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## **A. Quality of the Project Design**

### **Introduction**

On behalf of the Strengthening Neighborhoods Collaborative (SNC), a broad-based, cross-sector community partnership, Vancouver Public Schools (VPS) is proposing to establish full-service community schools (FSCS) at eight of the District's most impoverished elementary schools. Located in the Central Vancouver and the Hazel Dell sections of the city of Vancouver, Washington, we are proposing to transform the following Title I elementary schools into full-service community schools – Fruit Valley, Ogden, King, Marshall, Roosevelt, Washington, Eisenhower, and Sacajawea – building on existing pipeline services and supports. Notably, for example, six of the eight schools already have locally-funded full-time community school coordinators, known as Family-Community Resource and Engagement Coordinators (FCRC Coordinators).

Building on a history of community partnerships, VPS and its impressive coalition of partners joined forces in 2014 to identify strategic approaches to aligning programs and coordinating efforts to ensure student and family success. VPS serves as the backbone organization for the SNC partnership, which includes the Vancouver Public Housing Authority, Free Clinic of Southwest Washington, Southwest Washington Accountable Community Health, Clark County Public Health, Share, Children's Center, Child Home Society of Washington, Council for the Homeless, Bridgeview, Partners in Careers, Foundation for Vancouver Public Schools, Educational Service District (ESD) 112, and Boys and Girls Clubs of SW Washington. The proposed FSCS initiative will help the SNC partnership propel forward the district's substantial efforts already underway to blunt the impact of poverty with its Family-Community Resource Center (FCRC) initiative.

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

VPS and its partners have developed a set of five long-range goals and corresponding measurable objectives and outcomes for the proposed FSCS initiative. As shown in Table 1, these reflect the results of a comprehensive needs assessment process that considered the context, resources, and priorities established by the VPS Board of Directors and Dr. Steve Webb, Superintendent, and the US Department of Education’s expectations of schools receiving FSCS funding. The overarching goal of the FSCS initiative is to marshal the assets of the Central Vancouver and Hazel Dell communities and align them with the schools so that:

- All children enter kindergarten ready to learn
- All students are healthy, physically, socially, emotionally, and mentally
- Families fully engage with school and view their neighborhood school as a resource from birth
- All students see a future beyond their K-12 education

***Table 1. Full-Service Community Schools Goals, Objectives, and Outcomes***

***Goal 1: To increase school engagement with families starting at birth to ensure that all children enter kindergarten ready to learn, transition to school successfully, and are reading on grade level by third grade***

**Process Objectives:**

- During each project year, the P-3 Resource and Education Coordinator will facilitate and coordinate training and technical assistance for up to 20 target P-3 school teachers and school counselors (15 hours per teacher in Year 1 and 25 hours per teacher in Years 2-5)
- In Years 1 and 2, at least 80% of incoming kindergartners across all target schools will have engaged with the school district before matriculating (e.g., *1-2-3 Grow and Learn, Half-Day Preschool, Evening Preschool, JumpStart*) (85% in Years 3 and 4; 90% in Year 5)

**Measurable Outcomes:**

- In Years 1 and 2, at least 55% of all incoming kindergartners (across all target schools) will demonstrate school readiness in all six areas of development and learning measured

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by the Washington Kindergarten Inventory of Developing Skills (WaKIDS) (60% in Years 3 and 4; 65% in Year 5)

- During each project year, at least 80% of participating teachers will report increased skills and knowledge and use of early childhood instructional approaches, such as early mathematics, early literacy, kindergarten foundations, and understanding early childhood development and responding to trauma and ACEs, as measured by a project-developed FSCS teacher survey
- During each project year, at least 80% of the project’s early learning and school transition partners will report increased coordination of service delivery because of the work of the P-3 Resource and Education Coordinator, as measured by a project-developed FSCS partner survey

**Goal 2:** *To increase options for high-quality in-school and out-of-school (OST) time learning and enrichment to engage students in school, enhance learning opportunities, and make successful and supported academic transitions from one year to the next*

**Process Objectives:**

- Beginning in Year 1, 670 target school children will participate in high-quality OST activities at least two times a week (885 in Year 2; 1,150 in Year 3; 1,525 in Year 4; and 1,800 by Year 5)
- Beginning in Year 2, 575 target school students will participate in a high-quality in-school college and career, future thinking program (e.g., Experience Lab) (1,150 in Year 3; 1,725 in Year 4; and 2,300 by Year 5)
- During each project year, 2,300 (prekindergarten-grade 3) students (across grades and target schools) will benefit from services, practices, and supports from Positive Behavior Intervention Supports (PBIS) implemented within a Multi-Tiered Support System (MTSS) used in their schools
- Beginning in Year 1, 170 target school children will participate in Advancement Via Individual Determination (AVID) Elementary to support their successful transition to middle school (276 in Year 2; 331 in Year 3; 397 in Year 4; and 476 by Year 5)

**Measurable Outcomes:**

- During each project year, fewer students at each target school (across grades) will be chronically absent as measured by at least a three-percentage-point decrease in the schoolwide rate of chronically absent students over the previous year
- During each project year, there will be at least a seven-percentage-point gain in the percent of students at the target schools meeting standards in English language arts (ELA) and math, including an examination of the data by student subgroups (e.g., students with disabilities, minority students, English language learners, and low-income)

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- During each project year, at least 80% of all students (across grades and target schools) will report improvements in knowledge of college and career, as measured by a published college and career interest inventory identified by project staff
  - During each project year, there will be at least a 10 percent reduction in the number of major and minor behavior incidents (e.g., abusive language, physical aggression, disruption, fighting) reported at the target schools when compared to the previous school year

**Goal 3:** *To expand family and community engagement across the elementary system so that families are empowered to remain engaged through their children's K-12 education*

**Process Objectives:**

- During each project year, at least 70% or 1,610 parents, caregivers, adult family members will participate in two or more family engagement activities (e.g., Parent Academy, Parent and Family Leadership Advisory Groups, and adult education program)
- Beginning in Year 1, at least 240 community members will receive workforce readiness services at the Bridgeview Resource Center (264 in Year 2; 288 in Year 3; 320 in Year 4; and 352 by Year 5)

**Measurable Outcomes:**

- During each project year, at least 80% of parents that attend two or more family engagement activities will report improved skills, knowledge, and behavior regarding school/learning involvement
- Beginning in Year 1, at least 50% of participating parents/adult family members and community members will attain a high school equivalency diploma, full-time employment, or a career-related credential (55% in Years 2 and 3; 60% in Year 4; and 65% by Year 5)

**Goal 4:** *To increase the social, emotional, behavioral, physical, and mental health of children*

**Process Objectives:**

- Beginning in Year 1, at least 250 of eligible target school students will access onsite mental health services (320 in Year 2; 375 in Years 3-5)
  - During each project year, at least 420 students across the target elementary schools will access onsite dental care services
  - Beginning in Year 1, at least 7,000 children and adult family members will access FCRC support, including nutrition support services (e.g., onsite food pantry, SNAC program) (8,000 in Year 2 -5)
  - Beginning in Year 1, at least 659 target school students will participate in mentoring and conflict resolution activities (e.g., *AIM Program, Peace Out! Program, PAL Patrol*)
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*Program*) (759 in Year 2; 859 in Year 3; 969 in Year 4; and 1,069 in Year 5)

- Beginning in Year 2, at least 575 target school students will participate in social-emotional learning and violence prevention activities (e.g., *Second Step*) (1,150 in Year 3, 1,725 in Year 4, and 2,300 in Year 5)

#### **Measurable Outcomes:**

- By the end of Year 1, at least 90% of all project staff and target school teams (administrators, teachers, and counselors) will report increased skills and knowledge related to successfully implementing the Second Step social-emotional learning curriculum in school and during OST programming, as measured by an FSCS staff survey
- During each project year, at least 80% of target school families, students, *and* staff members will report that their children/students have greater social-emotional strength, demonstrate more positive behaviors at school and home, have fewer unmet physical health needs, and improve overall mental health/coping skills, as measured by key stakeholder surveys
- During each project year, at least 45% of all target school families will report increased food security

*Goal 5: To enhance the capacity of the SNC collaborative and other FSCS partners to offer a full-service community schools model that improves the coordination, integration, accessibility, and effectiveness of services during and beyond the federal funding period*

#### **Process Objectives:**

- During each project year, SNC partners will convene bi-monthly as a steering and advisory committee for the VPS FSCS initiative
- During each project year, the District- and school-based Advisory Groups will convene at least nine times to help inform, coordinate, and sustain FSCS services and supports
- During each project year, SNC partners and target school leadership will use evaluation findings at least quarterly to assess program quality and develop strategies for improvement
- By Year 5, VPS and FSCS leadership will have engaged in at least ten meetings focused on sustainability, dissemination, and alignment of the FSCS initiative with the District Strategic Plan

#### **Measurable Outcomes:**

- During each project year, there will be a 10% increase in the use of FSCS pipeline services and supports across the eight target schools
- During each project year, at least 75% of parents of target school students will report fewer barriers to participation and engagement in school and FSCS services and supports
- During each project year, at least 80% of the SNC partners, school-based Advisory Group

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members, and other key stakeholders will report increased shared ownership of the FSCS model and improved integration and coordination of pipeline services

- During each project year, the SNC collaborative will leverage at least \$50,000 in new resources to support and sustain the FSCS initiative

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*2. The extent to which the proposed project design is appropriate to, and will successfully address, the needs of the target population or other identified needs*

### **Community and School District Overview**

The state's fourth largest city, the city of Vancouver is an urban/suburban community of approximately 170,000 residents nestled along the Columbia River in Clark County, Southwest Washington. While Vancouver is comprised mostly of white residents (roughly 79%), the city continues to experience a demographic shift, with an increase in lower-income Spanish-speaking residents. According to 2016 Census data estimates, nearly 20% of all Vancouver residents speak a language other than English, compared to 15% for Clark County (US Census, 2016a). While Hispanics are the largest minority group overall, the smallest minority population, which the Census describes as Native Hawaiian and other Pacific Islander, is also the fastest-growing group in Clark County (Hastings, 2016). Many people come to Clark County from Chuuk, a cluster of islands in the Federated States of Micronesia. Within the city of Vancouver, of all residents who speak a language other than English, 62% are foreign born, 23% lack a high school diploma, and 16% are living in poverty (US Census, 2016b).

The VPS FSCS initiative will target Central Vancouver, which is a diverse and vibrant area within the city, as well as the urban/suburban neighborhood of Hazel Dell, directly bounded to the southern city limits of Vancouver. Central Vancouver was home to several Vancouver Housing Authority (VHA) housing developments during World War II. Unlike many housing authorities of that era, the VHA chose not to discriminate by race when allocating homes in these

developments, making Central Vancouver racially and culturally diverse. To this day, Central Vancouver is home to immigrant communities and communities of color, many of which face economic hardships. According to a 2017 needs and asset assessment, Central Vancouver residents are substantially more minority, foreign-born, poverty-stricken, and less educated when compared to their counterparts in Clark County and statewide (Insight Evaluation, 2017). For example, the median household income for Central Vancouver was just \$34,486 in 2015, compared to \$60,756 for Clark County, and \$61,062 for the state.

Hazel Dell has a rich history as a farming community and a working-class neighborhood and serves as the home to the 78<sup>th</sup> Street Heritage Farm, which was the county's poor farm until the 1940s. Due to rapid population growth in the 1990s and 2000s, Hazel Dell parceled off much of its farmland and developed it into single-family and multi-unit housing. Over the years, the neighborhood has become increasingly diverse, poverty-stricken, and housing insecure. With a 17.6% minority population (Macuk, 2019), the most common foreign languages spoken in Hazel Dell are Spanish, Vietnamese, and Tagalog, followed by comparatively high numbers of Mon-Khmer, Cambodian, German, and Japanese speakers (Data USA: Hazel Dell, WA). Moreover, because of growing rates of housing and food insecurity, economic instability, and homelessness within Hazel Dell, Washington State recently designated the neighborhood an Opportunity Zone. According to Macuk (2019), the median household income for Hazel Dell was \$40,918, qualifying the neighborhood as low-income.

Vancouver Public Schools (VPS) is one of two school districts that serve the city of Vancouver in Clark County. VPS, the seventh largest school district in the state, operates 37 schools and special programs that serve nearly 24,000 students, representing great diversity and need. VPS students speak more than 98 different languages and nearly 1 in 4 students (24%) live

in a household where English is not the primary language. The student population is 57% white, 27% Hispanic, 6% Asian/Pacific Islander, 3% Black, and 8% multiracial. Approximately 14% of students receive special education services, and 14% are English language learners. VPS is also a district where over half (52%) of students are eligible for free or reduced-price meals, and 60% are Medicaid-eligible; indicators of the poverty and economic hardships experienced by families. Poverty is associated with factors that cause children to struggle in school and research clearly shows the association between poverty and low academic achievement, dropping out of high school, student behavior issues, and poor adult outcomes (Coley & Baker, 2013). Family poverty also influences the high rate of in-out migration (25%) throughout the district.

### **Target School Needs**

The proposed FSCS initiative will target the children and families served by the District's highest poverty elementary schools, including Fruit Valley, King, Marshall, Ogden, Roosevelt, Washington, Eisenhower, and Sacajawea. Together, these schools serve 3,711 students in grades K-5, ranging from 270 children at Fruit Valley to 667 at Roosevelt, who across the schools are mostly minority (57.4%). Four of the eight target schools (Fruit Valley, King, Roosevelt, and Washington) serve over two-thirds minority students (65.6% - 73.5%), which is dramatically higher than the district as a whole (43.1%). Among the target school students, there is a substantial English language learner population (28.8%), which is more than twice the rate for the district as a whole (13.9%). In fact, at five of the eight schools (Fruit Valley, King, Ogden, Roosevelt, and Washington), over a full one-third of students are non-English speakers.

The target schools also serve a significant proportion of low-income families (73.1%), which is over 20 percentage points higher than the district average (52.2%). Also, two of the eight target schools (King and Ogden) have comparatively high student mobility rates (7.0% and 8.0%,

respectively), compared to 6% districtwide. These data are alarming as studies show that children of color and students from low-income families are highly mobile, increasing their risk of dropping out of school (Caref & Jankov, 2012). Moreover, for the first half of the 2018-19 school year, six of the eight target schools showed rates of chronically absent students that far surpass the district rate of 19%, ranging from 22% at Eisenhower and Washington to a high of 27% at Fruit Valley and King.

Since 2008, VPS has established and expanded Family-Community Resource Centers (FCRCs) at six of the eight target elementary schools (Fruit Valley, King, Marshall, Ogden, Roosevelt, and Washington) to alleviate barriers to student success by leveraging a range of community assets and aligning them with school resources and systems. In addition, at Eisenhower and Sacajawea, mobile FCRC Coordinators visit their schools approximately three hours per week. At all of these schools, the FCRCs have been successful over the past ten years in providing triage to the school's most needy families, connecting them with resources for a range of basic needs, from food and shelter to childcare and counseling services. During the 2018-19 school year alone (August 1, 2018 – April 4, 2019), the FCRCs have provided 874 different services to students and parents across the six target schools. Despite these successes, a recent district assessment of the elementary FCRC model revealed that an FSCS initiative could address many critical unmet needs, including increased integration of partner programs and services, reduced silos of early learning and early childhood education services, and less fragmentation of services and supports for families.

Moreover, students at the eight target schools are struggling to keep up with their peers academically districtwide (Table 2). In particular, the data show that:

- Proportionately fewer children across the target schools are ready for kindergarten when compared to the District (46.1% vs. 56.0%, respectively). Among all eight schools, the most significant disparities were evident at Roosevelt (56%) and Eisenhower (51%).
- While the rate of students with disabilities across the target schools generally mirrors that of the district (14.3%), four target schools showed somewhat higher percentages, including Fruit Valley (17.0%), Marshall (17.0%), Washington (15.0%), and Sacajawea (20.6%).
- Across the target schools, over three-quarters of the students (78.6%) were regular attendees, which is slightly higher than the district average (77.5%). Fruit Valley, however, showed the lowest rate of regularly attending students among all of the target schools (70.5%).
- Almost 46% of all target school students met standards on the Washington state test in English language arts (ELA), compared to 52.7% of elementary school students districtwide. While 42.3% of all VPS elementary school students achieved the math standards, the same was true for only 36.6% of the target school students.

*Table 2. 2017-18 School Academic Profile*

	<b>Target Schools</b>	<b>District</b>
Percent of children demonstrating kindergarten readiness	46.1%	56.0%
Percent of students with disabilities	14.1%	14.3%
Percent regularly attending students	78.6%	77.5%
Percent of students who met standards in ELA	45.5%	52.7%
Percent of students who met standards in math	36.6%	42.3%

*Source: 2017-18 Washington State Report Cards*

Along with poor academic performance, recent building-level assessments of the needs and assets at seven of the eight target elementary schools revealed that many of our students also lack exposure to a diverse array of future careers. Studies show that lower-income students, like ours, begin to believe that their career opportunities are limited in elementary school and that their

perceptions of future college and career opportunities are strongly influenced by what they see around them (Naviance, 2017). Indeed, many students at our highest-poverty schools have limited experience with professions outside the typical roles of teacher, police officer, grocery clerk, and entertainer. As such, the exposure these young students will receive as part of the FSCS initiative is crucial to their future success.

### **Community and Family Support Needs**

Central Vancouver and Hazel Dell's social and economic challenges harm the academic, social, and health outcomes of the community's children and their families, which are exacerbated by a gap in current services and lack of service integration.

***Early Learning:*** In Washington State, 63% of people live in a childcare desert, or places where the number of young children outnumbers the slots in childcare programs by at least a factor of three (Hair, 2019). For Clark County, according to The Columbian, a 2017 report found that the number of pre-kindergarten-age children outnumbered the number of childcare spots nearly five to one. There are 289 family childcare and childcare center providers in Clark County, serving some 10,681 infants, toddlers, and young children (SW WA Early Learning Regional Coalition, 2018). Moreover, among those 289 providers, just 64% are enrolled in the state's Quality Rating Improvement System that ensures high-quality early learning experiences for children birth to age five. As such, many families struggle to afford high quality early learning, and only 47% of the County's low-income preschoolers are served by Head Start (SW WA Early Learning Regional Coalition, 2018).

***Housing and Homelessness:*** Described as a housing crisis hitting middle and low-income Vancouver families the hardest, housing data for the city reveal a higher rent burden and lower availability of rental units relative to the national average (Gillespie, 2015). In the past five years,

the City of Vancouver rents have risen by 38%, and half of all very low-income renters in Vancouver are sometimes spending as high as 80-90% of their income on housing. A family earning minimum wage, which is just \$12.00 an hour in the state of Washington as of January 2019, would have to work 89 hours per week to afford an average two-bedroom apartment, leaving little else for basic needs or emergent situations (City of Vancouver Housing Task Force, 2016). In addition, 50% of all county renters are income distressed, meaning they spend more than 30% of their income on housing (SW WA Early Learning Regional Coalition, 2018), which is on par with the state rate.

The affordable housing situation in Central Vancouver and Hazel Dell is even worse. In Central Vancouver more than two-thirds of all residents live in renter-occupied housing (68.7%), compared to just over one-third of individuals in Clark County and statewide (35.7% and 37.5%, respectively) (Insight Evaluation, 2017). Among these renters, a substantial proportion of Central Vancouver families reside in one of the community's 17 different public housing developments run by the VHA. Also, in Hazel Dell, almost half of all households (48%) are low-income and severely cost-burdened, spending more than 50% of their income on rent (Opportunity 360 Measurement Report, 2019), which is quite high compared to the regional average (38%).

With Vancouver having one of the lowest rates of available rental housing in the country, just under 2%, it is not surprising that 2018 data compiled by VPS show that the District serves 810 homeless children and youth. There are 389 homeless students enrolled in elementary schools across the district, including 171 homeless students at the eight target elementary schools. Among these 171 families, 25 are sleeping in cars, 28 reside in homeless shelters, and 118 families live doubled-up in housing. These data are significant given that the rate for chronic absenteeism in

VPS (16.7%) is higher for both low-income (21.9%) and homeless (32.6%) students (Insight Evaluation, 2017).

***Health and Nutrition:*** In addition to economic difficulties, a broad set of conditions impacts overall health and wellness for families and children in Clark County, including our target communities:

- Countywide, 28% of preschoolers, 30% of kindergartners, 39% of second-graders, and 42% of third-graders showed the prevalence of tooth decay. Moreover, second- and third-graders who spoke a language other than English at home were significantly more likely to have any decay experience (63%) and rampant decay (31%) than students who spoke only English at home (Clark County Public Health, 2017).
- Regarding healthy active living, Clark County shows higher rates of heart disease death and adult obesity than Washington State. Despite ample access to exercise opportunities and a food environment similar to Washington overall, many Clark County adults and teens are physically inactive and obese (PeaceHealth Southwest Medical Center, 2016).
- Approximately 13% of the people in Clark County are considered food insecure, which means they do not have enough food for themselves because they lack money or other resources. One in five people in the county receive Supplemental Nutrition Assistance Program benefits, which is similar to the state rate (SW WA Early Learning Regional Coalition, 2018).
- In 2016, nearly one-quarter of Clark County children lacked access to adequate, nutritious food (22.1%) and community stakeholders identified school-based nutrition programs as a top evidence-based strategy solution (PeaceHealth Southwest Medical Center, 2016).

- Racial/ethnic minorities in Clark County have worse access to quality preventative care than white residents, even when controlling for health insurance access, particularly among the county’s Hispanic residents (PeaceHealth Southwest Medical Center, 2016).

***Mental Health:*** The mental health providers-to-resident ratio is worse in Clark County than in Washington State, and poor access to mental health is a contributor to poor overall health for county residents (PeaceHealth Southwest Medical Center, 2016). Central Vancouver, in particular, has multiple needs related to mental health. Children not covered by Washington’s Medicaid program have difficulty accessing mental health services, lack culturally-appropriate and relevant mental health services, and experience high stress around immigration status and racism (Insight Evaluation, 2017).

Moreover, in 2017-18 the FCRC department at VPS conducted an in-depth, strengths, challenges, opportunities, and threats (SCOT) assessment with 28 district schools, including seven of the eight target schools, which identified access to mental health and behavioral health services as the greatest unmet need districtwide. Even at schools that currently offer contracted onsite therapy, the assessment found that the demand/need for mental health services far surpassed current capacity. Schools also reported that while children and families are dealing with complex trauma, high-stress circumstances, and multiple adverse childhood experiences (ACEs), they lack both the coping skills and the mental health resources needed to address these dire conditions.

***Adult Education/Training:*** Adult literacy is a factor in almost every socio-economic issue, including parenting, health care, employment, and poverty. Central Vancouver residents are more than twice as likely to have no high school diploma (18%) when compared to their counterparts statewide (9%) (Insight Evaluation, 2017), while in Hazel Dell the rate of the adults lacking a high school diploma is somewhat less (6.2%) (Opportunity 360 Measurement Report, 2019). Despite

their educational attainment, the 2018 SCOT assessment found that most families want to be involved in their child’s education and engaged in school, even when they do not know how to do so. Specifically, across seven of the eight FSCS target schools, the assessment revealed the following key findings related to parent/adult education, school engagement, and literacy:

- High numbers of parents with language barriers
- Unemployment or underemployment sometimes due to foreign educational credentials
- Low adult literacy
- Immigration and deportation fears
- Lack of parenting skills needed to support learning at home and in school
- Poor parent/family-teacher communication
- Low parent attendance at school activities (e.g., PTA and academic nights)

**Community/school violence:** In recent years, Vancouver has experienced a rise in community violence, drug use, and gang presence. For example, the likelihood that community residents witnessed or were a victim of violent crime increased by over 57% from 2016 to 2018 (Table 4). Similarly, in Vancouver, the number of drug/narcotic-related violations increased by nearly 31% over the same three-year period.

*Table 4. Vancouver Crime Incidents, CY 2016 – CY 2018*

	<b>CY 2016</b>	<b>CY 2017</b>	<b>CY 2018</b>	<b>Change</b>
Drug/narcotic violations	55	76	72	+30.9%
Violent crime events (homicide, attempted murder, sexual assault, aggravated assault)	282	351	443	+57.1%

*Source: City of Vancouver, Community Crime Map*

Vancouver and Clark County have experienced significant problems with youth gangs and violence since at least the mid-1990s (Mosher & Walsh, 2012). The county has a substantial gang presence, which includes Caucasian gangs, Latino gangs, African American gangs, as well as

several others. This fact is important since too many students in the target neighborhoods exhibit risk factors for gang involvement and juvenile delinquency, including declining student performance, increased truancy, and increased disciplinary infractions. For example, for the period March 1 to March 31, 2019, alone, the percent of students with disciplinary behaviors at the target schools ranged from 6.7% at Eisenhower to almost 15% at Marshall, mostly for physical aggression, followed by abusive language and defiance.

Also, the District’s 2018 SCOT assessment revealed drug abuse as a significant problem for target school families, as well as the growing gang presence in the community. One school noted, for example, “drug dealers are aggressive, seeking out users and those in recovery; opioid use is high.”

**Needs to be Addressed by the Project**

District staff from the Office of Family-Community Resource Centers, together with SNC partners, assessed current conditions and mobilized existing assets to inform the proposed FSCS project design, including creating new or expanded opportunities where needed. In addition to addressing the overarching need to improve student achievement, as shown in Table 3, the proposed set of pipeline services align fully with the stated student, family, school, and community needs.

*Table 3. Alignment of Needs Assessment and Proposed the FSCS Pipeline*

<b>Pipeline</b>	<b>Key needs assessment findings</b>	<b>What FSCS will provide in response</b>
<b><i>High-quality early learning</i></b>	<ul style="list-style-type: none"> <li>• Too few incoming kindergartners who are ready for school</li> <li>• Lack of affordable, high-quality early learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• P-3 early learning coordination and support at the target schools</li> <li>• Universal enrollment and coordination of early learning programs</li> </ul>

Pipeline	Key needs assessment findings	What FSCS will provide in response
		<ul style="list-style-type: none"> <li>• Job-embedded learning walks that bridge early learning with K-5 education</li> </ul>
<i>High-quality in-school and OST programs</i>	<ul style="list-style-type: none"> <li>• Too few students meeting state standards in ELA and math</li> <li>• No or limited OST opportunities at the target schools</li> <li>• Increasingly diverse student populations</li> </ul>	<ul style="list-style-type: none"> <li>• On-site and community-based after-school programming focused on enrichment and academic support</li> <li>• In-school career education and awareness programming</li> <li>• Schoolwide approaches to supporting all students' learning and behavior using a range of interventions based on demonstrated levels of need (PBIS, MTSS)</li> </ul>
<i>Support for academic transitions</i>	<ul style="list-style-type: none"> <li>• Low numbers of children ready for kindergarten</li> <li>• Too few students meeting state standards in ELA and math</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten transition support programming (Evening Preschool, JumpStart)</li> <li>• AVID Elementary, which will provide elementary school students with the support they need to be successful in middle school and beyond</li> </ul>
<i>Family and community engagement at school or home</i>	<ul style="list-style-type: none"> <li>• Lack of parent/caregiver skills to support learning at home and in school</li> <li>• Challenges associated with high rates of family poverty</li> <li>• Too many community adults without a high school diploma</li> </ul>	<ul style="list-style-type: none"> <li>• On-site parent/adult education academies</li> <li>• Adult education programs through a partnership with Clark College</li> <li>• Parent and Family Leadership and Advisory Groups</li> </ul>
<i>Postsecondary and workforce readiness</i>	<ul style="list-style-type: none"> <li>• Lack of college and career awareness among students</li> </ul>	<ul style="list-style-type: none"> <li>• Experience Lab programming to increase student exposure to a variety of careers and opportunities</li> </ul>
<i>Community-based support</i>	<ul style="list-style-type: none"> <li>• Growing numbers of families living in poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Connections to community-based resources that support housing, workforce readiness, extended</li> </ul>

Pipeline	Key needs assessment findings	What FSCS will provide in response
	<ul style="list-style-type: none"> <li>• Too few immigrant adults with a high school diploma or sufficient job training</li> </ul>	<ul style="list-style-type: none"> <li>• learning, and postsecondary educational success</li> </ul>
<i>Social, health, nutrition, mental health services</i>	<ul style="list-style-type: none"> <li>• Food and housing insecurity</li> <li>• Chronic health issues</li> <li>• Poor accessibility to mental health services</li> <li>• Poor dental health among young children</li> </ul>	<ul style="list-style-type: none"> <li>• School-based mental health services</li> <li>• School-based food distribution/food pantry</li> <li>• Connections to housing stability programs</li> <li>• Connections to the community-based health services</li> <li>• School-based dental services</li> </ul>
<i>Juvenile crime prevention and rehabilitation</i>	<ul style="list-style-type: none"> <li>• Growing community violence and drug presence</li> <li>• Community gang manifestation</li> </ul>	<ul style="list-style-type: none"> <li>• In-school, evidence-based violence prevention curriculum (Second Step)</li> <li>• Student mentoring and coaching opportunities</li> <li>• OST gang prevention programming</li> </ul>

**B. Quality of the Project Services**

*1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants from traditionally underrepresented groups based on race, color, national origin, gender, age, or disability*

VPS is an Equal Opportunity district in education programs, activities, services, and employment. VPS does not discriminate on the basis of race, creed, color, religion, sex, national origin, marital status, sexual orientation, including gender expression or identity, age, families with children, honorably discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.

The design of the proposed FSCS grant aligns fully with the district's non-discrimination policy. It identifies the academic and non-academic needs of all students at the target schools, including English learners and students with disabilities, and ensures resources are brought to bear to address those needs.

In addition to the district's strong non-discrimination policy, the proposed FSCS initiative will operate within the context of the VPS Equity and Excellence in Education theory of action developed in June 2016. This policy asserts that when investments in providing all students with access to learning environments where differentiated instruction and culturally responsive practices are made, then students will be engaged in purposeful and rigorous learning and graduate from high school ready for their futures. Today, the Equity and Excellence initiative is embedded throughout the District's work and is driven by the following six target Equity and Excellence objectives:

1. Explore the development and adoption of more equitable policies and practices related to student discipline and attendance;
2. Develop a more culturally-responsive workforce;
3. Establish employment practices that result in the hiring and retention of a more diverse and experienced workforce;
4. Decrease discipline disproportionality, suspensions, and expulsions;
5. Increase student attendance for all students; and
6. Increase on-time graduation and extended graduation rates across all student groups.

Through the VPS Equity and Excellence initiative, the FSCS target schools will work actively to identify and confront policies, practices, and cultures that keep students of different backgrounds and races from achieving equitable outcomes. The school-based FCRC coordinators

will proactively work with target families and students to address barriers to participation and service accessibility. VPS will continue to provide equity, diversity, bias, and Culturally Responsive Education (CRE) training and professional learning across all employee groups, with a classroom-based implementation focus for teachers.

## *2. The likely impact of the proposed project services on the intended recipients*

### **Service Delivery Framework**

As an outgrowth of a districtwide strategic planning process, in 2008, VPS introduced Family-Community Resource Centers (FCRC), a proactive, community schools approach to turning around poverty-impacted schools. Since 2008, VPS has established 18 school-based FCRCs and two mobile FCRCs serving areas in the district with the highest rates of student poverty, mobility, and economic hardship. Based on the community schools model, FCRCs aim to alleviate barriers to student success by leveraging a range of community assets and aligning them with school resources and systems.

Supported by the work of the SNC partnership, FCRCs are a central hub where students and families can access a range of supports (e.g., assistance for basic needs, out-of-school time programs, and family engagement activities) and make connections to services through existing community networks that enable the family to become more stable and the student more engaged in learning. The commitment of SNC partners, coupled with the VPS FCRC service delivery model, has cross-pollinated nonprofit and public school partnerships, leading to the expansion of assistance programs for housing, health, workforce development, food, transportation, youth mentoring, and early learning. Each FCRC is staffed with a full-time coordinator who helps to connect families to food, clothing, school supplies, health services, parenting support, childcare, early education, out-of-school time programs, and assistance with other unmet needs.

With FSCS funding, VPS and SNC partners will scale up FCRC service delivery occurring at the eight target elementary schools to create full-service community schools that coordinate and integrate educational, developmental, family, health, and other comprehensive services through leveraging community-based partnerships. In particular, the FSCS initiative will use the Coalition for Community Schools' *Community Schools Standards* and *Guiding Principles* as the framework to support planning, implementation, and operation of a standards-driven, full-service community schools model.

### **Description of Pipeline Services**

SNC partners will meet routinely to coordinate and integrate seven core pipeline strategies with those currently in place in the target schools, and aligned with the full-service community schools model. As described earlier in Section A (Table 3), VPS and its partners developed the proposed FSCS pipeline in response to specific student, family, school, and community needs and gaps in service delivery at the target schools.

#### ***A) High-quality early learning***

The project's *P-3 Resource and Education Coordinator* will align early learning activities currently underway in the district, expand community partnerships for early care and education, and implement new programming across project schools. A key strategy of this alignment will be the development of a Universal Early Learning Enrollment in partnership with ESD 112. The P-3 Resource and Education Coordinator will facilitate the development and launch of this process that will ultimately provide a coordinated entry and access to all families looking for early childhood education within the target school communities. Another primary role of the P-3 Resource and Education Coordinator will be to facilitate job-embedded learning walks between

existing preschools and K-1 teachers to share information and align curriculums, so students are ready for entry.

Additionally, the Coordinator will address gaps in service and find, contract, or create programming to address disparities in access for children birth to five. The P-3 Resource and Education Coordinator will also coordinate, enhance, and expand, as applicable, existing early learning programs, including:

- *1-2-3 Grow and Learn* is a drop-in program for families with children birth to age five. Using a parent-child model, a program facilitator helps children learn with focused parent-child time, allows families to meet others with children in similar stages, and is a play-based environment working off the strengths and appropriate developmental milestones of children 0-5. *1-2-3 Grow and Learn* is facilitated by ESD 112 and offered at six of the project elementary schools (Fruit Valley, King, Marshall, Ogden, Roosevelt, and Washington), serving approximately 85 infants, toddlers, and young children and at least one adult family member per child. With FSCS funding, the program will expand to Eisenhower and Sacajawea during the second project year, serving 117 children and adults during each remaining project year.
- VPS offers *Half-Day Preschool*, a free program for four-year-old children who live in the boundary of a Title I-designated school, which operates at one of our eight target schools, King. This half-day program runs three days per week and provides activities to increase the skills needed for school and to get ready for kindergarten. Including both morning and afternoon sessions, there is currently a 14-student limit for each session and VPS provides transportation services for homeless preschool students. As part of the FSCS pipeline, the *Half-Day Preschool* program will maintain a 1:9 adult-student ratio in each classroom with

a maximum of 18 children per class and it will begin to expand at the start of Year 2, as follows:

- Year 2 – Add Ogden and Marshall, 2 classrooms each (72 children total)
  - Year 3 – Add Sacajawea, 2 classrooms (36 children)
  - Year 4 – Add Eisenhower and Washington, 1 classroom each (36 children)
  - Year 5 – Expand to two classrooms at each site (288 children) and fully implement an integrated, P-3 program of professional development for program teachers
- *Head Start*, a national federally-funded school readiness program, and Early Childhood Education and Assistance Programs (ECEAP), Washington state's comprehensive "whole child," family-focused preschool program modeled after Head Start, are offered to income-eligible three-, four-, and five-year-olds and their families. These programs serve 248 families at six of the eight target schools either onsite (Fruit Valley and Roosevelt) or at nearby (less than three miles) community-based locations (King, Marshall, Ogden, and Washington). Administered by Educational Opportunities for Children and Families (EOCF) and ESD 112, both Head Start and ECEAP help low-income and at-risk children and families succeed in school and life by providing high-quality preschool education, health services, intensive family support, and parent involvement and training.
  - Also provided by EOCF and ESD 112, *Early Head Start* (EHS) provides full-day preschool, childcare, and family support services for infants and toddlers (birth to three), pregnant women and families that are income-eligible. Two EHS program models are available to families, including full-day, center-based preschool, and childcare programs and home-based services by providing a qualified teacher that brings curriculum and

learning supplies when they visit the home once a week for 90 minutes. EHS helps promote school readiness by enhancing children’s physical, social, emotional, and intellectual development, and supporting parents and families in this effort. Currently, EHS serves 12 families of young children from Ogden Elementary. As part of the FSCS initiative, we are proposing to expand EHS programming to serve 127 eligible families across the eight target schools beginning in Year 1, implementing the home-based component during each project year.

- VPS provides *Early Childhood Special Education* for children, birth to age three, through contracts with ESD 112 and Innovative Services Northwest and for children, age three to five, using a variety of program models. Through the district’s Early Childhood Special Education Program, children receive individualized education in small-class settings to develop communication, motor, cognition, self-help, or social skills. *Early Childhood Special Education* is offered at Sacajawea with expansion proposed at King and Marshall and the program will continue to serve 50 young children with special needs annually as part of the FSCS pipeline.

***B) High-quality school and out-of-school (OST) time programs***

To ensure safe and supportive learning environments and promote improved student achievement, all eight target schools will continue to focus on positive student behavior and school climate using the evidence-based Positive Behavior Interventions and Support (PBIS) approach (addressing Competitive Preference Priority 4). VPS launched PBIS in 2010 as a pilot initiative at four elementary schools (including Ogden), which currently serve as model implementation sites for the district based on their significant success with improving student outcomes. Schools deliver PBIS approaches and strategies through a Multi-Tiered System of Supports (MTSS), a needs-

driven, equity-based service delivery framework focused on prevention and problem solving for all students. Within an MTSS framework, multiple levels of instruction, assessment, and intervention are designed to meet the academic and non-academic needs of all students. As such, PBIS/MTSS will serve all 3,711 students (grades K-5) at the target schools during each project year.

In response to the urgent need for college and career awareness among our elementary school students, in 2017-18, VPS developed and launched a program called *Experience Lab*, an in-school “field trip” designed to increase student exposure to the vast variety of careers and opportunities after high school. The program invites professionals from different fields to expose students to the varied options of adult professions throughout the school year. *Experience Lab* is a project-based learning program where the professional brings tools of their trade to give students real-world, hands-on experiences. For example, master gardeners bring soil, compost, and earthworms to teach students about the life cycle of plants/food and the role of each item and worker in a garden/farm. As part of the FSCS initiative, *Experience Lab* will launch in Year 2 with approximately 575 students participating at two target schools, adding two additional schools each project year. AVID staff will work closely with the *Experience Lab* at each school in order to tailor the curriculum to each school and ensure students are not just ready for college, but aware of the diversity of related post-secondary careers, jobs, and opportunities. By Year 5, the program will target all eight elementary schools serving 1,800 students in grades K-5.

Housed at three project elementary schools as well as two-community based locations, the Boys and Girls Clubs of Southwest Washington will continue to offer children at the target schools high-quality afterschool programming that addresses academic enrichment, gang awareness/prevention, and mentoring. Currently serving 670 students across our eight FSCS

elementary schools, VPS will work closely with Boys and Girls Clubs to develop creative solutions for transportation to and from centers as well as expansion of programming to schools that do not have on-site OST programming where possible. Solutions may include revising school bus routes so that the Clubs are a destination.

With the overarching goal to help youth succeed in school, the program will provide after-school homework help, targeted academic support, sports activities, art blocks, character and leadership development, and healthy lifestyle promotion through active play, social-emotional health, and nutrition education. The Boys and Girls Clubs will offer the afterschool programs during each project year, serving up to 670 students in the first year (across all eight schools). This pipeline service will grow substantially during each subsequent project year with 1,800 students receiving OST programming by Year 5.

To bridge regular school day instruction with afterschool programming, the P-3 Resource and Education Coordinator will work with the VPS Curriculum and Instruction Department to provide coaching, mentoring, learning walks, and technical assistance for classroom teachers and OST program staff with a specific focus on high quality in school and out-of-school time supports for K-3 reading and math. By working with both classroom teachers and afterschool mentors and program staff, students who are struggling in math and reading will receive consistent instruction focused on helping them reach third-grade reading and math benchmarks, which is a reliable indicator of future school success.

### ***C) Support for transition***

Coordinated by the project's P-3 Resource and Education Coordinator, the VPS FSCS pipeline will include several key strategies to help young children and their parents/caretakers make a successful transition to school. This comprehensive coordination will allow VPS to identify

gaps in service, enlist community-based partners to help address gaps, and modify/revise programs to engage the hardest to reach families and address any barriers they may have before matriculation to K-12 education begins.

*Evening Preschool* is a pilot transitional support program for rising kindergarteners offered at six of the project elementary schools (Fruit Valley, King, Marshall, Ogden, Roosevelt, and Washington) during the school year that focuses on acquainting children with the processes of school time, including teacher/student relationships, working and learning in a group, and basic literacy and numeracy skills. Programs vary by need and size of school but are generally 8-10 weeks for one to two evenings per week. The program invites parents at the end of each session to share a meal and activity with their child, which fosters early school-family engagement. During Year 1 of the project, 105 children will participate in *Evening Preschool* across the six schools. VPS is proposing to expand *Evening Preschool* to the two remaining target schools, Eisenhower and Sacajawea, at the start of Year 2, serving 135 students for the remainder of the project. We will also strengthen programming across all sites through the coordination of resources and instructional practices for pre-kindergarten students and their families.

*JumpStart to Kindergarten* is a transitional program open to all incoming kindergarten students at VPS. Offered in August in the weeks leading up to the start of school, students are invited to attend at their home school where they have a chance to learn the building where they will go to school, get to know the processes and people at their school, and learn basic literacy and numeracy skills. It also allows teachers a chance to do a pre-assessment of student skills to better prepare for the beginning of the school year. *JumpStart to Kindergarten* operates at all target elementary schools and will serve 400 rising kindergarten students across sites during each project year.

Through *AVID Elementary*, participating K-5 students will receive research-based strategies and curriculum, as well as trained educators to use proven practices to prepare elementary school students for success in middle school, high school, and college and career. Already operating at six of the eight project schools (Fruit Valley, King, Marshall, Ogden, Roosevelt, and Washington), AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID’s overall mission and vision to provide a comprehensive model of success for all students, as they transition from elementary through higher education. Specifically, this schoolwide initiative incorporates:

- **Student Success Skills**—develop communication skills (listening, speaking, writing), note-taking strategies, critical thinking, study skills, and self-advocacy skills
- **Organizational Skills**—learn how to use organizational tools, as well as learn and practice skills around time management and goal-setting
- **WICOR Lessons**—emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn

VPS is proposing to expand AVID Elementary strategies to Eisenhower and Sacajawea during the second project year, serving up to 229 students. The program will serve additional students at each school each project year, serving 476 students by Year 5.

#### ***D) Family and community engagement at school or home***

To promote parent leadership at the district level, parent representatives from the eight target elementary schools will continue to have the opportunity to serve on the Parent and Family Leadership and Advisory Group. The district advisory group convenes nine times a year to address a wide range of issues such as school improvement (e.g., how the district and schools use Title I, ELL, and other funding to support student mastery), attendance and discipline, family engagement,

digital citizenship, conflict resolution, and parent voice and advocacy. Two parents from each of the target elementary schools will participate in the Parent and Family Leadership and Advisory Group each project year, with targeted and intentional recruitment of underrepresented parents.

Modeled after the work of the district advisory group, in fall 2019 VPS will launch new, school-based Parent and Family Leadership and Advisory Groups at the eight target elementary schools. The VPS Community Outreach and Family Engagement Coordinator assigned to the target schools will work in cooperation with the building principals and site-based FCRC Coordinators to facilitate the school-based advisory groups to focus on strategies for engaging parents in supporting school success, with a particular emphasis on enlisting Chuuk and Latino families. The FSCS pipeline will continue the school-based advisory groups at all eight schools in Years 2-5 with approximately five parents from each target school (40 in total) serving annually.

#### ***E) Postsecondary and workforce readiness***

Through a partnership with Clark College, parents/caregivers and other adult family members from the target elementary schools will have the opportunity to attend *adult education programs* offered through the college's Transitional Studies Division. The adult education programs will include English as a second language (ESL) classes for adult immigrants and refugees, General Educational Development (GED) preparation and testing, and high school diploma completion programs. Research confirms that the most crucial factor in predicting a child's educational attainment is how far in school their parents progressed educationally (Ziol-Guest, Duncan, & Kalil, 2015). Approximately 20 parents/caregivers from each target school will be referred to the adult education programs in the second project year, with increasing numbers in subsequent project years due to parent word of mouth and FSCS initiative outreach.

The FSCS initiative will facilitate a coordinated series of school and community-based Parent Academy workshops offered through several community partnerships. The Parent Academy workshops will be offered during the school day, evenings, and weekends, and will be housed at the target schools or the neighborhood-based Bridgeview Center for Employment and Education, depending on the topic and space availability. The design of the Parent Academy for the first project year is based on growing requests from the target schools and parents and it will incorporate emerging parent needs in subsequent years. Serving 75 parents, caregivers, or other adult family members during each project year, the Parent Academy will include the following five tracks:

- *Know Your Rights*: immigration 101, tenant rights, interacting with law enforcement as parents of youth, and family law
- *School Systems*: school improvement, attendance and discipline, MTSS/PBIS practices for family-school partnerships, and special education
- *Workforce Readiness*: building a professional résumé/profile, interviewing 101, upskill for high demand work environments, conflict resolution, and employee law
- *Health Promotion*: nutrition, dental care, and early childhood mental health
- *Financial Literacy*: joining a bank or credit union, making a plan to reduce debt, budgeting and savings, loans 101, and starting a small business

Through a partnership with Partners in Careers (PIC), the proposed FSCS pipeline of services will also include the *Community Jobs* program. This WorkFirst program will target FSCS school parents with dependent children on public assistance. PIC staff will work with parents in a four to a six-month program to provide job training, job search, and work experience, and to navigate challenges such as health and legal issues. Staff work with parents to create a plan for

success and outcomes of employment and financial independence. Each project year, PIC has committed to serving an average of 120 parents and their families in the *Community Jobs* program to help them gain the skills and assets needed to break the cycle of generational poverty.

***F) Community-based supports***

Through strong community partnerships, the FSCS pipeline will include critical community-based support for all parents/caregivers and other adults/community members in the Central Vancouver and Hazel Dell communities to facilitate community engagement and success in postsecondary education and the workforce. Opened in January 2019, the Bridgeview Education and Employment Resource Center serves as a service delivery hub to strengthen access to, and effectiveness of, supports that are vital to breaking the cycle of poverty for Vancouver's lowest-income families. The Center houses classrooms, meeting and office spaces, a computer lab, and a teaching kitchen and is co-located with the Washington Department of Employment, VHA Resident Services, Community Health Workers, and Lighthouse Community Credit Union.

More than 25 community agencies and partners will use the Center to provide employment readiness classes, job referrals, college classes, health and wellness classes, support groups, job fairs, health fairs, book clubs, and financial counseling. Bridgeview is situated within the Skyline Crest neighborhood, a VHA property adjacent to the Boys and Girls Clubs of SW Washington Heights OK2 Club House, and next door to Marshall Elementary, an FSCS project school. Due to the immense success of the Center's first few months, we expect that 240 parents, adult family members, and community members will receive services at the Bridgeview Education and Employment Center during Year 1 alone. Participation will increase annually so that by Year 5, 352 parents, adult family members, and community members will receive Bridgeview services.

***G) Social, health, nutrition, and mental health services***

A central strategy of the FSCS pipeline, full-time FCRC coordinators at all eight target schools (two will be grant-funded) will connect students and families with necessary resources to address basic needs. Tapping into an existing network of cross-sector partnerships, this work will include referrals to priority housing and rental assistance programs; provision of onsite access to food, including fresh healthy snacks and weekend food boxes; clothing and hygiene assistance; and enrollment of families in Share's weekend-run food backpack program, which distributes 1,800 backpacks each month. During each project year, we expect that 8,000 students and families across the eight target schools will access FCRC resources and services.

The Free Clinic of Southwest Washington will continue to provide and facilitate access to free, compassionate, quality health care to uninsured and underinsured students and families at our eight target elementary schools. The Free Clinic will provide medical services, mobile dental services, vision services, child and adult immunizations, sports physicals, health screenings, and medication assistance. Building on existing interest and momentum, VPS, the Free Clinic, and the Southwest Washington Accountable Communities of Health are currently working together to plan accessible, school-based health centers. Delivery of healthcare services will increase over time, providing 6,947 medical services (across all eight schools) in Year 1 to 7,300 medical services by Year 5.

*Dream Team Dental* will continue offering on-site dental screenings, cleanings, and sealants for target elementary students who are uninsured or on Medicaid. Staffed by two dental hygienists, Dream Team drives a large van equipped as a dental clinic to each project school at least once per school year to perform the screenings. Dream Team hygienists make referrals for students who have complex dental needs to area pediatric dentists or the Free Clinic mobile dental

clinic. During each project year, 420 students across all target schools will receive school-based dental health services.

Through an annual Request for Proposal (RFP) process, the FSCS initiative will expand *mental health services* at all project schools. Currently staffed by nine mental/behavioral health agencies, with grant funding a school-based therapist will be available at each project school five days each week throughout the school year to provide individual therapy and other mental health services including working with families to support their child's mental health needs at home. Beginning in Year 1, at least 250 students will receive school-based mental health services, increasing to an additional 375 students each project year. In addition to these school-based services, the P-3 Resource and Education Coordinator will work closely with ESD112 and local mental health agencies Children's Center, Children's Home Society of Washington, and Family Solutions to address Vancouver's growing need for comprehensive mental health services for the 0-5 year old age group. Through this close coordination of efforts, the P-3 Resource and Education Coordinator and partners will make sure that families within the early learning segment of the pipeline also have access to the appropriate behavioral health services they need for their young children.

#### ***H) Juvenile crime prevention and rehabilitation***

Beginning in Year 1, the Boys and Girls Clubs (BGC) of Southwest Washington will provide 250 students across four Clubs with high-quality out-of-school-time programming designed to help them academically, socially, and behaviorally. Called *AIM*, which stands for Academic and Individual Mentoring, the program consists of STEM and literacy enrichment, daily homework assistance, one-on-one or small group tutoring in specific content areas, as well as individual mentoring for students struggling with sibling or family relationships. In previous

program years, student behavioral issues decreased overall among participants in the *AIM Program* directly related to an increased ability to build relationships between students and staff. As part of the proposed pipeline, VPS and BGC will scale the *AIM* program from serving 110 students from four target schools in Year 1 to serving 320 students from six target schools in Year 5.

BGC will also offer *Peace Out!*, which is a program that teaches younger Club members constructive ways to communicate with each other when faced with conflict. Staff leads grade groups through teamwork and leadership activities, and the program encourages members to turn conflict into an opportunity to grow and work together to solve problems. During each project year, 500 students from five target schools will participate in the *Peace Out!* program.

Through a partnership with the Police Activities League (PAL), the *PAL Patrol Program* works with specific classrooms currently in two project schools to help motivate students and ensure success in school. Officers assist teachers by visiting their classrooms to discuss different topics or issues students are facing, in hopes of creating positive connections between police and students. PAL aims to help reduce the juvenile crime rates in the city of Vancouver by empowering children and youth to make responsible life choices and fostering better connections between law enforcement and community youth. Beginning in Year 1, the program will serve 50 students from Fruit Valley and King elementary schools. The PAL Patrol Program will expand to include two additional target schools starting in Year 2, serving all eight schools by Year 4 and 250 students by Year 5.

As part of the FSCS pipeline, the P-3 Resource and Education Coordinator, in consultation with target school principals, counselors, and FCRC Coordinators, will develop strategies for implementing the Second Step curriculum with children in grades pre-kindergarten through grade three. Second Step is an evidenced-based program rooted in social-emotional learning (SEL) that

helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. Available for both pre-kindergarten (early learning) and K-5, Second Step includes age-appropriate lessons designed to help children learn how to make friends, manage their emotions, solve problems, and deal with peer pressure. VPS is proposing to engage in Second Step program planning in Year 1, which will include attending the Second Step Leadership Institute, delivering training for school building teams (e.g., counselors, teachers, administrators), planning for both in school and OST implementation across the eight target schools, and establishing baseline measures for student behavior. The P-3 Resource and Education Coordinator, the District’s Instructional Coach for School Counselors, and the FCRC Training and Technical Assistance Coordinator will attend the program’s Leadership Institute to learn how to create and support a successful FSCS initiative-wide Second Step implementation. Second Step curriculum implementation will launch in Year 2 with 575 students participating and will expand each year with the addition of two target schools. By Year 5, we expect that all 2,300 K-3 students across the eight target schools will receive Second Step instruction.

In summary, the following table shows how VPS and its consortium partners will scale up the FSCS pipeline of services to serve higher numbers of children, youth, and families throughout the five-year grant period.

*Table 4. VPS FSCS Pipeline of Services, Numbers of Students and Adults to be Served  
(Duplicated Counts)*

<b>Pipeline Service Area</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>High-quality early learning</b>	538	570	570	570	570
<b>High-quality school and OST programs</b>	3,711	3,711	3,711	3,711	3,711
<b>Support for transition</b>	734	811	866	932	1,011
<b>Family and community engagement</b>	108	144	144	144	144
<b>Postsecondary and workforce readiness</b>	800	800	800	800	800
<b>Community-based support</b>	240	264	288	320	352

Pipeline Service Area	Year 1	Year 2	Year 3	Year 4	Year 5
Social, health, nutrition, mental health services	7,250	8,000	8,000	8,000	8,000
Juvenile crime prevention and rehabilitation	659	1,334	2,009	2,694	3,369

*3. The extent to which the proposed project services involve the collaboration of appropriate partners for maximizing the effectiveness of project services*

As described in the previous section, VPS will leverage the resources of the SNC consortium and other community partners to carry out the comprehensive set of proposed FSCS pipeline services. As demonstrated in the attached Memorandum of Understanding, all of the community partners have committed to continuing to serve as members of the SNC partnership in support of the FSCS initiative. Below, we describe each collaborating partner and present the specific contributions in coordinating, supporting, or providing pipeline services.

The **Foundation for Vancouver Public Schools** is an independent, educational non-profit corporation established in 1988 to support VPS with a mission to create opportunities to cultivate and inspire student success. Foundation for Vancouver Public Schools will provide fundraising and financial support for the FSCS initiative to help the target schools address student/family basic needs, expand enrichment opportunities, and engage families.

Established in April 2000, the **Boys & Girls Clubs of Southwest Washington** seeks to provide a positive environment, quality programs, and lifelong learning skills for all school-age youth in Vancouver and its surrounding areas, with particular concern for those coming from disadvantaged circumstances. As part of the FCSC initiative, Boys & Girls Clubs of Southwest Washington will provide after-school programming for target school youth, including *AIM* and *Peace Out!* programs.

Created in 1969, **Educational Service District 112 (ESD 112)** strives to ensure equitable educational opportunities for all students and serves as a vital educational partner in creating and delivering programs that benefit schools, children, and their communities in the six counties of Southwest Washington. As part of the FSCS initiative, ESD 112 will manage the region's ECEAP as well as Head Start and Early Head Start programs. ESD 112 will also work closely with the project's P-3 Resource and Education Coordinator to create a Universal Early Learning Enrollment Form and to coordinate the early learning segment of the proposed FSCS pipeline.

A nonprofit organization initiated in 2012, the mission of **Bridgeview** is to break the cycle of poverty and improve the quality of life by connecting low-income individuals, families, and children to the resources for self-reliance. An essential community-based resource for target youth and families, the Bridgeview Employment and Education Center will serve as a community-based hub, providing assistance in workforce readiness, post-secondary success, and adult education.

Founded in 1933, **Clark College** is the oldest institution of higher education in Southwest Washington. Founded as a private, two-year, junior college, Clark College was incorporated into the statewide community college system in 1967. Clark College received its first accreditation in 1937 and it has been accredited by the Northwest Commission on Colleges and Universities since 1948. As part of the FSCS initiative, Clark College will offer adult education classes to parents and other adult family members of target school students.

The **Free Clinic of SW Washington** provides free, basic, walk-in health care, together with dental, vision and specialty care. The Clinic was started 19 years ago by Dr. Sam Beall who saw a real need in the community to help those who could not afford basic medical care. Through the work of Dr. Beall and other physicians and community leaders, the Clinic is now the largest free clinic in the state, providing critical services that prevent unnecessary emergency room visits,

keep people from missing work, and keep children healthy and able to stay in school. Through a long-standing partnership with VPS, the Free Clinic will provide no-cost healthcare and dental care services for target school children and their families as part of the FSCS pipeline.

**Clark County Public Health** was established in 1929 to protect the community's health through prevention of disease and to respond to health threats. Clark County Public Health strives to influence conditions that promote health, such as access to healthy and affordable foods, clean water, healthcare, and neighborhoods that are safe for walking and biking. The organization will support the FSCS initiative by collaborating with other health-focused partners to plan and develop school-based health clinics to expand access to primary health and dental care for Medicaid and non-Medicaid eligible families.

Founded in 1990, the **Clark County Volunteer Lawyers Program (CCVLP)** provides legal aid to low-income individuals by facilitating civil legal services through volunteer attorneys. They will contribute to the proposed FCSC effort by offering *Know Your Rights* adult education workshops focused on immigration tenants' rights, employee rights, and family law.

**Council for the Homeless** is a non-profit organization founded in 1989 with the mission of providing community leadership, compelling advocacy, and practical solutions to prevent and end homelessness in Clark County. They collaborate with government partners, educators, business leaders, communities of faith, and community members to create an effective, efficient, and humane response to homelessness. The council will work with FSCS/SNC partners to identify the best options for housing insecure families and unaccompanied youth.

**Southwest Washington Accountable Community of Health (SWACH)** is a nonprofit organization working to improve health in Washington's Clark, Klickitat, and Skamania Counties. SWACH brings together community members and other experts to address the region's significant

health challenges. As part of the FSCS initiative, SWACH will partner with Free Clinic, CCPH, and VPS to explore the implementation of school based health centers.

Formerly a division of Clark County government and incorporated as a private nonprofit in 1991, the mission of **Partners in Careers** is to assist individuals to become economically self-sufficient by providing resources, training, and job placement opportunities. As an FCSC initiative partner, Partners in Careers will provide adult and community education workshops to develop workforce readiness skills and career and technical training. They will also connect workforce ready adults to employment opportunities.

The **Police Activities League** (PAL) is a non-profit organization that partners with the Vancouver Police Department and Clark County Sherriff's Office to promote positive relationships between police officers and youth in the community through community-based educational programs and recreational opportunities. As a partner of the FCSC initiative, PAL will conduct the PAL Patrol Program at the project schools.

The **Vancouver Housing Authority** (VHA) was established in 1942 as a response to the growing housing need of the low-income workforce. Today, it continues to develop workforce, housing, and community development properties for economically-disadvantaged families. As an FSCS partner, the VHA will continue to work closely with the school-based FCRC Coordinators to identify best options for housing insecure families.

Formed in 1979 to provide care for the hungry and homeless in Vancouver, **Share Inc.** is a nonprofit organization that provides a spectrum of services, including shelters and supportive housing for individuals and families who experience homelessness and meals and food programs for impoverished students and families. As part of the FSCS initiative, Share will provide weekend food boxes for food insecure youth and their families at the target schools.

**The Children’s Center** is a nonprofit agency dedicated to serving the community of Clark County by providing quality mental health services to children and families. Committed to serving all children in need, The Children's Center mental health services include a school-based mental health program for children and youth identified as having behavioral or emotional problems that impact their ability to function successfully in school. The Children's Center will also provide mental health services for school-age children as well as early childhood mental health services for the birth to age five target group within the proposed pipeline of services.

Founded in 1896, the mission of the **Children’s Home Society of Washington (CHSW)** is to develop healthy children, create strong families, build engaged communities, and speak and advocate for children. As part of the FSCS initiative, CHSW will provide school-based mental health services for school-age children as well as early childhood mental health services for the 0-5 age group.

Founded in 1953 as a credit union for paper mill employees, **Lighthouse Community Credit Union** was rebranded in 2014 and serves as a low-income designated credit union that provides affordable access to banking, loans, deposit, and payment services. Lighthouse will offer financial literacy education workshops for target school parents/families as part of the *Parent Academy* as part of the FSCS initiative.

### **C. Adequacy of Resources**

#### ***1. The relevance and demonstrated commitment of each partner to the implementation and success of the project***

VPS and its consortium of partners are fully committed to providing all of the resources and facilities necessary for successful implementation of the proposed FSCS initiative at the eight target elementary schools. Many of the activities described throughout this proposal will be

coordinated through the VPS Department of Family Engagement and Family-Community Resource Centers and through the work of the Strengthening Neighborhoods Collaborative. At no cost to the project, participants will benefit from the comprehensive set of resources offered by VPS and its collaborating partners. In addition, the FSCS initiative staff will have access to all of the resources available at the district offices, including duplicating, laminating, meeting rooms, word processing and email facilities, and other amenities needed to prepare and serve refreshments. All of these facilities will assist us in our program administration and coordination efforts.

In the section that follows, we describe the in-kind contributions that the organizations will be making to support the attainment of project objectives and outcomes. These have been summarized in Part B of the 524 Form attached to this proposal.

**Personnel.** To carry out the scope of work proposed in this application, VPS will devote the equivalent of 6.86 FTEs in in-kind staff resources from among its regular salaried staff for a total contribution of \$2,122,647 across all project years. This figure includes \$403,601 in Year 1, \$414,124 in Year 2, \$424,690 in Year 3, \$434,387 in Year 4, and \$445,846 in Year 5. These in-kind personnel costs include the following specific staff members<sup>1</sup>:

- 5% of the time for the Executive Director for Community School Supports (0.05 FTE) in Years 1-5;
- 5% of the time for the Executive Director for Early Learning and Elementary Education (0.05 FTE) in Years 1-5;
- 10% of the time for the FCRC Partnership Coordinator (0.08 FTE) in Years 1-5;

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<sup>1</sup> In some cases, the percent of time does not match the FTE because some staff work less than full-time each year (e.g., 80% time or 10-month positions).

- 13% of the time for the FCRC Training and Technical Assistance Coordinator (0.11 FTE) in Years 1-5;
- 50% of the time for the FCRC Community Outreach and Family Engagement Coordinator (.42 FTE) in Years 1-5;
- 20-40% of the time for three Instructional Coaches for PBIS/MTSS (two at 0.40 FTE; one at 0.20 FTE) in Years 1-5;
- 5% of the time for the Instructional Coach for School Counselors (0.05 FTE) for Years 1-5; and
- 100% of the time for six FCRC Coordinators (each 0.84 FTE or 5.05 FTE in total) in Years 1-5.

In addition, 10 community partners will provide in-kind staff resources for a total contribution of \$735,340 across all project years (Table 5). Across these partners, this will include annual in-kind personnel contributions of \$165,600 in Year 1, \$136,425 in Year 2, \$140,367 in Year 3, \$144,276 in Year 4, and \$148,672 by Year 5.

*Table 5. In-Kind Personnel Costs for SNC/FSCS Partners*

<b>Partner</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
<b>SW Washington Accountable Community Health (SWACH)</b>	\$1,200	\$1,200	\$1,250	\$1,250	\$1,290
<b>Clark County Public Health</b>	\$3,730	\$3,915	\$4,105	\$4,300	\$4,500
<b>Boys and Girls Club of SW Washington</b>	\$37,908	\$40,182	\$42,457	\$44,731	\$47,385
<b>Vancouver Housing Authority</b>	\$7,600	\$7,828	\$8,062	\$8,304	\$8,553
<b>Partners in Careers</b>	\$3,947	\$4,085	\$4,228	\$4,376	\$4,529
<b>Council for the Homeless</b>	\$38,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Share</b>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<b>Free Clinic of SW</b>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000

<b>Partner</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
<b>Bridgeview Education and Employment Resource Center</b>	\$33,500	\$34,500	\$35,550	\$36,600	\$37,700
<b>ESD 112</b>	\$7,715	\$7,715	\$7,715	\$7,715	\$7,715
<b>Total</b>	<b>\$165,600</b>	<b>\$136,425</b>	<b>\$140,367</b>	<b>\$144,276</b>	<b>\$148,672</b>

**Fringe Benefits.** In keeping with VPS’s contracting and budgeting rules, fringe benefits for all personnel assigned to the project include social security (7.65%), unemployment insurance (2.10%), worker’s compensation (1.32%), retirement (14%), and health insurance (\$12,000 per FTE for each project year). In-kind fringe benefits for the 15 VPS staff have been budgeted for a total of \$204,264 in Year 1, \$216,990 in Year 2, \$219,526 in Year 3, \$221,853 in Year 4, and \$224,603 in Year 5. Across the five years of the grant, the total estimated in-kind contribution for fringe benefits for VPS is \$1,087,236.

Across the nine partner agencies contributing staff resources, they will also provide a total of \$183,628 in in-kind for fringe benefits for Years 1-5 combined. As shown in Table 6, this contribution will include \$46,936 in Year 1, \$33,331 in Year 2, \$33,741 in Year 3, \$34,144 in Year 4, and \$35,476 in Year 5.

*Table 6. In-Kind Fringe Benefit Costs for SNC/FSCS Partners*

<b>Partner</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
<b>SWACH</b>	\$300	\$300	\$310	\$310	\$1,290
<b>Clark County Public Health</b>	\$1,641	\$1,722	\$1,806	\$1,892	\$1,980
<b>Boys and Girls Club of SW Washington</b>	\$4,549	\$4,822	\$5,095	\$5,368	\$5,686
<b>Vancouver Housing Authority</b>	\$2,280	\$2,280	\$2,280	\$2,280	\$2,280
<b>Partners in Careers</b>	\$1,184	\$1,225	\$1,268	\$1,312	\$1,258
<b>Council for the Homeless</b>	\$15,000	\$1,000	\$1,000	\$1,000	\$1,000
<b>Share</b>	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
<b>Bridgeview Education and Employment Resource Center</b>	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
<b>ESD 112</b>	\$2,482	\$2,482	\$2,482	\$2,482	\$2,482
<b>Total</b>	<b>\$46,936</b>	<b>\$33,331</b>	<b>\$33,741</b>	<b>\$34,144</b>	<b>\$35,476</b>

**Travel.** As shown in Table 7, six FSCS partners will defray the costs associated with local travel for their agency staff to support project pipeline services and supports, representing a \$13,506 in-kind contribution across all project years. This will include \$2,730 in Year 1, \$2,655 in Year 2, \$2,680 in Year 3, \$2,705 in Year 4, and \$2,736 in Year 5.

*Table 7. In-Kind Local Travel Costs for SNC/FSCS Partners*

<b>Partner</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
<b>Boys and Girls Club of SW Washington</b>	\$300	\$318	\$336	\$354	\$375
<b>Partners in Careers</b>	\$200	\$207	\$214	\$221	\$229
<b>Council for the Homeless</b>	\$200	\$100	\$100	\$100	\$100
<b>Share</b>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<b>Clark County Public Health</b>	\$20	\$20	\$20	\$20	\$20
<b>SWACH</b>	\$10	\$10	\$10	\$10	\$12
<b>Total</b>	<b>\$2,730</b>	<b>\$2,655</b>	<b>\$2,680</b>	<b>\$2,705</b>	<b>\$2,736</b>

**Contractual, Equipment, and Construction.** Not applicable.

**Supplies.** VPS will cover the costs associated with instructional supplies at the eight target schools, FCRC supplies, and office supplies at the District necessary to fully execute the objectives of the project. This includes \$42,000 in Year 1, \$52,000 in Year 2, \$56,000 in Year 3, \$60,000 in Year 4, and \$64,000 in Year 5. Total district commitment to fund instructional and office supplies is \$274,000.

**Other.** Boys and Girl Club of SW Washington, Partners in Careers, Council for the Homeless, and Bridgeview Education and Employment Center will contribute the use of their facilities, valued at \$47,349 combined across Years 1-5. As shown in Table 8, across these four partners, the in-kind contributions for each project year will include \$8,754 for Year 1, \$8,685 in Year 2, \$9,495 in Year 3, \$9,948 in Year 4, and \$10,467 in Year 5.

*Table 8. In-Kind Facilities Costs for SNC/FSCS Partners*

<b>Partner</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
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<b>Boys and Girls Club of SW Washington</b>	\$6,354	\$6,375	\$7,116	\$7,498	\$7,943
<b>Partners in Careers</b>	\$1,894	\$1,960	\$2,029	\$2,100	\$2,174
<b>Council for the Homeless</b>	\$256	\$100	\$100	\$100	\$100
<b>Bridgeview Education and Employment Resource Center</b>	\$250	\$250	\$250	\$250	\$250
<b>Total</b>	<b>\$8,754</b>	<b>\$8,685</b>	<b>\$9,495</b>	<b>\$9,948</b>	<b>\$10,467</b>

In addition, Foundation for Vancouver Public Schools will be providing in-kind funds to support students enrolled at the target FSCS elementary schools to address unmet basic needs, expand mentoring and enrichment opportunities, and engage parents and families (\$288,000 across all project years). This will include \$49,600 in Year 1, \$53,600 in Year 2, \$57,600 in Year 3, \$61,600 in Year 4, and \$65,600 in Year 5.

***2. The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits***

We believe that the funds requested from the FSCS grant program are both reasonable and sufficient to realize the project's full potential for meeting its stated objectives and outcomes. The District has made all possible efforts to minimize the costs of this project and we believe that the costs are reasonable in terms of the target population of staff, students, families, and community members who will ultimately benefit from the project. At the same time, VPS designed the project so that the achievement of the objectives occurs through comprehensive planning and coordination of FSCS pipeline services, supports, and activities that will insure the appropriate intensity of program effort.

The attached budget (ED 524 form) details the supplementary resources needed to develop and carry the proposed project; the budget narrative summarizing these supplementary resources follows.

**Personnel.** On behalf of SNC partnership and as the fiscal agent for the FSCS grant, VPS is requesting funds to cover the salaries of three new full-time staff members: one P-3 Resource and Education Coordinator/Project Director (full-time, 12 months) and two FCRC Coordinators (full-time, 10 months), as described fully in the Quality of Management Plan section. In addition, we will provide supplemental contracts to teachers, counselors, and professional technical staff to execute FSCS strategies. Specifically, eight supplemental contracts (one for each target school) will support the design and implementation of Experience Lab programming to increase student exposure to the vast variety of careers and opportunities after high school. In addition, 20 contracts each project year will support professional development relating to job-embedded Learning Walks for preschool and K-3 teachers across the target programs and project schools.

Salaries for these staff members total \$193,375 in Year 1. VPS anticipates salary adjustments of 2.5% in Years 2 and 3, bringing the total personnel costs to \$225,205 for Year 2, \$234,073 for Year 3, \$243,326 in Year 4, and \$250,262 in Year 5. Across the five years of the grant, the total estimated for personnel is \$1,148,241.

**Fringe Benefits.** In keeping with VPS's contracting and budgeting rules, fringe benefits for all personnel assigned to the project include social security (7.65%), unemployment insurance (2.10%), worker's compensation (1.32%), retirement (14%), and health insurance (\$12,000 per FTE for each project year). Therefore, the total budget for fringe benefits in Years 1-5 will be \$81,855, \$88,422, \$90,454, \$92,575, and \$94,159 respectively. Total grant funds requested for fringe benefits is \$447,465.

**Travel.** VPS will send three representatives from the project to the annual three-day grantee conference in Washington, D.C., at an estimated cost of \$15,000 each year. In addition, in-state mileage to travel to meetings and trainings is estimated at \$1,750 each year based on rates

published in U.S. General Services Administration. In Year 1 only, \$4,500 is requested for three project staff to travel to the Second Steps Leadership Institute. Total grant funds requested for travel and mileage is \$88,250 to support project staff.

**Equipment and Construction.** No funds are being requested for equipment or construction.

**Supplies.** VPS is requesting funds to defray the costs associated with one-time purchases of three computers (\$5,550), three iPads (\$1,500), three desks (\$2,250), and three chairs (\$1,200) to support the work of three project staff, and furniture to equip two new Family Community Resource Centers (\$18,000). VPS is also proposing to purchase ten copies of the Second Step PreK-Grade 5 curriculum (\$28,000) and three sets of Second Step Leadership Institute materials (\$2,085) in Year 1, as well as the consumables needed to launch and scale-up Experience Lab: \$1,000 in Years 1 and 2, \$2,000 in Year 3, \$3,000 in Year 4, and \$4,000 in Year 5. \$500 per year is budgeted for general supplies for the three project staff. Total grant funds requested is \$72,085 for supplies and materials.

**Contractual Services.** VPS proposes to secure contractual agreements with the following providers:

- Metis Associates for project evaluation services (\$48,000 in Years 1-5)
- ESD 112 for professional development services (\$6,324 in Year; \$10,788 in Years 2-5)
- Mental health providers for integration and delivery of school-based mental health services at the target schools (\$25,000 in Year 1; \$75,000 in Years 2 and 3; \$50,000 in Year 4; and \$25,000 in Year 5)

Across all five years, the total proposed costs for contractual services are \$539,476.: \$79,324 in Year 1, \$133,788 in Years 2 and 3, \$108,788 in Year 4, and \$83,788 in Year 5.

**Indirect Costs.** VPS has an approved 4.74% indirect rate negotiated with the federal government. VPS anticipates that this rate will remain stable over the five years of the grant. Indirect costs have been calculated on the first \$25,000 of each proposed subcontract in each year. Indirect costs will be \$19,571 in Year 1, \$20,888 in Year 2, \$21,452 in Year 3, \$20,853 in Year 4, and \$20,119 in Year 5. The total budgeted for indirect costs is \$102,883.

**Cost Effectiveness of the FSCS Initiative**

As evidenced throughout this proposal and described in detail in the preceding sections, the VPS and SNC partners will be leveraging significant personnel and non-personnel resources to complement funding from the FSCS grant in support of program objectives. Therefore, we believe that the project is highly cost-effective in terms of the target population to be served and the opportunity for capacity building to support the growth of the full-service community school model in the city of Vancouver. As shown in Table 9, the per participant expenditure decreases in each project year as increasingly larger numbers of students and parents/adult family members are served.

*Table 9. FSCS Per Participant Expenditure*

<b>Project Year</b>	<b>Total Number of Participants Served<sup>2</sup></b>	<b>FSCS Grant Budget</b>	<b>Per Participant Expenditure</b>
<b>Year 1 (2019-2020)</b>	6,790	\$457,460	\$67.32
<b>Year 2 (2020-2021)</b>	7,634	\$486,553	\$63.73
<b>Year 3 (2021-2022)</b>	8,388	\$499,017	\$59.49
<b>Year 4 (2022-2023)</b>	9,171	\$485,792	\$52.97
<b>Year 5 (2023-2024)</b>	9,957	\$469,578	\$47.16

**Plans to Sustain the FSCS Initiative**

VPS and SNC partners are fully committed to sustaining and institutionalizing the FSCS initiative at the target schools as they have and will continue to with the District’s 20 full-time

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<sup>2</sup> Includes duplicate counts.

school-based and mobile FCRC Coordinators which are vital underpinnings of the full service community schools model.

As documented in the preceding section, the SNC partnership and other project partners are expected to leverage significant in-kind personnel and other-than-personnel resources to promote the development and sustainability of the full-service community schools model in the eight target schools. Funding for these programs and services already comes from public and private sources, some of which have been awarded on an annual basis and others on a multi-year basis. For example, VPS will continue to use basic education funds to support the salaries and fringe benefits associated with the eight full-time school-based FCRC Coordinators and AVID Elementary funding for transition support programming for target school students.

With support from the Foundation for Vancouver Public Schools, the District's department directors will be responsible for seeking and securing private, state (e.g., 21<sup>st</sup> Century Community Afterschool Learning Centers), and federal funding (e.g., School Climate Transformation Grant) to support proven and innovative programs that have demonstrated impact. They will receive support in these sustainability efforts from the district fiscal department, legal counsel, and executive directors, associate superintendents, and Superintendent Webb.

Moreover, the FSCS pipeline and associated plan for professional development plan were designed to build capacity within and across the target schools to sustain specific approaches well beyond the grant period. Some specific examples include:

- Institutionalizing the expectations between early learning and K-5 elementary systems, including shifted/aligned curricula

- Developing a cadre of District leaders and teachers skilled in the use of Learning Walks as a professional development strategy to support improved articulation and successful student transitions
- Cultivating District- and school-level teams skilled in use of the Second Step curriculum to support students' social-emotional learning and development, which will continue to be embedded within the target school communities in the absence of federal funding
- Building out/formalizing the Experience Lab program model so that it can be expanded to other District elementary schools
- Creating a cost-sharing model to support the integrated delivery of school-based mental health services at the elementary level
- Developing a large network of parents equipped with the knowledge and skills they need to successfully support and advocate for their children's education

#### **D. Quality of the Management Plan**

- 1. The adequacy of the management plan to achieve the proposed project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks*

#### **Lead Partner**

As the backbone organization for the Strengthening Neighborhoods Collaborative, VPS will serve as the lead partner for the FSCS initiative. Under the solid leadership of distinguished Superintendent Steve Webb, VPS has demonstrated capacity to effectively and efficiently oversee and implement FSCS initiative operations in compliance with applicable federal, state, and local laws and regulations.

Serving as VPS Superintendent since July 2008, Dr. Webb has a distinguished 33-year career in public education in Washington and California, serving as superintendent, deputy superintendent, assistant superintendent for secondary learning and technology, principal and assistant principal, high school teacher, and coach. He was the 2017-18 president of the Washington Association of School Administrators, and is an active member of the Coalition for Community Schools, Digital Promise League of Innovative Schools, the Western States Benchmarking Consortium, the Horace Mann League, and AASA's Digital Consortium. In addition to numerous national awards and recognition, in 2016, Dr. Webb received the Community Schools Superintendent Leadership Award from the Coalition for Community Schools. He is a hands-on leader who regularly visits classrooms at 37 school sites and periodically works the various jobs of the district's 3,400 employees.

Under the leadership of Superintendent Webb, since 2008, VPS has embarked on a proactive community schools approach to turning around poverty-impacted schools, through the strategic development and placement of school-based Family-Community Resource Centers (FCRCs) within Vancouver Public Schools. Over the years, this strategy has proved to build school assets, strengthen neighborhoods, and increase student success (see response to Competitive Preference Priority 3: History of Effectiveness) and has received national acclaim. For example, VPS received the 2017 Magna Grand Prize Award in the over 20,000-enrollment category from the National School Boards Association and was the focus of the Broader Bolder Approach to Education Case Study in 2016 with an update in 2018. VPS leaders and partners have presented information about the FCRC initiative to Washington State Governor Jay Inslee and members of the House Education Committee, and they have hosted districts from around the region to highlight the district's approach to community schools and to examine ways to replicate it in other locations.

Moreover, VPS is long-experienced in administering federal grants and receives sterling performance grades on audits and reviews of its grant administration processes. VPS has a record of 11 consecutive years of clean state and federal audits received from the WA State Auditor's Office. Under the direction of Chief Fiscal Officer, Brett Blechschmidt, the FSCS initiative will receive fiscal management and grant administration support from the VPS Fiscal Services Department. The Fiscal Services Department will provide a technical support system to help project staff interpret federal and state regulations and legislation, ensure the FSCS initiative is implemented with programmatic and regulatory integrity, and ensure the appropriate fiduciary roles expected by the US Department of Education are accomplished. This department will also provide support with the budget, financial planning, and related services to maximize financial resources available to support FSCS implementation and sustainability.

### **Governance Structure**

Chaired by the VPS Executive Director of Community School Supports, Tamara Shoup, the 12-member Strengthening Neighborhood Collaborative (SNC) will serve as the steering and advisory committee for the FSCS initiative. The SNC includes committed executive leaders who will continue to drive the FSCS vision and communicate the work to partners and communities. Formed in 2014 to unite schools and community partners to strengthen opportunities for children, families, and neighborhoods in Vancouver, the beliefs that drive the work of the SNC partnership will align fully with the FSCS initiative include:

- Education, economic supports, social capital, and health and well-being are the core elements that create healthy neighborhoods and an intergenerational cycle of opportunity for children and families.

- Community schools are an integral part of the fabric of the neighborhood. A school is transformed into a community school when school, families, and neighborhoods unite as partners to strengthen opportunities for children to learn and grow.
- Partnerships working through community schools help to support, lift, carry, push, and guide positive outcomes for children and their families. Through results-focused partnerships, a multi-directional and systems approach to supporting community and education is possible.

During each project year, the SNC partnership will convene bi-monthly for 90-minute meetings to discuss issues related to infrastructure, programmatic decision-making, partner accountability, evaluation findings (including program impact and program improvements), policy change, family and community engagement, communication and messaging, fundraising, and sustainability.

### **FSCS Leadership Team**

Within VPS, the proposed FSCS initiative will be housed within the Department of Family Engagement and Family-Community Resource Centers under the leadership of the Executive Director of Community School Supports, Tamara Shoup. With over a decade of leadership roles in the field of education, Ms. Shoup will bring to the FSCS initiative targeted and recent experience. This includes serving as Director for Early Childhood Education for ESD 112, Grant Proposal Coordinator for Washington State University, VPS Partnership Coordinator, and Vice-Chair of the Policy Committee for the Healthy Living Collaborative for SW Washington, an advocacy and community engagement program under the Southwest Washington Accountable Community of Health. (A résumé for Ms. Shoup is included in the grant Other Attachments.) Before being promoted to Executive Director of Community School Supports, Ms. Shoup served

as the VPS Director of Family Engagement and Family-Community Resource Centers, directing the district's community school model resources, including staff supervision, family and community engagement, community partnership development, and enhanced student learning opportunities. She holds a Master's degree in research administration from the University of Central Florida and a Bachelor's degree in human development from Washington State University.

Debra Hale, VPS Executive Director for Early Learning and Elementary Education, will work closely with Tamara Shoup to ensure the successful administration of the FSCS initiative. Ms. Hale has served in various leadership roles within VPS for the past 25 years, including ten years as a teacher on special assignment for ELL and Title I programs, and 12 years as a building principal (including seven years at King Elementary). (A résumé for Ms. Hale is included in the Other Attachments.) As the Executive Director for Early Learning and Elementary Education, Ms. Hale will bring to the FSCS initiative targeted leadership experience. This includes managing the District's elementary school principals, developing rising community school administrators, overseeing the District's early learning strategic initiatives, leading districtwide kindergarten transition practices and programs, and cultivating public-private partnerships to secure investments in early learning programming. Ms. Hale holds a Bachelor's degree in Spanish from Baylor University, a Master's degree in education in English as a second language from Texas Wesleyan University, and an administrative certificate from Heritage College.

Reporting directly to Associate Superintendent Mike Stromme, Ms. Shoup and Ms. Hale will dedicate approximately five percent of their time to the FSCS initiative (at no cost to the grant). Working closely together, they will co-manage the project's P-3 Resource and Education Coordinator/Project Director and provide overall leadership and high-level management to ensure

the vision and core values of the FSCS service delivery model and SNC partnership collaborative are realized.

Working directly under the Executive Director of Community School Supports are the following key staff germane to the successful implementation of the FSCS initiative:

- FCRC Partnership Coordinator
- FCRC Training and Technical Assistance Coordinator
- FCRC Community Outreach and Family Engagement Coordinator
- Instructional Coaches for PBIS/MTSS
- Instructional Coach for School Counselors

FCRC Partnership Coordinator Sam Pike will dedicate 10 percent of her time to supporting FSCS partnerships for elementary schools and convening SNC partners for supporting the FSCS initiative, at no cost to the grant. An education and youth services professional with national and international experience, as the VPS Partnership Coordinator, she collaborates with local stakeholders to remove educational barriers for students and to mobilize resources (see résumé in the Other Attachments). Before this role, she served as a Truancy Project Specialist for ESD 112, providing case management and crisis support for youth at risk for justice system involvement. Ms. Pike served as a Peace Corps volunteer in the Dominican Republic and earned her Bachelor's degree in history from Portland State University.

The FCRC Training and Technical Assistance Coordinator, Catherine MacCallum-Ceballos will dedicate approximately 13 percent of her time to the project as an in-kind contribution. Ms. MacCallum-Ceballos will facilitate FCRC Communities of Practice (22 hours per year), provide on-site technical assistance to project teachers and FCRC Coordinators (20 hours per month), and participate in site-based FSCS meetings six times per year (26 hours total).

A mental health professional specializing in child and adolescent mental health, Ms. MacCallum-Ceballos has relevant experience serving as the FCRC Coordinator at VPS Discovery Middle School where she opened the school's FCRC, created community partnerships, and designed and implemented programs to help students and families (see résumé in the Other Attachments). Currently, as the VPS FCRC Training and Technical Assistance Coordinator, she provides professional development and technical expertise on effective family-school-community partnerships, and as the SMART District Coordinator, she oversees crisis response services for the district. Ms. MacCallum-Ceballos holds a Master's degree in marriage, family, and child counseling from Hope International University, Fullerton, and a BA in psychology and human services from Albion College.

The FCRC Community Outreach and Family Engagement Coordinator, Carla Feltz will dedicate approximately 50 percent of her time to the project as an in-kind contribution. Ms. Feltz will perform outreach and engagement support at all project schools working as a team with the site-based FCRC Coordinators, hosting events, and assisting with special programming for the prenatal to the third-grade population. A social work professional, Ms. Feltz has relevant experience serving as the FCRC Coordinator at project school Washington Elementary. Ms. Feltz was instrumental in supporting families through an acute and critical housing crisis after a turnover of management at a Washington neighborhood apartment complex that saw every tenant evicted for no cause. Currently, as the VPS Community Outreach and Family Engagement Coordinator, she provides engagement support to all VPS elementary schools with a distinct focus on the schools within the FCRC initiative (see résumé in Other Attachments) Ms. Feltz holds a Bachelor's degree in social work from Dordt College.

Three Instructional Coaches for PBIS/MTSS will devote approximately 20-40 percent of their time to the FSCS project (at no cost to the grant), providing direct support to target school staff members in the planning and implementation of MTSS, PBIS, and social-emotional learning to improve student outcomes and build a healthy school climate. While their résumés are included in Other Attachments, below are brief professional profiles for each Instructional Coach for PBIS/MTSS:

- Bess Colpron provides instructional support to Marshall, Washington, and Eisenhower Elementary Schools, working closely with school teams, coaching classroom teachers, and providing customized training and professional development. Ms. Colpron holds a Master's degree in teaching from the City University of Seattle and brings to the project over 15 years of teaching and training/coaching experience.
- Kristin Sharber supports Ogden and Fruit Valley Elementary Schools, with over eight years of experience in providing targeted staff development, collaborating with school teams to implement MTSS, and analyzing academic and behavior data to diagnose instructional needs and identify research-based instructional strategies. Ms. Sharber has a Bachelor's degree from Concordia University and holds both elementary education and early childhood education certifications.
- Weslee Vann is the Instructional Coach for Roosevelt Elementary, where she assists with integrating PBIS and mental health, providing professional development, and delivering job-embedded support and performance feedback. Ms. Vann has a Bachelor's degree in liberal studies from California State University and holds a Washington state professional teaching certificate in elementary education (K-8).

Dr. Brian Mathieson serves as the District’s Instructional Coach for School Counselors, and he will devote approximately 5 percent of his time (in-kind) to the FSCS initiative supporting P-3 teacher and school counselor professional development. In his current role, Dr. Mathieson provides training and technical assistance for school counselors districtwide, including social-emotional learning strategies. He will bring to the project strong knowledge of the Second Step curriculum and implementation strategies. Before becoming a District specialist, Dr. Mathieson spent 13 years as a high school counselor, two years as an elementary counselor, and three years as a district prevention specialist. Dr. Mathieson is a passionate leader and educator who currently serves as President of the Washington School Counselors Association. He holds a Doctoral degree in educational leadership and policy studies from Arizona State University and a Master's degree in school counseling/psychology from Eastern Washington University (see résumé in the Other Attachments).

In addition, reporting directly to the Executive Director of Early Learning and Elementary Education, the principals of the eight target elementary schools will play a critical role in the successful implementation of the FSCS initiative in their respective buildings. The principals will oversee all school-based operations, serving as leaders, advisors, and active participants in the FSCS initiative team and ensuring the project will have the most significant impact and benefit for the students in their charge. Below are brief descriptions of the qualifications of the target school principals.

- April Whipple has served as principal at Ogden Elementary since 2012. A former certified classroom teacher, Ms. Whipple will bring to the FSCS initiative a Master’s degree in educational leadership, 11 years of school administrator experience, and targeted

experience with PBIS and MTSS, Walk to Learn, project-based learning approaches, and professional learning communities.

- Principal at Roosevelt Elementary, Megan Vickery will bring to the project particular expertise in implementing PBIS within an MTSS system. She has seven years of school leadership experience as well as a Master's in education and a professional administrative credential.
- Serving in a school-based administrative capacity within VPS since 2013, Matthew Fechter serves as principal at Fruit Valley Elementary. Mr. Fechter holds a Master's degree in school counseling, and he completed an Educational Leadership Program at Washington State University.
- Janell Ephraim has served as principal of King Elementary since 2011. She will bring to the proposed project particular expertise in implementing AVID Elementary as well as former classroom teaching experience at the elementary and college levels. Ms. Ephraim holds a Master's degree in teaching, administrative licensure for K-12 leadership, as well as professional certification in education leadership and program administration.
- Principal at Marshall Elementary, Bobbi Geenty will bring to the FSCS initiative over 15 years of school leadership experience, including implementing schoolwide systems such as PBIS and AVID Elementary with a focus on community school development, including FCRC, onsite mental health services, and pre-kindergarten opportunities. Ms. Geenty has a Master's degree in educational leadership as well as administrative licensure.
- Serving as a school leader within VPS since 2015, K. Adley Copeland is principal at Washington Elementary. With a Master's degree in education, curriculum, and instruction,

Mr. Copeland will bring to the project special expertise in the instructional design of curriculum and assessment, particularly in early childhood.

- Travis Bond has served as principal of Sacajawea Elementary since 2012. During this time, he gained targeted experience with operation and daily management of the school's developmental preschool program, which serves young children receiving special education services. Mr. Bond holds a Master's degree in education for technology, curriculum, and instruction, and obtained principal/program administrator credentials.
- Principal at Eisenhower Elementary since 2015 and former FCRC District Coordinator, Jennifer Blechschmidt will bring to the FSCS project considerable oversight experience of related approaches and programs, such as implementing schoolwide PBIS and MTSS, developing community-school partnerships, community schools implementation, and developing strategies for chronically absent students. Ms. Blechschmidt is a board member for Foundation for VPS and has a Master's degree in teaching as well as an administrative certificate.

### **Project Management and Staffing**

VPS will recruit and hire a full-time **FSCS P-3 Resource and Education Coordinator/Project Director** to provide day-to-day management of the FSCS pipeline of services and supports as well as the initiative as a whole. Reporting to both the Executive Director of Community School Supports and the Executive Director of Early Learning and Early Childhood, the FSCS P-3 Resource and Education Coordinator/Project Director will manage the initiative across the eight target schools. This will involve communicating with District and building leadership, participating in SNC partnership meetings, working closely with the project's evaluation partner, working collaboratively with the school-based FCRC Coordinators, and

ensuring integration and service coordination at the school level. In addition, this individual will have responsibilities related to coordinating early learning and early childhood education services within the pipeline, including designing and delivering high-quality P-3 teacher and counselor staff development, providing teacher coaching and technical assistance, and working closely with community-based early learning and out-of-school time providers and programs.

Additional responsibilities of the P-3 Resource and Education Coordinator/Project Director will include:

- Monitoring FSCS grant funds, sub-contractual agreements, work plans, and budgets;
- Working with the SNC partnership and other community partners to ensure seamless implementation and partner accountability;
- Collaborating with the project evaluator to report, use, and communicate results and performance;
- Identifying and addressing barriers to planning, implementation, and sustainability;
- Cultivating and sustaining relationships with SNC partners, community residents, funders, and other stakeholders; and
- Building capacity and expanding FSCS service delivery over time.

The FSCS P-3 Resource and Education Coordinator/Project Director will have at least five years of program management experience, experience in P-3 education, and a Master's degree or higher in a field relevant to education, human services, or full-service community schools.

A team of eight highly qualified school-based **FCRC Coordinators** will report to the Executive Director of Community Schools Support. This team will include six existing full-time FCRC Coordinators at Fruit Valley, King, Marshall, Ogden, Roosevelt, and Washington (at no cost to the project) as well as two grant-funded FCRC Coordinators at Eisenhower and Sacajawea

to be hired. Each FCRC Coordinator will devote 100% of their time to the project and will be responsible for all aspects of the development and operation of the FCRC and FSCS pipeline at their respective schools, including site-based action plans to alleviate social and economic barriers to student and family learning. The FCRC Coordinators will work closely with other project staff and building leadership teams to develop community partnerships as needed to increase access to basic needs (e.g., housing, food, clothing, transportation, health, dental care, and employment), refer families to priority housing and rental assistance programs, and provide onsite access to food, clothing, and hygiene supplies. As shown below, VPS has assembled a highly competent team of staff to serve as school-based FCRC Coordinators:

- Angelena Fleureme has served as the FCRC Coordinator at King Elementary for the past six years. She will bring to the project over 12 years of experience working as an advisor to at-risk students in grades prekindergarten through 12, as well as over five years of demonstrated leadership ability. In addition to her Bachelor's degree from Portland State University in child and family studies, Ms. Fleureme has long-term caring, trusting, and accepting relationships with children, staff, and families at her assigned school.
- Serving as the FCRC Coordinator at Marshall Elementary since 2017, Lindsey Mayer will bring to the FSCS initiative over eight years of experience in working as a family advocate, treatment advisor, special education teaching assistant, and children's outreach director. Ms. Mayer holds a Bachelor's degree in Christian leadership focused on children's ministry, psychology, and counseling.
- Elizabeth Owen has served as the FCRC Coordinator at Washington Elementary since 2015, developing positive relationships with the entire school community, managing community-school partnerships, serving on the school's site-based leadership team, and

developing programming to meet the needs of students and their families. Dr. Owen holds a Doctoral and Master's degrees in psychology from the University of Colorado and has over seven years of program administration experience before coming to Washington.

- Serving as the FCRC Coordinator at Fruit Valley Elementary since 2004, Staci Boehlke works in partnership with the school community to foster a healthy, caring, and thriving community that actively engages children and families. Her responsibilities span parent and student engagement, staff engagement, community engagement, partner development, and volunteer recruitment and resource management. Ms. Boehlke has college-level training in psychology and juvenile justice from Clark College and is an active community volunteer (e.g., Fruit Valley Foundation).
- With over 15 years of experience in providing opportunities for at-risk, underserved children in Clark County, Elizabeth Tiegs serves as the Roosevelt Elementary FCRC Coordinator. Before coming to Roosevelt, she served as an Area Director, Club Director, and Program Director for the Boys and Girls Clubs of SW Washington. Ms. Tiegs holds a Bachelor's degree in communications from Whitworth College.
- Lori Weedman has served as the FCRC Coordinator at Ogden Elementary for the past ten years, having opened the Ogden FCRC in October 2009. Before becoming the coordinator, Ms. Weedman served as the Parent Involvement Coordinator at Ogden for six years. She has a Bachelor's degree in business administration and psychology, and she has received targeted professional development, including the Coalition for Community Schools National Forum (2012 and 2016), Improving Educational Outcomes for Students in Poverty and Starting Strong Early Learning P-3 Institute.

## **Professional Development, Technical Assistance, and Performance Evaluation for Project Staff**

To provide support to VPS and SNC partners as they plan and launch the FSCS initiative, the Executive Director of Community School Supports and the FCRC Partnership Coordinator will provide other VPS leadership and FSCS project staff and partners with professional development focused on the four pillars) of high-quality community schools during Years 1 and 2 of the grant. The training will cover integration of student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice – and how they will be realized through the FSCS pipeline of services and the SNC partnership.

Across all project years, the FCRC Training and Technical Assistance Coordinator will conduct an ongoing and comprehensive program of staff development for all FSCS project staff that will include:

- Monthly staff development workshops that promote effective family-school partnerships and result in a higher operational capacity to identify and address non-academic barriers to student learning. Topics will include collaborative leadership, student-centered learning and development, infrastructure coordination, health and social services and supports, family engagement, community engagement, FSCS action planning, and continuous improvement.
- Training and technical assistance on strategies for using data (i.e., FCRC activity reports) to identify and address barriers to student learning and to make programmatic improvements/adjustments, which will result in a greater ability to identify gaps and celebrate achievements.

- Training and technical assistance necessary to support the implementation of services provided through formal and informal community partnerships, which will result in higher utilization of partnerships to address non-academic barriers to student learning.

All of the FSCS project staff development and training will use the following key resources: *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* published by the US Department of Education, *Community Schools: A Whole-Child Framework for School Improvement* published by the Coalition of Community Schools, and *Community Schools Standards* also published by the Coalition of Community Schools.

The FSCS P-3 Resource and Education Coordinator/Project Director, in collaboration with the District's Instructional Coach for School Counselors (Dr. Brian Mathieson), will co-facilitate training and technical assistance for up to 20 target P-3 teachers and school counselors during each project year. Beginning in Year 1, they will dedicate approximately 20 hours per month to intentional and direct training and technical assistance activities, which will increase to about 40 hours in Years 2 through 5 (120 hours in Year 1 and 240 hours in Years 2-5). The professional development and support will focus on the following key topics: Early Mathematics, Early Literacy, Kindergarten Foundations, Early Childhood Development P-12, Purposeful Engagement and Play, Little Scientists, Integrating Second Steps into Classroom Learning, and Responding to Trauma and ACEs.

In addition, ESD 112 will collaborate with VPS to design and coordinate Learning Walks, a professional development strategy that will allow teachers to observe other teachers. Learning Walks encompass a brief classroom visit utilizing a researched-based tool that provides teachers and others (e.g., instructional coaches, principals) opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. As part

of the FSCS initiative, the P-3 Education and Resource Coordinator/Project Director will work with ESD 112 to facilitate cross-system Learning Walks that allow preschool teachers to learn about K-3 teaching and learning (including OST teaching strategies), and for K-3 teachers to learn about pre-kindergarten pedagogy and OST enrichment strategies.

All project staff will participate in annual staff performance evaluations by their direct supervisor. Performance evaluations will focus on position requirements, professional goals, areas for improvement, and the ability to achieve position objectives.

### **Project Timeline**

On the next three pages, we provide a project timeline that includes key project activities, the people/partners responsible, and the key milestones to be achieved for each activity.

<b>Key Implementation Activities</b>	<b>Month/ Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>	<b>Key Milestones Achieved</b>
<b><i>Planning and Project Management</i></b>								
Recruit, hire, and onboard project staff	August	✓					VPS leadership	FSCS initiative fully staffed
Conduct pipeline planning and technical assistance (TA) activities	August – September	✓					FSCS Project Director, SNC partnership, VPS leadership	TA provided; implementation plans developed
Convene SNC to provide advisement and leadership for FSCS initiative	Bi-monthly	✓	✓	✓	✓	✓	VPS Partnership Coordinator	Meetings accomplished; minutes transcribed and filed
Convene district- and school-level Advisory Groups	Nine times annually	✓	✓	✓	✓	✓	FSCS Project Director	Groups established; meetings held; minutes transcribed and filed
Conduct FSCS project staff development	Monthly; Quarterly	✓	✓	✓	✓	✓	VPS FCRC Training and Technical Assistance Coordinator	Teachers trained and equipped for implementation
Conduct P-3 teacher professional development	Quarterly	✓	✓	✓	✓	✓	P-3 Resource and Education Coordinator	Training completed; feedback surveys administered
Attend FSCS project grantee conferences in Washington DC	October	✓	✓	✓	✓	✓	FSCS Project Director, VPS leadership, Metis Associates	Conference attended; information shared with other project staff
Conduct project staff performance evaluations	April – May	✓	✓	✓	✓	✓	FSCS Project Director	Completed evaluation forms; review meetings held
<b><i>FSCS Pipeline Service Delivery</i></b>								
Offer coordinated, high-quality early learning programs	September – June	✓	✓	✓	✓	✓	ESD 112, EOCF, VPS	Participation completed and documented
Implement schoolwide PBIS and MTSS strategies	September – June	✓	✓	✓	✓	✓	PBIS Instructional Coaches, school staff	Strategies implemented and documented

<b>Key Implementation Activities</b>	<b>Month/ Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>	<b>Key Milestones Achieved</b>
Launch <i>Experience Lab</i> career awareness program	September – June		✓	✓	✓	✓	Target school staff	Program implemented; participation documented
Offer high-quality OST programming to target school students	September – June	✓	✓	✓	✓	✓	BGC of SW Washington	Services delivered; participation documented by BCG
Offer kindergarten transition programming (Evening Preschool, Jumpstart to Kindergarten)	September – June	✓	✓	✓	✓	✓	P-3 Resource and Education Coordinator, VPS early learning staff	Services delivered and documented
Implement AVID Elementary transition support for target school students	September – June	✓	✓	✓	✓	✓	Target school staff	Services delivered and documented
Facilitate District- and school-based Parent and Family Advisory Groups	September – June	✓	✓	✓	✓	✓	VPS Community Outreach and Engagement Coordinator, FCRCs	Meetings scheduled/held; meeting minutes taken
Provide adult basic education classes	Year-round	✓	✓	✓	✓	✓	Clark College	Classes completed
Conduct <i>Parent Academy</i> workshops	September – June	✓	✓	✓	✓	✓	FSCS project staff, Partners in Careers (PIC), Lighthouse Credit Union	Training sessions completed; feedback surveys administered
Provide parents/adult family members and community residents with workforce readiness services and other supports	Year-round	✓	✓	✓	✓	✓	Bridgeview Resource Center, PIC	Services delivered and documented by Bridgeview and PIC staff
Provide school- and community-based FCRC supports and services, including nutritional support and housing support services	September – June	✓	✓	✓	✓	✓	FCRCs, Free Clinic of SW, Dream Team Dental, VHA	Services delivered; documented by FCRC Coordinators
Provide school-based mental health services for target school students	September – June	✓	✓	✓	✓	✓	The Children’s Center, Children’s Home Society of Washington	Services delivered and documented

<b>Key Implementation Activities</b>	<b>Month/ Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>	<b>Key Milestones Achieved</b>
Complete train the trainer for the Second Step social-emotional learning curriculum at the target schools	September – October	✓					Target school staff, PBIS/Safe and Supportive staff, Instructional Coach for School Counseling	Training completed
Implement Second Step schoolwide at two schools per year, expanding to all eight schools by Year 5	September – June		✓	✓	✓	✓	Target school staff, PBIS/Safe and Supportive staff, Instructional Coach for School Counseling	Curriculum implemented
<b><i>Project Evaluation</i></b>								
Finalize annual evaluation plan	August	✓	✓	✓	✓	✓	Metis Associates, SNC partnership	Work plan created and agreed upon
Develop data collection instruments and tools (collaboratively with project staff and partners)	August – September	✓					Metis Associates, project staff, partner representatives	Tools and instruments developed; IRB application submitted
Collect baseline data; administer pretests	September – October	✓	✓	✓	✓	✓	Metis Associates, FCSC Project Director and staff	Unit-record data files established
Use formative evaluation findings to inform program improvement	Quarterly	✓	✓	✓	✓	✓	Metis Associates, SNC partnership, FCSC Project Director and staff	Findings shared and discussed; implementation plans adjusted
Conduct annual site visits to observe program activities	March – April	✓	✓	✓	✓	✓	Metis Associates	Qualitative data collected
Administer post-program surveys	May – June	✓	✓	✓	✓	✓	Metis Associates, FCSC Project Director and staff	Data files updated
Prepare annual program evaluation report	July – August	✓	✓	✓	✓	✓	Metis Associates, SNC partnership, FCSC Project Director	Data collected; analyses conducted
Disseminate project evaluation findings and lessons learned	June – August			✓	✓	✓	FCSC Project Director, Metis Associates	Presentations delivered; articles published

**3. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the project objectives**

The following table shows the time commitments of key personnel working on the FSCS initiative along with their full-time equivalents and funding sources. The roles and responsibilities for each key staff were detailed earlier in this section.

*Table 11. FSCS Initiative Staffing*

<b>Personnel</b>	<b>Number</b>	<b>Level of Effort</b>	<b>Funding Source</b>
Executive Director of Community School Supports	1	5%	In-kind (VPS funded)
Executive Director of Early Learning and Elementary Education	1	5%	In-kind (VPS funded)
FCRC Partnership Coordinator	1	10%	In-kind (VPS funded)
FCRC Training and Technical Assistance Coordinator	1	13%	In-kind (VPS funded)
FCRC Community Outreach and Family Engagement Coordinator	1	50%	In-kind (VPS funded)
Instructional Coaches for PBIS/MTSS	3	40% (2); 20% (1)	In-kind (VPS funded)
Instructional Coach for School Counselors	1	5%	In-kind (VPS funded)
FSCS Project Director/P-3 Resource and Education Coordinator	1	100%	Grant-funded
FCRC Coordinators	8	100%	6 In-kind (VPS funded); 2 Grant-funded

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

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

This section describes the plan to conduct an annual evaluation of the proposed FSCS project based on the attainment of the stated performance objectives and outcomes as well as the FSCS GPRA measure. VPS is proposing to contract with Metis Associates, Inc., an independent research and evaluation firm, to serve as the external evaluator of the project (see attached letter of support). For the past 40 years, Metis has conducted a wide range of federally funded educational program evaluations and research projects on behalf of numerous school districts nationally. Metis is currently serving as the external evaluator for the community schools initiative being implemented in the Newark Public Schools in New Jersey.

Moreover, Metis will build on its past relationship with VPS, which included providing program and grant development support for a successful five-year U.S. Department of Education School Climate Transformation grant, which was awarded to the District in 2014. This grant supported the development, implementation, and scaling up of a comprehensive multi-tiered system of supports (MTSS) designed to improve school climate and culture in its schools and has laid some of the groundwork for the proposed FSCS initiative.

Metis senior research associate, Julia Alemany, will serve as the Principal Investigator for this evaluation, spending approximately 20 percent of her time on the FSCS evaluation. Ms. Alemany is bilingual in English and Spanish, and she will bring to the FSCS evaluation recent and relevant program evaluation experience. She currently directs the implementation and impact evaluation of Newark's South Ward Community Schools Initiative (SWCSI), a comprehensive (full service) five-school initiative (K-12) that has just completed its second year of

implementation. Ms. Alemany directed the initial phase of the SWCSI evaluation, which was mostly formative and involved the collaborative development of a theory of change, logic model, and research/evaluation questions to guide the study. Based on data from the first-phase evaluation, Ms. Alemany and the Metis evaluation team are currently implementing a rigorous quasi-experimental evaluation design during the 2018-19 school year.

### **Proposed FSCS Initiative Evaluation**

Metis's approach to evaluating the VPS FSCS initiative will be highly collaborative, adaptive, and supportive of the needs of the multiple stakeholders involved in the initiative (e.g., community partners, district leadership, target school staff, project staff, target families, and community members). Led by Ms. Alemany, the Metis evaluation team will work closely with the FSCS Project Director, the SNC partnership, and VPS leadership to finalize and continuously inform the evaluation approach and design throughout the five-year project period.

The evaluation of the VPS FSCS initiative will use a multi-method approach to assess the implementation and impact of the project on students, adult family and community members, teachers, and project partners. Program/activity participation data will be analyzed to assess the extent to which quantitative process objectives (e.g., teacher participation in PD, student enrollment in OST programming, and participation in college and career awareness) are achieved. This process will collect annual data responsive to the FSCS grant performance measure (GPRA) associated with the percentages and numbers of individuals targeted for services and who receive services during each project year. The evaluation also includes objective methods and measures to assess attainment of the project's locally-developed objectives and outcomes (enumerated in the Quality of Project Design section).

## Vancouver Public Schools: FY 19 Full-Service Community Schools Initiative

The evaluation will be **thorough** in that it will include both formative/process and summative/outcome components and it will include data gathered from a variety of qualitative and quantitative sources, including project partners, families, district and school administrators, project staff, teachers, VPS administrative/school data and assessments, and program documentation. The Metis team will triangulate data from these multiple sources to ensure thorough and accurate responses to the extent to which project objectives and outcomes have been met.

During the project's first year, Metis will participate in planning meetings and work closely with the project team to finalize the evaluation design, develop all instruments and consent forms, collect and review program documentation, collect baseline data, and establish data-sharing agreements (as required). In addition, Metis will facilitate a collaborative process to work with FSCS project staff and partners to review and modify (as needed) annual targets to assess the measurable outcomes.

Metis evaluators will meet every quarter with project staff to ensure that the evaluation is conducted as specified in the evaluation design and that external evaluators are provided with updated information to inform evaluation efforts. During the quarterly meetings, Metis and FSCS project staff will review program implementation data and data collection plans and make programmatic adjustments based on formative evaluation data summaries and analyses prepared by Metis as these data become available. The formative evaluation findings will be used to 1) monitor the project's progress toward meeting its objectives and outcomes, 2) ensure the relevance of the program activities to the project design, and 3) prompt specific recommendations for program improvement and mid-course corrections, as appropriate.

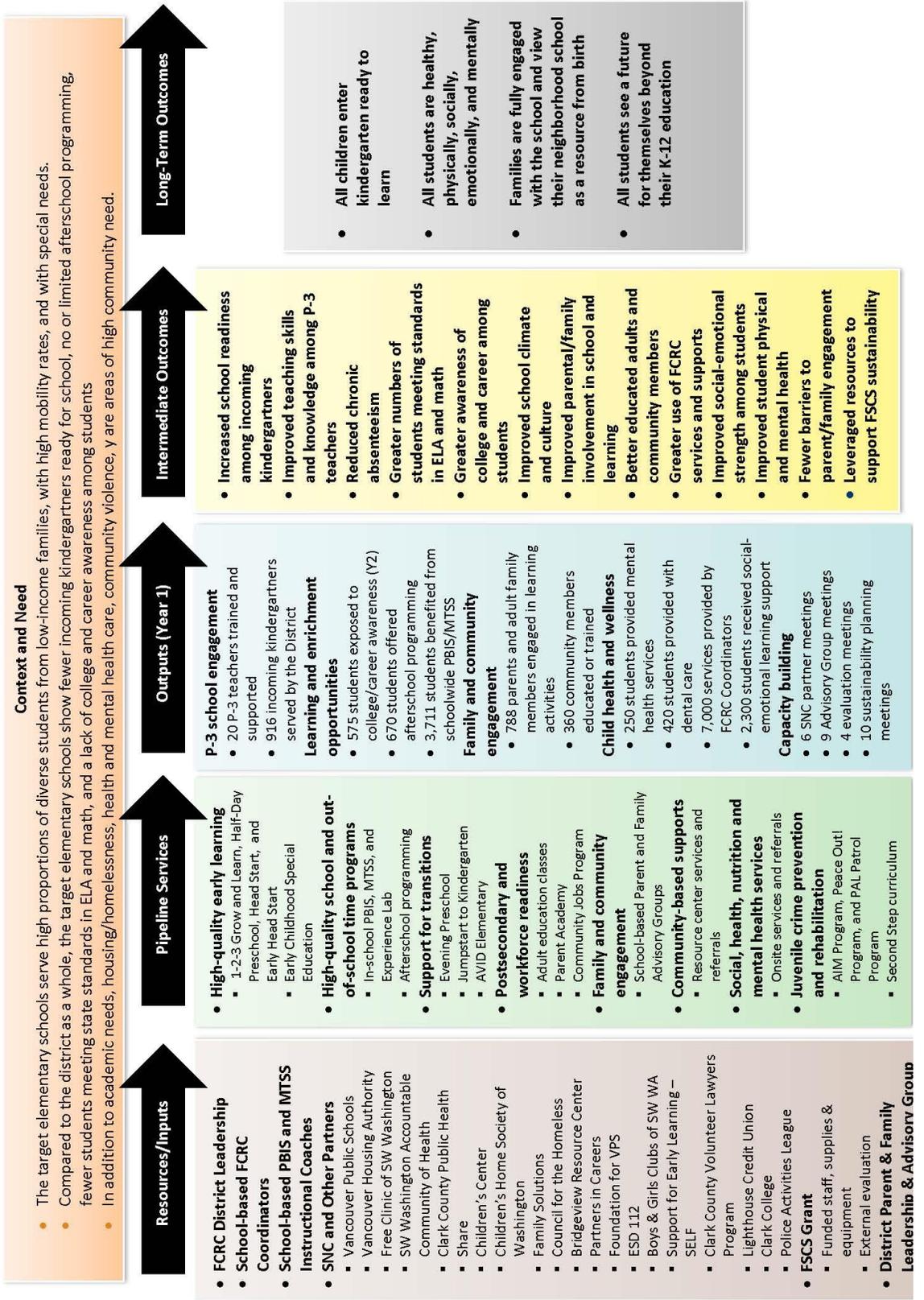
The evaluation methods described below are **highly feasible** based on evaluator and project capacities, as well as available financial and time resources. The evaluation budget is reasonable

## Vancouver Public Schools: FY 19 Full-Service Community Schools Initiative

and represents approximately 10% of the total proposed grant budget for each project year. The evaluation methods are also **appropriate** in that they align closely with the project's objectives and outcomes.

Metis will prepare all required documentation and submissions to its internal Institutional Review Board (IRB) and will collaborate with the VPS research department to secure approval for all activities conducted for the evaluation of the FSCS initiative. Metis's duly constituted Institutional Review Board is registered with the U.S. Department of Health and Human Services and it assures compliance with Federal-Wide Assurance requirements for the Protection of Human Subjects. The logic model on the following page will serve as a tool to guide the alignment of resources, activities, outputs/objectives, and outcomes.

Vancouver Public Schools (VPS)  
Full Service Community Schools Grant Application (2019–2024)  
Family-Community Resource Center Logic Model



2. *The extent to which the evaluation methods include the use of objective performance measures that are related to the intended outcomes of the project and will produce quantitative and qualitative data*

### **Data Collection**

The following paragraphs describe the evaluation methods and sources of data that will produce both quantitative and qualitative data to assess project outcomes. This information is provided for the objective performance measures associated with the project's five long-term goals.

*Goal 1: To increase school engagement with families starting at birth to ensure that all children enter kindergarten ready to learn, make successful transitions to school, and are reading on grade level by third grade*

The Metis evaluation team will collect data each year to assess the objectives and outcomes associated with Goal 1 from the following data sources and evaluation methods, as detailed below:

- A systematic review of project documentation and records
- Collection and analysis of VPS administrative data
- Development and administration of a locally-developed FSCS teacher survey
- Development and administration of an FSCS partner survey designed to assess greater coordination among community- and district-based early learning programs

The Metis team will collect and analyze program/activity participation data maintained by project staff and partners to assess the extent to which the process objective for engagement with District-provided early learning experiences (e.g., 1-2-3 Grow and Learn, Half-Day Preschool, Evening Preschool, and Jumpstart) before kindergarten enrollment is met each year. The evaluation will determine if at least 80% in Years 1 and 2, 85% in Years 3 and 4, and 90% in Year 5 of all incoming kindergarteners engaged with the school district before matriculating. A

systematic review and content analysis of documentation related to P-3 teacher staff development and technical assistance materials (e.g., agendas, slide decks, and handouts) will provide further evidence of the project's efforts related to Goal 1.

The Metis team will collect and analyze administrative data from VPS to assess the outcome associated with increased school readiness. Precisely, we will determine the number and percent of children who demonstrate kindergarten readiness within and across all six areas of development and learning measured by the Washington Kindergarten Inventory of Developing Skills (WaKIDS). Annual analyses will assess the extent to which the project achieves its stated objective that at least 55% of all incoming kindergartners in Years 1 and 2, 60% in Years 3 and 4, and 65% in Year 5 will demonstrate they are ready for school.

A Metis-developed FSCS P-3 teacher survey will measure teacher skills and knowledge gained in the areas in which professional development and technical assistance were provided, such as early mathematics, early literacy, kindergarten foundations, early childhood development, and responding to trauma and ACEs. The survey will also include items related to teacher/school staff perceptions of the project overall, satisfaction with the implementation of the teacher training, perceived impact on children, and recommendations for improvement. The survey will be administered online in the spring of each year to assess the extent to which the objective that at least 80% of project P-3 teachers report increased skills and knowledge and use of early learning and early childhood instructional approaches.

In addition, in the spring of each year, a locally developed FSCS partner survey will collect data on the coordination and integration of services of early learning project partners, quality/usefulness of project-provided staff development and technical assistance, and leveraging of resources to support the expansion of early childhood services. The Metis team will develop the

FSCS partner survey in collaboration with project staff at the start of the first project year and will work with the FSCS Project Director to administer the survey with representatives of all FSCS early learning partner agencies in the spring of each project year.

*Goal 2: To increase options for high quality in-school and OST time learning and enrichment to engage students in school, enhance learning opportunities, and make successful and supported transitions from one grade to the next*

As described below, the evaluation team will obtain data each year to assess the process objectives and outcomes associated with Goal 2 through the following methods and data sources:

- Analysis of program participation/service delivery data
- Collection and review of project documentation
- Collection and analysis of VPS administrative data, including attendance data, major and minor behavior data, scores from the Washington state assessments in ELA and math, and student demographic data
- Administration of a college and career awareness inventory with students
- Collection of qualitative data (e.g., interviews, focus groups, and observations) from site visits

The Metis team will collect and analyze program participation data/service delivery data maintained by the FCRC Coordinators, target school teachers, and BGC Club staff to assess the extent to which the Goal 2 quantitative process objectives (e.g., participation in OST activities, participation in Experience Lab, PBIS/MTSS service delivery, and participation in AVID Elementary) are met each year. In addition, the systematic review of documentation related to the implementation of schoolwide PBIS/MTSS, Experience Lab, AVID Elementary, and BGC

afterschool programming (e.g., lesson plans/guides, instructional materials, and curricula) will provide further evidence of the project's efforts.

VPS administrative data (school and district data files and reports), including attendance data, major and minor behavior data, scores from the Washington state assessments in ELA and math, and student demographic data will be collected and analyzed each year to measure the extent to which the three student outcomes associated with Goal 2 are achieved. Data on the number and percent of chronically absent students, meet state standards in ELA and math, and are cited for major or minor behavioral incidents will be determined annually and compared to the objective criterion to determine the level of success. For example, it is expected that rate of chronic absenteeism will decrease by at least three-percentage-points, the rate of students attaining state standards will improve by at least seven-percentage points, and the rate of behavior incidents will decline by at least ten percent – from one project year to the next. Outcome data will also be analyzed by student subgroups (e.g., students with special needs, minority students, students from low-income families, and English learners) to determine the extent to which disproportionality is decreased each project year.

At the start of Year 1, Metis will work closely with FSCS project leadership to identify an existing measurement tool designed to assess college and career awareness and interest among elementary school students. The selected college and career awareness inventory will be administered with participating students starting in Year 2 (when the Experience Lab program will launch), following a pre- and post-program assessment schedule. The evaluation team will determine the extent to which the data collected show that at least 80% of participating target school students improved their knowledge of college and career from pretest to posttest annually.

In addition, the evaluation team will conduct a series of site visits to observe programming in the spring of each year of the grant. The site visits will include interviews with District leadership and FCRC Coordinators; focus groups with teachers, students, parents, and community members; and observations of FSCS programming. The qualitative data collected will provide detailed information regarding Goal 2 implementation successes, challenges, strategies undertaken to address the challenges, lessons learned, and recommendations for improvement. Focus groups with samples of students and parents at each school will be conducted to learn their perspectives on and satisfaction with FSCS pipeline in-school and OST activities, barriers to accessing services, and suggestions for improving project activities to make them more effective. The visits and observations will be scheduled at times that allow different activities to be observed during each project year.

***Goal 3:** To expand family and community engagement across the elementary system so that families are empowered to remain engaged through their children's K-12 education*

The Metis evaluation team will collect data each year to assess the objectives and outcomes associated with Goal 3 from the following data sources and evaluation methods, as detailed below:

- Analysis of program participation/service delivery data maintained
- Collection and review of documentation of planning and implementation of parent and family engagement programs/services
- Development and administration of a locally-developed parent/caregiver, community member, and other adult family member survey

The Metis team will collect and analyze program/activity participation data maintained by the FCRC Coordinators and partner (e.g., Clark College, Bridgeview Resource Center) program staff to assess the extent to which the quantitative process objectives (e.g., participation in two or

more family engagement activities and delivery of workforce readiness services) are met each year. Documentation of planning and implementation of the Parent Academy, the school-based Parent and Family Leadership Advisory Groups, and the adult education program, such as program flyers, session handouts, slide deck presentations, and meeting agendas and minutes will be systematically reviewed and summarized to provide further evidence of the project's efforts under Goal 3.

During the first project year, the Metis team will develop a FSCS survey for use with parents/caregivers, community members, and other adult family members to collect data and insights into the extent to which the project has increased family and community engagement, helped address adult learning needs, and addressed unmet needs and service gaps. To help ensure the highest possible response rates, the survey will be administered in the spring of each year using a combination of oral (in-person), online, and paper versions and translated into Spanish and Chuukese (as needed). The evaluation team will work closely with the FSCS Project Director and other project staff to administer the survey to parents, community members, and other adult family members at the target schools and at partner agencies (e.g., Clark College, Bridgeview Resource Center).

***Goal 4: To increase the social, emotional, behavioral, physical, and mental health of children***

As described below, the evaluation team will obtain data annually to assess the process objectives and outcomes associated with Goal 4 through the following methods and data sources:

- Review of program documentation
- Collection and analysis of FCRC Task Reports by target school
- Analysis of program participation/service delivery data

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- Collection and analysis of data from MTSS case reports
- Development and administration of an FSCS project staff and target school staff survey
- Administration of the FSCS target parent, caregiver, and adult family member survey

The Metis team will collect and analyze program participation data maintained by project partners (e.g., BGC and PAL), target school teachers, and school counselors to assess the extent to which the process objectives (e.g., delivery of on-site mental health services, delivery of onsite dental health services, and participation in mentoring, conflict resolution, and social-emotional learning activities) are met each year. In addition, a systematic review of documentation related to the training and planning for Second Step curriculum implementation (e.g., training agendas and slide decks, meeting minutes) will provide further evidence of the project's efforts to launch Second Step implementation across the eight target schools.

The FCRC Task Report by target school will provide data on the usage of FSCS services and supports. Generated and maintained by each school's FCRC Coordinator, the FCRC Task Report provides detailed information about the nature and intensity of FCRC services and supports, including task completed, total hours spent, and numbers of children and adults served. To support the assessment of Goal 4, the FCRC Task Report will yield information related to child and family services, including on-site mental health and dental care, connections to school- and community-based healthcare, and nutrition and food assistance programs. The Metis evaluation team will document the number and percent of target school students and families who use related FCRC services during each program year and conduct comparative analyses to determine the percentage point increase from one year to the next.

MTSS student reports (completed by target school MTSS teams) will provide annual data on the status of target school students' overall health and well-being. The MTSS student reports

include case notes and other data related to student health, mental health, housing stability, culture/language, conflict, and safety needs. The evaluation will determine the number and percent of students (across grades and by school) who exhibit issues within each area, with the expectation that there will be significant declines from one year to the next.

During the first project year, the Metis team will develop an FSCS project staff and target school survey to collect data and insights into the extent to which the project has helped participating students related to social-emotional strength, behavior at school or home, unmet physical health needs, and overall mental health/coping skills. The survey will be administered online in the spring of each year, and its results will be analyzed annually to determine the extent to which the objective that at least 80% of project and target school staff will report perceived improvements in each area at the end of each project year.

The FSCS parents/caregivers, community members, and other adult family members survey (described earlier) will also include several items designed to assess Goal 4 further. Specifically, the survey will ask respondents to rate the well-being of their children about social-emotional strength, behavior at school and home, physical health, and mental health/coping skills. The evaluation team will determine if at least 80% of the parents/family members report improvements within and across the areas of well-being.

***Goal 5:** To enhance the capacity of the SNC collaborative and other FSCS partners to offer a full-service community schools model that improves the coordination, integration, accessibility, and effectiveness of services during and beyond the federal funding period*

The Metis evaluation team will collect data each year to assess the objectives and outcomes associated with Goal 5 from the following data sources and evaluation methods, as detailed below:

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- Collection and analysis of FCRC Task Reports by target school and program participation and service delivery data maintained by project partners and staff
- Collection and systematic review of project documentation related to the SNC partnership, Advisory Group, and project evaluation and planning consultations, such as meeting agendas and minutes, copies of grant proposals submitted or awarded, and resource commitment letters or MOUs
- Administration of the locally-developed FSCS/SNC partner survey, project staff and teacher survey, and parent, community member, and other adult family member survey

Data from the FCRC Task Reports will also be used to assess Goal 5, including information about participation in specific school-based FSCS pipeline services and supports across the eight target schools. The Metis evaluation team will also collect and aggregate program participation/service delivery data from program partners related to community-based pipeline services and supports. Taken together, data from these two sources will determine annual participation rates within and across FSCS services and supports and conduct comparative analyses to determine if service usage/participation increases by at least 10 percent each project year.

SNC governance meeting minutes, minutes from the district- and school-based Advisory Groups, and meeting attendance rosters will provide valuable information on service coordination/integration, sustainability planning, use of formative evaluation findings, partner commitment and involvement with the FSCS initiative, and parent/adult family member participation in project leadership activities.

In the spring of each year, a locally developed FSCS/SNC partner survey will collect data on the engagement and commitment of project partners, leveraging of resources, service delivery

integration and coordination, perceptions of the initiative overall, and recommendations for project improvement. The Metis team will develop the FSCS/SNC partner survey in collaboration with project staff at the start of the first project year and will work with the FSCS Project Director to administer the FSCS/SNC partner survey with representatives of all FSCS partner agencies using an online survey administration platform.

### **Data Analysis and Reporting**

The Metis evaluation team will analyze quantitative data using frequency distributions, crosstabs, and calculations of means as appropriate, in addition to other statistical tests (e.g., *t*-tests, chi-squares). Qualitative data from open-ended survey items, interviews, and focus groups, and observations will be analyzed to identify common themes that illuminate critical findings for the program. An a priori list of content themes will be developed based on the project's goals and objectives. Also, grounded theory principles will be used to allow for additional themes and variations to emerge from the data themselves. Variations across response categories will be summarized both graphically and in narrative form. NVivo software will be used to organize, code, analyze, and summarize qualitative data.

The Metis evaluation team will review evaluation findings and actionable results regularly with the FSCS Project Director and SNC partners to support data-driven decisions about program improvements/adjustments and the overall effectiveness of implementation. The evaluator will attend the annual project director/evaluator meeting, assist in the preparation of the Annual Performance Report for the US DOE, and prepare a local comprehensive evaluation report each fall. In these reports, the evaluator will present descriptive and analytic findings, as well as a narrative explanation of the data and interpretation of findings. Each report will explore the

challenges encountered and strategies to overcome these challenges, as well as recommendations for program improvements.

Finally, beginning in Year 2, the FSCS Project Director and SNC partners will work closely with the evaluation team to develop a comprehensive dissemination plan to ensure the FSCS evaluation findings and critical lessons learned will be used and shared with local stakeholders and with other school districts and communities in Washington State and nationally. The dissemination plan will address the purpose (e.g., to raise awareness and inform), the audiences we want to reach with our evaluation findings (e.g., internal project staff, partners, community residents, and other school districts), the key messages we want to convey, and the timing for dissemination activities. Below are some examples of the specific dissemination activities that might be included in our overall strategy:

- Delivering community-based presentations
- Facilitating community resident data conversations
- Presenting at professional conferences
- Joining electronic mailing lists
- Establishing a web presence (e.g., the VPS website)
- Developing articles or white papers for publication

### **Competitive Preference Priority 2: Broadly Representative Consortia**

Building on a long history of community partnerships, in 2014, VPS leadership rallied representatives from 12 different agencies and organizations to help the district address difficult issues like intergenerational poverty and chronic absenteeism, forming the Strengthening Neighborhoods Collaborative (SNC). VPS serves as the backbone organization for the SNC partnership, which represents a cross-sector consortium of partners comprised of Vancouver Housing Authority, Council for the Homeless, Clark County Public Health Department, Educational Service District 112, The Children's Center, Children's Home Society of Washington, Free Clinic of Southwest Washington, Southwest Washington Accountable Community of Health, Share, Bridgeview, Partners in Careers, the Boys and Girls Clubs of Southwest Washington, and other community organizations. As documented in the attached and fully executed Memorandum of Understanding (MOU), the SNC partnership will serve as the governing body for the proposed FSCS initiative, convening at least six times during each project year to discuss matters related to planning, implementation, evaluation, and sustainability.

### **Competitive Preference Priority 3: History of Effectiveness**

A foundational piece to the work of the SNC partnership has been the network of FCRCs, which connect students and families with essential resources and services through community partnerships with more than 150 organizations. The FCRC network launched in VPS in 2008 to provide a proactive community schools approach to turning around the District's poverty-impacted schools. Over the years, this strategy has proved to build school assets, strengthen neighborhoods, and increase student success and has received national acclaim. For example, VPS received the 2017 Magna Grand Prize Award in the over 20,000-enrollment category from the National School Boards Association and was the focus of the Broader Bolder Approach to Education Case Study

in 2016 with an update in 2019. VPS leaders and partners have also presented information about the FCRC initiative to Washington State Governor Jay Inslee and members of the House Education Committee, and they have hosted districts from around the region to highlight the district's approach to community schools and to examine ways to replicate it in other locations.

Since the launch of the FCRC initiative, VPS and SNC partners have demonstrated significant progress in a variety of areas, including serving more students and families, improving outcomes for those students and their families, and increasing community engagement in supporting our schools. Some notable recent accomplishments across the District's most-poverty stricken schools include:

- In 2010, the percentage of students with good attendance (90% or more) at FCRC elementary schools was 14 points lower than at non-FCRC schools. By 2016, that gap had closed to five percentage points. In middle schools over the same period, the gap narrowed from 13 points to seven points.
- The percentage of middle school students with no disciplinary infractions rose at FCRC schools from 80% in 2012 to 85% in 2017.
- The mobility rate (percentage of students moving in/out during the year) declined in FCRC schools from 24% in 2012 to 16% in 2017 because of the FCRC connections housing assistance services.
- In the past two years, students at schools with an FCRC achieved an average annual growth on the i-Ready reading assessment that was 16.5 points higher than non-FCRC schools.

In addition, in 2017-18, with SNC and other partner support, the FCRCs distributed over 3,000 C-Tran and Parks and Recreation Youth Opportunity Passes, provided 427 hours of parent-

child early learning classes, held 366 family engagement events, reached 1,200 students through 164 different FCRC-organized student clubs, distributed 21,600 Friday Food Backpacks, distributed 100,000 pounds of fresh food, and received over a half a million dollars in cash and in-kind donations.

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

All eight elementary schools participating in the FSCS initiative serve mostly minority and low-income students (57% and 73%, respectively) who struggle with significant academic and behavioral challenges. For example, when compared to their peers districtwide, data for our target school students showed higher rates of chronic absenteeism, proportionately fewer children ready for kindergarten, and significantly lower percentages of students meeting state standards in ELA and math. At the same time, these students live in communities that are experiencing growing rates of community violence, drug use, and gang presence, as documented in the Quality of Project Design section of this proposal.

To ensure safe and supportive learning environments and promote improved student achievement, the eight target schools will implement schoolwide efforts focused on positive student behavior and school climate using the evidence-based Positive Behavior Interventions and Support (PBIS) model. Specifically, schools will deliver PBIS approaches and strategies through a Multi-Tiered System of Supports (MTSS), a needs-driven, equity-based service delivery framework focused on prevention and problem solving for all students. Within the MTSS framework, multiple levels of instruction, assessment, and intervention meet the academic and non-academic needs of all students. PBIS/MTSS will serve all 3,711 students in kindergarten through grade five at the target schools during each project year.

The Evidence Form for PBIS is included in the Other Narrative Attachments and provides documentation regarding the model's evidence (i.e., the citation, relevant findings, and overlap of populations and settings).

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