

September 2022

# DCPS Connected Schools Initiative

**Submitted by:** DC Public Schools, Children’s Hospital, George Washington University, United Way of the National Capital Area, and Raising a Village

U.S. Department of Education FY 2022 Full-Service Community Schools Program

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## Need for Project

DC Public Schools and its Consortium of partners including George Washington University (GW), Raising a Village Foundation (RAV), United Way (UW), and Children's Hospital are seeking to expand the DCPS Connected Schools model to two new elementary schools to expand pipeline services through feeder patterns in the Ward 8 community of Washington, DC. Community members of Ward 8 face deep-rooted inequities that have resulted in prolonged and extreme circumstances for many residents. The poverty rate for Ward 8 families is 23.35% and 16% of residents 16 and older are unemployed (DC Health Matters, 2022). Less than 20% of Ward 8 residents hold a bachelor's degree or higher. Moreover, homicides increased in school year 2020-21 by higher rates in Ward 8 than more affluent Wards in other parts of the city (DC Policy Center, 2022). And in 2019, when Washington, DC released the School Report Card, only 39% of DCPS schools in Ward 8 received 3 stars or higher, compared to 100% of the schools in the more affluent Wards of Ward 2 and 3. Further, in SY21-22, the chronic absence rate for Ward 8 students was 66% compared to 23% across Wards 2 and 3.

In response to these circumstances, DCPS launched the Connected Schools Model in 2019 which currently operates at all traditional DPCS middle and high schools in Ward 8. However, the Connected School model is only operating at one elementary school within these communities. With the support of Full-Service Community School (FSCS) grant funds, DCPS and our partners will be able to serve an additional 600 elementary students and their families at two Ward 8 elementary schools - Hendley Elementary (Hendley ES) and Turner Elementary (Turner ES)- that feed into current Connected Schools.

In particular, FSCS grant funds will enable DCPS to take a multigenerational approach in providing support and resources to students and to their families that will close gaps in educational opportunity. A two-pronged approach to support both students and their families is critical given the current needs identified within the two school communities. Therefore, a full-time Connected School Manager (CSM) will be hired at each school to coordinate existing and new services to ensure that children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents. Key project activities will include the addition of services within the following eligible service categories: 1) high-quality early childhood education programs, 2) high-quality school and out of school programs and strategies, (3) activities that support postsecondary and workforce readiness (financial empowerment and GED programs), 4) nutrition, and mental health services and supports and 5) family and community engagement and supports (trust building strategies/ parent cafes and literacy nights).

## Quality of Project Design

### A. Overview & Description of Eligible Entity

DC Public Schools (DCPS), George Washington University (GW), Raising a Village Foundation (RAV), United Way (UW), and Children's Hospital serve as the Eligible Entity in launching two new DCPS Connected Schools -- expanding upon the success of the existing eleven Connected Schools and ensuring a pipeline of services continues to grow through feeder patterns in the Ward 8 community of the District of Columbia. Through this expansion of Connected Schools, Hendley ES and Turner ES, will adopt and implement the full-service DCPS Connected School Model; elevating existing services with the support of a Connected School Manager (CSM) and the DCPS Central Office Connected Schools team, while building capacity

to take on new services that address the six elements of Connected Schools. Through this Initiative, we will (1) fully embed the DCPS Connected School Model into two new school sites and across the LEA’s strategic plan, (2) elevate and empower the role of a Connected School Manager (CSM) as a senior leader within the two school sites, (3) pursue sustainability through a collective impact approach, and (4) infuse new or expanded services into the two school sites to meet new or existing needs in the school communities.

This expansion, led by the eligible entity, allows DCPS to expand our model, extend impact, and continue to elevate best practices from the past two years of implementation -- as well as the research-based best practices identified in the 2017 Learning Policy Institute (LPI) and National Education Policy Center (NEPC) (Oakes, Maier, & Daniel, 2017), “*Community Schools as an Effective School Improvement Strategy: A Review of the Evidence.*” This study highlights the evidence base of four key pillars of successful community school models: 1) integrated student supports, 2) expanded learning time and opportunities, 3) family and community engagement, and 4) collaborative leadership and practice. Each partner in the Consortium directly connects to one or more of these pillars and aligns with our own Connected Schools Elements – the Connected School Manager role, healing-centered practices, authentic community and family engagement, strong student-support systems, academic enrichment, and place-based services.

## **B. The DCPS Connected School Model**

DCPS Connected Schools are schools that partner with the community to provide an integrated approach to academics, health and social services, youth and community development,

and community engagement in order to ensure all students thrive in school and in life. The Connected School Model has six (6) key elements:

- 1. Connected School Manager (CSM)** - The Connected School Manager is a full-time, school-based employee that serves on the school leadership team and drives implementation of the Connected School Model. Connected School Managers facilitate student and family access to services and resources that set students and communities up for success.
- 2. Strong Student Support Systems** - School-based teams ensure students receive whole child supports, avoiding duplication of services, and maximizing partner resources.
- 3. Authentic Community and Family Engagement** - Schools have a student and family-centered mindset and create ongoing opportunities for students, families, and community members to inform school decision making.
- 4. Place-Based Services** - Schools are neighborhood hubs where students and families can connect to a variety of services and programs including health and mental health services, fresh food markets, employment resources, and housing support.
- 5. Healing-Centered Practices** - Schools utilize healing-centered approaches in and out of the classroom, with structures in place that recognize the impact of trauma.
- 6. Academic Enrichment** - Schools provide personalized opportunities that enrich the learning experience, allow students to explore their own interests, and make school more meaningful and rewarding.

Research shows that Full-Service Community Schools break down barriers to student success and accelerate student achievement when implemented with fidelity. The DCPS Connected School Model is an evidence based, long-term strategy to increase outcomes for

students and families. To that end, each Connected School works to phase in best practices within four critical areas of implementation (see full CS best practices in Exhibit 1):

- **Building Mindsets and Culture** - Schools will establish a shared vision of what it means to become a Connected School and will facilitate ongoing professional development that builds staff and leadership mindset around putting students and families at the center.
- **Creating Connected School Structures** - The CSM and school leaders will begin building school structures to ensure services are aligned and proactive. This includes building or re-organizing school-based teams, evaluating roles and responsibilities across the school, and executing a Community Mapping protocol to determine needs as well as assets of the community.
- **Facilitating Community Engagement and Collaborative Design** - Schools will develop the capacity of staff to build and sustain positive relationships with families to elevate student and family voice in decision making. Schools will empower their existing or new community/parent organization to help guide implementation, facilitate multiple community design sessions, and enhance already-existing engagement structures such as relationship-building home visits.
- **Establishing Student-Centered Priorities and Goals** - Schools will establish priorities and goals in their first year that align to needs assessment results and will embed these priorities within their Comprehensive School Plan (CSP). The CSP is used to drive action plans at the school level, and also guide support from teams across the DCPS Central Office.

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

and horizontally cohesive; when there is collaborative leadership; and when the community school model is clearly embedded in the district's priorities (Henig, Riehl, Houston, Rebell, & Wolff, 2016). Connected Schools has mirrored much of our strategy to the process and model used by Oakland Unified School District (OUSD). The effort of OUSD to become a district comprised entirely of community schools has added a great deal of knowledge to the research base on community schools; studies have been completed on different facets of their approach, including a study focused on how they implemented the model at every level of leadership using the Children's Aid Society's 4 Capacities of Community Schools (National Center for Community Schools, 2011). The DCPS Connected Schools elements and phases of implementation are embedded in an overall District strategy:

- *Aligning the resources of the District for cohesion:* Similar to OUSD, DCPS and DC government have many education-related initiatives and priorities to implement throughout the year. By aligning the metrics and goals of Connected Schools to the priorities and goals of other teams, agencies, and the Connected Schools themselves, we have established concretely and collaboratively that we are rowing together, in the same direction. By fully embedding the Connected School Model into the DCPS strategic plan, DCPS has created an opportunity for stronger alignment and collaboration between different offices and teams both within DCPS and with external DC government agencies that do not always have formal pathways to collaborate or have initiatives that duplicate services. Thus far, in our first three years of implementation, we have seen increased collaboration through the Mayor's Community School Advisory Committee, the DCPS Connected Schools Advisory Group, the Connected School Managers Professional Learning Community, and through collaboration with DCPS instructional

superintendents. Connected Schools remain a top priority of the Chancellor, and the oversight of Connected Schools is embedded into the job description of DCPS' Deputy Chancellor.

- *Building collaborative leadership:* At every level of the Connected School Model, DCPS has built a platform for strong collaborative leadership and collective impact work. Through the Connected Schools Advisory Group as well as the Office of the State Superintendent of Education (OSSE), DCPS elevates the leadership of and collaboration between Consortium partners, schools, communities, families, and governmental agencies; operating on a shared vision for Connected Schools that supports the implementation of the six elements at school sites while maintaining a hyper-local school-based strategy. A recent study from Columbia University and the Wallace Foundation shows that cross-sector collaborations that drive towards collective impact are more likely to have lasting staying power (Henig, Riehl, Houston, Rebell, & Wolff, 2016); knowing that continuity is crucial for achieving student outcomes and that community schoolwork can take three to five years to show outcomes, DCPS remains confident that the collective impact approach better positions Connected Schools for long-term success.

### **C. Absolute and Competitive Priorities**

#### **1. Absolute Priorities 1 and 3**

The Connected Schools Initiative fulfills Absolute Priority 1 in that the two school sites are eligible for a schoolwide program under section 1114 (b) of the ESEA as part of a community-or-district wide strategy. By virtue of DCPS being a Title I school district, all DCPS schools, with the exception of one school, are schoolwide operated. The two school sites—

Hendley ES and Turner ES—meet this federal requirement as a result of their poverty rates being over 40%.

The Connected Schools Initiative will fulfill Absolute Priority 3 in that this project seeks to develop the infrastructure and coordination to create two new community schools. Further, this project will leverage deep community engagement activities and a robust Community Mapping process to identify new activities and partnerships that will build from the initially identified activities within this proposal.

## **2. Competitive Preference Priority 1--- Meeting Student Social, Emotional, and Academic Needs**

Over the past decade, DCPS has been recognized as the fastest improving school district in the country compared to expected academic growth (DC Public Schools, 2020). At the same time, DCPS still has significant disparities in opportunities and outcomes, particularly for students of color. DCPS has also been a part of the national conversation around structural racism in America and opportunities for our system to transform in line with our values. DCPS combines this commitment to eliminating the predictability of outcomes, along with the science of learning and development which shows that every single young person's potential can be unlocked if they are in safe, supportive, and relationship-rich environments. This system and school-level transformation initiative is DCPS' collective journey to become a whole child-centered, anti-racist school system, called "DCPS Becoming".

DCPS Becoming as well as Connected Schools invest in several layers of foundational work to build a whole child, anti-racist school system, including extensive professional

development for DCPS staff around brain science and anti-racism work; the development of a Whole Child Framework which helps to identify, assess, and change our systems, policies, and practices at the district-level; seeding and funding of proof points of whole child, anti-racist work in action; and engaging the community. As a model grounded in healing-centered practices and student support systems that ensure the needs of the whole child are met, the Connected Schools model puts the Whole Child Framework into action at each school site.

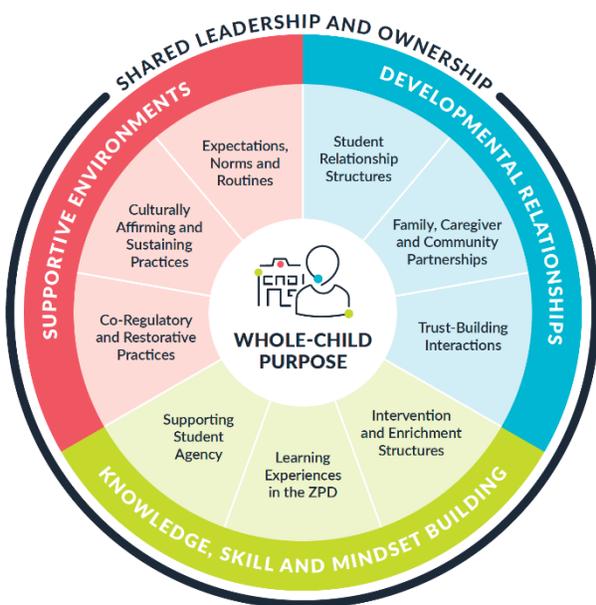


Figure 1

### The Whole Child Framework

(adapted from the Whole Child Design Blueprint - Turnaround for Children, 2022) is comprised of three components and aligned core practices (Figure 1) that guide schools to intentionally support the whole child throughout all facets of schooling. Some of the ways Connected Schools aims to implement the three components are described in the below.

- **Component One – Knowledge, Skill, and Mindset Building:** *Intervention and enrichment structures that ensure all students receive holistic supports and enrichment that are matched to their unique developmental pathways and unlock potential*

Multi-tiered Systems of Support (MTSS) is the “Intervention and Enrichment Structure” used by DCPS Connected Schools to ensure targeted supports are coordinated and accessed for

every student. MTSS uses a tiering system that matches students with supports that directly speak to identified needs in attendance, behavior, SEL and/or academics.

- **Tier One**—schoolwide or whole classroom; examples include supports that every student receives in the classroom, or schoolwide behavior routines
- **Tier Two** – small group interventions; examples include small leadership groups facilitated at lunchtime or small group push-in tutoring supports in the classroom
- **Tier Three** – intensive, individualized support (typically 5-10% of the student body); examples include one-on-one tutoring or individual counseling sessions

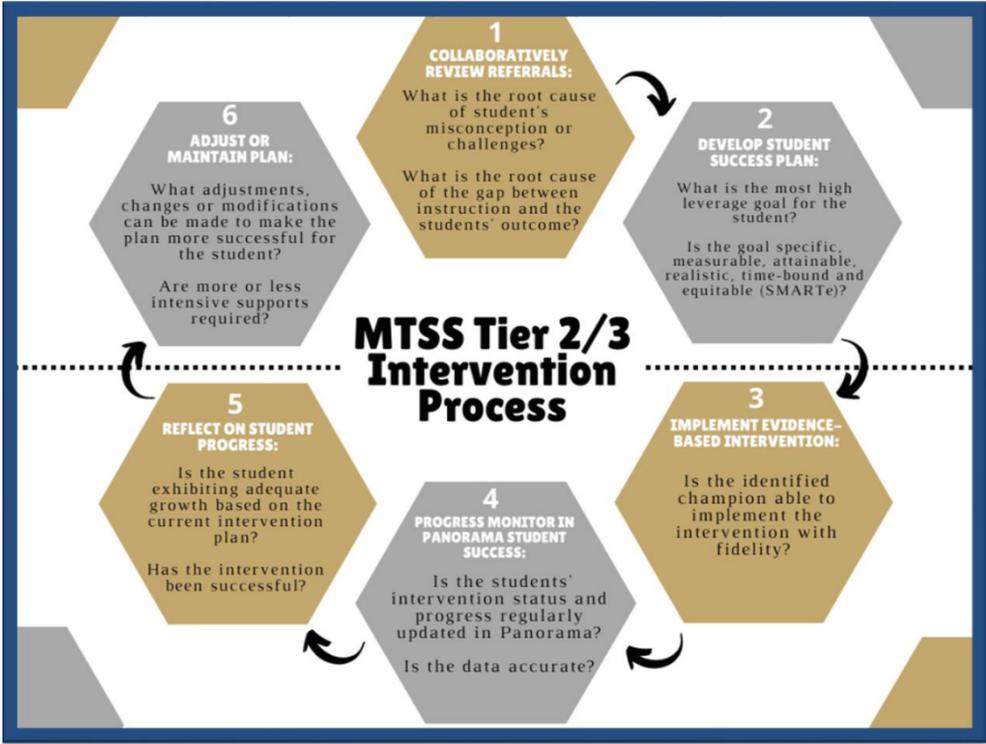


Figure 2

At Connected Schools, the bulk of CSM’ role in MTSS lives in the first three steps of the MTSS cycle (Figure 2), wherein collaborative review of student referrals take place, and interventions are identified and coordinated – cultivating tier 1, 2, and 3 supports and

partnerships based on school and student need. CSMs are tightly integrated throughout the cycle beyond these steps, participating on MTSS leadership teams, as well as attending bi-weekly tier level meetings as needed.

- **Component Two – Supportive Environments:** *Culturally affirming practices that challenge inequity by building awareness of, embracing, and promoting the identities and cultures of all school community members, particularly those historically silenced and oppressed*

Given that full-service community schools are considered an evidence-based strategy for equity in schools under ESSA, it is a critical component of the Connected Schools model that all staff – CSMs, teachers, and school-based community partners – are given ample opportunity to learn how to apply anti-racist practices in their daily work as leaders in education. As part of the monthly Professional Learning Community (PLC), CSMs cultivate their equitable leadership practices in trainings with oneTILT. OneTILT works to create an equitable world through accessible, anti-racist trainings that share practical methods for being an equitable leader that actively dismantles white supremacist workplace culture. Previous topics have included giving and receiving feedback, the seven cultural dimensions, facilitating gatherings and one-on-one check-ins, and upward management.

In addition to PLCs for CSMs, all Connected Schools school and district staff also have access to several professional development opportunities offered by the Equity Strategy and Programming team, including Anti-Racist Educator University, which offers on-going, self-paced learning that includes micro-credentialing; Courageous Conversations trainings which give staff members a framework to talk about race; and affinity spaces wherein staff can have brave conversations about race.

- **Component Three – Developmental Relationships:** *The intentional structuring of time and space, embedded from the classroom to the district level, to ensure that family, caregiver and community relationships among students and adults can flourish*

Strong relationships between students, families, and staff are a crucial element of the Connected Schools model. Building trusting relationships is imperative to ensuring that students feel a sense of belonging, families feel welcomed, and staff are able to effectively engage students and families in learning. Families are engaged in a number of ways at Connected Schools, including academic partnering strategies such as Academic Parent Teacher Team meetings and student-led conferences; two-way teacher/family relationship building strategies such as home visits and positive phone calls home, and social engagement through school community building events. School sites also cultivate student and family voice through the community mapping process.

The Connected Schools team works closely with the family engagement team to support and progress monitor schools currently in the Flamboyan-led FEP, as well as schools that are or will be implementing parallel strategy such as Hendley ES. At Hendley ES, a Connected Schools Specialist will serve as a coach for the newly established Family Engagement Leadership team. Additionally, the Connected Schools Specialist provides extensive support to CSMs on their community mapping process to ensure student, partner, and family voice is represented at critical decision points.

### **3. Competitive Preference Priority 2— Strengthening Cross-Agency**

#### **Coordination and Community Engagement to Advance Systemic Change**

Since the inception of Connected Schools in SY19-20, the Connected Schools team and the 11 school sites have coordinated resources and supports regarding violence prevention and intervention – from emergency supports quickly organized by CSMs in the aftermath of a crime, to cultivating new partnerships to stop violence at its root cause. However, since the start of the COVID-19 pandemic, the urgency to focus more deeply on community violence prevention has become apparent as crime rates (particularly violent crime) have risen (DC Policy Center, 2022). In SY 21-22, homicides in Wards 7 and 8 in the District not only increased but increased at a much faster rate than the other six Wards (DC Policy Center, 2021). Clearly reaching a crisis point, the Connected Schools team has worked to support schools with a wide range of violence prevention and intervention supports and opportunities.

The two school sites, as members of the Connected Schools cohort, will access the current support and opportunities from the Connected Schools team to implement new violence intervention strategies through partner programming. By year three, both school sites will seek to implement trauma responsive strategies such as art therapy through GWU, and trauma-focused small group intervention through Wendt Center to enhance existing services. In partnership with GW, both school sites will operate ArtReach. Schools have been eager for innovative therapeutic programming such as art therapy to provide a safe place for students and families to come together to discuss community challenges. With increased violence, these types of community wide partnerships will be essential to engaging families in trusting conversations that will lead to locally designed and lead solutions, as well as healing for children and adults. In addition to addressing conversations on community violence, extensive research on art therapy in adults and children demonstrates that art therapy can contribute to higher self-esteem, reduced inattention, reduced stress, and more (Georgetown Behavioral Health Institute, 2016)

A potential new partnership will also be with the Wendt Center, a current DCPS partner that specializes specifically in grief and trauma therapy. Wendt Center's programming includes small group therapy utilizing the Trauma Focus Cognitive Behavioral Therapy approach. Research demonstrates that Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is effective for diverse, complex trauma experiences among children of different developmental levels. TF-CBT is one of the most empirically supported interventions for young people suffering the adverse effects of trauma exposure. Over 20 randomized control trials have found TF-CBT to be a superior treatment compared to other treatment approaches for improving children's trauma symptoms (Trauma-Focused Cognitive Behavioral Therapy, 2021).

Additionally, the Connected Schools cohort and both school sites leverage cross agency efforts to offer a coordinate range of mental health services for students. By partnering with the Department of Behavioral Health (DBH), each school accesses community partnerships to provide small group and individual counseling (Catholic Charities, Hillcrest, and Medstar WISE, etc.) as well as expanded mental health staff from DBH to complement the team of DCPS social workers and counselors. By Year 3, Hendley ES will expand their mental health service offerings to provide even more supports for students as well as for staff and families. While Turner ES already has several supports in place, if Community Mapping identifies a further need, new partnerships will also be explored for their community.

In addition to direct programmatic support of the two school sites, the Connected Schools team is actively coordinating with the DCPS Community Engagement team who is deeply embedded in citywide school safety efforts. Through this collaboration, Connected Schools participate on the Deputy Mayor for Education and Mayor Bowser's School Safety and Safe

Passage Working Group. This Working Group supports an array of targeted strategies to ensure students can get to and from school safely every day. In FY22 and in collaboration with the working group, Mayor Bowser invested \$4.3 million to provide an additional 215 safe passage personnel in seven priority areas across six wards and 47 schools in partnership with six community-based organizations. Currently, the safe passage program serves Hendley ES through a community-based organization called YAAY Me. This organization hires safe passage personnel who are strategically placed in major transportation areas such as the metro and bus stops to monitor students traveling to and from school. Though the concept of safe passage is still fairly new, one promising study (Curran, 2014) saw a statistically significant reduction in crimes in targeted safe passage school areas in Chicago.

Mayor Bowser also invested an additional \$6.2 million to launch DC SchoolConnect, a new school micro-transportation program. The program currently serves 20 DCPS and charter schools in Safe Passage areas in Wards 7 and 8. Vans and sedans are used to provide student transportation to and from school with “micro stops” near each school. Currently, the DC SchoolConnect route includes capacity for up to 30 students from Turner ES.

Moreover, to more deeply embed collaboration across district agencies, the Connected Schools team is including agency partners overseeing safe passage in the newly relaunched Connected Schools Advisory Group, offering additional layers of collaboration and further opportunity for school and community voice to be present at decision making points. Additionally, the Connected Schools team continues to have an active presence in other cross-agency meetings where community violence is often a topic of discussion, including OSSE’s

Community School Advisory Board, Children and Family Services Agency meetings, and Coalition for Community Schools' nationwide leadership convenings.

**D. Student, Family and School Demographics of the Target Community**

As the nation's capital, DC is home to a wealth of resources and opportunities, with a population of 701,974 residents in 2020 (US Census Bureau, 2022). As the population has grown, median family income has also steadily increased to \$102,806 in 2022 (DC Health Matters, 2022). Yet, inequality has persisted, and wealth gaps have widened as families living

east of the Anacostia River in Ward 8 continue to experience persistent poverty (Figure 3). In Ward 8, 91.61% of residents are Black and the median family income for Black Ward 8 residents is \$44,665 (DC Health Matters,

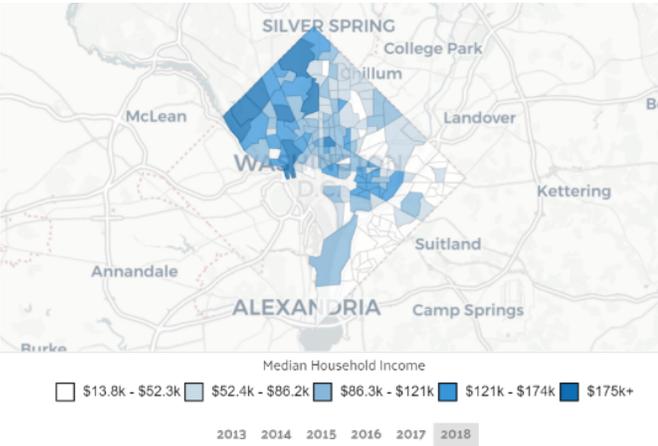
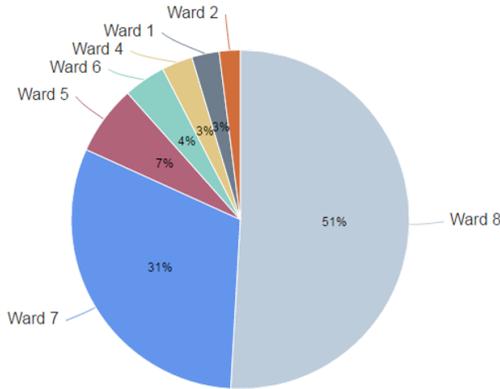


Figure 3

2022). While 10.52% of DC families live in poverty, the poverty rate for Ward 8 families is 23.35% and 16% of residents 16 and older are unemployed, compared to 6.5% across the district (DC Health Matters, 2022). Less than 20% of Ward 8 residents hold a bachelor's degree or higher compared to over 60% in the district. It is because of these extreme circumstances and deep-rooted inequities, in Ward 8 specifically, that DCPS aims to expand the Connected School Model to school communities in these neighborhoods.

**Half of D.C. food deserts are in Ward 8**

Areas with limited food access in the District (based on grocery or supermarket proximity, household income, and car access), by ward



Source: D.C. Policy Center  
Updated March 16, 2017

Figure 4

The health and wellbeing of district residents is also closely linked to geographic residence. 44.4% of Ward 8 residents are reported as being obese, compared to 27.6% nationally. 23.4% of adults in Ward 8 had asthma in 2015 compared to 10.6% in DC (DC Health Matters, 2021). On average, DC children miss eight days of school due to asthma. And while 11% of D.C. is considered a food desert, more than half of those

deserts (51%) are located in Ward 8 (Figure 4) which has only one grocery store (Smith, 2017).

DCPS currently serves close to 50,000 children of which 74% qualify for free and reduced priced meals, 15% speak English as a second language, and 15% receive special education services (DC Public Schools, 2020). While 48% of DCPS students are at-risk, 92% of Hendley ES students and 83% of Turner ES students are considered to be at-risk (see below in Table 1).

<b>Table 1. Hendley ES and Turner ES Demographics</b>			
	<b>DCPS</b>	<b>Hendley ES</b>	<b>Turner ES</b>
Total Enrollment	50,317	280	467
% Black	57%	97%	98.5%
% Hispanic	21%	1%	1.4%
% White	17%	0%	0%
% Asian, Multi-racial, Other	5%	2%	.1%
% ELL	16%	0%	0%
% SPED	15%	15%	22%
% At-Risk	45%	92%	83%

- **Hendley ES** is an elementary school, also located in Ward 8 in the Washington Highlands neighborhood. Hendley ES served 307 students in SY21-22, 92% of whom are at-risk, 15% receive special education services and 16% are experiencing homelessness. Hendley ES received two stars on DC’s School Report Card in 2019. Hendley ES feeds into Hart MS, which feeds into Ballou High School- both are existing Connected Schools, building a full PK3-12 pipeline for this feeder pattern.
- **Turner ES** is a Ward 8 elementary school located in the Douglass neighborhood that served 497 students in SY21-22. 83% of the student population is at-risk, 22% of students receive special education services and 8% are experiencing homelessness. On the DC’s School Report Card, which was created in response to the Every Student Succeeds Act, Turner ES received two stars in 2019. Turner ES feeds into Johnson MS, which feeds into Ballou High School – both are existing Connected Schools, building a full PK3-12 pipeline for this feeder pattern.

**E. Initial Needs Assessment of physical, academic, health, mental health and other needs of students, families and residents**

As measured by the NAEP, DCPS continues to be one of the fastest improving urban school districts in the country (DC Public Schools, 2020). DCPS has led the way in education innovation, including the development of a robust teacher evaluation system, a dynamic curriculum, and the first district led Anti-Racist Educator University. Despite many advancements, many DCPS students remain historically and institutionally underserved. DCPS sees vast inequities, most of which are within the critical areas of academics, engagement, health, mental health and social emotional supports. Key metrics are summarized below in Table 2.

**Table 2. Needs Assessment Metrics**

<b>Indicator</b>	<b>DCPS</b>	<b>Hendley MS</b>	<b>Turner ES</b>
<b>Academic</b>			
<b>PARCC ELA Proficiency (2019)</b>	40%	8.5%	9.2%
<b>PARCC Math Proficiency (2019)</b>	32%	20.4%	23.6%
<b>Reading Inventory (SY21-22 EOY)</b>	50%	19%	18%
<b>I-Ready (SY21-22 EOY)</b>	47%	30%	20%
<b>DIBELS (SY21-22 EOY)</b>	64%	41%	45%
<b>TRC (SY21-22 EOY)</b>	54%	25%	9%
<b>GOLD Literacy (SY21-22 EOY)</b>	84% meeting or exceeding	70% meeting or exceeding	85% meeting or exceeding
<b>GOLD Language (SY21-22 EOY)</b>	86% meeting or exceeding	54% meeting or exceeding	85% meeting or exceeding
<b>GOLD Social Emotional (SY21-22 EOY)</b>	89% meeting or exceeding	60% meeting or exceeding	86% meeting or exceeding
<b>Family Engagement</b>			
<b>Family Satisfaction (Spring 2022)</b>	84%	85%	86%
<b>Family and Community Engagement: Insight Survey (Spring 2022)</b>	4.7	3.5	4.9
<b>Health</b>			
<b>Immunization Compliance (August 2022)</b>	75%	77%	79%
<b>Social Emotional Support/Mental Health</b>			
<b>Loved, Challenged and Prepared (Spring 2022)</b>	46%	56%	50%
<b>Loved (Spring 2022)</b>	60%	86%	69%
<b>Student Satisfaction (Spring 2022)</b>	87%	97%	85%
<b>Suspensions per 100 (SY21-22 EOY)</b>	9.85	6.54	8.92
<b>Other</b>			
<b># Experiencing homelessness (SY21-22)</b>	TBD	73	44
<b>In-Seat Attendance (SY21-22)</b>	85%	82%	87%
<b>Chronic Absenteeism (SY21-22 EOY)</b>	43%	65%	54%

- **Hendley Needs Assessment**

Academically, Hendley ES continues to see the impact of learning loss from the COVID-19 health crisis. While the percent of students who were below basic on the DIBELS literacy assessment decreased significantly from the Beginning of Year (BOY) assessment window, at 76%, to the End of Year (EOY) window at 46%, there are still more students scoring below basic than the Middle of Year (MOY) window in 2020 prior to the pandemic when 34% of students were scoring below basic. At the end of SY21-22, 19% of Hendley ES students were proficient or advanced on the Reading Inventory (RI) assessment compared to 50% across DCPS and 25% were proficient or advanced on the Text Reading Comprehensive (TRC) assessment compared to 54% across DCPS. Moreover, Hendley ES experiences challenges as a result of the prolonged and systemic racism and oppression of Ward 8 communities. The school is located in one of DC's many food deserts and has seen 54 violent crimes within a 2,000-foot radius to the school thus far in 2022 (DC Crime Maps, 2022)

However, despite the challenges, there are many critical assets in the Hendley ES community. In the Summer of 2022, Hendley ES was selected as a finalist for DCPS' *Standing Ovation* award for their work engaging and connecting with families during virtual learning and the return to in-person school. With this growing community of families, Hendley ES has been able to host monthly discussions and support workshops to help families support their students' academic success. They are now looking to expand these efforts and aim to provide new services that will support families themselves, including GED programming and workforce development. Hendley ES is also the only officially recognized STEM elementary school in Ward 8 by the Office of the State Superintendent (OSSE). Their STEM curriculum aims to develop both critical thinking and interpersonal skills through hands-on learning that includes building knowledge of

the engineering design process, the scientific method, and computational skills such as coding. Hendley ES has also formed some critical partnerships that will lay the foundation for transitioning into a Connected School. Their partnership with Catholic Charities provides Tiers 1, 2 and 3 mental health supports students and the Literacy Lab provides Tier 2 and 3 literacy interventions. Hendley ES is looking forward to deepening these relationships and expanding their partnerships in order to serve more students as well as their community of families who have been developing deeper relationships with the school.

- **Turner ES Needs Assessment**

Turner ES students are facing deep rooted challenges overcoming learning loss due to the ongoing COVID-19 health crisis. On DIBELS, 43% of students scored well below benchmark on the 2021-22 End of Year (EOY) assessment, which is a notable improvement from 70% scoring well below benchmark on the Beginning of Year (BOY) assessment. However, 38% scored well below benchmark in the Middle of Year (MOY) assessment in 2019-2020 (prior to the shutdown with the pandemic). Similar trends were noted on the Reading Inventory (RI) assessment: 64% of students scored below basic in Spring 2022, while only 53% scored below basic on the MOY assessment in 2020 (prior to the pandemic). In school year 2021-21, the percentage of students scoring far below proficient on the Text Reading and Comprehension (TRC) assessment increased from 76% in the fall to 85% at the end of the year.

Turner ES has also seen a need to address students' social emotional and mental health. Thus far in 2022, 122 crimes were reported within a 2,000-foot radius of Turner ES, including 41 violent crime (DC Crime Maps, 2022). Additionally, in Spring 2022, 69% of Turner ES students reported feeling "Loved" on the annual DCPS stakeholder survey, which is 11 points lower than the elementary average in DCPS. "Loved" is a key piece of the DCPS' Capital Commitment goal

that “100% students feel ‘Loved, Challenged, Prepared’.” Subsequently, increasing the percentage of students responding favorably to the “Loved, Challenges and Prepared” index is a key goal for Connected Schools.

Despite significant academic needs, Turner ES is building a strong school culture grounded on the belief that families are powerful partners in supporting a student’s success. Notably, on the DCPS Insight Teacher Survey administered in Spring 2022, Turner received a score of 4.9 on the Family and Community Engagement Index, while the DCPS average is 4.7. This index measures perceptions of the relationships teachers have built with students’ families and the systems in place for keeping families involved in students’ education. Turner ES has a strong partnership with the Flamboyan Foundation as part of the Family Engagement Partnership (FEP) program that has laid much of the groundwork for family engagement. Turner’s Family Engagement Leadership Team (FELT) spearheads efforts that support educators in building authentic, positive and proactive relationships with students and families through relationship building home visits and Academic Parent Teacher Teams (APTT). As an International Baccalaureate School, Turner’s staff also make every effort to accelerate student achievement through experiential learning opportunities and arts integration. The curriculum aims to provide students with global exposure and rigorous learning, leading students to become independent thinkers and responsible citizens of the world.

#### **F. Further Needs Assessment through Connected Schools Community Mapping**

While the Consortium has conducted an initial needs assessment of Hendley ES and Turner ES, Connected Schools are founded on deep and robust engagement to inform priorities and selected activities. Every Connected School completes an annual Community Mapping process, the DCPS version of a traditional needs assessment and asset mapping process (see

exhibit 2. This process is comprised of a thorough needs assessment of students, staff, families, and partners that includes surveys, interviews, empathy activities such as a shadow-a-student day, and focus groups. The needs assessment is complemented by an asset map of all school-based and neighborhood assets. The Community Mapping process takes place from the beginning of a new Connected School through the end of the school year, with a goal of reaching 75% of stakeholders by the end of the year.

The Community Mapping process is comprised of surveys, empathy activities, focus groups and interviews for all three stakeholder groups, as well as focus groups with students in each grade level, groups of staff, and at least one group of parents in each grade level. The needs assessment seeks to learn the priorities each stakeholder group has for the school, including what programming and partnerships they would like to see, where families need support (e.g., basic needs, job placement, support groups etc.), what enrichment activities students would like to attend, and any barriers to attendance or success in the school.

Taking student voice a step further over traditional needs assessments, Connected Schools use empathy activities to develop a deeper picture of the lives of students in Connected Schools. Created in partnership with DCPS' Design Lab team, CSMs employ human-centered design principles to better understand student needs and problems encountered through their school day. Activities include shadow-a-student, where an adult follows a student for an entire day and does every activity alongside the student, and empathy interviews, wherein students on different ends of a spectrum of school experiences are interviewed to understand their desires and motivations.

These results directly inform not just the development of the school's budget, but also guide the next school year's Comprehensive School Plan development. Results are shared

broadly with all stakeholder groups through community meetings to review trends, discuss data highlights and identify next steps. Hendley ES and Turner ES will begin their community mapping process within the first 30 days of starting up; community mapping has served as a strong method for building relationships quickly for new CSMs and will also help inform what CSMs should prioritize as they launch implementation of the model. The CSMs will work with the Specialist, Connected Schools to create Community Mapping project plans, and will establish a team of school colleagues to help with implementation of focus groups and interviews.

### **G. Pillars of Full-Service Community Schools**

The DCPS Connected Schools Model was designed in partnership with a coalition of stakeholders from government agencies, schools, community-based organizations, and community members, using the four pillars of full-service community schools, as defined by the Learning Policy Institute (2017). The Planning Committee carefully worked off national best practices to develop the Connected Schools model, ensuring that from the district level down to the classrooms, a keen eye was kept on proven practice. Within all four pillars, DCPS Connected Schools and the two proposed school sites are already implementing elements of each pillar, with plans in place to continue enhancing school offerings as well as district leadership and support.

- **Integrated Student Supports**

Each school site has an existing community of partners that touch on all four pillars – serving students academically, socio-emotionally, and more. Through the introduction of the Connected Schools model, services will be further integrated and streamlined in the school building, and new services will be identified. The CSM role adds a layer of cohesion to the student support systems at school sites by serving across the various teams to ensure a lack of duplication of

effort, coordinate projects across various teams, and stay apprised of the priorities each team is pushing forward. The addition of the CSM will allow schools the strategic oversight needed to elevate the work of partners and develop integrated systems to monitor student and partner progress through the Connected Schools database and MTSS systems.

At the school level, a key component of the Connected Schools model is strong student support systems. Each school site has several processes and teams that all speak to the need to have systems in place that coordinate several activities and supports, including referral processes like MTSS or universal referrals for mental health; and collaborative school teams such as the Family Engagement Leadership Team, MTSS leadership team, and mental health team.

CSMs utilize several systems to support and monitor partnerships that help achieve integration schoolwide. The Connected Schools database integrates several functionalities for partner roster tracking, basic needs tracking, referral tracking, and more. Through the database, CSMs are able in real time to see student data - pulled from DCPS' student information system - compared with their aligned supports to monitor their progress. Further, students are referred for tier 3 supports through two universal referral systems – one for mental health support and through the MTSS referral process for all other resources and tiered supports.

At the District level, schools receive back-end support from several teams to deploy their data systems, and to coordinate the work of school-based positions that ensure students' supports are coordinated and integrated. The Connected Schools team maintains the Connected Schools database and conducts extensive partner research and cultivation to support CSMs with finding the right partners for their school needs. Schools also have a network of school-based personnel who coordinate with one another and with Central Office leaders to ensure supports stay aligned

and integrated. For instance, CSMs work hand-in-hand or sometimes serve in the following roles: Homeless Liaisons, who work with the Families and Youth in Transition team to case manage families experiencing homelessness; School Based Health Coordinators, who work with the mental health team to coordinate universal referrals and manage clinical partners; and Whole Child Leads, who work with the Learning and Development Sciences team to implement brain science practices on the school level.

- **Expanded and Enriched Learning Time and Opportunities**

Academic enrichment is one of the six elements of Connected Schools and is a critical lever to foster both academic success and cultivate joy among students. Both school sites currently host academic enrichment partners such as City Year and Literacy Lab and will see their enrichment offerings expanded through partners like GW’s Jumpstart, which offers academic support for early learning, and through Raising a Village, which offers small group tutoring for students in grade three and higher.

At the school level, both school sites will focus on expanding out of school time opportunities beyond current offerings. Utilizing initially identified community needs and future Community Mapping results, Hendley ES and Turner ES will offer a diverse range of partnership activities, with the possibility of Saturday programming. Both school sites will be matched with potential partners after completing their Community Mapping, to ensure that student and family voice is represented in decision making. Potential partners will first offer short “pilot” programming, which will follow with feedback from the community on the partner’s offerings before moving to a full partnership.

At the district level, the Connected Schools team coordinates with several teams to source high quality enrichment partners for school sites. Through coordination with DCPS teams such as Music and Visual Arts, School Partnerships, Out of School Time, and more, the Connected Schools team advocates for Connected Schools to be the ‘go-to’ schools when a new resource or opportunity comes along for prioritization. Through the expansion of the Connected Schools Advisory Group, the Connected Schools team will work with a broader coalition of agency partners to source new and expanded enrichment opportunities, including on-going in school programming, during and after school, as well as one-time out of school experiences that that showcase opportunities students have beyond their school building.

- **Active Family and Community Engagement**

As another one of the six elements of the Connected School model, the voices of families and community members are critical to the implementation of Connected Schools, and pivotal to individual student success. Families are engaged in a number of ways at Connected Schools, including academic partnering strategies such as Academic Parent Teacher Team meetings and student-led conferences; two-way teacher/family relationship building strategies such as home visits and positive phone calls home, and social engagement through school community building events. School sites also cultivate student and family voice through the Community Mapping process.

At the school level, Turner ES currently participates in the Flamboyan Foundation’s Family Engagement Partnership (FEP), a multi-year partnership that supports building a culture of effective family engagement within the school. Flamboyan provides funding, training, and coaching, while schools create a Family Engagement Leadership Team (FELT) to support the practice of effective family engagement within the school. Though Hendley ES is not currently a

Flamboyant school, a Family Engagement Leadership Team (FELT) is a critical component of the Connected Schools Model and will be prioritized for launch. Additionally, both school sites will offer enhanced relationship building activities such as Parent Cafés. The Parent Café model, led by Be Strong Families, supports families to become leaders in their school community through hosting community-led conversations with the support of the CSM.

Both school sites will also develop a Connected School Committee (CSC) within the first quarter of launching the Connected Schools model. To foster shared ownership of developing the model, the CSC will be comprised of the Connected Schools Manager, school leadership and staff, community partners, families, students as well as community representatives. The CSC will guide the planning, implementation, and decision-making process for the model and will meet quarterly, at minimum. An important function of the CSC will be the close collaboration with the Local School Advisory Team (LSAT). The LSAT is an existing body at the school that is a key lever to increasing transparency at DCPS and ensuring decisions affecting school communities are made collaboratively with the help of a diverse group of school stakeholders. The CSM will sit on both teams so that they can ensure strong communication across the two teams and can provide Connected Schools updates to the LSAT and any LSAT information to the CSC.

At the district level, the Connected Schools team works closely with the DCPS Family Engagement Team to support and progress monitor schools currently in the Flamboyant-led FEP, as well as schools that are or will be implementing parallel strategy such as Hendley ES. At Hendley ES, a Connected Schools Specialist will serve as a coach for the newly established Family Engagement Leadership Team (FELT). Additionally, the Connected Schools Specialist provides extensive support to CSMs on their Community Mapping process to ensure student, partner, and family voice is represented at critical decision points.

- **Collaborative Leadership and Practices**

Connected Schools is at its core a collaborative, hyper-locally designed model that requires deep collaborative leadership to ensure students and families meet the needed outcomes to succeed in school and life, and to ensure that implementation of the model at a given school site stays on track.

At the school level, CSMs lead or participate on several collaborative teams comprised of various stakeholders to ensure strong student support systems, as well as to ensure the voice of students and families live in the design of the Connected School model at their school site. Every DCPS school has a Local School Advisory Team (LSAT), a collaborative decision-making board with a diverse range of representatives, including families, teachers, community members, administrators, CSMs, and -- in secondary schools --students. The LSAT informs several critical decisions around budgeting, goal setting, and more. New Connected School sites will also include a Connected School Committee (CSC), which will supplement the LSAT with further oversight of Connected School goals, as well as targeted support for community and family engagement efforts in collaboration with the Family Engagement Leadership Team.

At the district level, Connected Schools team members both lead and participate on multiple cross sector groups. In the last two school years, DCPS has hosted an internal Connected Schools Advisory Group that supported the Connected Schools team with organizing centrally led resources for Connected Schools. This school year, the internal advisory group will shift into cross-sector Connected Schools Advisory Group, that will work to coordinate government and partner services in schools, as well as bring community voice to district level decision making conversations. In particular, the group plans to focus on addressing the rising increase of violence in Connected Schools communities and will bring together community

advocates, violence interrupters, Safe Passage providers, DCPS content teams as well as sister agencies such as the Office of Neighborhood Safety and Engagement (ONSE) and Deputy Mayor for education (DME).

In addition to leading The Connected Schools Advisory Group, the team also sits on the Office of the State Superintendent of Education’s Community Schools Advisory Committee, which oversees all full-service community schools in DC. This Committee is charged with taking a holistic view of various community school efforts across DC Public Schools and DC Charter Schools to share lessons learned, resources and best practices. And finally, the Connected Schools team fosters collaborative practices through the Professional Learning Community (PLC) established for Connected School Managers. In the monthly PLCs, CSMs participate in equitable leadership trainings, as well as share best practices across schools to deepen their skills in collaborative leadership and in working with Principals, families, students and partners. This is integral in ensuring all stakeholders have a voice on the ground and that CSMs are effectively collaborating and leading “with the community” and not “to the community.”

## **H. Performance Measures and Outcomes**

Full-Service Community Schooling is a long-term strategy for improving outcomes for students. As such, in the first two years of implementation of the Connected School Model, the focus is on building a strong foundation by meeting key implementation goals, as well as beginning to increase outputs, including the number of services and programs available, along with the number and percentage of students and families accessing and utilizing those services and programs. Following a focus on strong implementation and increasing outputs, in years 3+ it is expected that key outcomes among students and families will begin to improve, starting with

social emotional wellbeing, school climate, and improved attendance. These are early indicators for increased academic outcomes among students to follow.

The tables below (Table 3 and 4) outline the 13 required indicators and the six objectives of this project, which are aligned to the elements of the Connected School Model and the pipeline services that will be implemented. The chart also includes the goals and outcomes that the project aims to achieve. These measures are phased in in accordance with the strategy described above. The student outcomes this initiative aims to achieve are inclusive of GPPRA and the 13 required indicators. The measures are also consistent with metrics used across DCPS to measure student success including, responses to the Panorama survey which measures social emotional wellbeing among students and families, the Teacher Insight survey which measures school climate, and metrics for student attendance and academics.

**Table 3. 13 Required Indicators.**

13 Indicators
1) Student chronic absenteeism rates
2) Student discipline rates, including suspensions and expulsions
3) School climate information, which may come from student, parent, or teacher surveys
4) Provision of integrated student supports and stakeholder services
5) Expanded and enriched learning time and opportunities
6) Family and community engagement efforts and impact
7) Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, and rates of teacher turnover
8) Graduation rates
9) Changes in school spending information
10) Collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities
11) Regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children’s cabinets, nonprofit service providers, public housing agencies, and advocates
12) Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement and

13) Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment

**Continued on next page**

**Table 4. Project Objectives and Performance Measures**

	Type of Goal	Measure	Target
	<b>Connected Schools Elements: Strong Student Support Systems and Connected School Manager            Project Objective #1: Ensure systems are in place to coordinate and align new and existing services so that students receive the necessary interventions, avoiding duplication of services and maximizing partner resources.</b>		
10	Key Implementation Milestone	Hire and onboard full-time Connected Schools Managers (CSM) at Hendley ES and Turner ES and integrate them into the CSM learning community	<b>Feb. 2023</b>
12	Key Implementation Milestone	Conduct annual community mapping needs and asset assessment of the school community	<b>Annually in Spring</b>
13	Key Implementation Milestone	Establish Connected Schools Committee (CSC), to organizes school personnel and community partners into working teams focused on specific issues identified in Community Mapping	<b>Summer 2023</b>
12	Key Implementation Milestone	Train CSM on the Connected Schools Database and establish routines for using the data to assess program quality and progress	<b>Winter 2023</b>
11	Key Implementation Milestone	Establish regular convening schedule for the Connected School Advisory Group, inclusive of consortium partners, including LEA representatives, CBOs, and City Family Success Centers	<b>Fall 2023</b>
4	Key Implementation Milestone	Establish basic needs resource banks (Connected Closets) and Family Resource Centers at both schools and galvanize partner networks for emergency resources	<b>Spring 2023</b>
4	Output and GPPRA measure	Increase the % of students accessing services and programs	<b>40% in Yr1; 20% increase each Yr in Yrs 2-5</b>
9	Program outcome	Increase the number of in-kind contributions and increase the number of funding sources supporting pipeline services to sustain the work	<b>Establish 1 new funder per year</b>
1	Student outcome	Reduce school-wide Chronic Absenteeism among students	<b>3% decrease each Yr in Yrs 3-5</b>

3	Student outcome	Improve School Climate Measure on Insight Teacher Survey: Teachers at my school believe that every student can succeed when the needs of the whole child are met.	<b>5% increase each Yr in Yrs 3-5</b>
3	Student outcome	Improve School Climate Measure on Insight Teacher Survey: My school creates opportunities for students, staff, and community members to collaborate together to meet the needs of students furthest from opportunity.	<b>5% increase each Yr in Yrs 3-5</b>

<b>Required Indicator</b>	<b>Connected Schools Elements: Place-based Services and Healing-Centered Practices</b>		
	<b>Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health.</b>		
4	Key Implementation Milestone	Establish new services for physical health and nutrition for students, including access to on-site immunization supports and wellness care <b>(pipeline service yr3)</b>	<b>Fall 2025</b>
	Key Implementation Milestone	Establish expanded mental health services for students and families to address growing trauma and grief in the school community <b>(pipeline service yr3)</b>	<b>Fall 2025</b>
4	Output and GPPRA measure	Increase the % of students receiving physical health and nutrition supports	<b>20% in Yr3 with a 10% increase each Yr in Yrs 4-5</b>
4	Output and GPPRA measure	Increase the # of students being reached through mental health services	<b>40 students in Yr3 with a 10% increase each Yr in Yrs 4-5</b>
1	Student outcome	Reduce school-wide Chronic Absenteeism among students	<b>3% decrease each Yr in Yrs 3-5</b>
3	Student outcome	Improve Social Emotional Wellbeing on Panorama Survey: My child feels safe at his/her school.	<b>5% increase each Yr in Yrs 3-5</b>
2	Student outcome	Decrease the number of suspensions per 100 students	<b>5% increase each Yr in Yrs 3-5</b>

<b>Required Indicator</b>	<b>Connected Schools Element: Authentic Family and Community Engagement</b>		
	<b>Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home.</b>		
13	Key Implementation Milestone	Establish Family Engagement Leadership Team (FELT) to focus on family engagement opportunities as identified in Community Mapping	<b>Fall 2023</b>
6	Key Implementation Milestone	Establish evidence-based strategies for building trusting relationships with families, for example parent cafes and relationship building home visits <b>(pipeline service yr1)</b>	<b>Fall 2023</b>
6	Key Implementation Milestone	Launch school-wide literacy nights to give families the tools to support student learning and development at home <b>(pipeline service yr1)</b>	<b>Fall 2023</b>
6	Output and GPPRA measure	Increase the # of families engaged in strategies that support building trusting relationships.	<b>40 families in Yr1 with a 10% increase each Yr in Yrs 2-5</b>
6	Output and GPPRA measure	Increase the # of families accessing tools to support student learning and development at home.	<b>40 families in Yr1 with a 10% increase each Yr in Yrs 2-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index	<b>5% increase each Yr in Yrs 3-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: My family is welcome at my school.	<b>5% increase each Yr in Yrs 3-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: My child's teacher works hard to build a relationship with me.	<b>5% increase each Yr in Yrs 3-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: I feel well informed about what is happening at my child's school.	<b>5% increase each Yr in Yrs 3-5</b>

<b>Required Indicator</b>	<b>Connected Schools Element: Academic Enrichment</b>		
	<b>Project Objective #4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out-of school-time programs and strategies.</b>		

5	Key Implementation Milestone	Establish new HIT tutoring services to address learning loss and target gap in services for grades 3-5 <b>(pipeline service yr1)</b>	<b>Fall 2023</b>
5	Key Implementation Milestone	Establish expanded afterschool academic enrichment opportunities targeting civic engagement, STEM, the arts, dance and healthy movement <b>(pipeline service yr2 - 3)</b>	<b>Fall 2024</b>
5	Output and GPPRA measure	Increase the % of students receiving high-quality school and out-of-school time programs and strategies.	<b>30% in Yr1 with a 10% increase each Yr in Yrs 2-5</b>
8	Student outcome	Increase the % of students who are promoted each year*	<b>5% increase each Yr in Yrs 3-5</b>
7	Program outcome	Increase retention of effective and highly effective teachers, looking at # and % of fully certified teachers, disaggregated by race and ethnicity, who are retained with highly-effective or effective IMPACT scores	<b>5% increase each Yr in Yrs 3-5</b>
	Student outcome	Increase the % of students reading at or above grade level	<b>5% increase each Yr in Yrs 4-5</b>
	Student outcome	Increase the % of students on or above grade level in math	<b>5% increase each Yr in Yrs 4-5</b>

\* High school graduation rates for students impacted by this project will not be available for seven years, as it is targeting elementary schools

<b>Required Indicator</b>	<b>Connected Schools Element: Academic Enrichment Project Objective #5: Ensure students are prepared for kindergarten by providing high-quality early childhood education programs.</b>		
4	Key Implementation Milestone	Establish new programming for early childhood education and development <b>(pipeline service yr1)</b>	<b>Fall 2023</b>
4	Output and GPPRA measure	Increase the # of ECE students participating in services	<b>40 students in Yr1 with a 10% increase each Yr in Yrs 2-5</b>
	Student outcome	Increase the % of students exceeding expectations in the social emotional, literacy, and math domains of GOLD	<b>5% increase each Yr in Yrs 3-5</b>

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Required Indicator	Connected Schools Element: Place-Based Services Project Objective #6: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness.		
4	Key Implementation Milestone	Establish new programming to support postsecondary and workforce readiness, including job training and career counseling <b>(pipeline service yr1)</b>	<b>Fall 2023</b>
4	Key Implementation Milestone	Establish new programming to support GED completion <b>(pipeline service yr3)</b>	<b>Fall 2025</b>
4	Output and GPPRA measure	Increase the # of families participating in postsecondary and workforce readiness services.	<b>30 in Yr1 with a 10% increase each Yr in Yrs 2-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index	<b>5% increase each Yr in Yrs 3-5</b>
3	Student outcome	Improve Social Emotional Wellbeing on Panorama Survey: Loved Index	<b>5% increase each Yr in Yrs 3-5</b>

## Quality of Project Services

The eligible entity selected new services based on several factors, including existing school needs; evidence of effectiveness; alignment to the six elements of the Connected School Model; previous, successful experiences working together; data-driven research that proves the individual effectiveness of each partner and/or their strategies; and their dedication to and experience working with schools and communities in Ward 8. Each of these new services will provide direct support and experiences for our students and families and ensure that the consortium can effectively meet the performance measures outlined in the previous section, Quality of Project Design. In addition, the consortium will work to ensure that pipeline services provide equal access to all students and families – particularly from underrepresented groups – and will collaborate to ensure that the services make their intended impact.

### **A. Diversity of Perspectives in Project Design**

At the core of Connected Schools is one of the six elements of the model – authentic community and family engagement. This element represents not only engaging families and community members in academic partnership and trust building, but also includes ensuring families and community members have a seat at the table for shaping the design of their Connected School -- informing priorities and the selected activities and partnerships for their school. This begins with the annual Community Mapping process.

This process is comprised of a thorough needs assessment of students, staff, families, and partners that includes surveys, interviews, empathy activities such as a shadow-a-student day, and focus groups, with a particular focus at reaching the families and students at the margins. The Community Mapping process takes place from the beginning of a new Connected

School through the end of the school year, with a goal of reaching 75% of stakeholders by the end of the year.

Utilizing the Community Mapping results, Hendley ES and Turner ES will be matched with potential partners, to ensure that student and family voice is represented in decision making. Potential partners will first offer short “pilot” programming, which will follow with feedback from the school community on the partner’s offerings before moving to a full partnership. These feedback loops will continue for every partner added to the school sites, ensure that all partnerships and services brought on meet the needs of the whole community.

### **B. Project Services and Intended Impact**

A cornerstone of the Connected Schools approach is ensuring that schools are equipped with the programmatic capacity needed for families and students to experience a robust pipeline of services that fall within the six elements of Connected Schools. With the increased capacity of the Connected School Manager (CSM) and district-level coordination from the Connected Schools team, it is expected that each school site will dramatically improve the integration and expansion of services. Services are organized into these sections, aligning with the Department of Education defined pipeline services: 1) *High-quality early childhood educational programs*, 2) *High-quality school and out-of-school-time programs and strategies*, 3) *family and community engagement and supports*, 4) *Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling* and 5) *Social, health, nutrition, and mental health services and supports*. The below sections provide a snapshot of the continuum of services, coded as:

- “Existing” services—those that currently exist and will be part of the deeper integration and coordination of the pipeline of services,

- “Enhance” services—those that currently exist and will receive prioritized support and CSM capacity to increase their *accessibility* and *utilization* by students and families, and
- “New” services—those that will be added to the school site to meet community needs.

**1. High-quality Early Childhood Educational Programs:** Early childhood educational (ECE) programming is supported by a myriad of programs from the district as well as community partners. Through DCPS’ early childhood model and community partners, Hendley ES and Turner ES offer a range of services to families that aim to set ECE students up for success in kindergarten and beyond. In order to reach the specified outcomes in *Project Objective #5: Ensure students are prepared for kindergarten by providing high-quality early childhood education programs*, the consortium will enhance these existing services and will add new services in year 1.

Pipeline Service	Hendley	Turner
<i>Early Childhood Wraparound Supports</i>	Enhance	New
<i>ECE Enrichment Programming (JumpStart)</i>	New (Year 1)	New (Year 1)

- *Wraparound services:* Connected Schools offer wraparound services at each early childhood education site. This is done through two methods – Head Start family services through DCPS, and Early Childhood Innovation Network (ECIN). At Hendley ES, a Family Services Specialist, through the DCPS Family Services Head Start Team, will coordinate wrap around services and work collaboratively with the school and the CSM at Hendley ES to meet with every family in Early Childhood Education (ECE) to determine needs and set family goals. Family Services Specialists have a caseload of

families who they work with on attendance, connections to mental health and physical health resources, homelessness services, and more. Beyond their caseload, Family Services Specialists also support schoolwide efforts including developing and managing an ECE Parent Council, hosting ECE family engagement nights, conducting home visits, and assisting with school enrollment strategies. Similar efforts are led by the ECIN, through their Family Wellbeing and Community Resilience programs, which offer direct support to families and students, with a focus on mental health. The work of the Family Services Specialist and ECIN directly effects the GPRA performance measures under *Project Objective #5* including 1) increasing the number of ECE students participating in services, as well as 2) increasing the number of supports ECE families receive at home. Head Start programming has been shown to have a strong impact on students who participate in services from ages 3-5. Brookings Institution (2016) found in a national evaluation that students (particularly African-American students) who participated in Head Start showed increased likelihood of graduating from college, stronger SEL outcomes, and increased “positive parenting practices for each ethnic group -- and for participants whose mothers did not have a high school degree when compared with the outcomes of children who went to a preschool other than Head Start” (Brookings Institution, 2016). Based on this research, the ECE programming through ECIN as well as Family Services will support achievement of the student outcome performance measure under *Project Objective #5* which is to increase the percent of students exceeding expectations on the social emotional, literacy and math GOLD expectations by 5% each year.

- *ECE Enrichment Programming:* In year one, Hendley ES and Turner ES will operate the ECE enrichment program, Jumpstart, in partnership with Consortium partner, George Washington University (GW). Jumpstart is a national AmeriCorps program, which trains and places college students to serve in preschools in low-income neighborhoods for an academic year. These Corps members attend Jumpstart sessions twice per week, implementing session plans that focus on language and literacy development, as well as social skills. Through individualized attention, Corps members work to prepare their preschool partner children for kindergarten and beyond, utilizing principles of intrinsic motivation and learning through play. A study by the Economic Policy Institute found that in low-income neighborhoods, children start Kindergarten 60% behind their peers in more affluent communities (Lee and Burkham, 2002). Jumpstart is an evidence-based model designed to address this gap to ensure that preschool children are prepared for kindergarten. An evaluation of a Jumpstart program in California found that the gains of students who participated in Jumpstart were statistically significantly greater than gains of students who did not participate in the program (Grant and Shannon, 2012). The Jumpstart program aligns with Project Objective #5, which is to ensure students are prepared for kindergarten by providing high-quality early childhood education programs.

## **2. High-quality School and Out-of-school-time Programs and Strategies: DCPS**

believes academic success is powered by student-centered learning focused on inquiry and investigation. The Connected School Model includes innovative academic enrichment opportunities during the typical school day, as well as robust offerings before and after regular school hours. The programs offered at both school sites are designed to

achieve *Project Objective #4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out-of-school time programs and strategies.* In addition to the currently identified new partnerships, the CSM will conduct a landscape analysis of existing offerings in Year 1 in order to identify new partners for Years 2 – 5 that will enhance out of school time offerings based on student interests and in response to Community Mapping. There is strong evidence to suggest that robust enrichment strategies have a significant impact on the outcomes measured under this project objective, including increasing the percent of students reading at or above grade level and performing at or above grade level in math (Afterschool Alliance, 2017).

Pipeline Service	Hendley	Turner
<i>Partner Enrichment Programming</i>	<u>Existing</u> Literacy Lab Marshall-Brennan Constitutional Literacy Project – American University National Council of Negro Women United States of Readers Book Club	<u>Existing</u> City Year Dream Academy Literacy Lab Live It Learn It
<i>Out of School Time Programming (OSTP)</i>	<u>Enhance</u> DCPS-led OSTP  <u>New (Years 2- 3)</u> <i>Based on interest, possibilities include:</i> ArtReach Civic Changemakers Dance/Healthy movement	<u>Enhance</u> DCPS- led OSTP  <u>New (Years 2- 3)</u> <i>Based on interest, possibilities include:</i> ArtReach Civic Changemakers Dance/Healthy movement STEM

	STEM	
<i>High Impact Tutoring Grades 3-5: Raising a Village</i>	New (Year 1)	New (Year 1)

- Partner Enrichment Programming:* The Connected School model leverages the expertise and experience of multiple community partners and DCPS-led initiatives that have proven outcomes around academic success and that hold high expectations for all students they serve. Through the CSM and school leadership teams, students will be carefully matched with new academic and social enrichment opportunities that align with their needs and accelerate their growth both during the school day and after school.

  - Literacy Lab:* Both school sites will continue to leverage existing partnerships with Literacy Lab, which works to help close the literacy gap largely by embedding full-time, rigorously trained tutors in early childhood centers and elementary schools to work with children from age three through grade three. A 2015 study of the program found that participating PreK students met or exceeded end of school year targets for all five emergent literacy outcomes, suggesting that they were Kindergarten-ready on these critical skills (Markovitz et al., 2015).
  - Other Partnerships:* Both school sites will build upon several additional enrichment offerings. Hendley ES has partnerships the Marshall-Brennan Constitutional Literacy Project with the American University Washington College of Law, the National Council of Negro Women, and United States of Readers Book Club. Turner ES has partnerships with City Year, Dream Academy, Leading Men, and Live It Learn It.

- *Out of School Time Programming (OSTP)*: Both school sites currently provide two and one-half hours of OSTP each school day for up to 80 students in grades PreK-5.

Programming is facilitated by DCPS OSTP staff and is designed to address the opportunity and achievement gaps in Ward 8. Students engage in an Academic Power Hour that includes homework support and academic instruction aligned to the school day and Common Core State Standards (CCSS) and afterwards they participate in structured and engaging enrichment activities, experience extended time with friends, and engage with caring adults. In addition to the general positive impacts of afterschool programming outlined in the above section, DCPS' (2020) evaluation of its own OSTP programming found that students in OSTP outperformed their peers not enrolled in OSTP on multiple indicators -- in-seat attendance rates, chronic absenteeism rates, office referrals, suspensions, and PARCC scores in both ELA and math (in year 2).

Multiple studies demonstrate the strong impact of afterschool programming in particular; 69% of students improve their homework completion and classroom participation; 62% of student improve their behavior in class; and 1 in 2 students improve their math and reading grades (Afterschool Alliance, 2020). Afterschool Alliance (2017) also found strong evidence to support the use of STEM in afterschool -- that "among nearly 1,600 youth in 160 afterschool programs, across 11 states, more than 70% of students reported positive gains in their attitude towards STEM, their personal STEM identity, STEM career knowledge, and 21st-century skills, including perseverance and critical thinking."

- FSCS funds will allow both schools to enhance OSTP programming. Based on a needs assessment of both school communities, Hendley ES will prioritize a STEM program, and Turner ES will prioritize a dance and movement program. The

Connected Schools team will explore and leverage opportunities with existing Connected Schools partners to fit these needs. The Connected Schools cohort currently works with 61 partners and is poised to expand many opportunities to new schools. For instance, DC SCORES, which provides a public soccer league, poetry and spoken word, and service-learning programs; Create Calm, a yoga and mindfulness program; and Step Afrika, a stepping and arts education program. CSMs will conduct an initial landscape analysis and will leverage the Community Mapping process to identify new partnerships to provide programming for each area of interest, as well as any newly identified areas of interest.

- *ArtReach*: In partnership with GW, both school sites will operate ArtReach. The ArtReach after-school program provides weekly classes for youth (ages 8-18), divided into semester -long sessions focused on a variety of art-making styles and themes. Classes are taught by GW Corcoran alumni teaching artists, local professional artists, and other career professionals. ArtReach partners with GW's Art Therapy program and local art therapists to offer programs for families as well as just for adults and just for students. The program's target audience are the students who reside in Ward 8; 60% of the students served in ArtReach are from Ward 8. Housed at THEARC (Town Hall Education, Arts, and Recreation Campus) in Southeast DC, ArtReach GW provides free arts education classes to over 250 youth in Ward 8 where more than 40% of schools do not offer arts instruction. ArtReach is dedicated to the idea that the arts can act as a key to individual and community success by broadening creative and critical thinking skills and opening opportunities to diverse education and career

pathways. Extensive research on art therapy in adults and children demonstrates that art therapy can contribute to higher self-esteem, reduced inattention, reduced stress, and more (Georgetown Behavioral Health Institute, 2016)

- *Civic Changemakers:* Also, in partnership with GW, both school sites will operate Civic Changemakers to provide students with the knowledge and skills to address a social issue they care about. The program asks students to explore their interests and values, starting with themselves, then broadening to family, community, country, and world. Students learn about significant issues, such as COVID-19, racism, climate change, and police violence, and conduct research about the issue in their community. They then plan and implement a service or advocacy project. For example, students have designed and disseminated a website on racial equity for their school, created an Instagram account to debunk myths about climate change, and designed and distributed a survey to identify and address misinformation about COVID-19. The Connected School Model puts a strong emphasis on elevating student voice – with the hope that our students will be the change in their own communities. Current Connected Schools have reported during Community Mapping that students would like more opportunities in their school day to make positive changes in their neighborhoods and research suggests that building in civic engagement both in the classroom and in afterschool spaces has a particularly strong impact on Black and Latinx students (Afterschool Alliance, 2021).
- *High Impact Tutoring Grades 3-5: Raising a Village:* The consortium will also leverage evidence-based practices to provide up to 80 students at both Hendley ES and Turner ES

with high impact tutoring through Raising a Village. High-impact tutoring (sometimes referred to as “high-dosage tutoring”) is a research-backed practice to substantially improve academic outcomes. High-impact tutoring is meant to supplement classroom learning and complement teacher curriculum: in a one-on-one or small group setting, trained tutor and student meet frequently and consistently, typically with a focus on math or English. A Harvard University review of nearly 200 studies found that high-impact tutoring can lead to larger learning gains in math and reading than other school-based interventions (Fryer, 2017). Raising a Village’s tutoring model, Driven 2 Succeed, currently provides students with tutors (typically local college students) who are also able to support multilingual students as well as students with learning disabilities if needed. Ritter, et. Al. (2009) found that students who participated in programs with volunteer tutors had more positive outcomes than peers who did not, particularly in ELA subskills. Tutoring has been raised as a need across nearly every Connected School, particularly during COVID-19. The learning gap in the District during COVID has been exacerbated for students with special needs and ELL students – having this program in place at both school sites will provide students in those subgroups with a more level playing field to their peers.

- 3. Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.** Our consortium seeks to prioritize programs and services to support postsecondary and workforce readiness for parents and caregivers in the school community, aligned with the Connected Schools Model element of place-based services. Both school sites expressed the need for

resources to support families with postsecondary education, specifically a GED program, and workforce readiness. In neighborhoods that have been historically economically disadvantaged, having these supports in the school building will be critical for advancing economic opportunity in these communities. These programs are designed to achieve *Project Objective #6: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness.*

Pipeline Service	Hendley	Turner
<i>United Way Financial Empowerment Centers</i>	New (Year 1)	New (Year 1)
<i>GED Program &amp; Workforce Development</i>	New (Year 3)	New (Year 3)

- United Way Financial Empowerment Centers:* In year one, Hendley ES and Turner ES will launch a partnership with United Way of the National Capital Area to operate their Financial Empowerment Centers for families at both school sites. Financial Empowerment Centers offer direct access to high-quality financial services and guidance in a welcoming, professional environment at no cost. Services include support with building credit, saving for the future, paying down debt, starting a business, and completing taxes. By providing a convenient pathway to these solutions, the Financial Empowerment Centers are helping to enable members of the community to achieve greater economic opportunity for themselves and their households. A 2016 evaluation of Financial Empowerment Centers in five U.S. cities – Denver, Lansing, Nashville, Philadelphia, and San Antonio – found that clients who were overwhelmingly burdened with low incomes were able to achieve a range of significant, demonstrable financial outcomes through their participation in FEC services, including establishing and

increasing credit score, decreasing debt, and increasing savings (Cities for Financial Empowerment Fund, 2016).

- *GED Program:* We will work with our consortium of partners to identify a partner organization to provide a GED and workforce development program at both school sites in year 3. Specifically, we seek to offer a program that will offer courses for members of the school community to complete their GED certification. In 2021, workers aged 25 years and older who attained less than high school diploma had the lowest median weekly earnings (\$626) and highest unemployment rate (8.3 percent) among those at all education levels. Workers with a high school diploma as their highest level of education earned an average of \$183 more weekly and had a lower unemployment rate at 6.2% (U.S. Bureau of Labor Statistics, May 2022.) Through a GED program, parents and caregivers in both school communities will be able to advance their education, learn new skills, and gain access to economic opportunities.

4. **Social, Health, Nutrition, and Mental Health Services and Supports:** Critically, our consortium seeks to prioritize social, health, nutrition, and mental health services, aligned to the Connected School Model elements of place-based services and healing centered practices and to achieve *Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health*. Both school sites report a need for additional mental health supports for students and families, particularly in response to trauma related to the pandemic. Additionally, it is a critical time for schools to serve as hubs of their community to support families in meeting basic needs such as food insecurity, housing, clothing, and more.

<b>Pipeline Service</b>	<b>Hendley</b>	<b>Turner</b>
<i>Family Success Centers</i>	Existing	Existing
<i>Mental Health</i>	<u>Existing</u> Catholic Charities  <u>New</u> Wendt Center (Year 3)	<u>Existing</u> Hillcrest MedStar WISE Department of Behavioral Health
<i>Nutrition/Wellness</i>	<u>Existing</u> Martha’s Table  <u>New</u> Connected Closet (Year 1)	<u>Existing</u> Martha’s Table  <u>New</u> Connected Closet (Year 1)
<i>Physical Health</i>	<u>Existing</u> Oral health and vision screenings  <u>New</u> On-site immunization supports and wellness care (Year 3)	<u>Existing</u> Oral health and vision screenings  <u>New</u> CARE Project (Year 1)  On-site immunization supports and wellness care (Year 3)

- Family Success Centers*: Family Success Centers are placed-based neighborhood centers that connect families to prevention services that are critical to family success — from employment and education to food security, childcare, and healthcare, including mental health. These Centers are a unique collaboration between DC government and community organizations; the DC government provides oversight and support of the Centers, while they are operated by community organizations, including Martha’s Table and Community of Hope. Centers in other parts of the country have seen promising results in pilot phases of implementation. In Greensboro, NC, families who participated

in the Center were significantly more likely to access government services, obtain and maintain employment; and improve their physical health (United Way of Greater Greensboro, 2017). Locations of the DC Family Success Centers were selected based on social determinants of health data, violence prevention priority areas, and substantiated reports of child abuse and neglect. There is a center in each of the neighborhoods of Hendley ES and Turner ES and the Connected School Managers will coordinate with each center's staff to refer families in need of additional services to the appropriate center.

- *Mental Health:* Both school sites currently offer mental health services for students through partnerships with Catholic Charities, Department of Behavioral Health, Hillcrest, and Medstar WISE, which provide on-site clinical counseling services for students in one-on-one and group settings. However, previous community mapping reports from other Connected Schools, as well as the initial needs assessments of Hendley ES and Turner ES show an increased need for mental health services, particularly due to the impact of the COVID-19 pandemic. By Year 3, Hendley ES will expand their mental health service offerings to provide more supports for students as well as for staff and families. While Turner ES already has several supports in place, if Community Mapping identifies a further need, new partnerships will also be explored for their community. A potential new partnership will be with the Wendt Center, a current DCPS partner that specializes specifically in grief and trauma therapy. Wendt Center's programming includes small group therapy utilizing the Trauma Focus Cognitive Behavioral Therapy approach. Research demonstrates that Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is effective for diverse, complex trauma experiences among children of

different developmental levels. TF-CBT is one of the most empirically supported interventions for young people suffering the adverse effects of trauma exposure. Over 20 randomized control trials have found TF-CBT to be a superior treatment compared to other treatment approaches for improving children's trauma symptoms (Trauma-Focused Cognitive Behavioral Therapy, 2021). Wendt Center has partnered with DCPS to provide mental health services centered on grief and trauma for many years – this programming has had a significant impact on schools, with some school sites seeing as much as an 80% reduction in trauma-induced behaviors in students who participate in eight weekly trauma group sessions. Both school sites have the proper structures (including mental health teams and streamlined referral processes) to effectively support the implementation of services and thereby increasing the likelihood of strong impact on students.

- *Nutrition/Wellness:* During regular in-person instruction, both school sites are certified for the Community Eligibility Provision, allowing all students to receive breakfast, lunch, and supper (if student receives at least one hour of academic enrichment after school) at no charge. In addition to existing city resources, the CSM will facilitate referrals for families in need of emergency food services, with a focus on existing partnerships with Martha's Table. At both school sites, Martha's Table runs a monthly Joyful Food Market that provides 12 pounds of fresh produce and healthy staple foods for each student. Moreover, Martha's Table runs a community market Monday through Friday at their headquarters in the Commons at Stanton Square less than a mile from Turner ES, as well as a pop-up community market on Thursdays at Washington Highlands less than a mile from Hendley ES. CSMs at both schools can quickly refer families to these resources if needed. Through Martha's Table's food security programs, Martha's Table was able to

distribute 1,119,686 pounds of groceries to over 48,000 students across the District in 2018 (Martha's Table, 2018). Additionally, every Connected School hosts a Connected Closet – a physical location in the building where families can receive critical basic need items such as clean uniforms, non-perishable food items, school supplies, shoes, technology, hygiene kits, supplies for infants, and more. Our Community Mapping process has shown that access to emergency basic needs supplies is a critical support that all stakeholders would like to see in Connected Schools. Schools with robust Connected Closets have seen an increase in their parent satisfaction scores, as well as positive reports from parents in Community Mapping focus groups.

- *Physical Health:* The School Based Oral Health Program, run by the DC Department of Health, provides all pre-k and elementary students enrolled in qualifying DCPS schools with free oral health services. Additionally, Vision to Learn partners with DCPS to provide free eye exams and eyeglasses to students. In Year 1, Turner ES will also implement the CARE Project in partnership with Children's National Hospital. This partnership coordinates with Children's National Hospital, DCPS, the DC Department of Health and local doctors to support students' health and attendance in school. Through this project, parents or guardians can give permission to DCPS to securely share attendance information with their child's doctor(s). This information will help the healthcare professionals to provide special outreach and medical attention to children that might be missing school for health-related reasons, particularly Asthma. By Year 3, the Consortium will add on – site medical care at Hendley ES and Turner ES in partnership with Children's National Hospital. For more than two decades, Children's National has served DCPS through 29 school-based programs including oral health, mental health,

reproductive health and school-based health centers (one which is located at a current Connected School in Ward 8). Currently, Children’s operates a Primary Pediatric Care center at the Town Hall Education Arts Recreation Campus (THEARC) in Ward 8. Less than a mile from Turner ES, THEARC offers the opportunity for families to receive world class services directly within the community. Based at THEARC, Children’s National also operates mobile health units, staffed by Children’s National doctors and health care professionals to provide medical physicals and check-ups, screenings, treatments, behavioral counseling and more for a wide variety of conditions. In addition, a state-of-the-art mobile dental unit is equipped to provide comprehensive dental care for children right in their neighborhood. The Connected Schools team is in early planning conversations with Children's National to expand these mobile services to Connected Schools, including Hendley ES and Turner ES, in line with *Project Objective 2: Ensure the health and safety of students by establishing and growing services and supports for physical health, nutrition, and mental health* and the associated performance measure to increase the # and % of students receiving physical health and nutrition supports.

- 5. Family and Community Engagement and Supports:** As a critical element of the Connected School Model, family engagement is centered around building trusting relationships with families as the foundation for academic success, and empowering parents to partner with the school to accelerate their student’s learning. There is a wealth of existing research that demonstrates that strong academic partnership with families, as well as empowering families to play the five roles (Tuke, 2019) of family engagement lead to stronger outcomes in academics, attendance, and more. The pipeline services

chosen for family engagement supports directly reflect the strategies the consortium believes will have the most impact on the performance measures outlined in *Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home* – including the leading performance measure of improved scores on DCPS’ family satisfaction index.

Pipeline Service	Hendley	Turner
<i>Strategies for building trusting relationships</i>	<u>New</u> Family Engagement Leadership Team (FELT) (Year 1)  Parent Café model (Year 1)	<u>Enhance</u> Relationship Building Home Visits  <u>New (Year 1)</u> Parent Café model
<i>Academic Partnering &amp; Educational Workshops</i>	<u>New (Year 1)</u> Family Educational Workshops	<u>Enhance</u> Academic Parent Teacher Team Meetings (APPT)  <u>New (Year 1)</u> Family Educational Workshops

- *Strategies for Building Trusting Relationships:* At Turner ES, the Flamboyant Foundation serves as a strategic partner that coaches leaders and staff in the equitable execution of relationship building academic partnership with families. This includes a Family Engagement Leadership Team (FELT), that is responsible for administering relationship building strategies such as home visits, Academic Parent Teacher Team meetings, positive phone calls home, and more. Flamboyant provides funding, training, coaching, and tools. Through DCPS’ nearly 10-yearlong deeply collaborative partnership with the Flamboyant Foundation, DCPS has seen strong results in decreased chronic absenteeism

and increased reading scores through the home visiting model. A 2013 Johns Hopkins University study of the Family Engagement Partnership (Sheldon & Jung, 2015), shows that families and teachers felt that FEP activities were helpful in improving student and school outcomes, and participation in FEP activities was positively associated with parents' confidence to help their children in school, as well as parents' perceptions of schools and teachers. Academic Parent Teacher Teams (APTT) are an alternative to traditional parent teacher conferences, aimed at giving parents concrete data and tools to support their child's education through model activities to support their child's mastery of content. Paredes (2011) found that APTT saw high correlation between student achievement and family approval of the APTT model. At Turner ES, the CSM will enhance the work of the FELT through integrating the work of the FELT with other systems of support, including tiered supports for students and families. At Hendley ES, the CSM will begin the work by establishing a FELT, who will begin outlining a schoolwide family relationship building strategy for SY23-24.

- *Parent Cafés*: Parent Cafés are parent-led small group conversations that build community and collaboration between parents or caregivers at a school site. Parent Cafés are initially led by a trained outside facilitator, who in turn trains parents to eventually lead the Cafés. This model has been used for many years at DCPS as part of Early Childhood Education programming with the Family Services office and DCPS will expand this work in collaboration with GW and Be Strong Families. Building on the success of early childhood Parent Cafés, parents who are already trained in the model but who no longer have children in early childhood will serve as facilitators in a pilot of the program in a small number of elementary schools. The goal of the program is to use

Parent Cafés to share resources on behavioral health and other health-related topics.

Parent Cafés are a research-driven approach to building parent leadership, developed around the Strengthening Families Protective Factors framework (Center for the Study of Policy, 2015). Cafés are a method of facilitating meaningful, reflective conversations that promote leadership and collaboration. These gatherings, derived from the World Café model, bring community members together for a series of structured conversations that directly or indirectly address protective factors. Through participation in Cafés, parents and caregivers build leadership and relationships as well as the protective factors that help to strengthen their families. By expanding the model beyond the early grades, families of students at Hendley ES and Turner ES will be able to continue leveraging the advocacy skills gained through ECE Parent Cafés and further build community as their students matriculate through upper grades. Additionally, Parent Cafés are inherently an equity-based strategy that positions all parents as leaders and provide an accessible forum open to all.

- *Academic Partnering & Educational Workshops:* To build on academic progress and family engagement with quality in and out of school time opportunities, Hendley ES and Turner ES will offer opportunities for academic partnering, which means that parents and caregivers are involved as partners in their student’s academic process. Both Hendley ES and Turner ES will offer academic partnership opportunities that engage all students and families in school-based activities with school staff. One opportunity for academic partnership at both school sites will be a series of educational workshops that engage students and families focusing on topics like literacy, creative arts, attendance, wellness, and financial literacy. The goal of this series will be to offer additional educational

opportunities to students and families, while providing a community experience in which families build strong relationships with the school, partners, and other families.

## Adequacy of Resources

### A. Plans for Full Time Coordinator & Role Description

One of the six elements of the DCPS Connected School Model is a full-time Connected Schools Manager (CSM). The CSM is DCPS' version of a full-time community school coordinator. DCPS strategically chose to elevate the role to a more senior level Manager position which is made possible by the FSCS funds. The CSM is a full-time, DCPS school-based employee that serves on the leadership team and drives implementation through collaborative leadership with the Principal. CSMs facilitate access to programs that set students and communities up for success and spearhead the development of collaborative systems at the school.

The CSM has programmatic and administrative responsibilities to implement the Connected Schools Model at their school and will oversee the below workstreams ((a job description can be found in Exhibit 3 and workstreams are further outlined in the Vision of Excellence found in Exhibit 4).

- **Connected School Model Implementation:** All CSMs are expected to steward the implementation of the Connected Schools model at their school, carrying out the standardized responsibilities of the role, including community mapping, data collection, and budget management.

- **Authentic Family and Community Engagement:** CSMs are expected to be a leader of family engagement in their building and manage at least one family engagement strategy towards the end of relationship building.
- **Student Support Systems:** CSMs help ensure operational excellence of student support systems in their school. This includes maintaining the Connected Schools database, participating on and coordinating between school teams, and running a Connected School Committee (or applicable substitute) to inform Connected School goals.
- **Healing-Centered Practices:** CSMs should support the Trauma Responsive Schools approach within their school. Based on school priorities, CSMs implement 1-2 strategies from the Trauma-Responsive Schools Framework.
- **Place-Based Services:** CSMs are expected to ensure that the school has a student and family referral system in place, and where applicable be the owner of that system. CSMs cultivate resources for students and families and ensure they are connected to the proper resources under basic needs and other categories and are responsive to community needs.
- **Partnership/Resource Management and Cultivation:** All CSMs are expected to be the partnership expert in their building, regardless of whether or not they directly manage every partner. CSMs should know at any given time what partners are in the building, and what each partner is working towards.

In addition to the CSM workstreams, a critical component of the Connected Schools model is that the CSM serves as a part of the school leadership team to ensure strong alignment of teams, programs, and partners across the school; as well as to give the CSM the ‘birds eye view’ of everything that is happening at the school. As a member of the leadership team who also serves on many other teams, CSMs provide a unique perspective back to the administration

on how work is being coordinated across the school and provide regular updates on Connected School efforts to ensure shared understanding of the programming in place. The CSM at both Hendley ES and Turner ES will serve on multiple school teams, including leading the Family Engagement Leadership Team and supporting other teams such as the attendance, mental health, MTSS and climate team. Outside of regular team participations, CSMs frequently push into grade level team meetings, advisory meetings with students, and other teams as needed to ensure tight collaboration with staff members.

### **B. Connected School Manager Hiring and Onboarding**

In order to ensure a qualified CSM is hired at each school, the Consortium will conduct resume review, phone screens, and collect performance tasks of potential candidates which will ultimately result in panel interviews between each school's staff, students, families and candidates. The hyper-local approach of Connected Schools is grounded in student and family voice, and it is therefore critical to have those stakeholders integrated into the hiring process. Further, based on lessons learned in the first several years of Connected Schools implementation, DCPS has identified 11 competencies for the CSM role, including adeptness at relationship building with all stakeholders, strong project management skills, ability to be adaptive in shifting transformation environments, and strong data analysis (a full list of the CSM competencies can be found in Exhibit 5). Having recently facilitated hiring for other Connected Schools, there is also an existing pool of qualified internal and external candidates.

After hiring, DCPS facilitates an intentional on-boarding process for the CSM, as well as a Connected Schools launch plan to introduce the Connected School model to all community stakeholders. Every CSM engages in a 30-day on-boarding process, guided by a plan that outlines initial responsibilities, required readings, and prioritized relationships to begin building

in the school and community. This plan includes relationship building with staff, students, and families, one-on-one meetings with leadership, meetings with community stakeholders such as partners and neighborhood commissioners, and time focused on planning for Connected Schools deliverables. In the first two weeks, the CSM is trained on the Connected Schools model, the broader context of school transformation in DCPS, family engagement, budget management, and data management. Additionally, the CSM has one-on-one meetings with a handful of current CSMs to learn more about the role and DCPS Central Office stakeholders to further build context. Starting immediately from their on-boarding, the CSM will have bi-weekly check-ins with the principal who also serves as the CSM supervisor. These check-ins are most critical to the success of the model, as the principal-CSM relationship is a key lever for Connected Schools.

### **C. Connected School Manager Development and Evaluation**

Hendley ES and Turner ES will be integrated into the cohort of 11 other DCPS Connected Schools for peer learning and shared planning. As members of the cohort, school staff and the CSM will be provided with additional support in order to be able to successfully carry out the model and the role. Supports include professional development for school leaders and staff on community schools, trauma responsive practices and family engagement. Additionally, the Connected Schools team provides administrative, budgetary, and strategic planning support, as well as facilitation of a monthly Professional Learning Community for CSMs and monthly on-site coaching for each CSM.

- *Professional Learning Community (PLC)*: All CSMs participate as a cohort in a monthly PLC. The PLC provides an opportunity for shared learning, exchange of resources and best practices and thought partnership to navigate specific hurdles. As part of the sessions, DCPS brings in relevant content teams and outside experts

to facilitate workshops on key competencies. For instance, The Management Center provides workshops on project management, leading up and across within school settings, and providing meaningful feedback. The Flamboyant Foundation facilitates learning around family relationship building and the DCPS Data team leads sessions on using data to evaluate and implement programming. In FY22, the PLCs were focused on developing Inclusive Leadership skills to lead the Connected Schools work with a lens of equity and anti-racism. The organization, oneTILT, is working with DCPS to craft and tailor the sessions specifically to the unique nature of the CSM role and working in schools.

- *On-site Coaching:* The Specialist, Connected Schools develops a tailored coaching plan with each CSM (Coaching Plan template is located in Exhibit 6). The plan is based on the eleven CSM competencies and outlines a scope and sequence of touchpoints that include a range of strategic activities such as observations and debriefs, co-planning a project, modeling a skill and more.
- *Cohort Summits:* In addition to those activities described above, school staff, leaders and partners will also participate in twice yearly Connected Schools Summits. These Summits are an opportunity for all Connected School communities to come together to discuss shared experiences in implementing community school models and problem solve common challenges. DCPS leaders also join these summits to work alongside school communities in finding ways to align and connect related workstreams, such as attendance, mental health and social emotional learning.

All Connected Schools Managers (CSM) receive a bi-annual performance evaluation as part of the DCPS IMPACT evaluation framework. IMPACT is a rigorous, multiple measure system that gives all school-based employees clear and actionable feedback. Designed with input from teachers and administrators, this research-based approach to evaluation has created a strong performance-based culture across the district and reflects the DCPS belief that everyone in our system plays a critical role in improving student outcomes, including CSMs. IMPACT supports professional growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.
- **Providing Frequent and Meaningful Feedback** — Quality feedback is a key element in improving one’s practice. Regular feedback opportunities support reflection and action planning toward excellence.

Each December and June, the Connected Schools team provides feedback to Principals on CSM performance aligned to the “Connected Schools Manager Look- For” document (Exhibit 7) that outlines CSM professional standards. Principals then complete the evaluation and both the central Connected Schools team and Principal meet with CSMs to discuss progress and growth areas in a collaborative evaluation meeting. This deeply collaborative approach to the management and oversight of the position promotes critical alignment between Central Office and school leaders. This has allowed DCPS to breakdown the silos that can occur between central teams and schools, and positions the CSM as a truly integrated, aligned colleague and member of the school community.

#### **D. Sustainability Plan**

Funding for the DCPS Connected Schools Model is critical for both personnel funds for the Connected School Manager (CSM) role and for non-personnel funds for partnerships and resources. The current cohort of 11 schools are funded through a braided funding strategy that includes federal, state and local funding. With the full support of the Mayor, DCPS is continuing to embed the Connected School Model into the LEA's strategy and budget and has also created a school cost-share plan to ensure the sustainability of both the CSM role and of the robust programming.

DCPS is committed to continuing the braided funding approach. For example, in FY21, the cohort of ten schools were funded by three primary sources – local (56%), IIS transformation funds (22%) and a FY18 Department of Education Full-Service Community School grant (22%). And then beginning in FY22, DCPS leveraged additional sources of funding to further develop a braided funding strategy for an expanded cohort of 11 schools, including funds from the Elementary and Secondary School Emergency Relief (ESSER), Medicaid, Title I, Title IV and a state grant. DCPS provides funding from its local operating budget for many key pieces of the Connected School Model, including the salaries of all central office Connected Schools staff. An overview of funding streams can be found in Table 5 below.

Similarly, additional sources of funding will be used to complement the FSCS grant funds in order to implement all aspects of the Connected Schools Model at Hendley ES and Turner ES. Funds from the DC Department of Behavioral Health will provide support for the Catholic Charities mental health partnership at Hendley ES and the Hillcrest mental health partnership at Turner ES. For academic enrichment, the 21<sup>st</sup> Century Learning grant enables both schools to offer a comprehensive afterschool program to provide academic and social emotional

enrichment until 6pm to up to 80 students. Furthermore, Turner ES will use a portion of their school budget for teacher stipends and administrative premium for their family engagement work and to compensate for home visiting.

In future years, Hendley ES and Turner ES will participate in the long-term cost-sharing structure that will enable them to invest in the Connected School Manager position within their school budgets. As part of the existing cost-share structure, schools receive funding for both the CSM position and for additional programming for the first four years of implementation. After the fourth year, the DCPS central team works with schools to build the CSM role into the school budget itself and will continue providing a reduced set of funding for programming and services. There are currently several funding streams that schools will be able to leverage within their school-based budgets in funding the role, including at-risk funds, funds that are given to schools for direct social emotional strategies and funds available from repurposed school security budgets.

**Table 5. Additional Funding Sources**

Funding Source	Purpose	Funded Services
21 <sup>st</sup> Century Community Learning Centers	Funding for academic enrichment and a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.	DCPS Out of School Time Programming (Hendley ES and Turner ES)
Corporation for National and Community Service (CNCS)	Funds provided to ServeDC are granted to numerous organizations serving DCPS communities and schools.	City Year (Turner ES)
Department of Behavioral Health - Comprehensive Expansion of School Behavioral Health services	Funding for Community Based Organizations (CBOs) within the behavioral health sector to provide school-based behavioral health services in DCPS	Catholic Charities (Hendley ES) Hillcrest (Turner ES)

ESSA Transformation Fund (1003)	Funds enable DCPS to drive holistic school improvement in the lowest performing schools in the district.	Specialist, Connected Schools
DC Family First Grant	Funds 11 Family Success Centers in targeted neighborhoods east of the Anacostia River	Connected Schools leverage all 11 Success Centers
Local	Funds enable DCPS to provide administrative and budgetary support, professional development and training as well as ongoing strategic planning.	Manager of Connected Schools Initiative Specialist, Connected Schools
Medicaid	Funds enable DCPS to provide basic needs items as well as refreshments and materials for ongoing community convenings.	Materials and refreshments for community members

To further support braided funding and sustainability efforts, the Connected Schools Team, in partnership with Consortium partner, George Washington University, has onboarded an AmeriCorps VISTA volunteer. This full-time volunteer will research and identify additional sources of funding for community partnerships, services and supports for the cohort of DCPS Connected Schools. DCPS will also continue to look to consortium partners to lead the way in leveraging community resources by galvanizing existing community support. Looking ahead, students and families will continue to face unprecedented challenges presented by the impact of COVID-19 on the Washington, DC area. During the early months of the health crisis, it became clear that the Connected School Model could be adaptable and responsive to the changing needs of the community. The success of efforts by other Connected Schools has galvanized additional support from community partners in the form of volunteers, in-kind donations, and new virtual tutoring and programming. The added energy and community resources behind the work will help sustain efforts through this crisis.

Finally, because DCPS supports Connected Schools as a cohort, there are cost savings as various services and programs can be provided at scale across multiple school sites. Moreover, as DCPS expands the Connected School Model through elementary to high school feeder patterns, neighborhood resources will be able to be leveraged in communities at scale. For instance, DCPS has developed a partnership with the Flamboyant Foundation to provide professional development, resources, and school-based coaching across a geographic cohort of schools to support schools in developing stronger relationships with students and families. This service is vital to the success of the Connected School Model but comes at no cost to individual schools. DCPS will continue to seek partnerships that can provide programming across schools to absorb some of the costs for individual communities.

## Quality of Management Plan

### **A. Broadly Representative Consortium & Partner Commitment**

DCPS fully supports the development and expansion of the Connected School Model as part of its strategic plan and is looking forward to leveraging the strong partnerships already existing with the Connected Schools cohort. As part of the eligible entity, Children's National Hospital, George Washington University, Raising a Village and United Way of the National Capital Area, were carefully chosen based on several years of effective partnership and evidenced based programming. Each partner is core to the implementation of Connected Schools, and they are each committed to the success of Connected Schools and the expansion of Community Schools in DCPS. As a Consortium they capture a range of expert perspectives including D.C. government, families, students, teachers and school staff, national and local non-

profits, partners, foundation and national experts. They know that community schools will ensure that students and families are able to access a wide range of coordinated services, supports and opportunities and will bring transformative impact to the greater DC community. These partners are each fully committed to collaborating on the Initiative - please see the Memorandum of Agreement and Letters of Support from these community organizations in the attachments. Below is a summary of the unique perspective each partner brings to the project based on the needs of Hendley ES and Turner ES' communities.

- Children's National: Children's National is one of the top-ranked hospitals in the nation, providing comprehensive pediatric health care at dozens of locations throughout the Mid-Atlantic region. According to a 2017 Environmental Scan and Recommendations Report on Children's National's School-Based Health Programs prepared by the Children's Health Advocacy Institute, approximately 18 percent of the DC population is comprised of children ages 0-17 and 50 percent live in Wards 4, 7, and 8, which have some of the greatest health disparities in the city (Children's National, 2017.) In order to address these disparities, Children's brings health care to these communities through school-based programs including oral health, mental health, and school-based health centers, as well as Primary Pediatric Care center at the Town Hall Education Arts Recreation Campus (THEARC) in Ward 8. Less than a mile from Turner ES, THEARC offers the opportunity for families to receive world class services directly within the community. Based at THEARC, Children's National also operates mobile health units. In addition, a state-of-the-art mobile dental unit is equipped to provide comprehensive dental care for children right in their neighborhood.

- George Washington University (GW): GW is a world-renowned institution of higher learning, located in the Foggy Bottom neighborhood of DC for 200 years. Through this consortium, DCPS will partner with Honey W. Nashman Center for Civic Engagement and Public Service. The Nashman Center is the central hub for community service, civic engagement and university-community partnerships at the university and has been a partner with DCPS for more than 25 years. Understanding the need for more robust in-school and out-of-school time programming, FSCS funds will allow the Nashman Center to expand several programs – including ArtReach, Civic Changemakers, Jumpstart and the AmeriCorps VISTA program. An AmeriCorps VISTA is currently a member of the Connected Schools Team, charged with expanding stakeholder communications and building capacity in using the Connected Schools database to understand and meet identified needs.
- Raising a Village Foundation (RAV): Founded in DC in 2017, Raising A Village Foundation has thus far served over 500 middle and high school students through the [Driven 2 Succeed Program](#) in DC Public Schools. Driven 2 Succeed (D2S) is a youth-development program for elementary, middle, and high school students that provides support in the areas of academic interventions, social emotional learning, and college and career readiness. In response to the pandemic, RAV has joined city-wide efforts to provide evidence based high impact tutoring to accelerate learning for DC students through personalized, meaningful relationships with tutors. The pandemic exacerbated systemic inequities that disproportionately impact students furthest from opportunity, including thousands of students here in DC. RAV currently supports six Connected

Schools through one-on-one and small group tutoring and SEL supports and is committed to expanding through feeder patterns into Hendley ES and Turner ES.

- United Way of the National Capital Area (UW): For more than 50 years, United Way NCA has been committed to advancing equity in Washington DC, Maryland, and Virginia. Uniting nearly 400 partner nonprofits, as well as corporate and community partners, United Way NCA has served more than 23,000 students and families from 2016-2020. With 10 programs focusing on community health, education, and economic opportunity, United Way is committed to tackling the area’s most complex social challenges for underserved and low-income communities in the National Capital Area. United Way NCA currently serves one Connected School with a case manager to coordinated integrated student supports as well as two Connected Schools with the Weekend Food Backpack program to provides nutritious, non-perishable, and easy-to-prepare food to help avoid hunger over the weekend. They are committed to launching their partnership with Hendley ES and Turner ES by focusing on economic opportunity programs with their Financial Empowerment program, which help lift individuals and families and put them on a path toward economic opportunity. Services include money management counseling, credit and housing counseling, asset-building resources and access to free or low-cost banking products.

## **B. History of Effectiveness Working with Diverse Stakeholders**

The DCPS Connected School Initiative is inherently an equity strategy designed to disrupt institutional and systematic racism in communities that have faced some of the most deep-rooted and prolonged disparities. At DCPS, the first priority of our strategic plan, “A Capital Commitment” is to “Promote Equity: Define, understand, and promote equity so that we

eliminate opportunity gaps and systematically interrupt institutional bias.” By investing in the Connected School Model, DCPS is prioritizing budgets, resources, and programming to effectively serve a diverse range of stakeholders, prioritizing students and families furthest from opportunity.

While race and ethnicity are the overwhelming and predominant factors driving disproportionate outcomes, they are not a monolith. Connected Schools also acknowledge and affirm additional specific identities for which our students experience intersectionality and compounded marginalization, such as national origin, sex, gender identity, family responsibilities and disability. In DC, more than 1 in 20 individuals residing in DC over the age of 5 is a limited-English proficient or non-English proficient. As of 2016, 92% of students with disabilities in DCPS were students of color and in the 2017 Youth Risk Behavior Survey for DC, nearly a fifth (18.4%) of high school students identified as lesbian, gay, or bisexual, and 2% identified as transgender. Moreover, approximately 10% of teenage students in DCPS are parents. (DCPS, 2018)

Connected Schools’ effectiveness in working with diverse stakeholders across many identities stems from the foundation of the DCPS Equity Framework (Figure 5), which examines all programming through the lens of culture, policy, practices, identity and mindsets. The Framework allows us to review our personal, professional, and team practices and consider how we can shift said practices to reflect equitable approaches and strategies. Leveraging the Equity Framework, DCPS Connected Schools work to actively dismantle inequitable systems and practices, and especially at Hendley ES and Turner ES, where the majority of students and families have historically been underserved.

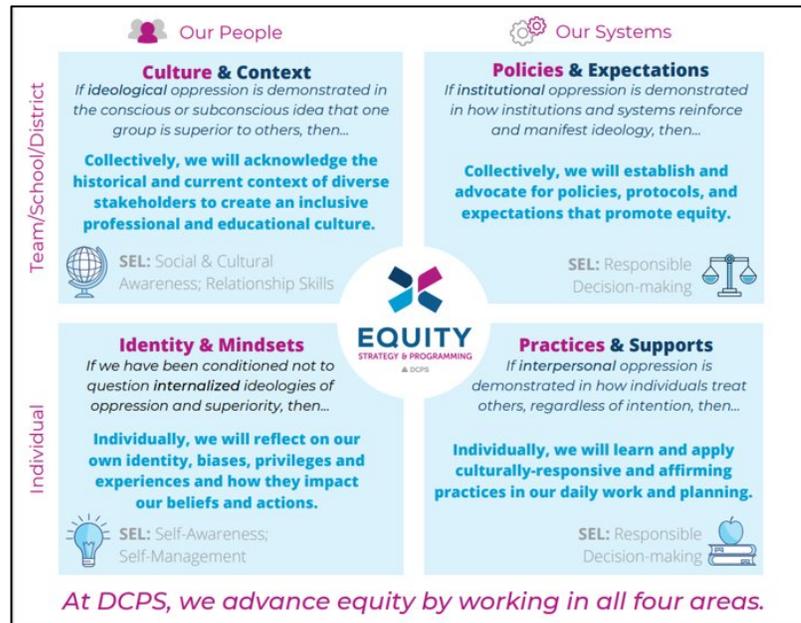


Figure 5

Grant funds will provide these communities with the resources, services, and innovative programming to ensure that all stakeholders have the opportunities afforded to them to thrive in school, career, and life. To ensure this opportunity effectively serves all stakeholders, DCPS Connected Schools will utilize multiple strategies within both sides of the Equity Framework of “Our People” and “Our Systems”.

- *Our People - Equity-Focused Professional Development:* All staff at both Connected School sites will have multiple opportunities per year to participate in professional development and training opportunities that focus on anti-racism practices at the school system level, as well as trainings focused on culturally responsive practices in and out of the classroom. Currently, both schools have access to DCPS led trainings through the Anti-Racist Educator University, as well as on-going trainings through a partnership with

Courageous Conversations. Additionally, CSMs participate in a leadership series with oneTILT to examine inclusive leadership practices within school settings.

- *Our Systems - Reducing Barriers to Access:* The Connected Schools team will work extensively with the Principals and CSMs at both school sites to ensure that any barriers to access will be dismantled, and that all stakeholders will be able to take advantage of any and all opportunities. Primarily, all Connected Schools prioritize using the MTSS system to ensure all students have access and connections to the right resources and to mitigate previous challenges such as over assigning students of color to special education. Moreover, all Connected Schools programming is free of charge to any student and family. Programming and events will be offered at convenient times, working carefully with families to accommodate varying work schedules and needs. Connected Schools also work to ensure that students with disabilities or those with limited English proficiency get equal access to programming and services. The CSM at every school intentionally targets students who may not have previously accessed programming and cultivates partners suited to work with the identities within their school population, whether that be English language learners, students with disabilities or other.

### **C. Comprehensive Management Plan**

DCPS has intentionally built capacity at all leadership levels to fully support, coordinate and manage the DCPS Connected Schools Initiative. The Social Emotional and Academic Development (SEAD) Office houses DCPS’ academic, student supports and engagement work under one umbrella to build cohesion in the development and support of the whole child. The Deputy Chancellor of SEAD, reporting to the Chancellor of DCPS, has explicit responsibility to “establish structures to integrate functions in the service of full-service community schools

(including an accountability system)” and “create the culture of leadership, collaboration, services, and supports that generate and sustain full-service community schools throughout the District.”

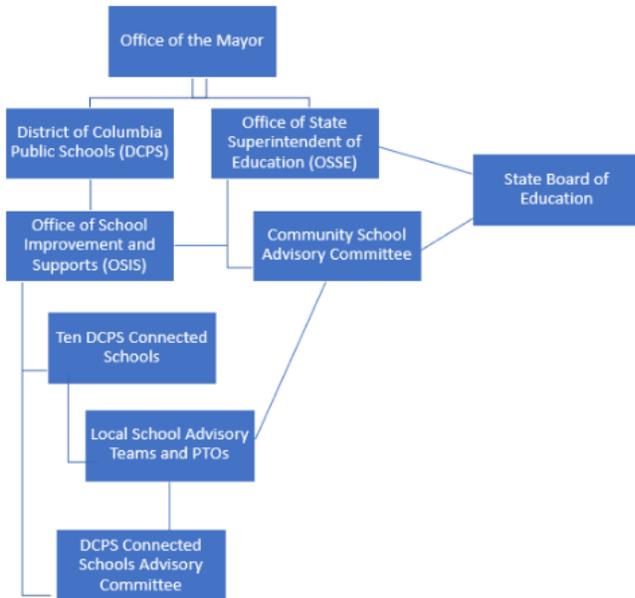
Within SEAD, the DCPS Connected Schools team is part of the School Improvement Division. The strategic placement of Connected Schools within School Improvement signals DCPS’ full commitment to integrating and institutionalizing the community school approach across school transformation efforts. Three full-time DCPS staff members support the existing eleven Connected Schools. The Manager of Connected Schools works with two Specialists to provide strategic planning and day-to-day support to CSMs and Principals for implementation, facilitation of monthly coaching sessions and a professional learning community, and administrative support. The Connected Schools team works within DCPS Central Office to ensure alignment and support from key stakeholders including instructional superintendents as well as the social emotional learning, mental health, family engagement, and attendance teams. Additionally, the Connected Schools team works with partners across the city such as the State Board of Education (SBOE) and Office of the State Superintendent of Education (OSSE) to embed Connected Schools into other Washington, DC community school strategies.

Each school’s principal is also committed to fully supporting the implementation of the Connected School Model. Both schools have identified office space for each Connected School Manager (CSM) and will open the facilities, including cafeteria, auditorium, classrooms, for additional partners and programming. School leaders are committed to facilitating weekly Leadership Team meetings, inclusive of the CSM, and establishing the teams needed to coordinate services across the school, including a MTSS Team, Mental Health Team, and Family Engagement Leadership Team. School leadership is also committed to providing training and

professional development on the Connected School Model to teachers, staff, and as well as community members. Each Principal will supervise the CSM and will provide ongoing and regular informal feedback, as well as a formal evaluation twice per year. Further, each Principal has indicated the importance of having strong family voice at the table and fully supports the development of an active Local School Advisory Team (LSAT) as well as Connected Schools Committee (CS) and hosting of community meetings to inform site level planning.

Notably, the Connected Schools Initiative also has the full support of the city. The Deputy Mayor of Education, DC State Superintendent of Education, and DC State Board of Education (SBOE) were all key collaborators as DCPS developed and implemented the Connected School Model in the first cohort of 11 schools in 2019. The Executive Director of SBOE co-chairs the Mayor's Community School Advisory Committee, of which DCPS is a long-standing voting member. The committee is charged with actualizing the Mayor's vision of increasing community schools throughout the city. Each of the city agencies fully supports our endeavor to expand the Connected School Model through feeder patterns by adding Hendley ES and Turner ES.

## District of Columbia Organization



### D. Management Structure

To ensure high-quality and sustainable implementation of the DCPS Connected School Model, DCPS has worked with city leaders as well as community organizations to build a management structure at three critical levels – the city, district, and school community. Integrating these structures has enabled DCPS to build cross-institution collaboration, shared goal setting and progress monitoring across stakeholders, and integration of student and family feedback into the design and implementation of Connected Schools. At the City Level, the Mayor’s Community School Advisory Committee is responsible for setting the vision for community schools across the city and advocating for sustainable support and resources. At the district level, the DCPS Connected School Advisory Group ensures alignment across DCPS initiatives to develop a more cohesive and coordinated experience for schools. And at the school

level, Local School Advisory teams, Parent Teacher Organizations and grassroots community building elevate student and family voice to drive Connected School decision making.

**1. City Level--Committee Schools Advisory Committee (CSAC):** Located within the Office of the State Superintendent for Education (OSSE), the CSAC has the diverse membership needed to ensure a city-wide, strategic, and inclusive approach to Full-Service Community Schools in DCPS. DCPS is a voting member on the committee which includes representatives from a wide array of city stakeholders including:

- Deputy Mayor of Education
- DC State Board of Education
- Department of Health: Child, Adolescent & School Health Division
- Department of Behavioral Health: School Behavioral Health Program
- Department of Parks and Recreation
- Coalition for Community Schools
- United Way of the Nation's Capital
- Community Partners including but not limited to: Communities In Schools, Edgewood Brookland Family Strengthening Collaborative, Fight for Children, Latin American Youth Center
- Family members of students attending community schools

The Committee has the responsibilities to:

- Advise on the expansion and sustainability of Community School efforts across the District of Columbia,

- Develop recommendations on how all schools can become centers of their community by opening school facilities for use by nonprofits and the community during and after school hours,
- Advise on the development of a results-based framework and performance indicators for community schools,
- Identify potential funding sources for eligible services,
- Contribute to the development and publicizing of annual reports and evaluations of Community School efforts,
- Contribute to plans and efforts to share publicly the goals and recommendations of the Committee and, when appropriate, advocate for community schools more broadly with a variety of stakeholders,
- Represent the best interests of the whole community – especially students in grades pre-K-12.

**2. District Level --DCPS Connected Schools Advisory Group:** The advisory group aims to build alignment and collaboration between key DCPS initiatives, city-wide programs and the DCPS Connected School Model. This group is a progression from the DCPS Connected School Working Group, which helped further the development of the Connected School Model during year one of implementation. The work of this group is necessary in achieving the DCPS vision for Connected Schools as an approach to schooling that integrates academics with whole child and whole family supports. Specifically, in FY23, the group will: 1) Engages in information sharing across DCPS content teams, community partners, city agencies, families, and advocates, 2) Lead alignment across content areas and existing supports with a particular focus on addressing

increased community violence, and 3) Advise on Connected School execution and implementation opportunities across all school sites. The group is comprised of content teams across DCPS (e.g., attendance, college and career, community engagement, health and wellness, school mental health), funders and advocates (e.g., United Way, Flamboyant Foundation), city agencies (e.g., Office of Neighborhood Safety and Engagement, Deputy Mayor for Education), partners (e.g., Raising a Village, George Washington University, Children's Hospital, etc.) and families and students.

3. **School Level--Local School Advisory Teams (LSAT) and Engagement:** LSATs, comprised of parents, teachers, non-instructional school staff, and community members, advise the principal on school priorities, including the implementation of the Connected School Model at Connected Schools sites. Specifically, the LSAT has responsibility to:

- Work with the principal on initial development, regular monitoring and continuous refinement of the Comprehensive School Plan (school goals) to include Connected Schools strategies,
- Advise on the school's local school budget as well as the associated Connected Schools funds,
- Review data, specifically the results from Community Mapping, to be informed about school needs and trends,
- Use needs assessment results to develop specific strategies for research-based school improvement,
- And ensure alignment of the specific goals and objectives of DCPS Connected Schools.

Additionally, each Connected School develops and facilitates a scope and sequence of community meetings to inform, guide and provide feedback on the work at the school level. Family leaders and community partner staff will be invited to participate in technical assistance and site visits to build shared mindsets and skills. Those family and partner representatives will then also participate in the city-level Community School Advisory Committee meetings to ensure a direct feedback loop between school level decisions and the activities and discussions of the Committee.

#### **E. Key Personnel and Time Commitment**

The DCPS Connected Schools program has a group of deeply talented and well-respected district, partner and school leaders who are uniquely positioned to ensure the success of the model across school communities. FSCS funds will support the two Connected School Manager (CSM) salaries and all other salaries are provided through matching funds.

##### **1. District Leadership - The Office of School Improvement and Supports**

- *Chief, [REDACTED]* The Chief of School Improvement and Supports (OSIS) acts as key decision-maker and advisor to Chancellor on all aspects of OSIS operations including strategy, performance management, finance/budgeting, service delivery, and resource allocation. As a member of the Core Leadership Team, the Chief ensures the DCPS Connected School Model is embedded into the DCPS Strategic Plan and core priorities. [REDACTED] has served within DCPS since 2017, where she has developed the DCPS Equity Framework, led DCPS' approach to implementing Multi-tiered Systems of Support (MTSS) and worked to expand access to mental health services. Chief [REDACTED] dedicates 5% of her role to Connected Schools.

- Deputy Chief,* [REDACTED] [REDACTED] The responsibilities of the Deputy Chief, School Improvement include leading the comprehensive planning process for schools, school transformation, district partnerships, and equity strategy and programming. The Deputy Chief ensures Connected Schools is embedded into Comprehensive school plans and ESSA school improvement plans and that the work is deeply rooted in collaborative partnerships and a racial equity foundation. Deputy Chief [REDACTED] dedicates 15% of her role to Connected Schools.
- Manager,* [REDACTED] [REDACTED] The Manager of Connected Schools dedicates 100% of her time to the Connected Schools Initiative at DCPS. She is responsible for designing, leading, and evaluating the effectiveness of the Connected School Model. This position manages relationships with both external stakeholders and school-based staff and works collaboratively across DCPS offices and city agencies on projects that position DCPS schools to develop lasting partnerships. [REDACTED] holds a Master's in Education Policy from Harvard University's Graduate School of Education and came to DCPS after leading family engagement efforts in DCPS Ward 8 elementary and middle schools.
- Specialist,* [REDACTED] [REDACTED] The responsibilities of the Specialist are 100% dedicated toward Connected Schools, including providing Connected Schools site-level support, leading monthly check-ins and coaching, managing the data review process, leading professional development for CSMs. This position oversees the day-to-day implementation of Connected Schools within DCPS schools. [REDACTED] joined the DCPS team in June of 2018 after nearly 5 years at Stanton Elementary School, where as Manager of Community and Family

Engagement she developed and implemented their community school model. She holds an M.S. degree in Leadership for School, Community, and Family Collaboration and Urban Education from the Johns Hopkins School of Education.

- *Specialist*, [REDACTED] [REDACTED] The Specialist is 100% dedicated to Connected Schools. This Specialist role leads data collection and progress monitoring for Connected Schools, including reporting to grant funders, senior DCPS leaders and city stakeholders. The position also leads partnership development for the cohort as well as the cultivation and distribution of donations. Abbey has been with DCPS since 2016 and previously served as the Specialist for the Chief of Family and Public Engagement. She holds a Master's in Business Administration from Washington University in St. Louis.

## 2. School based Leadership – Hendley ES and Turner ES

- *Principals*: Each school leader is committed to the community school model and has committed to supervising the Connected Schools Manager (CSM) and to engaging their students, staff and families in the design of the model.
  - [REDACTED] [REDACTED] (Turner ES): Principal [REDACTED] [REDACTED] has worked in education for 13 years. She began her career in Prince George's County Public Schools where she served in various capacities including 3rd – 5th grade teacher, new teacher mentor, grade level chair, curriculum writer, and STEM coordinator. [REDACTED] [REDACTED] joined DCPS in 2013. She holds a bachelor's degree in elementary education from Florida State University and a master's degree in administration and supervision from Johns Hopkins University.

- ██████████ ██████████ (Hendley ES): Principal Demetrius ██████████ has worked in education for 20 years. Before coming to Hendley, he was the Assistant Principal of Literacy at Plummer Elementary School where he started as the Instructional Coach. Recently, he was part of the Inaugural DCPS Leadership and Innovation Program (LIP) cohort at Georgetown University. He holds a bachelor’s degree in Communications from ██████████ C. Smith University.
- *Connected Schools Managers*: The CSMs will be based 100% at the school to implement the Connected School Model. CSM responsibilities include managing Connected Schools operations, cultivating and managing partner and community relationships, and collaborating with school teams to deliver a robust pipeline of integrated student supports with Tier I, II, and III services. Each CSM will be required to have a master's degree and have at least 3-5 years of work experience.

### **3. Community Partners Leadership – Consortium Partners**

- ██████████ ██████████ *Children’s National Hospital*: ██████████ ██████████ M.P.H., joined Children’s National as the Program Manager of School Strategies in 2016. In this role, she collaborates with Children's National staff to plan, implement, evaluate and sustain data-driven school-connected programs in the Washington, D.C., metropolitan area. She also supports advocacy and population health improvement efforts, including the implementation of the Community Health Improvement Plan through a partnership with the DC Health Matters Collaborative where she also serves as the Chair.

- [REDACTED] [REDACTED] *GW*: As the Executive Director of the Nashman Center, [REDACTED] is DCPS' core partner in Connected Schools implementation. [REDACTED] brings a wealth of experience in service-learning and civic engagement to her role. She served for nearly a decade as the director of the federal service-learning program, Learn and Serve America at the Corporation for National and Community Service. Her career in academic service and civic engagement began at the University of Pennsylvania, where she worked at the Netter Center for Community Partnerships, an international leader in university- community partnerships.
- [REDACTED] [REDACTED] *Raising a Village*: In 2017, [REDACTED] founded Raising A Village Foundation (RAV), a non-profit organization that provides high-quality intervention programs and community resources to underserved children and families. Prior to RAV, [REDACTED] held leadership positions at several non-profit and government organizations in the District, including Center City Public Charter Schools, the Hirshhorn Museum and Sculpture Garden, Wolf Trap Foundation for the Performing Arts, and Wesley Theological Seminary.
- [REDACTED] [REDACTED] *United Way NCA*: [REDACTED] [REDACTED] joined United Way NCA in 2021 as the Vice President of Community Impact and Engagement. In this role, he provides overall leadership, vision and focus on the development of strategies and tactics for an integrated approach to community impact. He is responsible for assuring that community impact strategies and tactics are implemented throughout the region, and directs policy, processes, programs, partnerships and collaborations to increase health, academic and economic equity outcomes.

## F. Initiative Tasks, Milestones and Timeline

The below table provides a high-level overview of the key tasks that will be required to implement the Connected School Model at Hendley ES and Turner ES. Many of the implementation milestones align to the previously discussed 13 required indicators.

Workstream	Activities and milestones	Overview & Funding Implications	Timeframe	Responsible Partner
<b>School Year 2022-2023: Initial Launch</b>				
City Collaboration	Join Community School Advisory Committee Meetings	The Connected Schools Team is a member of the DC Community School Advisory Committee to collaborate and align across various community school initiatives in DC.  <i>Not dependent on FSCS funds.</i>	Quarterly, beginning September 2022 for duration of grant period	OSSE DCPS
City Collaboration	Facilitate Connected Schools Advisory Group Meetings (DCPS)	The Connected Schools team facilitates a Connected Schools Advisory Group to convene advocates, DCPS content teams and service providers with the goal of supporting and bolstering the impact of Connected Schools.  <i>Not dependent on FSCS grant funds.</i>	Quarterly, beginning September 2022 for duration of grant period	DCPS Partners
Community Engagement	Facilitate Connected Schools 101	In order to launch Connected Schools at Hendley ES and Turner ES, at least 4 Connected Schools 101 sessions will be held at each school for staff, for families, for students and for the greater community to introduce all stakeholders to the model and to seek initial feedback.  <i>Not dependent on FSCS funds.</i>	January 2023	DCPS Partners Principals
Strategic Planning	Strategic School Level Planning	The CS team will facilitate school-based planning sessions with school leadership on a bi-weekly basis January – June	January 2023 – ongoing	DCPS Principals CSMs

		2023 with monthly touchpoints thereafter to set goals, align strategies and monitor progress.  <i>Not dependent on FSCS funds.</i>		
Community Engagement	Create and launch the annual Community Engagement Plan	School communities will create and facilitate an intentional community engagement strategy that provides consistent and diverse opportunities for collecting and responding to student, staff and family perspective on the Connected School model.  <i>FSCS funds to provide materials and refreshments for engagements.</i>	January 2023 for Year 1; to be updated annually each year in July	Principals CSMs Connected School Committee (CSC)
Personnel	Complete hiring and onboarding for 2 new CSMs	Conduct resume review, performance task, and panel interviews in order to hire a FTE CSM at each site to serve on the leadership team and drive implementation of the Connected School model.  Facilitate 30-day plan including training, relationship building meetings, and required readings for each CSM  <i>In Year 1, FSCS funds to cover 8 months of salary and benefits (February – September 2023) and 12 months each year thereafter. In Year 1, FSCS funds will also provide initial training and PD to each CSM.</i>	February 2023 - April 2023	DCPS Principals
Professional Development	Begin Monthly PLC and coaching sessions	Each CSM will join existing cohort of 11 CSMs for monthly PLCs and Coaching Sessions.  <i>DCPS provides funding for monthly PLC coaching through the districts local budget.</i>	Monthly, at time of CSM hiring	DCPS Partners
Budget	Develop FY school level Spend Plan	The Connected Schools teams will work with each school to establish a school spend plan aligned to the FSCS grant activities and goals.	FY23: February 2023	Principals CSMs

			FY24+: August each year thereafter	
Engagement	Conduct Community Mapping	CSM will design and lead Community Mapping, in collaboration with the school leadership and CSC. Focus groups, empathy interviews, and surveys will be required as Community Mapping occurs annually to elevate community voice and inform the following school year's planning	January 2023 – June 2023 (each year thereafter begin in October to align with DCPS budget development)	CSMs
Partnerships	Launch: Connected School Closet at each site	CSMs will either refine existing basic needs referral systems at their schools or build a new process. They will also establish a Connected Closet to provide basic need items and emergency resources  <i>FSCS funds will enable purchasing of initial basic needs supplies in Year 1, with funding each year thereafter to maintain inventory.</i>	March 2023	CSMs
Partnerships	Conduct Partnerships Audit	CSMs will conduct an audit and landscape analysis of existing school partnerships to assess for alignment and to identify gaps, especially related to services in Years 2 – 5.	March 2023 – June 2023	CSMs Partners
<b>Summer 2023: Planning for Full School Year (SY23-24)</b>				
Professional Development	Host Summer Connected Schools Summit for all 13 communities	DCPS will host the Summer Summit for all school leaders, CSMs, support staff and families for shared learning and planning around Connected Schools.  <i>DCPS provides funding through the District's local budget.</i>	July 2023	DCPS Partners
Evaluation	Develop Annual Evaluation Plan	DCPS will work with an external evaluator to develop the five-year evaluation plan to assess both implementation and impact of the Connected School Model	July 2023	DCPS External Evaluator (JHU)

		<i>FSCS funds will provide funding each year to develop and conduct the evaluation.</i>		
Engagement	Establish Connected Schools Committee (CSC)	Each school will establish the CSC to guide and inform the development and implementation of the Connected School Model and to ensure all services and activities stay responsive to community feedback. The CSC will meet quarterly at minimum.  <i>Not dependent on FSCS funds.</i>	July 2023	Principal CSMs Partners Families Students
Engagement	Establish FELT at Hendley ES	CSM will launch a FELT, inclusive of school and teacher leaders, to develop school-wide strategies for relationship building between educators, students and families.  <i>FSCS funds will provide stipends to two Teacher Leaders to facilitate and project manage the FELT.</i>	July 2023	Principal CSMs DCPS Flamboyant
<b>School Year 2023-2024: Year 1 Implementation</b>				
Partnerships	Launch and Integrate Year 1 Services	Launch Year 1 services at each school site to include early childhood programming, High Impact Tutoring (HIT) and Financial Empowerment Centers (FEC).  CSMs will begin monthly partnership meetings with all school level partners, as well as one-on-one strategic planning conversations with key partners.  <i>FSCS funds will enable each school to contract with providers for early childhood programming and tutoring. FECs are provided at no cost.</i>	August 2023-ongoing	GW DCPS ECE Family Service Specialists CSMs
Engagement	Launch: Relationship Building Activities	Each school will launch their strategies for building trusting relationships with families. Activities may include home visiting, facilitating Parent Cafes, a positive phone call home strategy or more.	August 2023 - ongoing	FELTs Flamboyant

		<i>FSCS funds will allow for administrative premium for staff conducting home visiting or facilitating workshops outside of their tour of duty.</i>		
Partnerships	Partner Vetting & Planning: Enriched OST programming	Based on Community Mapping results, schools will conduct partner pilots with potential new partners for out of school time programming to expand the range of offerings at each school. Programming may include arts, STEM, civic engagement, and dance/healthy movement. Conducting a pilot will allow each school to seek feedback from students and families to inform future offerings.  <i>FSCS funds will allow each school to contract with new providers to pilot a diverse range of out-of-school time programming.</i>	January 2024 – June 2024	CSMs Partners
<b>School Year 2024-2025 - Ongoing</b>				
Partnerships	Launch: Enriched OST programming	Launch new OST programming based on partner pilots and stakeholder feedback.  <i>FSCS funds will allow each school to contract with new providers to provide a diverse range of out-of-school time programming.</i>	August 2024	CSMs Partners
Partnerships	Partner Vetting & Planning: Mental Health & GED	DCPS and schools will explore current and new providers in order to launch new Mental Health Services (for students, staff and families) as well as a GED program in Year 4.	September 2024- January 2024	Wendt Center CSMs
Partnerships	Launch: Mental Health and GED	Based on partner vetting, each school will launch new mental health services and GED programming for students and families.	January 2024	CSMs Principals Partners

		<i>FSCS funds will allow each school to contract with new providers to provide mental health and GED programming.</i>		
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## Quality of Evaluation Plan

The evaluation of the work will be two-fold. First, the project objectives and goals outlined above will be used regularly by the Connected School Managers and school principals to guide, evaluate, and improve activities. Second, an external evaluator will conduct an annual evaluation on the impact of the Connected Schools work and pipeline services on the indented outcomes.

### **A. Progress Monitoring through Routines and Systems**

The systems and strategies for collecting and utilizing data to guide the work of the Connected Schools cohort have been developed and utilized over the past three school years. Should DCPS be awarded this funding opportunity, those systems and strategies would be extended to Hendley ES and Turner ES. Connected School Managers collect data on which students and families are engaged in services and programming on a monthly basis through the Connected Schools Database. Partner organizations that serve students and families are expected to report rosters with dosage each month. Programming and services that are led by the school are also reported in this fashion. The Connected School Database allows Connected School Managers to easily understand which students are being served and with which combination of services. This information is reviewed alongside student outcome data, including attendance, behavior, and academic metrics on a daily to weekly basis to guide student and family outreach and the development of new services and programs. Connected School Managers are provided rigorous training and support on how to use the database, as well as strategies for how data can be used to guide their day-to-day work.

Additionally, each Connected School also engages in quarterly progress monitoring meetings where both quantitative and qualitative information is evaluated and used to inform

action planning. These meetings include the Connected School central office team, the Connected School Manager, the Connected School Manager's supervisor, the Principal, and the Superintendent for the school's cluster. Progress toward program objectives is evaluated by reflecting on the status of milestones, as well as student and family service goals. These meetings are an opportunity to raise and address challenges on a regular basis to ensure that schools remain on track. These quarterly progress monitoring meetings are also opportunities for continuous improvement. They offer time to reflect on feedback and utilize input gathered from the school community, including families, staff, students, and partners through the annual community mapping process and other community forums.

#### **B. External Evaluation Partner**

Not only will the evaluation and continuous improvement of programming be built into routines and systems by the staff leading the Connected Schools work, but DCPS is also committed to ensuring that the work is evaluated by unbiased external researchers throughout the duration of the grant period and to make those evaluations publicly available.

DCPS is currently partnering with John Hopkins University (JHU) to study and evaluate the Connected School Model at three schools. Should DCPS be awarded this opportunity, DCPS would capitalize on the efficiencies and expertise of this evaluation partner and would work with JHU to study the model at Hendley ES and Turner ES.

JHU, one of the world's premier research institutions, has experience providing various types of support to such projects. Specifically, the School of Education provides administrative support for sponsored projects including both proposal development and award management. The larger JHU community supports diverse and flexible collaboration, including research

projects across departments and schools, as well as colloquia, lectures and symposiums that provide an intense and vibrant intellectual environment. [REDACTED] [REDACTED] is the Assistant Director of the Center for School, Family, and Community Partnerships and has been studying family engagement for more than 20 years. He has led a number of program evaluations of family engagement programs, including programs about home visits and school-wide organizational approaches to family and community engagement. He is currently the evaluator for the DCPSs Connected Schools Initiative at three schools, as well as for the Statewide Family Engagement Center serving Maryland and Pennsylvania. [REDACTED] [REDACTED] [REDACTED] is an Associate Professor at the John Hopkins Schools of Education. Her research covers issues related to the implementation and impact of full-service community schools, as well as engagement by African American fathers in their children's learning and development.

### **C. Evaluation Study**

The proposed study will employ administrative data as well as original data collection to answer questions regarding the implementation of the Connected School Model at Hendley ES and Turner ES and the extent to which children and families' participation in this program is associated with stronger student outcomes. Concerning implementation, this research will examine efforts around the six elements of the model: Connected School Manager Role, Healing-Centered Practices, Authentic Community Engagement, Strong Student Support Systems, Place-based Services, and Academic Enrichment. Not only will this study evaluate the Connected School Model as an overall strategy for improving student outcomes, but it will also examine the specific project objectives and goals included in this proposal, along with the associated outcomes among students and families (Table 6).

**Table 6. Project Objectives and Associated Student Outcomes**

<p><b>Strong Student Support Systems and Connected School Manager</b>  <b>Project Objective #1: Ensure systems are in place to coordinate and align new and existing services so that students receive the necessary interventions, avoiding duplication of services and maximizing partner resources.</b></p>
<p>Reduced school-wide Chronic Absenteeism among students</p>
<p>Improved School Climate Measure on Insight Teacher Survey: Teachers at my school believe that every student can succeed when the needs of the whole child are met.</p>
<p>Improved School Climate Measure on Insight Teacher Survey: My school creates opportunities for students, staff, and community members to collaborate together to meet the needs of students furthest from opportunity.</p>
<p><b><u>Place-based Services and Healing Centered Practices</u></b>  <b>Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health.</b></p>
<p>Reduced school-wide Chronic Absenteeism among students</p>
<p>Improved Social Emotional Wellbeing on Panorama Survey: My child feels safe at his/her school.</p>
<p>Decrease the number of suspensions per 100 students</p>
<p><b><u>Authentic Family and Community Engagement</u></b>  <b>Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home.</b></p>
<p>Improved Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index</p>
<p>Improved Social Emotional Wellbeing on Panorama Survey: My family is welcome at my school.</p>
<p>Improved Social Emotional Wellbeing on Panorama Survey: My child’s teacher works hard to build a relationship with me.</p>
<p>Improved Social Emotional Wellbeing on Panorama Survey: I feel well informed about what is happening at my child's school.</p>
<p><b><u>Academic Enrichment</u></b>  <b>Project Objective #4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out-of school-time programs and strategies.</b></p>
<p>Increased % of students reading at or above grade level</p>
<p>Increased % of students on or above grade level in math</p>

**Academic Enrichment**

**Project Objective #5: Ensure students are prepared for kindergarten by providing high-quality early childhood education programs.**

Increase the % of students exceeding expectations in the social emotional, literacy, and math domains of GOLD

**Placed Based Services**

**Project Objective #6: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness.**

Improved Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index

Improved Social Emotional Wellbeing on Panorama Survey: Loved Index

The goal of the study is to also provide an independent analysis of data relating implementation of the Connected School Model to outcomes among students at Hendley ES and Turner ES. Procedures will involve analyzing de-identified administrative student data, as well as collecting and analyzing qualitative data from adults regarding their perceptions of how the program has been implemented and its impact on schools, students and their families. Some examples of quantitative data will include student attendance, behavior, assessment scores, district panorama and insight climate surveys, and data on student and family participation in services and programming. Qualitative data will include interviews and focus groups with central office staff, principals, CSMs, teachers, and families.

The study period will include SY 2022-2023 through SY 2026-2027. Baseline data will be gathered in SY 2022-2023. Formative evaluation reports will be produced at the conclusion of SYs 2023-2024, 2024-2025, and 2025-2026. These reports will detail the extent to which various components of the model were implemented and provide descriptive quantitative analysis of student, family and school data. A mixed methods approach will be used to combine both qualitative and quantitative analyses. Following SY 2026-2027, a summative evaluation report

will be produced that will leverage all five years of quantitative and qualitative data to draw conclusions about the effect of the Connected School Model on student outcomes, interpreted using information regarding implementation and stakeholder perceptions over the full study period.

Providing independently generated evidence on the implementation and outcomes for the Connected School Model at several stages of the initiative will support DCPS by providing valuable information regarding which components of the initiative are working well, and which require strategic adjustments. This will inform school decision making and offer the opportunity for continuous improvement. To the extent that DCPS makes improvements to the initiative as a result of the research findings, this study stands to benefit all stakeholders, and particularly students, who are the direct beneficiaries of improved service coordination at their schools.

#### **D. Research Methodology**

To answer the research questions, analyses will be conducted on both de-identified quantitative administrative records provided to the research team by DCPS, as well as data the co-PIs will collect from stakeholders in the form of interviews and focus groups.

The research study will collect data in each of the study years in an identical manner. A convergent mixed methods approach will be used to analyze the quantitative and qualitative data separately, and then combine the results to offer nuanced conclusions about implementation and outcomes.

At EOY 2026-2027, a quasi-experimental approach will be used to draw causal conclusions. Specifically, propensity score matching will be applied to identify similar students in comparable school contexts as those in the study schools who implemented the Connected

School Model between 2022-23 and 2026-2027. Once matched students are identified, multivariate analyses of student outcomes (e.g., reading/math proficiency, attendance) on student characteristics (e.g., services received, demographics, prior performance) will proceed to estimate the impact of Connected School elements on student outcomes. By matching students who used school-based services to those who did not, and statistically controlling for other potentially confounding factors that might explain differences in student outcomes, the study design is providing the most rigorous approach to studying the impact of Connected Schools that is also feasible.

### E. Administrative Data

Please see Table 7 for the specific DCPS administrative data that will be needed to complete the analyses in each year.

<b>Table 7. Administrative Data for the Connected Schools Initiative</b>	
<u>Data source</u>	<u>Level of aggregation</u>
Panorama survey	Student, teacher, parent (or school level for each constituent, as available)
Attendance records (count of days present/absent annually)	Student
Behavior data (suspensions per 100 students, office referrals)	Student
Student demographics and service characteristics (specifically: gender, race/ethnicity, month/year of birth, grade level, school IDs, enrollment/withdrawal dates, special education status flag, ELL flag, at risk status)	Student
Teacher demographics (specifically: gender, race/ethnicity)	Teacher
Student core course grades/report card data	Student
Formative assessment data (i.e., GOLD for ECE, math iReady for grades 2-8, Amplify DIBELS K-2, TRC K-1, RI 2-8)	Student
PARCC ELA and math for grades 3+	Student
Insight survey	Teacher or school (as available)

IMPACT (teacher ratings) and retention	Teacher
Connected Schools data (services, service use)	Student, family
Community Mapping surveys, interviews, focus groups, and reports	Student, family, staff

**F. Original Data**

In order to capitalize on the current study that JHU is conducting at three Connected School sites, the methods for collecting original data at Hendley ES and Turner ES will be consistent with the existing protocols. This will not only create operational efficiencies, but it will also allow for a larger sample of data to be collected in a comparable fashion. Current protocols focus on collecting qualitative data as it relates to successes and challenges of key implementation milestones.

One-on-one interviews at both schools with the Connected School Manager will be conducted once a year at EOY. Each CSM interview will last approximately one hour, be conducted one-on-one, face to face or via phone/Zoom, depending on which format is most convenient for the research participant.

One-on-one interviews will also take place with the principal at both schools once a year at EOY. Each principal interview will last approximately one hour, will be one-on-one, conducted face to face or via phone/Zoom, depending on what method is most convenient for the research participant.

Researchers will also interview 4-6 DCPS central office staff 1:1 once a year at EOY. Each interview will last approximately one hour, will be one-on-one, conducted face to face or via phone/Zoom, depending on what method is most convenient for the research participant.

Focus groups will be held at both schools with 5-7 teachers and will be conducted once a year at EOY. These focus groups will be voluntary, occur at the school, after school hours, and will be audio recorded only.

Focus groups at each of the three schools with 5-7 parents will be conducted once a year at EOY. These focus groups will be voluntary, occur at the school, after school hours, and will be audio recorded only.

The research team will rely upon Connected School Managers to advertise to potential research participants about opportunities to participate in the study. A consent form will be provided to the Manager to disseminate to potential teachers and parents at the school, along with the date and time when researchers will be at the school for data collection. If potential participants are interested, the researchers will meet with them at that time to provide more detail before they decide whether to consent. The researchers will not compensate research participants monetarily. Before any interviews or focus groups proceed, the researchers will again share the purpose of the research, benefits, risks, their rights as research subjects and obtain active written consent to participate.

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