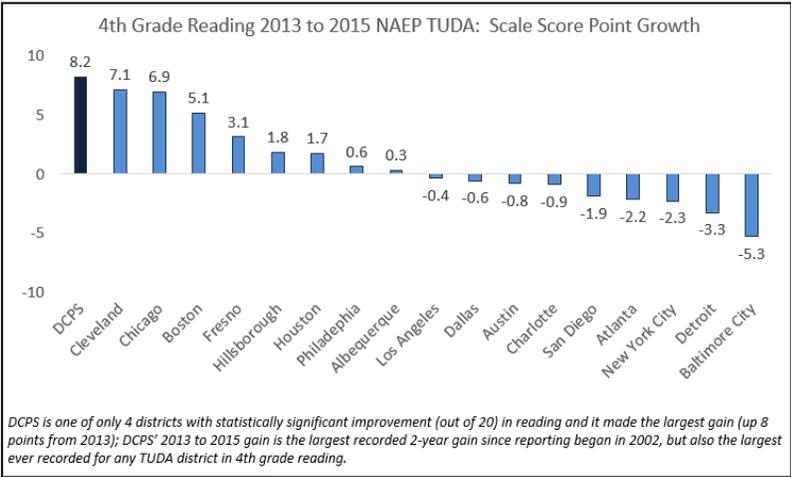
As the nation’s capital, DC is home to a wealth of resources and opportunities, as well as one of the fastest growing populations in the nation, ranking eighth in percent growth among the states and recording 693,972 residents in 2016 (District of Columbia Office of Planning, 2017). As the population has grown, median family income has also steadily increased to \$72,935 in 2016 (United States Census Bureau, 2017). Yet, inequality has



persisted and wealth gaps have widened as families living east of the Anacostia River in Wards 7 and 8 continue to experience persistent poverty. The median family income in Ward 7 is \$38,559 and \$31,139 in Ward 8 (Census Reporter, 2016). While 18.6% of DC residents live in poverty compared to 12.7% nationally, the poverty rates for Ward 7 and 8 residents are 27.7% and 36.8%, respectively, and 26.7% for children. It is because of these extreme circumstances that children face in Wards 7 and 8, that the DCPS Connected Communities Initiative will initially focus on school communities in these neighborhoods.

The health and wellbeing of district residents is also closely linked to geographic residence. 44.4% of Ward 8 residents are reported as being obese, compared to 27.6% nationally and Wards 5, 7 and 8 have the highest rates of asthma across the city. On average, DC children miss eight days of school due to asthma. And while 11% of D.C. is considered a food desert, more than three-quarters of those deserts are in Wards 7 and 8 with two grocery stores in Ward 7 and one in Ward 8. (Smith, 2017)

DCPS currently serves close to 49,000 children of which 77% qualify for free and reduced priced meals, 14% speak English as a second language, and 14% receive special education services (DC Public Schools, 2018). As measured by the NAEP, DCPS continues to be one of the fastest improving urban school districts in the country (DC Public Schools, 2018). DCPS has led the way in education innovation, including the development of a robust



teacher evaluation system, a dynamic curriculum, and a fully paid study abroad program for over

500 8th and 11th grade students. Moreover, DC leads the nation in the number of relationship building home visits conducted by teachers each year, with staff conducting over 13,000 visits in the 2017-2018 school year.

<b>FSCS Site Demographics</b>				
	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
% Black	60%	96%	98%	97%
% Hispanic	20%	3%	2%	2%
% ELL	14%	2%	1%	0%
% SPED	14%	18%	22%	12%
% FARM	77%	100%	100%	100%

1. **Kelly Miller MS** is a Ward 7 middle school, serves close to 500 students in the Lincoln Heights neighborhood. Kelly Miller MS utilizes an Academy model, wherein students can take accelerated courses in core content areas. Kelly Miller MS has made steady academic progress and is currently a “Rising” school under ESSA. 100% of students qualify for free and reduced meals.
2. **Kramer MS** is a Ward 8 middle school that is the feeder middle school for Moten ES, and serves just under 200 students in the Fairlawn neighborhood. Kramer MS is currently a “Priority” school under ESSA guidelines, and over the last several years has experienced declining enrollment. 100% of students qualify for free and reduced-price meals and 22% receive special education services.
3. **Moten Elementary** is a feeder elementary school to Kramer MS and serves just over 400 PreK3 - 5th grade students in the Ward 8 Fort Stanton neighborhood, of which 100% of students qualify for free and reduced meals. Moten is labeled as “Priority” under ESSA.

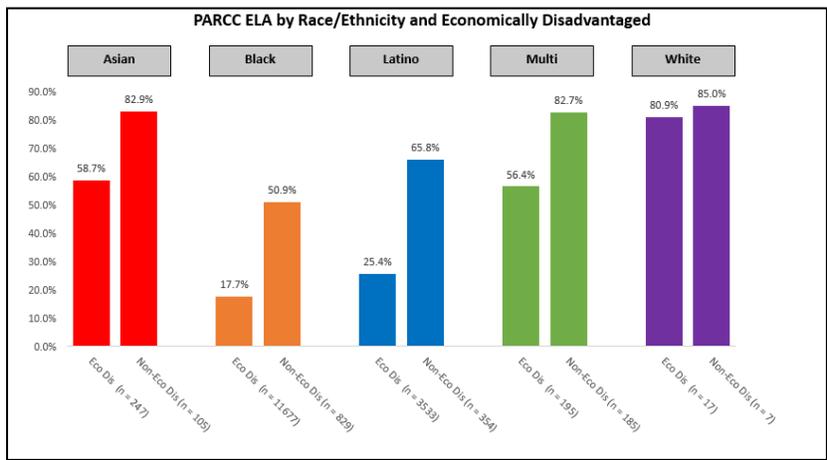
### E. Identified Needs Within the FSCS Sites

Despite marked improvements and the new strategic plan, many DCPS students remain underserved. DCPS sees vast inequities most of which are within the critical areas of academics, attendance, early childhood, health/mental health and wellness, and social emotional supports. Through DCPS' ongoing review of school-level and community-level data, it is clear that the three FSCS sites share particularly significant gaps within these areas.

<b>Identified Need by FSCS Site</b>				
<b>Academic Achievement</b>				
<b>Indicator</b>	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
PARCC ELA Proficiency (2016-2017)	31.9%	12%	2%	7%
PARCC Math Proficiency (2016-2017)	27.4%	7%	0%	9%
GOLD Literacy (SY17-18)	(Districtwide data not yet available)	N/A	N/A	88%
GOLD Math (SY17-18)	(Districtwide data not yet available)	N/A	N/A	86%
<b>Attendance</b>				
<b>Indicator</b>	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
Chronic Absenteeism (SY16-17)	54.74%	41.59%	28.93%	52.98%
Truancy (SY16-17)	25.9%	46.7%	20.66%	37.36%

<b>Homelessness</b>				
<b>Indicator</b>	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
# of students experiencing homelessness (total) (2017-2018)	3,558	50	20	72
# of students experiencing homelessness as self-reported by families (2017-2018)	2,316	35	6	36
<b>Physical Wellness and Mental Health</b>				
<b>Indicator</b>	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
Universal Health Certificate Submission Rate	(Districtwide data not available yet)	3.3%	4.62%	28.32%
Oral Health Assessment Submission Rate	(Districtwide data not available yet)	3.3%	2.56%	18.37%
<b>Social Emotional Support</b>				
<b>Indicator</b>	<b>DCPS</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
Suspension days (per 100 students) (SY16-17)	50.66	468.61	617.56	13.76
Student Satisfaction Index	90% (grades 3- 5) 78% (grades 6 - 12) 83% (grades 3- 12)	67%	71%	80%
Sense of Belonging Index	71% (grades 3- 5) 50% (grades 6 - 12)	51%	47%	58%
Self-Management Index	65% (grades 3- 5) 63% (grades 6- 12)	62%	52%	51%
GOLD Social Emotional (SY 17-18)	(Districtwide data not available yet)	N/A	N/A	89%

- Academics:** Historically, DCPS schools in Wards 7 and 8 have seen a significant achievement gap from their peers; this gap becomes even more pronounced when observed through breakdowns of academic performance by race and socioeconomic status. A 2015 Department of Education report showed that the graduation rate gap



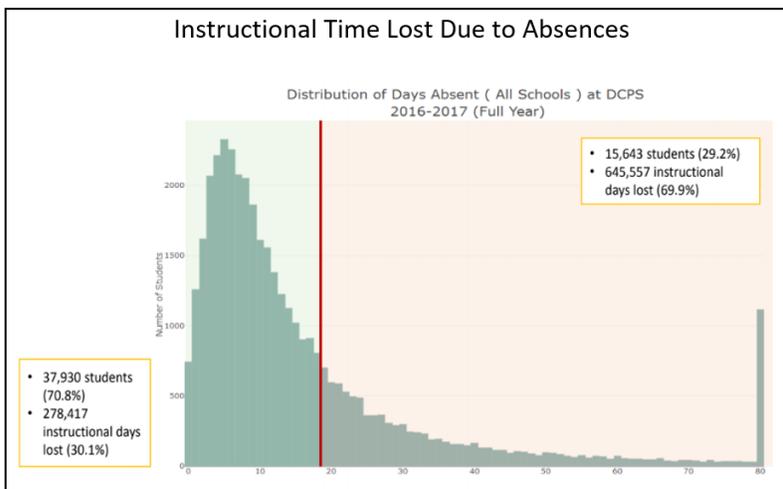
\*Please note: an error depicts the incorrect number of White students in each category; the correct numbers are 1,736 non-economically disadvantaged White students and 877 economically disadvantaged White students.

between white students and students of color in DC was the largest in the nation, with more than a 20-percentage point difference (U.S.

Department of Education,

2015). Kramer MS has the lowest PARCC scores of any middle school in DC, with 2% of students meeting 2017 PARCC ELA proficiency targets, and no students meeting 2017 PARCC math targets. Though both Kelly Miller MS and Moten ES are seeing growth, their proficiency scores remain low compared with peers in more highly resourced schools. For example, the gap between Kelly Miller MS, the highest performing middle school in Ward 7 and 8, versus the highest performing middle school in DCPS is 56% on 2017 PARCC ELA and 48% in 2017 PARCC math.

- Attendance:** DC’s Office of the State Superintendent (OSSE) found that as many as one in four students in DC are chronically absent from school and that at some



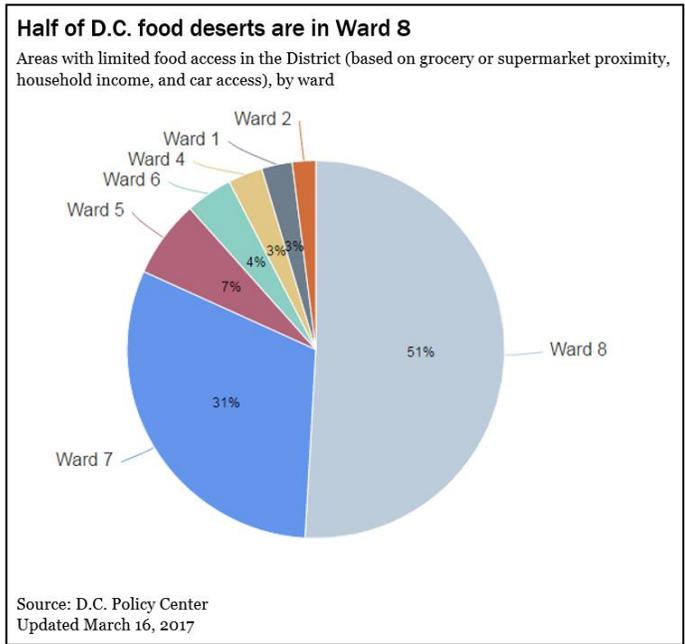
DCPS high schools, three out of four students are chronically absent (DC Public Schools, 2018). In the 2017-18 school year the chronic absenteeism rate of DCPS students was 27.04% (DC Public Schools, 2018), compared to the national chronic absenteeism rate of 14% (as of SY13-14) (Brookings , 2017). For chronic absenteeism, Moten ES has the highest rate of any DCPS elementary school at 52.98%, Kelly Miller MS had a chronic absenteeism rate of 41.59%, and Kramer MS had a chronic absenteeism rate of 28.93%. (Office of the State Superintendent of Education, 2017). All three of our FSCS sites unfortunately outpace their peers in chronic absenteeism.

- Early Childhood Education (ECE):** PK3 and PK4 students in Wards 7 and 8 are among the most vulnerable ECE students in the District. An estimated 27% of ECE students across the District have developmental vulnerabilities; this number is much higher in Ward 7 and Ward 8 where estimates have up to 53% of ECE students having developmental vulnerabilities. Health screenings for ECE students in Wards 7 and 8 are 10% below the Centers for Medicare and Medicaid Services’ recommended screening rate of 80% (DC Public Schools, 2018). Though non-compulsory, chronic absenteeism among ECE students in Wards 7 and 8 is extremely high at Head Start schools (of which

Moten ES is one), 27% of ECE students are chronically absent (Dubay & Holla, 2015). African-American ECE students are at an added risk of becoming chronically absent, with 37.5% being moderately to profoundly chronically absent. (Office of the State Superintendent of Education, 2017) The GOLD assessment, which tracks developmental progress of ECE students up until Kindergarten readiness, shows approximately 17% of Moten ECE students scoring below standards in math, 12% in literacy, and 14% in language (DC Public Schools, 2017).

- **Homelessness:** In SY17-18, 3,558 students experienced homelessness, however only 2,316 families chose to self-report their housing status (~65%). In order for families to receive services from school Homelessness Liaisons, they must either self-identify their status to the Liaison or have proof of placement in a shelter, emergency, or transitional housing by the District. Of the homeless students identified in the DCPS, 64.7% are “doubled up” (staying with a relative or friend), and 25.1% reside in shelter, emergency, or transitional housing. The remaining 11.85% are either unsheltered, living in a hotel/motel out of pocket, are unaccompanied youth, or had no data available. Getting families to self-report can be a challenge because it requires a level of trust with the school that not all families may feel, and it requires knowledge of what services could be provided, should a family choose to self-identify (DC Public Schools, 2018).
- **Physical Wellness and Mental Health:** All three FSCS sites rank in the top 25% of DC schools (traditional and charter) with the greatest behavioral health needs. The rating is calculated through a ‘z-score’ that is a composite score used to assess behavioral health needs. The composite z-score is calculated using schools’ at-risk profile, out of school suspension data, in-seat attendance rate, and IEP data. Kramer MS ranked at #11, Kelly

Miller MS at #13, and Moten ES at #32 out of a total of 212 schools (DCPS schools: 110, DC Charter schools: 102) (Department of Behavioral Health, 2017). Additionally, the three FSCS sites are dramatically behind in collecting mandatory student universal health forms, which are not only required but critical tools schools use to proactively support student health needs, when left untreated have a direct impact on student attendance and



academics. Health physicals and oral health assessments are required annually, yet each year, 42% students at Kelly Miller, 47% students at Kramer and 18% students at Moten fail to complete these requirements, making it difficult to

access crucial health services. While 11 % of DC is comprised of food deserts, nearly three quarters of those are in Wards 7 and 8 (Smith, 2017). In 2017, there were only two full-service grocery stores in Ward 7, and only one in Ward 8. All three FSCS sites are over one mile from their nearest grocery stores, and in many cases, require complicated bus rides and treks up and down steep hills that discourage trips to the grocery store. Moreover, while 100% of students in each FSCS school are eligible to participate in the free school meals program - including breakfast and lunch, only 19.31% of Kelly Miller

MS students, 34.8% of Kramer MS students, and 63.1% of Moten ES students participate in breakfast.

- Social Emotional Learning (SEL):** In March 2018, DCPS launched the Panorama Stakeholder Survey to collect student, staff, and family perspectives on social emotional learning, satisfaction, and engagement. In particular, three indicators demonstrate areas for growth at both the district and the three FSCS sites and point to opportunities for additional student supports, new approaches to staff development, and additional focus on relationship building. While student satisfaction, an index DCPS uses to identify how satisfied students are with their school experience, is at 90% for the district, it is far below at each FSCS site. Grades 3- 5 had a 71% favorable response for “Sense of Belonging”, an index on how much students feel that they are valued members of the school community, yet Moten ES had a 58% favorable response rate. Finally, for “Self-Management”, how well students manage their emotions, thoughts, and behaviors in different situations, 65% DCPS students in grade 3 -5 and 63% students in grades 6 - 12 responded favorably. To ensure that every DCPS student is prepared to excel in school and at life, regardless of circumstances, DCPS must make our best that transforms our schools and communities.

## F. Services Provided

The core approach to this Initiative—focusing on building *organizational capacity and programmatic capacity*—stems from the reality that while DCPS is steeped in persistent inequities that perpetuate achievement and opportunity gaps, the district is not starved of resources. The barriers which causes these gaps to persist are rooted in the lack of organizational and programmatic capacity to identify each community’s unique needs and assets, maximize

existing services, *and* strategically add new services to address the unmet needs. Towards that end, this Initiative will organize its approach to services through this two-prong focus on capacity building.



## 1. Build Organizational Capacity

- *Embed FSCS Model in the DCPS Strategic Plan*
  - Deepen collaboration across existing efforts: DCPS, specifically the Office of Family and Public Engagement (OFPE), will provide direct coordination and oversight of the Initiative to build an aligned and sustainable set of services to be provided through each of the FSCS sites. OFPE will coordinate with a variety of DCPS content teams (*Attendance, School Health, Teaching and Learning etc.*) to ensure the Initiative is able to build a cohesive set of pipeline services that take into account the existing resources. OFPE will do this in order to breakdown existing silos in the work, and to address the persistent challenges of underuse of

existing services, as made evident by data shared above. OFPE will also build collaborative partnerships between the CSMs to the DCPS content teams in order to break down the institutional divides and achieve that truly embedded model.

- Align goals, metrics and goal setting tools: Currently, while CIS and DCPS schools attempt to do collaborative goal setting each year, the reality is that the timing of each institution's goal setting process and the prioritized metrics to measure impact rarely align. To address this organizational barrier, DCPS and CIS will transform existing procedures, agreeing to create shared goals that are (a) grounded in the DCPS strategic goals, (b) align with DCPS prioritized metrics, and (c) meet CIS' organizational needs to remain accredited and aligned with their national model. Measuring outcomes through agreed upon and aligned metrics will be a key shift in the partnership. By pursuing shared goals and leveraging the same metrics, both parties are able to see the direct impact of the CSM role and ultimately accelerate the FSCS Model's success. The DCPS goal setting tool for all schools is called the Comprehensive School Plan (CSP) and the goal setting tool for CIS is the School Support Plan (SSP). DCPS and CIS will modify the goal tools (CSPs and SSPs) and respective needs assessments to create this alignment and break down structural divides between the CSM's and school's priorities.
- Improve access to data: In collaboration with the DCPS Office of Data and Strategy, OFPE will facilitate weekly and quarterly access to student level data for school partners, in accordance with FERPA regulations. CSMs will use this data in real-time to monitor and adjust services and measure progress against

school-wide goals. On a quarterly basis, OFPE, school leaders and CIS staff will participate in data reviews that utilize action planning and goal setting. This will ensure student data is used in a thought-provoking way and that strategies will adapt to needs as they evolve over the school year.

- *Elevate and Empower the CSM Role*

As the Lead Agency for the FSCS sites, Communities In Schools of the Nation's Capital (CIS) provides day-to-day program management in extremely close collaboration with DCPS as the co-management system for CSMs is piloted. This co-management approach will build the capacity of the CSM to coordinate new, existing, and enhanced services at FSCS sites.

- Elevated job title and expectations: This new more senior level position will provide immediate leadership capacity to the school and bridge the existing organizational gaps between CIS, the schools, and DCPS leadership. The CSM position is intentionally created at a manager level to ensure the role is an embedded part of the School Leadership Team. The CSM will lead the data-driven planning process for Community School strategies, manage across multiple stakeholders, and build systems to ensure seamless communication and coordination among school level teams and all of the community partners supporting the FSCS Model.
- Collaborative school planning: At each FSCS site, the CSM will sit on the School Leadership Team in order to oversee and support the integration of the FSCS Model in to the school's existing structures and goals. The CSM will conduct an annual Needs Assessment, in line with the existing CSP, and will work with

OFPE and school leadership to develop the school-specific School Support Plan as a direct component of the CSP and DCPS' existing goal setting process. This enables the CSM to cultivate partners and resources that align with school, student and family needs and deploy resources across three tiers of support.

- Co-management and support: DCPS and CIS will co-manage the CSMs, collaborate on professional development, and establish regular collaboration routines. For instance, monthly, DCPS and CIS will check-in with school leadership and the CSM to review progress and resolve any challenges, and quarterly will meet to review progress data and adjust programming as needed. For more information please see page 65.
- Partner liaison: The CSM will serve as the school's lead on managing and supporting additional partners working in and with the school. Specifically, the role will work to improve communication and data sharing among existing and new service providers and facilitate deeper collaboration between partners and school leadership. In turn, this will directly boost programmatic capacity as these additional partners will thus be better positioned to meet student and family needs in timely and strategic ways.

- *Pursue sustainability through Collective Impact*

To work towards sustainability, DCPS will facilitate a collective impact approach and will also leverage the expertise and best practices of our peers.

- DCPS Connected Communities Steering Committee: DCPS will facilitate a city-wide DCPS Connected Communities Steering Committee (Steering Committee) to guide and inform the ongoing implementation and sustainability of

the FSCS Model. The success of the Initiative and expansion of the FSCS Model is dependent upon the deep alignment and collaboration of city agencies, funders, community partners, and advocates. Going forward in 2018-2019, DCPS will convene the Steering Committee on a quarterly basis to refine DCPS Full-Service Community School strategies, identify opportunities for further school supports, and plan for the expansion of the FSCS Model across other DCPS schools. For a list of Steering Committee responsibilities, please see the Comprehensive Management Plan on page 62.

- System-level technical assistance: DCPS will contract with a provider, such as the Coalition for Community Schools, to provide technical assistance to DCPS around strategic growth planning, coalition building and collective impact best practices to sustain the work over time. The Coalition has a vast array of experience in supporting school districts in growing community school efforts.
- Site visits to spur continuous improvement and learning: As DCPS is committed to sharing and learning from peer districts, grant funds will be used to fund school and district staff attendance to the Community School National Forum in Year 2 and Year 4 of the grant, and to cover a portion of DCPS' participation in the Community Schools Leadership Network for Years 1 - 5. Additionally, in Year 3 and 5, DCPS central office and FSCS site staff and community members will join a site visit to a peer school district that has a history of successful community school implementation. By providing various touch point for learning through the five years, DCPS is not only continuously growing organizational capacity, but is able to plan for the potential risk of staff turnover at DCPS and/or CIS.

## 2. Boost Programmatic Capacity

- *Infuse and Integrate a Strategic Surge of Services to Meet the Needs of the Most Vulnerable Students and Families*

In addition to the organizational capacity building necessary to create the systemic changes for successful implementation, boosting programmatic capacity, specifically the student and family facing services, is also critical. With the increased capacity of the CSM and district level coordination, it is expected that each FSCS site will dramatically improve the integration and expansion of services. Services are organized into these sections, aligning with the identified needs above: 1) *Academic Enrichment*, 2) *Attendance Interventions*, 3) *Case Management*, 4) *Early Childhood*, 5) *Family Engagement*, 6) *Health and Wellness*, and 7) *Social-Emotional Learning*. The below sections provide a snapshot of the continuum of services, coded as:

- “Existing” services—those that currently exist and will be part of the deeper integration and coordination of the pipeline of services
- “Enhance” services—those that currently exist and will receive prioritized support and CSM capacity to increase their *accessibility* and *utilization* by students and families. and
- “New” services—those that will be added to the FSCS site to meet community needs

1. **Academic Enrichment:** DCPS believes academic success is powered by student-centered learning focused on inquiry and investigation. The FSCS Model includes innovative academic enrichment opportunities during the typical school day as well as robust offerings before and after regular school hours.

<b>Pipeline Service</b>	<b>Kelly Miller</b>	<b>Kramer</b>	<b>Moten</b>
<i>Cornerstones</i>	Existing	Existing	Existing
<i>Academic Partnerships</i>	<u>Existing</u> City Year Higher Achievement  (enhance, as needed)	<u>Existing</u> City Year Higher Achievement  (enhance, as needed)	<u>Existing</u> Martha’s Table Literacy Lab DC Reads with Georgetown  (enhance, as needed)
<i>DCPS Out of School Time Programming</i>	N/A	N/A	Existing
<i>Out of School Time Partnerships</i>	<u>Existing</u> DC Scores Girl Scouts Higher Achievement Teens Run DC Washington Tennis & Education Foundation  (enhance, as needed)	<u>Existing</u> Black Swan Academy Higher Achievement Washington Urban Debate League  (enhance, as needed)	<u>Existing</u> DC Scores Dreaming Out Loud Educational Dimensions Field of Dreams Girls on the Run Girl Scouts Martha’s Table  (enhance, as needed)
<i>College &amp; Career Clubs/SMART College Tours</i>	New	New	N/A

- *Cornerstones*: This is a DCPS curriculum that was created to ensure the same level of rigorous and engaging instruction is happening across all schools, regardless of school demographics. To make that possible, Cornerstone projects (DC Public Schools, 2018)

are embedded into every K-12th grade core content area of DCPS curriculum, so that regardless of which school a child attends, he will receive the same rigorous instruction as his peer in another community. Moreover, this curriculum allows for teachers to then norm on student work products to ensure teacher expectations are equally as rigorous across the highest and lowest performing schools. CSMs will ensure each site's Cornerstone showcases are integrated into the school-wide Family Engagement programming to build a joy of learning and authentic community experiences.

- *DCPS Out of School Time Programming (OSTP)*: Moten ES provides two and one-half hours of OSTP each school day for all grades served (PreK-5th). It is run by the DCPS OSTP staff and is designed to address the opportunity and achievement gaps in Wards 7 and 8. Students will engage in an Academic Power Hour that includes homework support and academic instruction aligned to the school day and Common Core State Standards (CCSS) and afterwards they participate in structured and engaging enrichment activities, experience extended time with friends, and engage with caring adults.
- *Academic Enrichment Partnerships*: The academic experience at each FSCS site will be complemented by community partnerships. For example, City Year provides research-based interventions for tutoring in ELA/Literacy and Math at Kelly Miller MS and Kramer MS, while Literacy Lab provides interventions for children at risk of 3rd grade reading failure at Moten ES. In Year 1, the CSM will conduct a landscape analysis of existing offerings in order to develop a plan to identify new partners, as needed. If the grant is awarded, each FSCS site will also receive contract funds that schools may apply towards enrichment partners that align to identified needs and goals. In Year 2 - 5, the

CSM will also directly connect students with afterschool opportunities based on student need and interest, thereby increasing the participation rate.

- *College and Career Clubs/SMART College Tours:* DCPS provides these clubs to develop middle school students as peer leaders and build students’ college-going mindsets. The curriculum is grade-level specific and intentionally sequences lessons and activities to develop knowledge and skills. Each FSCS middle school will also receive funding through the DCPS College Tour fund to provide up to two college tours per year.

**2. Attendance Interventions:** The FSCS Model will increase the focus and available supports to ensure students are able and ready to be in school each day.

Pipeline Service	Kelly Miller MS	Kramer MS	Moten MS
<i>School Attendance Plans</i>	New	New	New
<i>Summer Bridge</i>	New	New	N/A
<i>Proactive and Individualized Student Supports</i>	Enhance	Enhance	Enhance
<i>School Wide Programming</i>	Enhance	Enhance	Enhance

- *School attendance plans (new):* Each FSCS site will create a yearly attendance plan to identify Tier 1 - 3 strategies and supports that fit their unique context. The plan will detail how each school will implement the DCPS attendance protocol and will also identify interventions for chronically absent students.
- *Summer Bridge (new):* Each FSCS site will target support to chronically absent students who are transitioning from grades PreK-K (Kagan & Neuman, 1998), fifth to sixth, and eighth to ninth. Research show that transition periods during a student’s academic career are vulnerable times that can have a significant impact on a child’s academic achievement, which is directly impacted by attendance rates after a transition. This is

particularly true from fifth to sixth, where students must increase their self-management due to procedural changes in their environment (Gilewski & Nunn, 2016), and from eighth to ninth where outside responsibilities such as part-time job become a factor as well (Benner & Wang, 2014). The CSM will work with the school attendance team to ensure this intervention is integrated into the larger suite of attendance interventions and incentives occurring in school.

- *Proactive and Individualized Student Supports:* Each FSCS site will review the list of the prior year’s chronically absent students to plan for proactive outreach in summer months. During this time, FSCS staff, in collaboration with key partners through the Show Up Stand Out program, will reach families through positive phone calls home and relationship building home visits. During the school year, the CSM and community partners will conduct classroom checks, arrange for alarm “wake up” calls, and ensure daily check-ins are occurring with the students facing the most significant barriers. CSMs will have direct access to emergency services provided by Martha’s Table and the identified grant funds. The CSM will cultivate additional resources to connect families and students with the emergency services. This will include, but is not limited to, weekend food bags, seasonal clothes, uniforms, transportation assistance, and hygiene kits.
- *School-wide programming:* Each FSCS site will coordinate monthly school wide incentives to recognize positive attendance behaviors of students. These incentives are developed collectively with the Attendance Team, and can include attendance “pop-ups” whereby students are recognized for their on-time arrival at the school with small rewards on a random date, or celebrations such as an “Atten-Dance” event for which students

need to have perfect attendance for the month to participate. Should funding be awarded, each FSCS site will receive additional funds that can be used towards these attendance programming efforts and incentives.

**3. Case Management:** The following case management services will be provided.

Pipeline Service	Kelly Miller MS	Kramer MS	Moten ES
<i>CSM Case Management</i>	Existing	Existing	Existing
<i>Academic Case Management</i>	Enhance	Enhance	Enhance
<i>SEL/Behavior Case Management</i>	New	New	New
<i>Basic Need and Homelessness Services</i>	Enhance	Enhance	Enhance

- CSM Case Management:* During the school year, each CSM will provide case-management to at least 40 students. CIS “meets students where they are” and will help the student set achievable, progressive goals that will help them make improvements in their school performance. The CSM performs a student assessment and works with the student to develop an individual student support plan with goals for challenge areas such as attendance, behavior or college/career readiness. These tools use trauma-informed practices and are developed with the awareness of the many challenges the student may face in school, at home and in their community. DCPS will provide CIS with student-specific data for all consented students being case-managed. The CSM will monitor each student’s progress, adjusting strategies as needed.
- Academic:* A key part of academic case management is “Report Card Conferencing”, where the CSM will arrange for students to meet with volunteers to discuss their grades, attendance, and graduation requirements, creating individualized support plans as needed.

CSMs may also consult with classroom teachers regarding student's academic needs and assist students with teacher-student conferences, mentoring students on how to effectively advocate for themselves and their needs.

- *SEL/Behavior:* For students needing the most support, the CSM will administer the CIS SEAD (Social, Emotional, and Academic Development) to provide a baseline of a students' social and emotional capacity. The CIS SEAD assessment is a 54-item student self-report survey that assesses students' competencies and needs in a number of social, emotional, and academic domains. The results of this assessment will be used to identify the appropriate supports to promote the development and growth of students' social, emotional, and academic competencies.
- *Basic Needs and Homelessness Services:* Each FSCS site will have a Homelessness Liaison who is trained to ensure students and families have a full and equal opportunity to succeed in school and are provided with a wide array of services to address needs ranging from health (mental/physical/dental), to housing assistance, to essentials to be school-ready (e.g. school supplies, uniforms etc.). Each FSCS site will also be allocated additional funding to cover the cost of uniforms, emergency transportation assistance and other necessities. The CSM will work with the Homelessness Liaison and Student Support Team to ensure that any students they identify as homeless will have their families connected to the Homelessness Liaison. As a trusted adult to many caseload families, the CSM can help increase the likelihood of families receiving resources. As a trusted partner, CIS has also worked to cultivate many community resources to garner needed supplies ranging from "hygiene kits" to the purchase of school supplies and emergency food baskets.

**4. Early Childhood:** Early childhood programming is supported by a myriad of programs from the district as well as community partners. Moten ES is an Early Action site, meaning families who are in-boundary to Moten ES have a guaranteed seat in PK, unlike most DCPS schools where families must lottery in. Through DCPS’ Head Start model and community partners, Moten ES offers a range of services to families that aim to set ECE students up for success in Kindergarten and beyond.

<b>Pipeline Service</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
<i>Wraparound services</i>	N/A	N/A	Enhance
<i>Books from Birth</i>	N/A	N/A	Enhance
<i>Family Book Club</i>	N/A	N/A	New
<i>Martha’s Table Programming</i>	N/A	N/A	New

- Wraparound services:* A Family Services Specialist, through the DCPS Family Services Team, will coordinate Head Start funded wrap around services and will work collaboratively with the school and the CSM to meet with every family in ECE to determine needs and set family goals. Family Services Specialists have a caseload of families who they work with on attendance, connections to mental health and physical health resources, homelessness services, and more. Beyond their caseload, Family Services Specialists also support schoolwide efforts including developing and managing an ECE Parent Council, hosting ECE family engagement nights, conducting home visits, and assisting with school enrollment strategies. The CSM will serve as another critical point of contact for families, able to make referrals to this Specialist to ensure ECE families utilize the available resources.

- *Books from Birth*: This is a comprehensive parent-child literacy program in partnership between the DCPS Family Services Team and DC Public Library. This program will include a literacy festival consisting of hands-on activities, storytelling, and other activities designed to educate families about literacy levels and how to teach literacy skills at home and instill a family love of literacy.
- *Family Book Club (new)*: Adapted from an evidence-based approach created by CentroNia, Moten ES will pilot Family Book Club in Year. Should funds be awarded, Moten ES will run two cycles of the book club each year of the grant. The purpose of Family Book Club is to increase the literacy skills, language development and school readiness of children ages 3 to 5 while simultaneously strengthening parental literacy skills. Parents and children are brought together in small groups where they read, share stories and build relationships. Family Book Clubs utilize a train-the-trainer model, wherein members of the district team train a parent to become FBC Literacy Coach. During each session, the Literacy Coach models strategies families can use at home when reading with their child/children. The Coach leads an eight-week long Book Clubs at their schools, wherein families get one book each week they participate, and a culminating incentive for the student (a backpack) and the family (a gift card) after attending all eight sessions. After the eight weeks, interested parents can sign on to become a Literacy Coach and launch another Family Book Club.
- *Martha's Table 0-8 programming (new)*: With their headquarters in close proximity to Moten ES, Martha's Table aims to work with Moten ES in an innovative enrollment pipeline partnership to enroll families graduated from the 0-3 Martha's Table daytime program at Moten ES for PK4. For afterschool programming, Martha's Table will reserve

nearly all 60 seats for Moten ES students, with a large portion devoted to ECE.

Additionally, Martha’s Table provides a breadth of family services that support the developmental growth of students (birth-3<sup>rd</sup> grade) in FSCS site communities, including parenting classes, emotional wellness services, and homelessness prevention.

**5. Family Engagement:** As a core pillar of the FSCS Model, family engagement is centered around building trusting relationships with families as the foundation for academic success, and empowering parents to partner with the school to accelerate their student’s learning.

Pipeline Service	Kelly Miller MS	Kramer MS	Moten ES
<i>Relationship Building Home Visits</i>	Enhance	Enhance	New
<i>Student Led Conferences (SLC)</i>	Enhance	New	N/A

- Relationship Building Home Visits:* DCPS and Flamboyant will support teachers in the 3 FSCS sites to build authentic and two-way relationships with families through home visits, based on the Parent Teacher Home Visits model (Parent Teacher Home Visits, 2016). Kelly Miller MS and Kramer MS are existing participants in the Home Visits model and will receive enhanced supports from the CSM to increase teacher participation and alignment across other school-level family engagement strategies. The Home Visit model will be new to Moten ES, made possible through this grant, and will create a critical pipeline of family engagement strategies between the Kramer MS- Moten ES feeder pattern. Home visits typically take place during the summer or early fall. During the visit, educators focus on getting to know the student and the family. The educators and the family members share their experiences, their hopes and dreams for their child, and their expectations of each other. The conversation naturally leads to the educator and

the family identifying how they will help the child with their goals. Teachers receive a three-hour initial home visit training. The training is led by teachers and parents who have experienced home visits and receive a stipend as Family Engagement Trainers. There is a second one-hour home visit discussion in each school in the fall where teachers are asked to reflect on what they have learned and how they will use that information to both differentiate instruction and communications for families, as well as reflect on their own biases and assumptions.

- *Student Led Conferences (SLC)*: Kelly Miller MS and Kramer MS will implement Student-Led Conferences as part of their enhanced partnership, through the Family Engagement Partnership. SLCs provide a unique opportunity for students, families, and teachers to discuss students' academic progress and develop concrete action steps to support the student's academic success. SLCs replace traditional parent teacher conferences and are led by the student, rather than the teacher. In addition to engaging parents in the academic progress of their child, SLCs allow secondary students (grades 6-8) to take ownership over their learning and advocate for the support they need to meet their goals.

**6. Health and Wellness:** Numerous studies have shown that school health programs can positively affect student academic and health outcomes (Centers for Disease Control and Prevention, 2014). Medical, physical and mental health services will be provided through a variety of programs, including those listed below. All services are grounded in the recently adopted DCPS Local Wellness Policy (DC Public Schools, 2015) and the FSCS sites will focus on ensuring students are not only accessing available services, but that additional resources are identified to meet unmet needs.

Pipeline Service	Kelly Miller MS	Kramer MS	Moten ES
<i>School-based Health Centers</i>	New	New	N/A
<i>Oral health and vision screenings</i>	Enhance	Enhance	Enhance
<i>Lesbian, gay, Bisexual, Transgender, and Questioning (LGBTQ) Student Engagement</i>	Enhance	Enhance	Enhance
<i>Free Meals Program and hunger assistance</i>	Enhance	Enhance	Enhance
<i>The Farm at Kelly Miller</i>	Enhance	N/A	N/A
<i>Health partnerships</i>	Enhance	Enhance	Enhance

- School-based Health Centers (new)*: School-based health centers, located in 7 DCPS high schools, bring the services of a doctor’s office to schools to ease issues of access. While centers are open during school hours and staffed with health professionals, they are notably underutilized due to the consent process which can often become a barrier due to a lack of trusting student-adult relationships. Additionally, the services are only currently available to high school students. Towards that end, DCPS and the D.C. Department of Health (DOH) are in the process of amending the existing Memorandum of Understanding to allow for DCPS students enrolled in the feeder middle schools to access services at the School-Based Health Clinics. Once revised, the CSM will play a key trusted ally in schools to link middle school families with their feeder high school clinic.
- Oral Health & Vision Screenings*: The School Based Oral Health Program, run by DOH, provides all PreK and elementary students enrolled in qualifying DCPS schools with free oral health services. Students in middle school can also participate in the program, based on demonstrated need. CIS will facilitate screenings through their partnership with the Colgate Dental Van. Additionally, CIS partners with Vision Service Plan’s (VSP)

program “Sight for Students.” CSMs are able to coordinate vouchers for students to visit a VSP-partner doctor for a comprehensive vision screening and free pair of glasses.

- *Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Student Engagement:* DCPS facilitates a LGBTQ Liaison Program in all schools which ensures every school has a school staff person trained on how to build an inclusive and welcoming school community by implementing programming to support LGBTQ students, staff and families. Students, families, staff and the CSM will partner with each school’s trained LGBTQ liaison to amplify and coordinate these available supports
- *Free Meals Programs and hunger assistance:* The three FSCS sites are certified for the Community Eligibility Provision, allowing all students to receive breakfast, lunch and supper (if student receives at least one hour of academic enrichment after school) at no charge in SY 2018-19. Additionally, DCPS sponsors the DC Free Summer Meals Program, serving free breakfast and lunch to all DC students under the age of 18, regardless of whether they are participating in school activities during the summer. In addition to existing city resources, the CSM will facilitate referrals for families in need of emergency food services, with a focus on partnerships with Martha’s Table, DC Central Kitchen, and CIS. At Moten ES, Martha’s Table runs a monthly Joyful Food Market that provides 12 pounds of fresh produces and healthy staple foods for each student at Moten ES. Additionally, Martha’s Table runs community markets at the Fort Stanton Recreation Center, and operates a daily emergency food pantry out of their lobby that the CSMs at all three FSCS sites can refer families to quickly.
- *The Farm at Kelly Miller:* In an innovative collaboration between Dreaming Out Loud, City Blossoms, DC Parks and Recreation, Beet Street Gardens, DC Central Kitchen,

FoodCorps, and Hustlerz to Harvesterz, Kelly Miller MS built and launched The Farm at Kelly Miller, a farm space on the school's campus that serves as the center of farm-to-school education, volunteerism, and community workforce development. DC Central Kitchen, the school's food service provider, will use produce grown on the farm for the organization's popular Fresh Feature Friday student taste testing initiative and in-school cooking lessons.

- *Health Partnerships:* Each FSCS site will have a partnership with the Department of Behavioral Health (DBH) to provide a full-time clinician who can provide additional mental health services across three tiers of intervention (universal, targeted and intensive). Moreover, partnerships with community organizations, such as Connected Psychology, are crucial at the three FSCS sites so that schools can provide even more services and supports beyond the caseload of the DCPS and DBH providers. The CSM is responsible for understanding the needs of students and families within the school building and providing connection points and referrals to internal or external organizations. CSMs will know the recommended organizations and how to guide students and families through the connection process to ensure a smooth referral. Finally, FSCS sites will also facilitate health and wellness fairs to share information with students on range of physical and mental health needs including diabetes, mental health supports and mindfulness/relaxation techniques.

**7. Social Emotional Learning Supports:** Social Emotional Learning is a key priority at DCPS and was officially written into the DCPS priorities during the release and launch of the 2017-2022 DCPS strategic plan, "Capital Commitment". Throughout school year 2017-2018 DCPS developed a SEL framework based on CASEL and in 2018-2019, DCPS will formally adopt the

DCPS SEL standards (Appendix E). Going forward, each FSCS site will set a SEL related goal into their Comprehensive School Plans and will implement curriculum, activities and initiatives to develop both adult and student ability within each competency.

<b>Pipeline Service</b>	<b>Kelly Miller MS</b>	<b>Kramer MS</b>	<b>Moten ES</b>
<i>Trauma-Informed Professional Development</i>	New	New	New
<i>SEL Curriculum</i>	Enhance	Enhance	Enhance
<i>School Wide Climate</i>	Enhance	Enhance	Enhance
<i>Small Groups and Mentoring</i>	Enhance	Enhance	Enhance

- Trauma-Informed Professional Development:* As a consortium partner, TFC will lead a series of six workshops for FSCS sites Principals in Year 1. In the workshop series, school leaders will focus on building schoolwide systems, and equipping their school level teams with the knowledge and skills needed to improve practice and to more effectively support healthy student development. By the conclusion of the series, leaders will each have created a trauma-informed, proactive behavior plan. Additionally, each FSCS site will receive monthly coaching from TFC to ensure schools are able to translate tools in to practice. In Years 2-5, each school will have contract funds to leverage a provider (TFC or another organization, TBD) to build off the Year 1’s intensive training and/or pursue additional trauma-informed professional development or supports.
- SEL curriculum:* The Second Step SEL curriculum will be implemented at the FSCS sites. In addition to school staff, CSMs are also trained in this program which gives students the tools to excel in and out of the classroom. In classrooms from early learning through grade 8, students learn invaluable skills that help them navigate their way through school as well as their community (Committee for Children, 2014).

- *School wide climate initiatives:* Each FSCS site will facilitate monthly programming aimed to create a positive school environment. Schools and their partners will host assemblies for bullying prevention, student- led service projects, student of the month recognition and more. In particular, CSMs participate in extensive training which equips them to lead and/or co-facilitate restorative justice circles with students.
- *Small groups and student mentoring:* At each FSCS site, community partners will support the facilitation of gender based small groups on topics such as positive communication, relationship building, anger management and leadership. Additionally, CIS created a comprehensive toolkit of small group and individual lesson plans that follow the research-based “Developmental Relationships Framework.” (Search Institute, 2018) CSMs will be trained in this framework so that they can implement lessons and activities that support students’ growth beginning in Year 1.

### **III. Quality of the Project Services**

The Initiative concretely leverages the lessons learned and best practices of comparable school districts that are implementing the FSCS Model with a proven track record of student outcomes. DCPS has based the approach to the management plan and services provided on nationwide standards for best practices in implementing the FSCS Model. DCPS has also identified Consortium partners who are well-respected, highly collaborative, and who use research-based practices that will drive the Initiative’s outcomes.

#### **A. District-Led Path to Success**

There is strong agreement in literature and research that district-integrated community school initiatives are most likely to achieve their outcomes when they are internally, vertically,

and horizontally cohesive; when there is collaborative leadership; and when the community school model is clearly embedded in the district's priorities. (Henig, Riehl, Houston, Rebell, & Wolff, 2016)

The Initiative has closely aligned the plans for institutionalizing the FSCS Model into DCPS with the process and model used by Oakland Unified School District (OUSD). The effort of the OUSD to become a district comprised entirely of community schools has added a great deal of knowledge to the research base on community schools; studies have been completed on different facets of their approach, including a study focused on how they implemented the model at every level of leadership using the Children's Aid Society's 4 Capacities of Community Schools (National Center for Community Schools, 2011). As a large urban district with similar demographics, we have seen many of the same challenges that OUSD was facing prior to their community school planning, and are adapting many of their best practices for our own model:

- *Aligning the resources of the District for cohesion:* Like the OUSD, DCPS and DC government have many education-related initiatives and priorities to juggle throughout the year. By aligning the metrics and goals of the Initiative to the priorities and goals of other teams, agencies, and of the three FSCS sites in our cohort, we are establishing concretely and collaboratively that we are rowing together, in the same direction. By fully embedding the FSCS Model into the DCPS strategic plan, DCPS is creating an opportunity for stronger alignment and collaboration between different offices and teams both within DCPS and with external DC government agencies that do not always have formal pathways to collaborate, or have competing initiatives that duplicate services. Building organization capacity in this way will allow the Initiative to capitalize from existing resources and energy, which will help easily grow support and buy-in for the

FSCS Model district-wide. Making the FSCS Model a publicly named priority of DCPS will also help institutionalize the approach. Full-Services Community Schools have been a named priority of the Interim Chancellor, and the oversight of Full-Service Community Schools is embedded into the job description of the incoming Deputy Chancellor for Social Emotional Academic Development. Through all this work, the Initiative will build organizational capacity at the site and system level, and will create clear, tangible pathways for schools to ground themselves in the FSCS Model.

- *Building collaborative leadership:* At every level of the Initiative and throughout the planning and implementation of the FSCS Model, DCPS is building the foundation for strong collaborative leadership and collective impact work. Through the DCPS Connected Communities Steering Committee, DCPS will elevate the leadership of and collaboration between Consortium partners, schools, communities, families, and governmental agencies; build a shared vision for community schools in DCPS, and compile standards and tools that are horizontally aligned and tailored for FSCS site-level customization. This is crucial for a community school to be responsive to need and for Principals to develop their own collaborative leadership model at their FSCS sites. The Steering Committee will be driven by a collective impact process- a research-driven model that ensures equity of voice and leadership. A recent study from Columbia University and the Wallace Foundation shows that cross-sector collaborations that drive towards collective impact are more likely to have lasting staying power (Henig, Riehl, Houston, Rebell, & Wolff, 2016); knowing that continuity is crucial for achieving student outcomes and that community school work can take 3-5 years to show outcomes, DCPS is confident the collective impact approach better positions the Initiative for long-term

success. The Initiative also includes the development of an innovative, co-management approach to the CSM role, with management being shared by DCPS and CIS. Building from an already innovative DCPS-partner collaboration, CSMs will be elevated and empowered to become even more adept and fluid members of their school building-creating a seamless role for the CSM that allows them to feel and be positioned as a part of the school's leadership team, which is crucial for building trusting relationships and meeting student outcomes.

### **B. Research-Driven Core Levers**

The Initiative's provided services and goals directly align to the Learning Policy Institute's extensive research on the FSCS Model as a strategy for school improvement, and are reflective of the current needs of the FSCS sites. The Initiative has chosen Consortium partners based on previous, successful experiences working together, data-driven research that proves the individual effectiveness of each partner, and their dedication to and experience working with schools and communities in Wards 7 and 8. Our Initiative will bring a strategic surge of services to FSCS sites that will meet the needs of the most vulnerable students and families.

- *Integrated student supports:* A cornerstone of the FSCS Model is integrated student supports (ISS), which are coordinated efforts and partnerships to break down barriers existing outside of school to learning. Coordinated on-site by the CSMs, the chosen supports directly address social inequity. All three FSCS sites will have case management services from CIS in attendance, academics, and SEL, which has been proven to have a favorable impact on outcomes for students who are case managed, versus students who are not on a caseload. All three FSCS sites will also receive extensive services from Turnaround for Children, who has partnered with DCPS for more than eight years to

deploy trauma-informed practices into our highest need schools, using a research-based model steeped in brain science (Cantor, Osher, Berg, Steyer, & Rose, 2018) that directly translates the science of learning and development into practice. TFC’s “Building Blocks for Learning” framework represents the skills and mindsets that foster success in school and life, which have been proven to strongly correlate to or even predict academic achievement (Turnaround for Children, 2018). The Building Blocks lead to five student-centered outcomes Turnaround for Children aims to achieve in schools - Physical and Emotional Safety, Sense of belonging, Relationships, Self-Regulation, and Growth Mindset. Additionally, barriers to coming to and succeeding in school are often due to basic needs not being met. To that end DCPS has partnered with Martha’s Table to ensure families have critical access to healthy foods and household goods. Martha’s Table has extensive partnership experience with DCPS, and has proven outcomes around increasing access to and use of healthy foods by families in Wards 7 and 8 (Martha’s Table, 2017).

- *Expanded learning time and opportunities:* The FSCS Model leverages the expertise and experience of multiple community partners and DCPS-led initiatives that have proven outcomes around academic success and that hold high expectations for all students they serve. Through the CSM and Student Support Teams at each school, students will be carefully matched with academic enrichment opportunities that align with their needs and accelerate their growth. Additionally, the CSM will provide academic case management wherein they will set goals and be connected with crucial services.
- *Family and community engagement:* The Initiative’s model for family engagement at each FSCS site is steeped deeply in what we already know works: home visits and

student-led conferences. Through DCPS' 6-year long deeply collaborative partnership with the Flamboyan Foundation, DCPS has seen strong results in decreased chronic absenteeism and increased reading scores due to the home visiting model. The success of the home visit model led to DCPS making a financial investment, taking over payments for home visits and teacher leader stipends. Additionally, student-led conferences are a research-driven model developed by the WHEELS school in New York City that has seen success in engaging secondary school families, who are less likely to engage in their child's learning than elementary school families. (Hiatt-Michael & Tuinstra, 2004).

- *Collaborative leadership and practice:* The Initiative's FSCS Model builds the foundation for deeper collaborative leadership at the FSCS site and district level. At the FSCS sites, collective impact and collaborative leadership will be infused throughout the building, seen in leadership team meetings, professional learning communities, and through collaborative PDs between partners. The elevation of the CSM role to align more closely to OUSD's model will ensure strong collaboration with the Principal, school, families and OFPE that will set the CSM up for success.

#### **IV. Adequacy of Resources**

##### **A. Adequacy of Support**

DCPS has intentionally built capacity at all leadership levels to fully support, coordinate and manage the Initiative. The Social Emotional and Academic Development (SEAD) Office houses DCPS' academic, student supports and engagement work under one umbrella to build cohesion in the development and support of the whole child. Signaling a true shift for DCPS, the Deputy Chancellor of SEAD has explicit responsibility to "establish structures to integrate

functions in the service of full-service community schools (including an accountability system)” and “Creates the culture of leadership, collaboration, services, and supports that generate and sustain full-service community schools throughout the District.” DCPS has also hired a full-time Specialist, Partner Impact with in the Office of Family and Public Engagement to provide ongoing coaching and support to each FSCS site.

Each school’s principal is committed to fully support the implementation of the FSCS Model. All three FSCS sites have identified office space for each CSM and will open the facilities, including cafeteria, auditorium, classrooms, for additional partners and programming. School leaders are committed to facilitating weekly Leadership Team and Student Support Team meetings, as well as bi-weekly Family Engagement Team meetings - all of which will include the CSM. School leadership is also committed to providing training and professional development on the FSCS Model to teachers, staff, and as well as community members. Each Principal will supervise the CSM and will provide ongoing and regular informal feedback, as well as a formal evaluation twice per year. Further, each Principal has indicated the importance of having strong family voice at the table and fully supports the development of an active Local School Advisory Team and hosting of community meetings to inform site level planning. At the city level, each Principal currently participates in the city-wide DCPS Community School Planning Committee and going forward, they will attend the quarterly Steering Committee meetings.

The Initiative also has the full support of the city. The Deputy Mayor of Education, DC State Superintendent of Education and DC State Board of Education have all been key collaborators as DCPS has begun to lay the ground work for the creation of the Full-Service Community School Model via the Connected Communities Initiative. Each of them fully

supports our endeavor to bring the FSCS Model to Kelly Miller MS, Kramer MS, and Moten ES and look forward to participating in the Steering Committee meetings in the coming years.

Please see Appendix C for their letters of support.

### **B. Commitment of Each Partner**

DCPS fully supports the development and expansion of the FSCS Model as part of its strategic plan. As part of the eligible entity, CIS is fully committed to collaborating on the Initiative - please see the Memorandum of Agreement in Appendix B for reference. DCPS staff in the Office of Family and Public Engagement meet bi-weekly, at minimum, with CIS leaders to plan strategies, review progress, and address any obstacles. CIS and DCPS staff also meet regularly with local school leadership to plan school-specific programming. The collaboration has built mutual accountability between schools, DCPS and CIS which is integral in the implementation of the Initiative and the new co-management approach of the CSM.

Based on several years of effective partnership and evidenced based programming, the Consortium Partners - Flamboyan Foundation, Turnaround for Children, and Martha's Table - were carefully chosen and are each core to the implementation of the FSCS Model, and they are each committed to the success of the Initiative and the expansion of Community Schools in DCPS. They know that the FSCS Model will ensure that students and families are able to access a wide range of coordinated services, supports and opportunities and will bring transformative impact to the greater DC community. Moreover, DCPS Full-Service Community Schools are supported by countless families, community members and program partners who provide additional services and resources to each school site. Letters of Support from many of these partners are attached for reference in Appendix C.

### C. Reasonableness of Costs

In Year 1, the Initiative will serve over 1,020 students across the three FSCS sites. Additionally, we will support at least 50% of the target communities' family members through the provided services. Given this grant's budget, the cost is approximately \$326.80 per individual per year, which will be supplemented by additional DCPS and partner financial and in-kind support. DCPS provides funding from its operating budget for many key pieces of the FSCS Model. For instance, DCPS funds stipends for teachers to complete home visits for Kelly Miller MS and Kramer MS and will do so for Moten ES beginning in Year 2 of the grant. Many partners also raise significant funding to sustain their services and provide in-kind support to each school. In school year 2017-18, DCPS' Out of School Time providers contributed over \$5 million through in-kind support across DCPS.

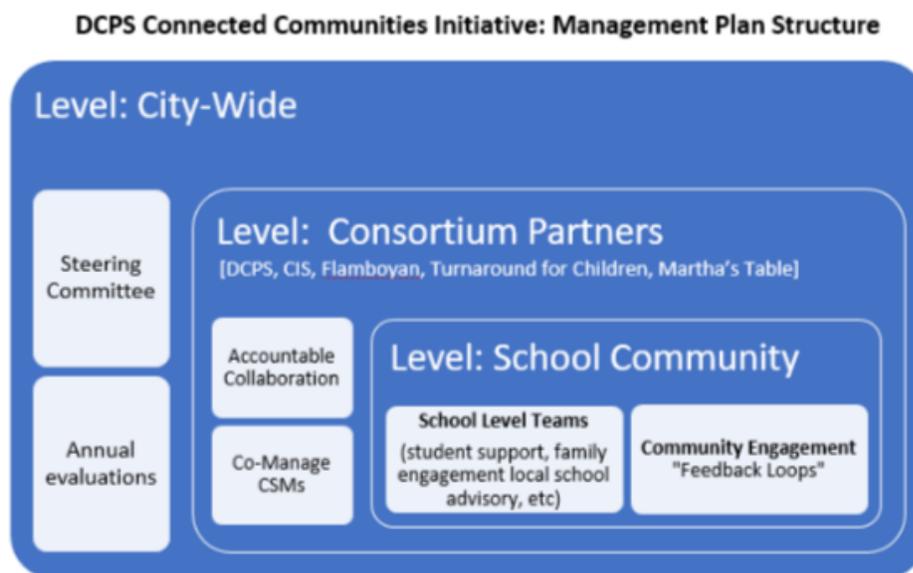
DCPS and Communities In Schools of the Nation's Capital have also developed a cost-sharing model to fund the full time Community School Manager position. Over the life of the project, we will continue to cost-share to ensure the sustainability of services and programming. Moreover, as DCPS expands the FSCS Model through elementary to high school feeder patterns, neighborhood resources will be able to be leveraged in communities at scale.

## V. Quality of Management Plan

### A. Comprehensive Management Plan

To ensure high-quality implementation of the FSCS Model, an infrastructure will be established at the city, Consortium, and school levels to promote cross-institution collaboration, trust building through shared goals and increased transparency, and data-driven decision making. This structure will consist of the city-level *Connected Communities Steering Committee* that will

inform the work of the Consortium partners in implementing the FSCS Model at each FSCS site. At the FSCS site level, the CSM and Principal work jointly through key school level teams and with families and communities to keep students at the heart of the work, maintain coordination and to create an explicit feedback loop between the city, consortium and school community level.



- City-Wide-- DCPS Connected Communities Steering Committee: This Steering Committee will have the diverse membership needed to ensure a city-wide, strategic and inclusive approach to Full-Service Community Schools in DCPS. Through the support of the FCPS Program funds, the Steering Committee will naturally build from the existing DCPS Community School Planning Committee, which is currently designed to conclude in October 2018 when private funds expire (Appendix F). Building off this budding momentum and initial city-wide structure, the Steering Committee will include members of the sunsetting Planning Committee, such as, but not limited to:
  - Eligible Entity partner: Communities In Schools of the Nation’s Capital

- Consortium partners: Flamboyant, TFC, Martha's Table
- FSCS sites: Principals, families and partner representatives
- Deputy Mayor of Education
- DC State Board of Education
- Department of Health: Child, Adolescent & School Health Division
- Department of Behavioral Health: School Behavioral Health Program
- Coalition for Community Schools
- United Way of the Nation's Capital
- DCPS Teams: Directors of attendance, health and wellness, school based mental health, school design and improvement, and data and strategy

The Steering Committee responsibilities will include:

- Advise on the direction of the Initiative and as needed, specific feedback on deliverables produced by DCPS, CIS/partners, or FSCS sites.
- Share with the Steering Committee any similar initiatives already taking place in the school district or community and/or any relevant findings from previously convened entities focused on community schools.
- Review relevant data and research collected on Community Schools locally and nationally to influence and guide strategic planning for the FSCS Model.
- Contribute to the development and publicizing of annual reports and evaluations of the DCPS Connected Communities Initiative.
- Contribute to plans and efforts to share publicly the goals and recommendations of the Planning Committee and, when appropriate, advocate for the DCPS FSCS Model more broadly with a variety of stakeholders.

- Represent the best interests of the whole community – especially students in grades pre-K-12—for the purposes of the Initiative; putting the Initiative before respective institutions.
- Consortium—Partner Accountability and Co-Manage CSM:
  - *Accountable Collaboration:* While the Steering Committee will guide and inform the work of the Consortium partners, DCPS staff, specifically within the Office of Family and Public Engagement (OFPE), will be is dedicated to facilitating the day-to-day work, oversight and management of the Consortium and FSCS Model implementation. In addition to providing professional development and monthly coaching to CSMs as well as coordinating with key DCPS teams. OFPE is equipped to manage the grant budget and to coordinate with city, community and school stakeholders for the success of the FSCS Model. Specifically, OFPE will manage the ongoing relationship between the FSCS Consortium partners to ensure the Initiative is on track to exceeding the project goals. At minimum, DCPS will facilitate quarterly meetings with the Consortium partners to report on progress to goals, challenges or strengths around implementation, and school/student outcomes. OFPE will establish the necessary data sharing agreements to facilitate data-drive accountability and collaboration and will also ensure the eligible entity of DCPS and CIS is on track and supported to fulfill the terms of the partnerships as outlined in the memorandum of agreement (MOA) and/or contracts (which are used in lieu of MOAs when DCPS contributes funds to partnership).
  - *Co-Management of the CSM:* As the Eligible Entity, DCPS will partner with CIS as the Lead Agency to create a co-managed approach to the CSM position. While CIS

will be the formal employer of the CSM, CIS and DCPS will develop a deeply collaborative approach to the management and oversight of the position. DCPS will do this with the intention to replicate this model in future FSCS sites and with additional Lead Agency providers. Not only will this approach of co-management promote critical alignment between DCPS and the Lead Agency, but it will create a new opportunity for the CSM and School Leadership (Principal, Assistant Principals, Deans etc.) to breakdown the silos that occur when the CSM is perceived as an “outside organization.” This new approach will transform the way CSMs and school leaders collaborate, positioning the CSM as a truly integrated, aligned colleague and member of the school community. With the co-management approach, the following key changes will occur:

- CSM Hiring & Supervision: CIS will facilitate the selection process for each Community School Manager (CSM) and include each school Principal in the decision making for final candidates. CSMs will be jointly supervised by the CIS Director of Programs and Data and school leadership and thus, all evaluations of CSMs are informed by both school and CIS supervisors. Each month, DCPS, CIS, school leadership, and the CSM will check-in on progress and address any concerns.
- Increased alignment in Professional Development: In the spirit of the co-sharing management model of the CSM, each CSM will participate in professional development and aligned coaching that are co-designed and shared by DCPS and CIS. This approach will allow us to truly customize and adapt the professional growth of CSMs as we implement the FSCS Model.

CIS will provide monthly professional development and capacity-building supports to CSMs, as well as an intensive “Summer Institute”. These sessions enable the CSMs to review progress data as it relates to their School Support Plans, and to receive training from the national office of CIS. DCPS will provide added content to these sessions that will focus on connecting CSMs with information and tools from DCPS offices such as family engagement, restorative justice, and school based health. Additionally, on the days of the monthly school check-in, the CSM will receive individual coaching by the Specialist, Partner Impact to develop the collaborative leadership skills required for the roles.

- Collaborative approach to evaluation and staffing retention decision: Each CSM will receive a mid-year progress and performance evaluation and a year-end formal evaluation which will include formal feedback from DCPS school leaders and CIS leadership. Further feedback from the Specialist, Partner Impact will provide a thorough review of strengths, areas for growth, and a plan for professional development.
- School-Level-- Teams and Community Engagement: The CSM will participate in the following school-level teams, at minimum, to ensure that a coherent pipeline of services integrates of the entirety of FSCS supports, community partnerships and engagement efforts under a collective effort.
  - *School Level Teams*
    - School Leadership Team (SLT): With the elevated role, each school will include the CSM on their leadership team to ensure the implementation of the

Model is aligned with the school vision and priorities and fully integrated into the existing operations and decision-making processes.

- Student Support Team (SST): With the support of Turnaround for Children each school will develop a robust SST that will meet weekly to review student level data and respond effectively to student needs, primarily through the delivery of Tier 2 and Tier 3 interventions and supports.
  - Attendance Team: Each FSCS site will receive support to ensure there is a consistently functioning attendance team of which the CSM will be an integral support. The attendance team will work closely with the SST and is typically comprised of attendance counselors, school social workers, community providers, and support staff. The team is charged with reviewing weekly student attendance data to identify those in need of extra support, connect those students to resources based on need, and to plan proactively for the year.
  - Family Engagement Leadership Team (FELT): The FELT sets the school vision for effective family engagement, plans family engagement efforts including home visit initiatives, collects and reflects on family engagement data, and continually thinks about improving the school's family engagement work. This team will lead school-wide efforts and ensure family engagement is a core pillar of the FSCS model.
- *Student, Family and Community Engagement*
    - Local School Advisory Team (LSAT): Comprised of parents, teachers, non-instructional school staff, and community members, this team will meet

monthly to advise the principal on school priorities, including the implementation of the FSCS Model. Specifically, the LSAT will:

- Work with the principal on initial development, regular monitoring and continuous refinement of the local CSP (school goals) with the School Support Plan, including the supporting budget;
  - Review data to be informed about school needs and trends;
  - Use needs assessment results to develop specific strategies for research-based school improvement;
  - And ensure alignment of the specific goals and objectives of DCPS FSCS Model.
- Community Engagement and Feedback Loops: Each FSCS site will host community meetings to inform, guide and provide feedback on the work at the school level. Additionally, family leaders and community partner staff will be invited to participate in technical assistance and site visits to build shared mindsets and skills. Those family and partner representatives will then also participate in the Steering Committee to ensure a direct feedback loop between school level decisions and the activities and discussions of the Committee.

<b>Initiative Tasks, Timeline, and Accountability</b>		
<b>Activities and Milestones</b>	<b>Timeframe</b>	<b>Responsible Partner(s)</b>
Hire CSMs	First month of project	CIS FSCS site DCPS

Onboard CSMs	Q1	CIS FSCS site
Develop Initiative evaluation plan	Q1 - Q2	MNA DCPS
Conduct FSCS needs assessment	Q1, yearly	CIS FSCS site
Home visit training for all teachers	Q1, yearly as needed for new staff	Flamboyant
Monthly coaching for leadership and Student Support Teams	Monthly, ongoing	TFC
Community meeting at each FSCS site	Q1 - Q4, ongoing	CIS FSCS site
Develop School Support Plan with measurable goals in each priority	Q1, yearly	CIS FSCS site DCPS
Develop case load for each CSM	Q1, yearly	CIS FSCS site
School-level LSAT meetings	Monthly, ongoing	CIS FSCS site
Monthly CSM professional development and coaching	Monthly, ongoing	CIS DCPS
Monthly school check-ins	Monthly, ongoing	CIS FSCS site DCPS
Develop Annual Report/Evaluation	Q4, yearly	DCPS MNA
Steering Committee meetings	Q1 - Q4, yearly	DCPS
Quarterly school-level data review meetings	Q1 - Q4, yearly	CIS FSCS site DCPS

## B. Key Personnel

The Initiative has a group of deeply talented and well-respected district, partner and school leaders who are uniquely positioned to ensure the success of the DCPS Connected Communities Initiative.

### 1. Leadership from DCPS' Office of Family and Public Engagement

- **M. Shanita Burney, Chief of Family and Public Engagement:** The Chief of Family and Public Engagement acts as key decision-maker and advisor to Chancellor on all aspects of OFPE operations including strategy, performance management, finance/budgeting, service delivery, and resource allocation. As a member of the Senior Leadership Team, the Chief ensures the DCPS FSCS Model is embedded into the DCPS Strategic Plan and core priorities. M. Shanita Burney has served within DCPS since 2009, where she had developed the out-of-school time strategic plan, developed and led the DCPS Community Action Team (CAT) and managed district wide engagement initiatives.
- **Najla Hussein, Deputy Chief, School Partnerships [Principal Investigator]:** The responsibilities of the Deputy Chief, School Partnerships include stewarding and developing connections between Deputy Chiefs and other team leads across DCPS, and spearheading strategic efforts to maximize partner impact and build capacity across schools and the school system to grow and maintain communities of support. She collaborates across the district to ensure external resources are aligned with the goals of the DCPS' strategic plan. Najla Hussein currently holds this role, and has been with the OFPE team at DCPS for over 5 years. Prior to DCPS, she worked with

- Teach for America's DC regional office, and taught in DC Public Schools. She holds an M.A. in Teaching from American University.
- **Carla Mike, Manager, Strategic Initiatives** [Project Director]: The responsibilities of the Manager, Strategic Initiatives include designing, leading, and evaluating the effectiveness of school partnership initiatives, including the Connected Communities Initiative, across DCPS. This position manages relationships with both external stakeholders and school-based staff and will work collaboratively across DCPS offices and city agencies on projects that position DCPS schools to develop lasting partnerships. Carla Mike currently holds this position and has been the leader of developing DCPS' Community School efforts for the last three years. She holds a Master's in Education Policy from Harvard University's Graduate School of Education and came to DCPS after leading family engagement efforts in DCPS Ward 8 elementary and middle schools.
  - **Christina Atlee, Specialist, Partner Impact** [Project Assistant]: The responsibilities of the Specialist, Partner Impact include providing FSCS site-level support, including leading monthly check-ins and coaching, managing the data review process, leading professional development for CSMs, and supporting the Manager, Strategic Initiatives in the management of the Steering Committee. This position oversees the day-to-day implementation of the Full-Service Community School Model within DCPS schools, and focuses on partner quality throughout DCPS schools. Christina Atlee currently holds this position, and joined the DCPS team in June of 2018 after nearly 5 years at Stanton Elementary School, where as Manager of Community and Family Engagement she developed and implemented their community school model -

- which is now considered the flagship model within DC. She currently attends Johns Hopkins University School of Education in pursuit of an M.S. in Leadership for School, Family, and Community Collaboration and Urban Education.

## 2. Leadership from CIS

- **Ellen Rogers London, Executive Director:** Ellen London has served as Executive Director for CIS Nation's Capital since June 2013. She has led the organization's growth from 4 DCPS partner schools to 12, more than doubling the organization's budget and increasing the staff from seven to twenty-two. Prior to joining CIS, she spent 11 years at the DC Children and Youth Investment Trust in executive leadership, communications, and government relations, and building systems to support youth development programming in the District. She has completed the Harvard Business School Strategic Perspectives in Nonprofit Management Program and the CIS Executive Leadership Development Program.
- **Eleanor Canter, Director of Programs and Data:** The Director of Programs and Data creates and manages the implementation of the CIS model, develops and supervises site coordinators, and regularly interacts with local school leadership. The Director also works to integrate CIS into the District's overall efforts to improve the educational outcomes of youth and to help create a cohesive network of youth supporting agencies and providers. Prior to joining CIS, Ellie Canter managed family engagement programming at DC public schools in Southeast D.C. and developed trainings for hundreds of parent leaders, teachers, and public-school families. Ellie graduated with a Master's in Education Policy and Leadership Studies from the University of Washington in 2012 and was selected for the American Express

Leadership Academy and the Aspen Institute for their Fellowship for Emerging Nonprofit Leaders.

### 3. School-Based Leadership

- **Principals:** Each school leader is dedicated to the FSCS Model and has been a member of the DCPS organization for over five years. Please see resumes in the Appendix A for further details on the qualifications of each.
  - **Roman Smith**, Principal, Kramer MS
  - **Kortni Stafford**, Principal, Kelly Miller MS
  - **Akela Stanfield-Dogbe**, Principal, Moten ES
- **Community School Managers:** The CSMs will meet high standards for program implementation, data entry and evaluation, case management, and partner strategy. CSM responsibilities include managing FSCS site operations, cultivating and managing partner and community relationships, and collaborating with school teams to deliver a robust pipeline of integrated student supports with Tier I, II, and III services. Each CSM will be required to have a Bachelor's Degree, with a Master's degree in Education and/or Social Work preferred and have at least 3-5 years of work experience.

### 4. Evaluation Team

- **MN Associates, Inc. (MNA):** DCPS will work closely with MNA on the evaluation of the Initiative. Please see Appendix A for the qualifications of the team.

#### C. Time Commitments of Key Personnel

The CSM is a full-time position within each school. Within OFPE, the full-time Specialist, Partner Impact will provide in-person coaching and technical assistance to each FSCS site,

dedicating 75% of their time to the success of the Initiative. The Manager, Strategic Initiatives will dedicate 50% of their time to maintain city-wide and district-level coordination for the Initiative, and the Deputy Chief, School Partnerships will dedicate 25% time to support. Each School Principal will commit to weekly check-ins with the CSM, monthly meetings with OFPE and CIS to review progress, and quarterly intensive data reviews. Leaders will also be responsible for ensuring the school facilitates the Local School Advisory Team, ongoing community engagement sessions and school participation in the Steering Committee.

## **VI. Quality of the Project Evaluation**

### **A. Profile of Evaluator**

This Initiative is deeply committed to utilizing this grant opportunity to do a rigorous evaluation of the DCPS FSCS Model in order to not only meet but exceed the goals and to identify best practices that allow for a replicable, scalable, and sustained FSCS Model across other DCPS schools. Specifically, the evaluation will examine:

- The fidelity of the FSCS Model at the three FSCS sites;
- The effectiveness and impact of the FSCS Model on its participants;
- Best practices and lessons learned in terms of processes (e.g., strategies, programs, activities, policies, and procedures) and outcomes;
- The impact of the FSCS Model on the mindsets of teachers, principals, students and their families and communities the Initiative serves; and
- The impact of the Initiative on the overall ecosystem of services and support (e.g., city agencies, non-profit service providers, philanthropic organizations, corporate and

community organizations) that affect students and their families as the students matriculate through the DCPS PreK through 12<sup>th</sup> grade system.

In this effort, DCPS has partnered with MN Associates, Inc. (MNA) to conduct the external evaluation of the Initiative. MNA is a woman-owned, small business based in Northern Virginia that specializes in providing high quality education research and program evaluation (R&E) services to clients across 15 states and DC. Established in 2004, MNA is headed by **Kavita Mittapalli**, Ph.D. who has over 16 years of experience in conducting R & E work for various initiatives for not-for-profit, for-profit, local and state education agencies, and higher education institutions through extensive training in both qualitative and quantitative research methods/design, statistical analyses, program management, technical assistance, and decision-making.

MNA's team of evaluators includes **Nina de las Alas**, Senior Researcher with over 15 years of research and evaluation experience, **Amlan Banerjee**, Ph.D. statistician with 10 years of experience in using multi-modeling predictive analytical techniques, social networking analyses, and survey sampling techniques, **David Keyes**, Ph.D. with seven years of mixed methods R & E experience, provides thorough, accurate, and timely information on the implementation, effectiveness, and efficiency of program services and interventions and **Amanda Elder**, M.A with five years of qualitative research in multi-cultural sociological settings in the U.S. and Mexico. All the team members are bi-/multilingual.

MNA's work is guided by the principles of American Evaluation Association (AEA, 2004). Since 2004, MNA has been evaluating grants and program initiatives in the following PreK-21 areas: early childhood learning, family-community partnerships, homelessness education, school turnaround and comprehensive school reform, STEM education-pipeline, arts

integration, institutional capacity building, college and career readiness, workforce development, teacher preparation, education technology, and after-school programs. MNA's work has been supported by federal, state, and not-for-profit organizations as the National Science Foundation (NSF), U.S. Department of Education (USDE), U.S. Department of Agriculture (USDA), U.S. Department of Labor (DOL), National Aeronautical and Science Administration (NASA), the Maryland State Department of Education (MSDE), the Office of State Superintendent of Education of the District of Columbia (OSSE), Baltimore City Schools (MD), Pinellas County Schools (FL), National Geographic Society and the National Education Association, MNA's work has also been funded by philanthropic organizations such as the Annie E. Casey Foundation, the Bill and Melinda Gates Foundation, the Ford Foundation, the Mellon Foundation, the W.K. Kellogg Foundation, and the Joyce Foundation.

To date, MNA's staff has written 178 technical reports, published 25 research findings-summaries and publications in various peer-reviewed journals, written a book and has contributed chapters in four books and handbooks and has presented in various regional and national conferences.

Most pertinent to this proposal, MNA recently completed the external evaluation of the District of Columbia's **Community Schools Incentive Initiative** (CSII) for the Office of State Superintendent of Education (OSSE). The work involved an extensive evaluation process including but not limited to: project document reviews, attendance at strategic planning and advisory meetings, site visits to all six participating schools/sites in the District, online surveys, on-site interviews and focus groups with stakeholders, accessing extant data such as site assessment observation notes from the project staff members, student data/records, and test scores/assessment information, and a comprehensive evaluation report with recommendations.

MNA and its staff have direct experience in evaluating community schools and organizational capacity and effectiveness. Between 2006-09, Kavita was a team member of the national evaluation of the CIS model while employed at ICF International and collaborated on the completion of the evaluation design document, conducted preliminary data analyses of the student data for treatment and comparison sites, and conducted research to complete a comprehensive literature review on various CIS models across the country to assess best practices and lessons learned.

In addition, MNA completed an evaluation of the National Education Association's Center for Great Public Schools in 2014 that examined the organizational capacity and effectiveness of the Center and how well its departments address NEA's strategic plan's goals and tactics. MNA is currently the third-party evaluator for the Pathway to Professions (P2P) Project, a USDE Teacher Quality Partnership (TQP) grant-funded project that involves a consortium of state and local education agencies, universities and a teacher association. P2P includes an organizational capacity-building component to its change model.

Since 2012, MNA has been evaluating a large-scale quasi-experimental design (QED) study for the Johns Hopkins University and Baltimore City Public Schools for the National Science Foundation-funded Math and Science Partnership (MSP) grant. The project, **STEM Achievement in Baltimore Elementary Schools (SABES)** is one of the largest **community partnership enterprise** projects ever funded by the NSF. The project is being conducted in nine treatment and six comparison schools across the City and has served over 3500 students and 100 teachers in grades 3-5.

**B. Performance Measures**

Across the grant years, MNA will collect evaluation data based upon the goals, outcomes and performance measures outlined in Section III. Quality of Project Design – C) Project Goals and Objectives. MNA will also ensure that data relevant to the GPRA Program Performance Measure is collected. The MNA team will collaboratively work with DCPS, Consortium partners, and FSCS site administrators to fine tune the performance measures in the first year of the planning, which will involve contextualizing the performance measure to apply appropriately to each school. MNA will also work collectively with the same group to co-develop the survey tool. The table below outlines the goals and outcomes, with the relevant data collection tool.

<b>Goals, Outcomes, Measures, and Aligned Sources/Instruments</b>			
<b>Goals</b>	<b>Outcomes</b>	<b>Performance Measure</b>	<b>Data Collection Source/Instrument</b>
<b><i>FSCS Goal 1: Students are prepared for kindergarten.</i></b>	Outcome 1— <i>Literacy:</i> Pre-Kindergarten students and their families will have additional literacy resources that support at-home literacy practices	<ul style="list-style-type: none"> <li>• Increase % of families participating in the Family Book Club that have an at-home library of at least 10 books</li> <li>• At least ten families participate in Family Book Club per 8-week session</li> <li>• Increase % of families who report reading at home with their child more often than at the beginning of Family Book Club</li> </ul>	Surveys, participation records
	Outcome 2 — <i>Wraparound Supports:</i> Parents of	<ul style="list-style-type: none"> <li>• Increase % of families who participate in their</li> </ul>	

	early childhood students will be better prepared to support their school-aged children throughout early childhood and into kindergarten	<p>own goal setting process</p> <ul style="list-style-type: none"> <li>• Increase % of interactions between Family Services Specialist and ECE families</li> </ul>	
<p><b><i>FSCS Goal 2: Students are achieving academically</i></b></p>	<p>Outcome 1 — <i>Enrichment and Exposure:</i> FSCS sites will provide a diverse range of extended learning opportunities and experiences to bolster student achievement and engagement</p>	<ul style="list-style-type: none"> <li>• Increase % of students participating in enrichment</li> <li>• Increase % case-managed students meeting academic goals</li> <li>• Increase % of students reading on or above grade level</li> </ul>	Attendance record, case management records & notes, assessment results (statewide, benchmark or teacher-designed)
	<p>Outcome 2 — <i>Attendance:</i> Students and families will access the resources needed to break down barriers to daily school attendance</p>	<ul style="list-style-type: none"> <li>• Decrease % of chronically absent students</li> <li>• Increase in-school, on-time attendance rate for students on CSM caseload</li> </ul>	Attendance records, truancy records, participation record
<p><b><i>FSCS Goal 3: Students are safe, healthy, and supported by engaged parents</i></b></p>	<p>Outcome 1— <i>Family Engagement:</i> Families will be empowered to support their child’s academic success</p>	<ul style="list-style-type: none"> <li>• Increase % of families at each FSCS site that receive the targeted family engagement intervention (home visits, student-led conferences etc.)</li> <li>• Increase % of families school-wide responding favorably</li> </ul>	Surveys, focus groups/interviews, participation records

<p><b><i>FSCS Goal 3:</i></b>  <b><i>Students are safe, healthy, and supported by engaged parents</i></b>   <b><i>(continued)</i></b></p>	<p>Outcome 2 – <i>Health</i>: Students and families will access services and programs that break down barriers to wellness</p>	<p>to Parent Satisfaction indicators on the Panorama Stakeholder Survey</p> <ul style="list-style-type: none"> <li>• Increased awareness of basic need services and resources among families (e.g. Joyful Market, homeless liaison services, student uniforms, food, etc.)</li> <li>• Increase % in number of Universal Health Certificates and Oral Health Assessments submitted</li> <li>• Increase % of students participating in meals programs</li> </ul>	
	<p>Outcome 3– <i>Trauma-informed practices</i>: Schools will build safe and supportive environments to effectively meet student and family needs</p>	<ul style="list-style-type: none"> <li>• Increase % case-managed students with improved scores on CIS SEAD Assessment</li> <li>• Improved scores on Turnaround for Children’s SEAT 2.0 tool</li> <li>• Increase % students school-wide responding favorably to Self-Management indicators on the DCPS SEL Stakeholder Survey (“Panorama Stakeholder Survey”)</li> </ul>	<p>Surveys, participant records, case management records and notes</p>

		<ul style="list-style-type: none"> <li>• Increase % students school-wide responding favorably to Sense of Belonging indicators on the DCPS SEL Stakeholder survey (“Panorama Stakeholder Survey”)</li> </ul>	
<p><b><i>FSCS Goal 4: The infrastructure and systems of services and support for students and their families are seamless, integrated, and targeted to foster student academic success and well-being.</i></b></p>	<p>Outcome 1: A Community Schools Manager (CSM) installed at each of the FSCS sites.</p>	<ul style="list-style-type: none"> <li>• Job description outlining the expectations and responsibilities of the CSM, articulated communication channels with DCPS and CIS and within the FSCS sites, training and supports provided to the CSM</li> </ul>	<p>Extant documents, interviews, observations from site visits</p>
	<p>Outcome 2: Improved Coordination between CIS and DCPS and with FSCS sites.</p>	<ul style="list-style-type: none"> <li>• Joint management and evaluation of CSMs</li> <li>• Increased coordination in meetings with FSCPS site principals, assigned CSMs, and school-based administrative and faculty teams</li> <li>• Increased communication and coordination in meetings with school-based teams and service providers</li> <li>• Increased collaborative input/feedback on needs assessment, goal-setting,</li> </ul>	<p>Extant documents, observations and participation in meetings and site visits, survey (for social network analysis), surveys, focus groups, interviews</p>

		prioritization of metrics and data sharing across school-based teams and service providers.	
	Outcome 3: Establishment of an intra-agency, multiple-stakeholder City-Wide DCPS Connected Communities Steering Committee	<ul style="list-style-type: none"> <li>• Intra-agency and multiple-stakeholder representation in the Steering Committee</li> <li>• Regularly held and attended meetings</li> <li>• Production and publication of an annual report</li> <li>• Increased engagement and satisfaction from stakeholder groups and community members at large</li> </ul>	Extant documents, observations and participation in meetings and site visits, survey (for social network analysis), surveys, focus groups, interviews

### C. Evaluation Model

The MNA team will conduct formative (process and implementation) and summative (impact) evaluation of the Initiative throughout the grant period while drawing from their current experience in evaluating similar initiatives. Their approach is aligned with the Initiative’s logic model and stated goals, objectives and performance measures and is designed to track the cycle of program development and implementation with their attendant inputs, outputs, outcomes and impacts. As such, results from MNA’s evaluation study—both formative and summative—will enable the Steering Committee and key personnel to make continuous improvement to the FSCS Model as needed for viability, scalability, and replication.

The evaluation model is designed to address the following questions:

- *To what extent is the FSCS Model being implemented with fidelity at the three FSCS sites?*
- *What mediating factors promote or hinder the successful implementation of the Initiative?*
- *To what extent are students and their families being provided a cohesive, quality array of needed services and supports? To what extent are they satisfied with the service and supports they received?*
- *To what extent is the FSCS Model able to create a comprehensive system of services and supports that address need gaps with minimum overlap and duplication?*
- *To what extent the various stakeholders (e.g., CSMs, Consortium partners, FSCS site administrators and faculty, and service providers) are engaged in and satisfied with the quality of services being offered to the students and their families? To what extent are they satisfied with the resources, professional training and supports they were provided through the Initiative which allow them to provide their services better?*
- *To what extent has the installment of a Community Schools Manager each FSCS site impacted how enrichment programs and wraparound services and support are delivered to students and families in need?*
- *To what extent has the establishment of the Steering Committee altered the reception for and the discourse about the FSCS model among the Initiative stakeholders and across city agencies and the DC community?*
- *To what extent are the students at the three FSCS sites performing at or above all the performance benchmarks (e.g., attendance, participation, engagement, satisfaction,*

*and academic performance) in relation to the matched comparison schools for each year of the grant?*

- *What are the best practices and lessons learned across the FSCS sites over the grant years that could be scaled up, replicated, and sustained across other DCPS sites?*

MNA will employ a quasi-experimental design approach to address the summative portion of the evaluation. Using Genetic Matching (GM) techniques (Diamond & Sekhon, 2012), the team will select at least three neighborhood elementary and middle schools with students with similar demographic and other characteristics to the pilot schools as the comparison schools. The comparison schools may have similar interventions as the FSCS sites, but are not current CIS schools and do not participate in the Initiative or employ the FSCS Model. This process will be completed in the first six months of Year 1 of the grant to ensure accurate matching with high rates of reliability that can be tracked across the years.

In Years 1-2, MNA will conduct an implementation evaluation that will comprise of the following:

- Participate in and take notes in Planning Committee and Steering Committee meetings and school-based team meetings
- Conduct a pre-implementation survey to all major stakeholders
- Develop data collection instruments and consent forms
- Submit a detailed evaluation plan with data collection instruments, and consent forms for Institutional Review Board approval
- Select comparison schools

- Collect and set baseline student data - for the three FSCS sites and three comparison schools, and
- Track student and family services and supports with a focus on new strategies and supports introduced through the Initiative.

Starting in Year 3, MNA will conduct impact analyses using data collected on various metrics. The summative evaluation builds upon the formative evaluation over the life of the Initiative, with a focus on the achievement of the goals and objectives set out by the Initiative, as well as changes and outcomes found at each FSCS site: attendance rate (academic and per program intervention), suspension and behavior rate, student enrollment (per grade, per program/intervention enrollment), retention rate, grade-to-grade on-time advancement, truancy rate, remedial education, academic performance data (PARCC and other benchmarks exams (e.g., DIBELS and iReady), teacher demographic data (credentials - training and specialty in literacy and foundations in math and other subjects), years of teaching, (years of teaching at the same school), counseling and advisement notes, and if available, notes from home visits.

Data from qualitative data sources like interviews, observations, and focus groups will be coded and analyzed for content and themes. Themes will be based upon key performance outcomes designated by each FSCS site, literature on community schools, partnerships, capacity-building, and organizational change and school transformation, and other themes that emerge through the evaluation process. Case studies of high and low FSCS Model implementers will be completed to highlight best practices and lessons learned. Quantitative data analysis will include descriptive statistics and inferential statistics (correlations and multiple regression) to assess if there is a relationship between the various interventions and sub-groups of students at each FSCS

site and if the various services and supports have any bearing on behavioral changes and the test scores of the participating students at the three FSCS sites. MNA will also conduct social network analyses for the project that will assess the strength of relationships between various stakeholders within and between the various organizations as the grant evolves across the years. The longitudinal nature of the grant will enable the team to follow elementary and middle school students enrolled in the FSCS sites and comparison schools as they progress in their academics and other endeavors. Established MOAs with DCPS will enable MNA to access longitudinal data for middle school students advancing on to high school (in years 3-5) and beginning to plan for their postsecondary education and careers. MNA will apply the open source software R to conduct the statistical analyses, and Gephi to complete the social network analyses. All data will be aggregated at the school-level. Subgroup analyses (e.g., student and teacher characteristics) will be presented, as feasible.

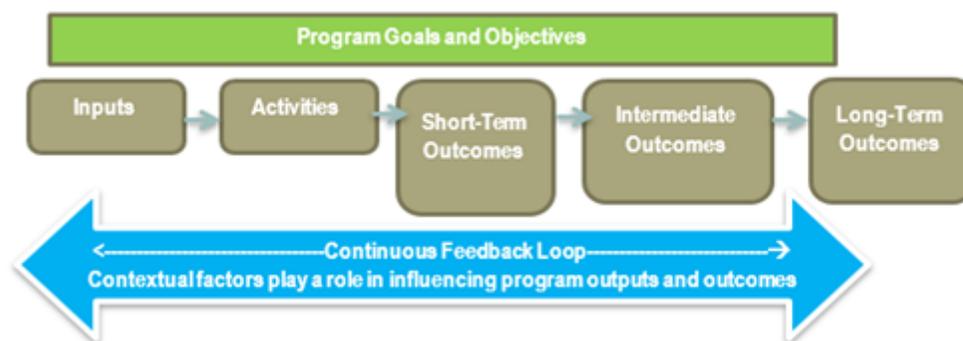
MNA will complete and submit annual evaluation reports in collaboration with DCPS. In addition, the MNA team will provide just-in-time data summary reports from surveys and conduct periodic site visits and reporting to allow for programmatic changes or improvements. The main findings will be presented to all major stakeholders on an annual basis. The table below presents the timeline for evaluation activities across the grant years.

<b>Evaluation tasks/activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Evaluation and grant planning/implementation meetings	X	X	X	X	X
Detailed evaluation plan development (changes, as needed)	X	X			
Data collection tools/ instruments development (and revision)	X	X	X	X	X

Selection of Comparison Schools	X	X			
Stakeholder surveys	X	X	X	X	X
Interviews and Focus Groups	X	X	X	X	X
Site visits	X	X	X	X	X
Baseline student and teacher information	X				
Analyses of benchmark and other assessments	X	X	X	X	X
Data summaries	X	X	X	X	X
Evaluation report	X	X	X	X	X
Presentation and dissemination	X	X	X	X	X

#### D. General Approach

MNA approaches every program evaluation using a *theory-based approach* to study design. This orientation applies a systematic process for defining what an educational innovation or intervention (e.g., CIS, integrated case management services) is expected to do, in order to achieve desired teaching and learning outcomes and the process by which those impacts are realized (Chen, 1990, 2005; McLaughlin & Jordan, 1999). Program design and implementation are based on assumptions—explicit or otherwise—held by program designers and stakeholders about how specific actions are expected to mitigate an identified problem. Theory-based evaluation is better able to 1) assess impact both holistically and as influenced by separate program elements; 2) provide feedback for ongoing program improvement; and 3) inform program replication and scale-up. We believe this conceptual logic model (see Figure 1 as a sample) complements both the goals of the Initiative and our approach to providing program evaluation services systematically and rigorously.



**Figure 1: Standard Theory of Action for the FSCS Model**

All of MNA’s evaluations apply a *collaborative evaluation approach* (O’Sullivan & D’Agostino, 2002) that treats project staff, faculty, and students as partners in data collection activities, rather than as subjects of research. MNA also adheres to tenets of Patton’s (1997) *utilization-focused evaluation* to address how people in real-world programs experience the evaluation process and are able to put findings into practice in ways that meet their knowledge and use needs. These theories will be put into practice, as MNA will provide technical assistance and ad hoc consultation to the Initiative staff and leadership, which will allow them to collect and use data/evaluation results to further program improvement.

MNA’s philosophy and strength in conducting program evaluations is its “dynamic” approach to evaluation. Unlike some evaluation approaches where the evaluator implements the methodology and then does not interact to a great extent with program staff, MNA takes a true *collaborative partnership approach* where continuous improvement feedback processes are in place and the program implementation analysis becomes a tool to help Initiative staff with outcomes reporting and preparation for school Board meetings / presentations. As part of the program implementation analysis, the MNA will review the Initiative’s reports and documents at

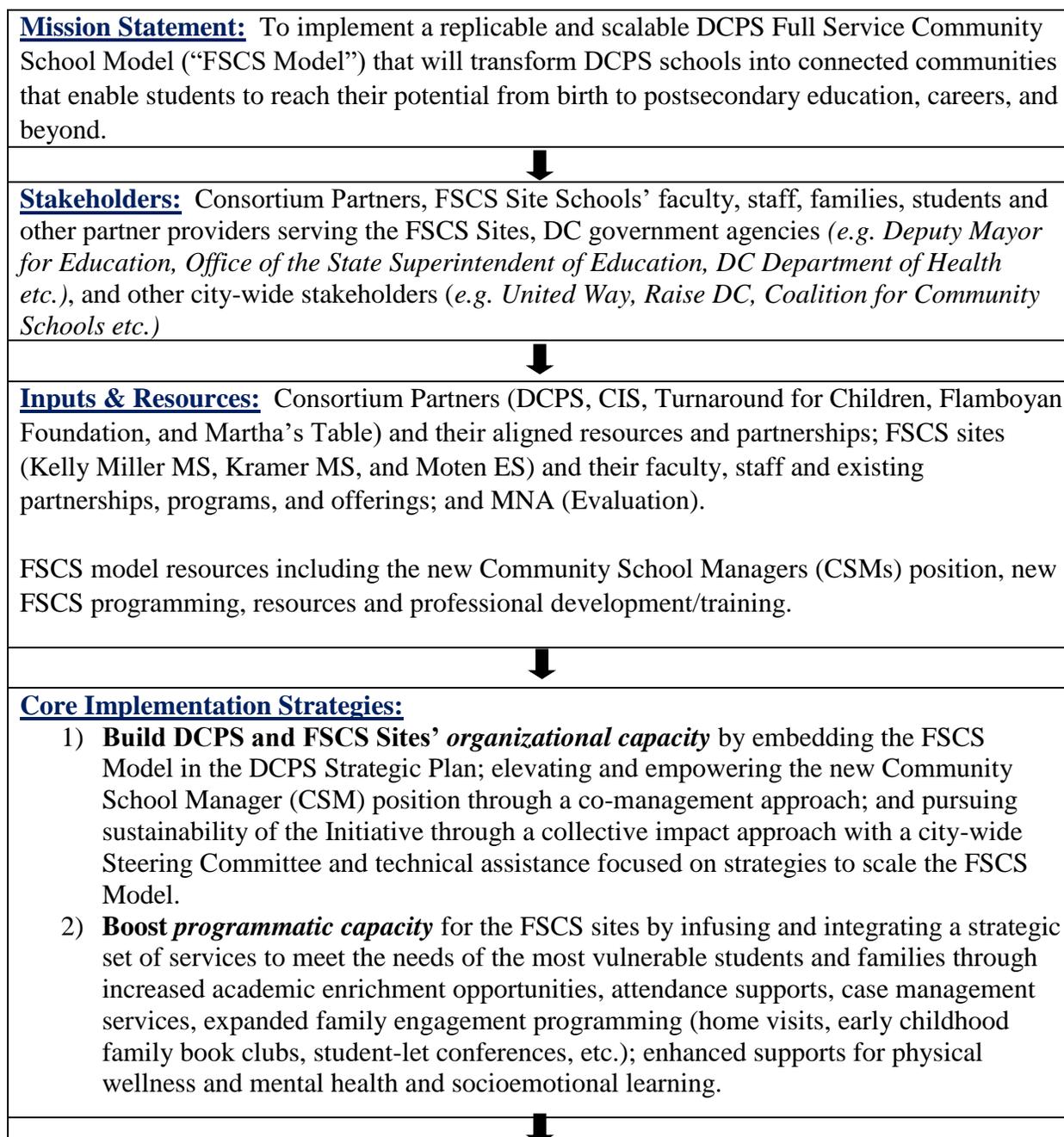
certain intervals to ensure that expected project milestones are aligning with activities and deliverables.

### **E. Sustainability and Project Replication**

This Initiative is designed with sustainability as a clear long-term goal. By focusing on capacity building, particularly at the organizational level, the Initiative can change the game around how DCPS, partners (CIS, Consortium etc.), and city stakeholders orient towards serving the whole child and whole community. FSCS work becomes an embedded part of the job functions of DCPS employees, from the Deputy Chancellor of Social Emotional and Academic Development, to the OFPE staff leading this project, to the school and central office content experts who execute and support student and family services. Additionally, as the Initiative shows success around the elevated CSM position and co-management approach, this aligned and deeply collaborative model will become the norm, not the isolated exemplar. The collective impact approach will also be critical to sustainability. By building a diverse network of deeply invested internal and external collaborators through the Steering committee and engagement efforts, the demand for the FSCS Model will be so steadfast that the work will sustain through any potential leadership or funding shifts with in the city. The cost-sharing model for the CSM role will also help to scale the work over time and through shifts in public or private funding. Finally, this evaluation will allow DCPS, CIS, Consortium Partners, and the Steering Committee to refine and replicate best practices as DCPS and the city of Washington, DC work to expand the FSCS Model to other DCPS schools. The data-informed best practices will also bring a value add to other LEAs in DC as well via the DCPS-OSSE partnership. DCPS and the DC Office of the State Superintendent of Education (OSSE)--the agency which oversees all LEAs in DC--are close collaborators around Full-Service Community Schools. DCPS will share

evaluation results annually via public communication mediums (website, e-newsletter etc.) and at local and national gatherings. DCPS will present findings each year to the OSSE Community School Advisory Board and will also seek out opportunities to host site visits, roundtables, and peer-sharing for colleagues locally, regionally and nationally.

**F. DCPS Connected Communities Initiative - Logic Model**



**Outputs:**

**Organizational Capacity** – Aligned needs assessment and community school planning to existing DCPS goal setting; hired, trained, and embedded CSMs in the FSCS sites; trained administrators and staff of FSCS sites in trauma-informed practices and family engagement strategies; monthly professional development and coaching for CSMs; monthly co management check in's between DCPS/CIS leadership, school administrator, and CSM; quarterly data-reviews between DCPS/CIS leadership, school administrator and CSM; quarterly Steering Committee meetings; annual reports.

**Programmatic Capacity** – integrated existing services with new programs and wraparound supports in FSCS sites with a focus on academic enrichment, attendance, case management, early childhood, family engagement, physical wellness and mental health, and social emotional supports.

**Immediate and Intermediate Outcomes:**

**Organizational Capacity** – improved communication, service delivery and coordination among the Consortium partners and within FSCS sites; increased case management services; improved school climate and culture as demonstrated on SEAT 2.0; viable and replicable FSCS Model to achieve sustainability

**Capacity in Programming and Student/Family Supports** – increased % in student and family participation in programs and supports including home visits, early childhood Family Book Club (FBC), wraparound supports, meal programs, Universal Health form submission, and academic enrichment programs; increased % case managed students meeting academic goals; increase % case managed students with improved SEAD scores; increase % of students reading at or above grade level; decrease % of chronically absent students; increase in-seat attendance rate (ISA) for case-managed students; increase % of families responding favorably to parent satisfaction indicators; increase % students responding favorable to Self-Management indicators; and increase % students responding favorable to Sense of Belonging indicators.

**Long-Term Outcomes:****1) Students are prepared for kindergarten**

- a. *Literacy*: Pre-Kindergarten students and their families will have additional literacy resources that support at-home literacy practices
- b. *Wraparound Supports*: Parents of Early Childhood students will be better prepared to support their school-aged children throughout early childhood and into kindergarten

**2) Students are engaged and achieving academically**

- a. *Enrichment and Exposure*: FSCS sites will provide a diverse range of extended learning opportunities and experiences to bolster student achievement and engagement
- b. *Attendance*: Students and families will access the resources needed to break down barriers to daily school attendance

**3) Students are safe, healthy, and supported by engaged parents**

- a. *Family Engagement*: Families will be empowered to support their child's

academic success

- b. *Health*: Students and families will access services and programs that break down barriers to wellness
  - c. *Trauma-informed practices*: Schools will build safe and supportive environments to effectively meet student and family needs
- 4) Organizational capacity is built at the district and school level**
- a. Community School Managers (CSM) will be installed at all FSCS sites
  - b. CIS/DCPS coordination will improve at district and FSCS site levels
  - c. The Initiative will establish an intra-agency, multiple-stakeholder City-Wide DCPS Connected Communities Steering Committee

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