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Application Narrative

Absolute Priority 1—Title IA Schoolwide Program Eligibility

Marian University, the applicant, together with the Metropolitan School District of Shakmak (MSD Shakamak), in Jasonville, Indiana, have collaborated to prepare this proposal and will implement the proposed Full-Service Community Schools (FSCS) Program at Shakamak Elementary School (SES) and Shakamak Junior/Senior High School (SJSHS), both Title I eligible schools. In accordance with section 4622(1)(B) of the ESEA, the project will engage a consortium that includes (a) one or more LEAs and (b) one or more community-based organizations, nonprofit organizations, or other public or private entities. Through this consortium, the project meets the criteria of Absolute Priority 1.

About Marian University: Marian University (Marian) is a private non-profit organization, thereby meeting the criteria as an eligible applicant for an FSCS grant. Marian University's Fred S. Klipsch Educators College (Educators College) is home to the **Center for Vibrant Schools**. The Center serves as the Midwest Training and Assistance Center for City Connects (City Connects Midwest). Launched in 2021, the Center for Vibrant Schools offers subject-matter expertise, school-improvement programs, and process-enhancement techniques aimed at strengthening student learning outcomes. Center staff collaborate with local educators and schools to address—through comprehensive, personalized support—the root causes encountered by struggling students. As the City Connects Midwest Technical Assistance provider, Marian has the capacity and experience to provide capacity-building expertise and leadership support to school and community partners, as well as effectively coordinate pipeline services for the MSD Shakamak FSCSs. The Center provides a robust platform from which Marian will collaborate

with FSCSs and community-based organizations to learn and implement systematic, evidence-based, integrated student support.

About MSD Shakamak: MSD Shakamak is an LEA receiving Title I funding administered by the Indiana Department of Education and meets the qualifications for FSCS program eligibility as defined in ESEA Section 1114(b). The mission of MSD Shakamak is to provide varied learning experiences emphasizing academic, social, cultural, and physical growth that empower and challenge all students to become educated, ethical, and responsible citizens in a diverse, ever-changing world. Shakamak Elementary School (SES) serves students in kindergarten through 6th grade. Shakamak Junior/Senior High School (SJSHS) serves students in the 7th through 12th grades. Student enrollment characteristics are provided below in Table 1.

Table 1. Shakamak LEA Characteristics Compared to Indiana, 2020−2021

	Indiana	**MSD Shakamak**	**SES**	**SJSHS**
Enrollment	1.11M	650	334	316
Asian	2.8%	0.0%	0.0%	0.0%
African American/Black	12.5%	0.0%	0.0%	0.0%
Hispanic	13.2%	1.7%	2.1%	1.3%
Multiracial	5.2%	1.2%	2.1%	0.3%
Native American	0.2%	0.2%	0.0%	0.3%
White	66.1%	96.9%	95.8%	98.1%
Students receiving free or reduced lunches	47.0%	50.2%	56.3%	43.7%
Students with disabilities	15.5%	15.8%	18.0%	13.6%

Absolute Priority 3—Capacity Building and Development Grants

Marian University, an eligible entity, seeks U.S. Department of Education FSCS funding under Absolute Priority 3—Capacity Building and Development Grants. Information to support Marian's ability to meet all application requirements and criteria is provided in this application package. Specific sections of the proposal narrative and attachments that address each criteria are cross-referenced below in Table 2.

Table 2. Absolute Priority 3 Requirement Cross Reference	
Requirement	**Section/ Page**
(1) A description of the eligible entity	p. 2
(2) A preliminary MOU among all partner entities of the eligible entity	See attached MOU
(3) Description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools	Section 5, p. 62
(4) Comprehensive plan to provide FSCS capacity-building services	Section 2, p. 25 Section 3, p. 61
(A) The student, family, and school community to be served, including demographic information	Table 1, p. 3 Table 3, p. 15
(B) A plan for conducting the needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents	Whole Needs School Assessment, Objective 1.1, p. 37; Whole Class Review, Objective 2.1, p. 47

(C) A plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, to ensure that children are: (i) Prepared for kindergarten (ii) Achieving academically (iii) Safe, healthy, and supported by engaged parents	Objectives 1.4, 2.1, 2.2, and 2.4, p. 37-p. 38
(D) A plan for identifying and developing pipeline services	Objective 2.2, p. 38
(E) A description of the pillars of full-service community schools in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff	Table 7, p. 31 and Table 10, p. 55
(F) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities	Objectives 2.1 and 2.2, p. 47
(G) Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement	Section 6, p. 87
(H) Plans for sustaining the programs and services are described in section 4625(a) of the ESEA after the grant period	Section 5, p. 63

(5) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA	Appendix C

Plans to collect performance measurement data: The Marian FSCS consortium will collect performance measurement data to monitor all project activities throughout the funding period. Performance measurement data that will be used to track all project indicators, objectives, and outcomes will include:

Data collected by the school site coordinator: The school site coordinator will enter student and school assessment data into the City Connects MyConnects database, which will provide access to data regarding integrated student support services, community partnership referrals and services, and other implementation information.

Data collected by each school: Each school will share a variety of student data, including attendance, grades, test scores, disciplinary data, and other disaggregated individual-level quantitative data.

Data collected by Boston College Center for Thriving Children (CTC): Through the national City Connects program, the Marian FSCS consortium will conduct a Whole School Needs Assessment in Year 1, which will be administered by CTC using a City Connects assessment process. In addition, each year CTC conducts a satisfaction survey with every City Connects school, including families, community partners, teachers, and administrators. Data from CTC will be summarized and shared with the Marian FSCS consortium throughout the project as it is available.

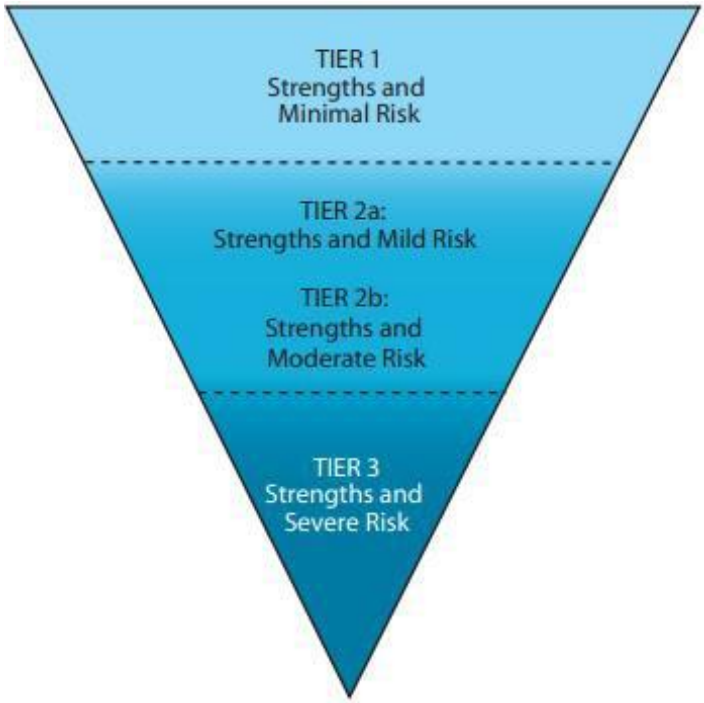
Data collected for the FSCS project evaluation: In addition to data from all sources described above, Marian has engaged Indiana University Bloomington Center for Evaluation and Education Policy (CEEP) to provide external evaluation for the project. Evaluation plans (detailed in Section 6) include plans to track all performance measures using available data from the school, City Connects, and the project. In addition, the evaluators will conduct interviews and focus groups with teachers, parents, students, and principals; collect and review professional learning community results data; and establish additional evaluation methods to ensure that all performance measures are carefully monitored and that data is used to support the consortium to strengthen implementation and achieve all objectives.

Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs

To address Competitive Preference Priority 1, under Activity Focus 2 (providing multi-tiered systems of support), Marian University will implement City Connects, an evidence-based, integrated student support model, with two FSCS schools. Established by Boston College in 1999, City Connects is a strengths-based model that addresses students' needs in four domains (social/emotional, academic, family, and health) and provides tiered, customized enrichment and intervention opportunities. Every student will be assessed in these domains every year, and assessment results will be used to develop an individualized intervention plan that locates strengths and needs within a three-tiered intervention model (Figure 1). Tiers are aligned with other evidence-based multi-tiered systems of support (MTSS) approaches that focus on prevention and enrichment (Tier 1), early intervention (Tier 2), and intensive support and crisis intervention (Tier 3) that have been applied in special education settings and used to support interventions for homeless students and other underserved and high-risk student populations (Sugai & Horner, 2009). Each school will develop a customized menu of enrichment and support

interventions and activities within these tiers, leveraging partnerships with community organizations and agencies to support students and families. While there is no predetermined set of services, the consortium will ensure that all City Connects domains (social/emotional, academic, family, and health) are assessed and addressed through the project for every student every year.

Figure 1. Tiers of intervention in the City Connects Model



The school site coordinators at SES and SJSHS will work with school and community partners to implement a variety of strategies across the three tiers and connect students to the appropriate level of enrichment or support to address their needs. Notably, in the City Connects model depicted in Figure 1, “strengths” are the first element of every tier, recognizing that deficit-based approaches where only areas of need are taken into consideration in academic

interventions do not provide the holistic, integrated support students and families urgently need. Each year of the five-year FSCS funding period, all 650 students enrolled at SES and SJSHS will receive an assessment.

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

A preliminary review of local and county-level data suggests that SES and SJSHS enjoy relatively safe environments, low student disciplinary actions, and low community violence rates. At the same time, SES and SJSHS principals report concerns about the impact of traumatic experiences on students and their families. According to a report from the SES school counselor, 72 of the school's 334 students (22%) have a known trauma history. De-identified counseling records identify a wide range of academic, social, and behavioral challenges for students resulting from these histories, ranging from difficulty making peer connections and difficulty concentrating in class to disruptive classroom behavior. A 2016 Adverse Childhood Experiences (ACEs) among children ages 0 to 17 found that Indiana children have higher rates of ACEs compared to the U.S. average, and a higher percentage of Indiana children reported experiencing two or more ACEs (Balio & Greene, 2018). In Indiana, 47.3% of children reported any ACEs, compared to 46.3% nationwide; 24.2% reported two or more ACEs compared to 21.7% nationwide. Trauma has been shown to undermine students' academic success and to be linked to individual risks for experiencing or perpetrating violence (Centers for Disease Control and Prevention, 2019). Among family members who responded to a City Connects parent survey in Indiana, bullying was the most significant issue that affected their child's schoolwork.

With these considerations in mind, the Marian FSCS consortium has prioritized providing professional development for educators in age-appropriate violence prevention by centering

student trauma-informed mental health support. SES teachers and staff will receive professional development in understanding the impact of trauma and strategies to improve classroom management for children with trauma. **Prevent Child Abuse Indiana** will provide training for Shakamak educators on Trauma and Brain Development. This 1.5-hour presentation discusses the effects of trauma on brain development and behavior of children and adolescents, including an overview of the long-term impacts of adverse childhood experiences (ACEs) and the importance of building and promoting resilience. In Project Year 1, the training will be presented on an in-person in-service day before the start of the school year for all SES staff. Prevent Child Abuse Indiana is dedicated to preventing child abuse and neglect to make Indiana a safer, better place for children. Prevent Child Abuse Indiana is a division of The Villages and a chartered state chapter of Prevent Child Abuse America, led by experienced, professional staff with support from a statewide network of Local Child Abuse Prevention Councils.

SJSHS teachers and staff will receive training in the evidence-based **Youth Mental Health First Aid** model, an eight-hour training that teaches participants how to identify, understand and respond to signs of mental illnesses and substance use disorders. Participants who complete the training will gain skills to provide initial support to someone developing a mental health or substance use problem and connect them to the appropriate care. The Hamilton Center, a local mental health agency, currently provides training for educators, coaches, parents, and other adults who work with youth throughout the region. Training topics include age-group-specific signs and symptoms of mental illness, including anxiety, depression, eating disorders, and ADHD; signs and symptoms of substance use; how to interact with an adolescent in crisis; and how to connect an adolescent with help. In an evaluation of the Youth Mental Health First Aid training model, participants were found to be better informed about assessing suicide risk,

listening without judgment, encouraging appropriate professional help, and encouraging self-help strategies for teens in psychological distress (Aakre, Lucksted, & Browning-McNee, 2016).

SJSHS student leaders and a faculty advisor will establish **Bring Change to Mind (BC2M).** This school-based club empowers and inspires teens to educate their peers about mental health topics to raise awareness and fight stigma by focusing on advocacy and awareness. BC2M provides resources for each club to launch through a club resource portal with support from a BC2M staff liaison. Starting a club requires identifying four to five student leaders and a faculty advisor interested in leading the club. Club advisors serve as mentors for student leaders and support them in organizing and conducting club meetings and events. Students who participated in Indiana BC2M schools last year reported talking more about mental health, talking with a parent or guardian about mental health and stigma, and increasing empathy and understanding in their school.

The Marian FSCS consortium recognizes additional opportunities to extend professional development and student engagement to promote mental health and prevent violence, including by working with Prevent Child Abuse Indiana and the Hamilton Center. Additional violence prevention activities for Years 2−5 will be developed by each school's implementation team based on results from the schoolwide needs assessment conducted in Year 1.

Subpart A: Absolute Priority 3─Capacity Building and Development Grants

1. Need for project

Plans to provide support, resources, and services: In 2021, Marian, in partnership with external evaluator Thomas P. Miller & Associates, conducted the City Connects Student Support assessment—a needs assessment survey of principals, teachers, and parents at 13 Indiana schools—as an initial step in establishing the City Connects Midwest center and replicating the City Connects model in Indiana schools. Survey results contextualize school needs in the state and provide an initial basis for understanding the challenges school site coordinators might encounter in implementing the City Connects model. Responses from 188 teachers (including guidance counselors, nurses, support staff, and specialists), 21 principals, and 51 family members of current students provide information about current needs within Indiana schools, including those in urban, suburban, and rural areas. Respondents identified a variety of conditions across the community, school, family, and individual student domains:

- 94% of teachers and 85% of principals agreed or strongly agreed that at least a quarter of their students faces significant social, emotional, physical/health, or psychological barriers to learning.
- Nearly all identified unsafe neighborhoods and neighborhood violence as community issues impacting student learning.
- Teachers and principals identified family mobility, having no regular home routine, and inadequate parental support as family issues affecting student learning.
- Only 21% of principals and 24% of teachers strongly agreed that their school was providing a range of enrichment activities to support academic achievement

- 26% of teachers and no principals strongly agreed that their school was providing adequate health services.
- Fewer family strengths were identified, with most respondents stating that "appropriate supervision at home" and "parent/family support of the educational process" were areas of concern.
- The most commonly identified needs for school support were family, group, and individual counseling; social competence/social skills curricula; behavioral management programs; promotion of healthy student behaviors; conflict resolution programs; and preventative mental health programs.

In addition, among family members who responded to the survey, bullying was the most significant issue identified as affecting their child's schoolwork. Other commonly identified concerns were attention difficulty, anxiety, and mental/ emotional issues. The connections between school bullying, academic difficulties, and poor mental health are well known, suggesting that improving school resources to address students' mental health can positively influence school success (Turner, Exum, Brame, & Holt, 2013; Bond et al., 2007).

Plans that will close gaps in educational opportunity

Current gaps in educational opportunity: Indiana children from birth to age six are less likely than other U.S. children to receive developmental assessments (23% compared to 30%). As a result, kindergarten entry is the first time that many young children will receive an evaluation of their social, emotional, and academic needs and readiness for school. Beyond kindergarten readiness, providing periodic assessments benefits students throughout their education. As recent studies of learning loss stemming from the COVID-19 pandemic have shown, using data to understand educational gaps at the individual student level can be a valuable mechanism for

providing targeted support and interventions (Storey & Zhang, 2021). The Marian FSCS consortium will develop capacity-building plans by completing Whole School and Individual Student Assessments and will provide current data to develop integrated student supports at each school.

Student educational outcomes: According to data collected by the Indiana Department of Education, Shakamak students differ from other grade-level peers across several educational outcomes. SJSHS students perform well on statewide English/language arts (ELA) and math assessments but graduate in four years at lower rates and have a slightly higher rate of chronic absenteeism (Table 3). At the elementary level, fewer students achieve proficiency in ELA, science, and social studies than those statewide, and the school has a lower rate of regular attendance (Table 3).

Table 3. Shakamak LEA Student Outcomes Compared to Indiana, 2019−2020

	Indiana	MSD Shakamak	SES	SJSHS
Attendance	71.5%	71.9%	67.4%	77.4%
Chronic absenteeism	11.4%	9.2%	7.3%	11.5%
Graduation in four years	87.0%	84.8%	-	84.8%
Reading proficiency, 3	87.3%	92.6%	92.6%	-
ELA proficiency, 3−8	47.9%	37.0%	33.3%	39.6%
Math proficiency, 3−8	47.8%	33.8%	43.4%	19.5%
Science proficiency, 4 and 6	47.4%	44.8%	44.8%	-
Social Studies proficiency, 5	46.0%	38.1%	38.1%	-
ELA proficiency, 10	50.9%	70.0%	-	70.0%
Math proficiency, 10	25.3%	40.7%	-	40.7%

Science proficiency, 10	38.6%	22.0%	-	22.0%
Graduates entering college or a career credential	68.1%	80.4%		80.4%

**Numbers noted in red denote performance that is poorer than the state average.*

The Stanford Center for Education Outcomes (CREDO) estimates that COVID-19 pandemic-related learning losses in Indiana schools are equal to a lag of one full year in reading and mathematics at the crucial elementary school levels. The study estimated the average student lost 209 days in math, surpassing the number of days in a full school year. The same study estimated that students lost 130 days of reading skill development on average. Recognizing that Shakamak students' ELA, math, social studies, and science scores fell below state averages before the onset of the COVID-19 pandemic, the consortium anticipates that there will be a continuous need to strengthen students' academic skills through teacher training and student support services.

Needs of the targeted population, including needs of underserved populations most impacted by the issue, challenge, or opportunity, and plans to address these needs

The Marian FSCS consortium will serve the students, families, and community of Jasonville, Indiana, located in Greene County in the southwest quadrant of the state. Jasonville is a rural community with a population of 1,885 residents and demographic characteristics that match those of Greene County (Table 4). At a distance of more than 30 miles away, Terre Haute, Indiana, and Bloomington, Indiana, are the nearest cities where most Jasonville residents access needed services such as healthcare, mental healthcare, and family support programs.

Table 4. Greene County, Indiana, Community Characteristics (US Census Bureau, 2020)		
	Greene County	Indiana
White	95.9%	59.3%
African American/Black	0.3%	13.6%
American Indian and Alaska Native	0.4%	1.3%
Two or More Races	1.2%	2.9%
Hispanic or Latino	2.0%	18.9%
Language other than English spoken at home	1.6%	21.5%
High school graduate or higher among those age 25 or older	87.9%	88.8%
Bachelor's degree or higher among those age 25 or older	14.9%	26.5%
Median household income	$51,613	$64,994
Persons in poverty	14.3%	11.4%
Children under age 18 in poverty	16.1%	14.9%
Children in food insecure homes	18.8%	17.7%

Research finds that a student's low academic performance is connected to having less access to developmentally stimulating resources, opportunities, and relationships in the home or the community (Misty & Laura, 2011). For students in rural, geographically isolated communities, access to community-based services is especially challenging. Jasonville residents currently travel 30 minutes or more to receive most services, requiring transportation, time away from work and school, and knowledge of available resources and how to access them. Addressing gaps in student services because of the schools' rurality will be a focus of new partnerships. The school site coordinators will work with the project manager and school-based

implementation teams to identify partners that can bring services into the schools, such as those that are available on a county-wide level but not currently offered in Jasonville, pipeline services that can be provided via telehealth (including using school computers when necessary), and training for school personnel that will enhance the staff's readiness to address concerns such as supporting students with mental health challenges.

Census data reveals that household and child poverty rates in Greene County exceed state averages. The impacts of poverty and adversities like trauma can produce "toxic stress" that impairs working memory, the ability to organize information, regulate behavior, and form positive adult and peer relationships (Brisson, et al., 2020). The Marian FSCS consortium's plans are grounded in understanding the interconnections between academic and non-academic factors such as health, social-emotional wellbeing, family, and community. Research suggests that student learning is heavily influenced by "nonacademic" factors, which have been shown to account for approximately two-thirds of the variance in student achievement (Rothstein, 2004).

Notably, Greene County adults have lower levels of educational attainment than the statewide average, a lower median household income, and a higher percentage of people in poverty. Only 14.1% of SJSHS 12th-graders take the SAT compared to 22.0% of their peers statewide. However, SJSHS has a very high percentage of students enrolled in career and technical education programs at triple the statewide rate (67.4% compared to 22.4%). This unique strength, along with the school's high percentage of students who complete dual enrollment courses (76.5%), suggests that many students are preparing for vocational success. Student enrollment characteristics are provided in Table 1.

A 2021 Community Health Needs Assessment of Greene County identified a number of community-level assets as well as challenges that residents encounter (Greene County CHNA,

2021). Survey respondents identified strengths, including school systems, community support, and a "hard-working Hoosier mentality," as well as resources such as outdoor recreation spaces, sports teams, employers, and healthcare facilities. The challenges identified by respondents underscore the need for additional resources for children and families to support non-academic drivers of student success:

- Social environment/norms surrounding drug use
- Limited transportation services
- Expansive land space to reach services
- Most services are in metropolitan areas
- Limited support for those struggling with mental health
- Rural areas may lack internet or cell phone service

School-based FSCS pipeline services will be identified through the Year 1 inventory of services and Whole School assessments. The school site coordinators will then work with implementation teams to identify community partners that are prepared to help families address social-emotional, health, and family issues alongside academic concerns.

Adolescents' and young adults' needs: For junior and senior high school students, academic success is deeply connected to social, emotional, health, and family needs that may be invisible to teachers and school administrators when significant behavioral issues are not present. The 2022 Indiana Youth Survey found that SJSHS 8th-grade students were at greater risk than other Indiana students in key areas (Jun, Gassman, Agley, Samuel, & Lee, 2022), including that 68.4% were at high risk for experiencing family conflict, 27.3% had seriously considered suicide, and 21.4% had made a plan about attempting suicide.

Trauma has been shown to undermine students' academic success and to be linked to individual risks for experiencing or perpetrating violence (Centers for Disease Control and Prevention, 2019). SES and SJSHS principals report concerns about the impact of traumatic experiences on students and their families. According to a report from the SES school counselor, 72 of the school's 334 students (22%) have a known trauma history. De-identified counseling records identify a wide range of academic, social, and behavioral challenges for students resulting from these histories, ranging from difficulty making peer connections and difficulty concentrating in class to disruptive classroom behavior. A 2016 study of Adverse Childhood Experiences (ACEs) among Indiana children ages 0 to 17 found that Indiana children have higher rates of ACEs compared to the U.S. average and that a higher percentage of Indiana children reported experiencing two or more ACEs. In Indiana, 47.3% of children reported any ACEs, compared to 46.3% nationwide; 24.2% reported two or more ACEs compared to 21.7% nationwide (Balio & Greene, 2018). Among family members who responded to a City Connects parent survey in Indiana, bullying was the most significant issue identified as affecting their child's schoolwork.

MSD Shakamak has implemented a variety of Positive Behavior Interventions and Supports (PBIS) that provide a strong foundation for the FSCS project. Building from this established programming, the school site coordinators will support activities that deepen schools' trauma-informed educational practices, including by improving systems to identify and assess students' traumatic experiences, and increasing teachers' awareness about trauma, which are integral practices in trauma-informed schools (Thomas, Crosby, & Vanderhaar, 2019; Hoover, 2019).

MSD educator workforce: The makeup of the MSD Shakamak workforce differs from other Indiana LEAs in several areas. The district employs a higher percentage of experienced full-time

teachers, defined by the Indiana Department of Education as those with more than two years of experience. Across Shakamak schools, roughly 90% of full-time educators have more than two years' experience, compared to 85.5% statewide (Table 5). In fact, half of Shakamak's full-time educators have been employed for 20 years or more, compared to only 24.4% of Indiana educators in general. In addition, the entire Shakamak teacher workforce is identified as White (compared to about 97% of students), reflecting the demographics of the rural, midwestern community where the district is located. Given teachers' exceptional tenure in the district and profession, professional development plans focus on emerging areas of educational practice, including understanding trauma and brain development, as well as effective pedagogical practices for closing learning gaps among high-needs and underserved student populations.

Table 5. Shakamak LEA Full-Time Educators Compared to Indiana (2020)

	Indiana	**MSD Shakamak**	**SES**	**SJSHS**
Full-time educators	79,120	52	30	29
% of educators with more than two years of experience	85.5%	90.4%	90%	89.7%
% of educators with 20+ years of experience	24.4%	50.0%	53.3%	41.4%

Summary of FSCS's identified strengths and needs. The Marian FSCS consortium will conduct Whole School needs assessments at each LEA in project Year 1, and use assessment results to develop school-based intervention plans. As detailed in this proposal, preliminary plans and activities are grounded in initial findings of the strengths and needs present in SES and SJSHS school communities across the social ecology for students, families, schools, and the community, as summarized in Table 6.

Table 6. Summary of Shakamak FSCS Identified Strengths and Needs		
Domain	**Strengths**	**Needs**
Community	• School systems • Community support • "hard-working Hoosier mentality"	• Adults (25+) have lower rates of educational attainment than the state average • The community has a higher poverty rate than the state average • The community is rural, with fewer locally available family support services • Terre Haute and Bloomington are the nearest cities and are 30+ miles from Jasonville
School	• High ratio of veteran teachers and certified teachers • SJSHS students have higher proficiency rates on Indiana ELA and math assessments • SJSHS students have a higher rate of regular attendance than the state average • SES students have a higher rate of math proficiency than Indiana's	• SJSHS chronic absenteeism exceeds the state average • The SES attendance rate is below state average • SES students have lower proficiency rates on Indiana ELA, science, and social studies assessments

	average • SES and SJSHS have low rates of disciplinary actions compared to other Indiana schools	
Family	• High rates of high school completion among adults	• Healthcare and mental healthcare (including counseling) • Nutrition • Internet • Appropriate housing • Transportation
Student	• Proportion of students who pursue career and technical education is triple the state average • High rate of dual enrollment completion	• Approximately half of the students receive free or reduced-price lunches • SJSHS has a lower four-year graduation rate than the state average

Plans to address community, school, family, and student needs to improve school success

City Connects is a comprehensive wrap-around service program that serves students, schools, and families marginalized and existing at the lower edges of socioeconomic stability. Marian began establishing City Connects school partnerships within its Midwest region in 2021 and currently supports 83 Indiana schools across the state, which includes traditional public schools,

public charter schools, and non-public schools (Figure 2). Marian will implement the City Connects model with SES and SJHSH to improve students' success.

According to data from the 2022 national City Connects survey of principals, administrators, and teachers from participating schools:

- 92% of principals reported satisfaction with City Connects, and 95% would recommend City Connects to another principal.
- 67% of principals reported having more time for their core work, and 92% reported that City Connects improved student support in their school.
- 90% of teachers reported satisfaction with City Connects, and 91% would recommend City Connects to a colleague.
- 90% reported being happy with the supports City Connects provides to the school.
- 86% are satisfied with the support provided to students and teachers.
- 96% felt that City Connects effectively identified the needs of their students.
- 92% agreed that City Connects effectively matches students to services.

Figure 2. Current City Connects Midwest locations

2. Quality of the Project Design

Relevant and evidence-based findings from existing literature

Overview of the City Connects Model: **City Connects** is an intervention that creates a personalized network of resources and opportunities for each student in a school by coordinating student supports drawn from existing school- and community-based services. The City Connects model was developed in 2001 through a partnership between Boston College, Boston public schools, and local communities. Today, the City Connects model is being implemented in more than 100 public, charter, and private schools across Massachusetts, New York, Connecticut, Ohio, Indiana, and Minnesota, reaching 41,000 pre-K through 12th-grade students. Marian works collaboratively with LEAs and community agencies (Figure 3) to implement City Connects Midwest.

Figure 3. The City Connects Midwest Partnership Model

The City Connects model begins with assessing schools' strengths and needs as the first step in identifying the range of pipeline services and tiered intervention programs that will be most beneficial to students, families, and the school community. There is no prescripted approach to City Connects implementation, which is important given the diversity of school settings, community needs, and available resources that can be leveraged for each school partner. For Marian, partnering with MSD Shakamak represents

a significant expansion of services in a rural community that is discernably different from other schools and communities in the City Connects Midwest network. By partnering with MSD Shakamak, Marian will learn about the resources and strategies needed to effectively support schools to adopt integrated student services and close gaps in educational outcomes in a rural school district. Both to implement project plans with fidelity to the City Connects model and to create space for the Marian FSCS consortium to assess and learn about school and community needs, the first year of the proposed project will be critical in determining the full scope of tiered intervention services that will be made available at each school.

At City Connects LEAs, school site coordinators develop an individualized plan of support and opportunity for each student in consultation with teachers, staff, and families. School site coordinators fulfill plans by connecting students to community-based services and supports. This approach is grounded in the science of child development as multiple peer-reviewed studies show that students who received tailored, integrated supports during elementary school demonstrated better effort, grades, and attendance (Moore et al., 2017). As a result, the City Connects approach has significantly narrowed achievement gaps, including that participating students are half as likely to drop out during high school.

The City Connects framework has been applied in pre-K, elementary, and secondary settings and considers an individual student's health, family, and social-emotional circumstances within the home, school, and neighborhood. This context is used as the basis to develop an appropriate support plan that leads to positive academic outcomes. The Figure 4 model supports system-level change shifting the focus away from "fixing kids" and instead emphasizes the role of context in which students live and the necessity of close community-wide resource integration. The framework has four central tenets for implementation:

Figure 4. The City Connects Core Practices

(1) *Every Student, Every Teacher, Every Year:* The school-based site coordinator will collaborate with teachers in every classroom in the implementing school to review the strengths and needs of every student every year.

(2) *Systemic Support*: Using the annual student assessment, the school site coordinator will create a tailored support plan for every student that leverages a comprehensive range of prevention, intervention, and enrichment services already existing in schools and communities. Students who are most at risk receive an in-depth review and a broader level of support. The school site coordinator functions as the hub of student support.

(3) *Feedback and Follow-Up*: Using proprietary software developed for City Connects, school site coordinators track services and evaluate results at the individual student and school levels so they can provide consistent, timely, relevant support.

(4) *Data-Informed Practice and Rigorous Evaluation:* School site coordinators use data to

continuously improve the implementation of the City Connects model and support school decision making. Researchers use data generated by City Connects schools to conduct rigorous independent evaluation.

By providing holistic supports within the school, the model works well with low-income families who often have less time and fewer resources to dedicate to investing in supporting their children with homework help and extracurricular activities.

Benefits of Integrated Student Support: Integrated student support is an evidence-based approach for schools to provide student support by intentionally and systematically leveraging and coordinating the resources and relationships available in the school and in the surrounding community to address the comprehensive strengths and needs of each and every student in a school to help promote healthy child development and learning (Wasser Gish, 2021).

Integrated Student Support approaches uses a variety of methods to help every student achieve their best (Walsh, et al., 2016):

- **Customized,** in which each student receives supports and opportunities designed to address their specific strengths and needs.
- **Comprehensive,** with components that address multiple domains of development beyond the classroom.
- **Coordinated,** in that a designated point person in the school facilitates services and communication with family, school, and community-based organizations to reduce duplication and to support problem-solving to address obstacles to student success.
- **Continuous,** in that intervention services are ongoing and systematically implemented over time.
- **Data-informed,** in that decisions are grounded in the results of rigorous assessment, ongoing

monitoring of performance indicators, and metrics of implementation success.

Evidence shows that students who receive effective integrated student support demonstrate improved attendance, effort, and engagement; higher academic achievement; reduced high school dropout rates; and better social and emotional outcomes (Wasser Gish, 2021). Integrated student support has also been shown to benefit teachers, who say they are more available to focus on instruction and have more empathy for their students, which contributes to improved climate and culture.

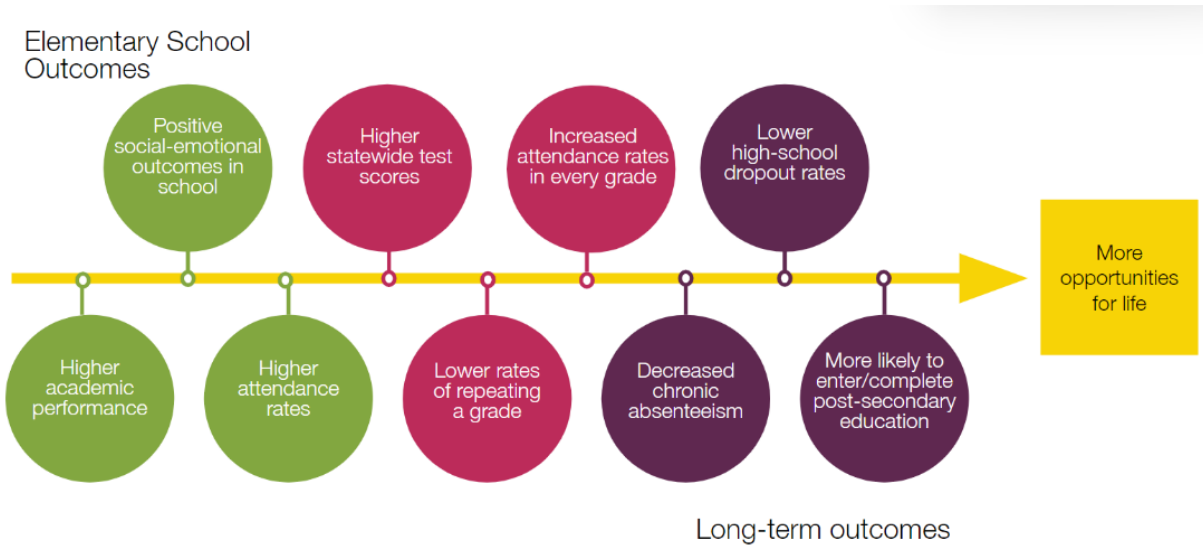
For principals, City Connects provides an effective approach to student support that has been proven to improve student success. Specifically, it provides induction, professional development, and coaching for school teams to implement City Connects with fidelity; offers a process for reviewing each and every student's strengths and needs to prevent students from falling behind; connects each student to enrichment opportunities, prevention services, early intervention services, and/or intensive interventions; works closely with families to seek family input and support connection of students to services; engages community partners that support students and families and facilitates communication across families, community partners, and school staff; stewards community partnerships; uses a student support database to track individual student support with reporting tools that enable school administrators to see students' areas of strength and need along with the services they are receiving; and provides information to support continuous school improvement that aligns with state and federal standards and guidelines.

Evidence of improved academic outcomes: City Connects has been shown to benefit students across studies using a variety of methods, samples, and implementation settings and sites. Students who attend a City Connects school demonstrate measurable improvements at each stage of development and continue to improve as they advance from grade to grade. In particular, City

Connects has been shown to lead to higher scores on standardized/statewide learning assessments at the elementary level, aligning with an identified need for SES and SJSHS students.

In 2021, the first-ever study of the effect of City Connects on student outcomes took place in Boston Public Schools. An analysis examined educational results among 13,432 students from academic years 2006−07 through 2013−14 and found that 4th-grade students who had been randomly assigned to a City Connects school in kindergarten scored higher than their peers in ELA and mathematics on the Massachusetts statewide test, with even greater improvement by 5th grade.

Figure 5. The Lifetime Impact of City Connects



Rigorous national program evaluation has shown that City Connects students outperform their peers on numerous measures of academic achievement and life chances (Figure 5) (City Connects Progress Report, 2014; Walsh, et al., 2014; Manekin, 2016, Lee-St. John, et al., 2018):

- Despite starting with lower report card scores in first grade, students in City Connects

schools demonstrated significantly higher scores than those in comparison schools in reading, writing, and math by the end of 5th grade.

- City Connects students were found to have a significantly lower total number of days absent than students from the comparison group beginning in 4th grade and continuing through 12th grade (City Connects, 2014).
- Students who attended a City Connects elementary school significantly outperformed comparison peers on measures of academic achievement (statewide test scores in English, mathematics, and grade point averages) in grades 6, 7, and 8 (Walsh, et al., 2014).
- Students enrolled in City Connects elementary schools demonstrated lower rates of chronic absenteeism in middle and high school (defined as being absent from school 10% of days or more) than students in comparison schools (City Connects, 2014).
- Once they reached high school, students previously enrolled in a City Connects school from kindergarten through grade 5 dropped out of school at about half the rate of students enrolled in non-City Connects schools simultaneously (Walsh, et al., 2017, Walsh, et al., 2014).

One key finding from the above studies of the City Connects model has been that programs and interventions that address out-of-school and non-academic factors play an important role in improving learning.

Existing and additional pipeline services: Both SJSHS and SES have three existing pipeline services that are included in project plans and will be supported by the school site coordinator and school implementation teams (Table 7). The Marian FSCS consortium plans will strengthen and expand upon the full-service community school pipeline services, adding at least two pipeline services at each school. The exact number of new pipeline services will be established following the Whole School Needs Assessment conducted with each school during project Year

1. At minimum, every child at each school will receive an annual assessment of their academic, social-emotional, health, and family strengths and needs and a customized plan to address any areas of need identified from the assessment. At SES, students will also benefit from new health and wellness programming (New Balance Foundation Healthy Life Styles program) to build knowledge and skills for health and wellness. SJSHS students will have the opportunity to participate in Bring Change to Mind club activities focused on addressing the mental health challenges teens encounter and increasing school-wide supports to reduce suicide risk and other negative outcomes stemming from mental health concerns.

Table 7. Existing and Additional Pipeline Services in Shakamak FSCS				
Pipeline service	*Existing or Planned?*	*Rationale*	*Expected results*	*Performance objective*
Shakamak Elementary School				
REACH after-school program	Existing	Providing high-quality out-of-school time programming benefits children and families across multiple domains (academic, social, etc.)	High-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning.	Improved educational outcomes, school attendance, and social and emotional learning.
Title I reading	Existing	Provides targeted reading support for identified students	Increased proficiency in reading and ELA	Improved performance on

intervention program				reading and ELA assessments
Counseling services	Existing	Provides Tier 2 and Tier 3 support for students and their families	Students who are struggling receive short-term on-site counseling for family, social, and personal challenges and timely referrals to commu-nity-based resources when needed.	Improved interpersonal skills, increased self-esteem, better expression and management of emotions, relief from mental health conditions, and improved quality of life for students and families.
Annual individual student assessment	Planned	By assessing every student every year, the project will identify social-emotional, academic, family, and health needs and establish individualized plans to address the identified needs.	Every student has an individual plan to support their success.	Improved attendance and academic performance

Healthy Life Styles Curriculum	Planned	This Tier 1 curriculum for students in grades 2−5 gives school-aged children knowledge and skills for physical fitness, healthy eating, making healthy choices, and taking care of self and others.	Through in-class health and wellness activities, SES students in grades 2−5 will gain knowledge and skills to make healthy choices about food, fitness, decision making, and peer relationships.	Improved eating habits, increased physical activity, and increased engagement and attendance at school.
Shakamak Junior/Senior High School				
Career and technical education	Existing	Supports post-secondary and workforce readiness through exposure to vocational training programs; CTE programs support advancement into postsecondary educational and vocational training.	Students explore a career theme of interest while learning technical and employability skills.	On-time graduation, higher rates of post-secondary employment, and higher earnings.
After school tutoring	Existing	Providing on-site tutoring in key subject	Increased proficiency in science and math	Increased academic success,

		areas promotes academic success, credit completion, and on-time graduation.		credit completion, and on-time graduation
Counseling services	Existing	Provides Tier 2 and Tier 3 support for students and their families; small group interventions successfully help students learn the behaviors that lead to positive relationships.	Students who are struggling receive short-term on-site counseling for family, social, and personal challenges and timely referrals to community-based resources when needed.	Increased social and communication skills; improvements in problem-solving and conflict resolution skills; increased collaboration and teamwork skills.
Bring Change 2 Mind Club	Planned	Youth-led mental health activities will increase students' awareness of mental health issues and the resources available to address them.	SJSHS students increase awareness of mental health issues and the resources available to address them.	Reduced risk of suicide

Individual assessment and plan	Planned	By assessing every student every year, the project will identify social-emotional, academic, family, and health needs and establish individualized plans to address the identified needs.	Every student has an individual plan to support their success.	Students improve attendance, academic performance, and on-time graduation rates.

High-quality plan for implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives

Marian University will implement the "City Connects Midwest Rural Pilot" Full-Service Community Schools Program with Shakamak Elementary School and Shakamak Junior/Senior High School, located in rural Jasonville, Indiana. Marian, SES, and SJSHS will comprise the Marian FSCS consortium to address FSCS Absolute Priorities 1 and 3, as well as all Competitive Preference Priorities, through the following goals and objectives:

Goal 1. Marian University's City Connects Midwest Training and Technical Assistance Center, within the Fred S. Klipsch Educators College's Center for Vibrant Schools, will improve the coordination, integration, accessibility, and effectiveness of services for Indiana children and families by providing capacity building and development services in collaboration with two FSCS-eligible schools.

Objective 1.1 In Year 1, each FSCS will identify capacity areas (infrastructure, community partnerships, integrated student support structures, and professional development) that can be strengthened to improve students' academic success by conducting a City Connects Whole School Needs Assessment.

Objective 1.2 Each FSCS will improve the coordination, integration, accessibility, and effectiveness of services for children and families by establishing and implementing a capacity-building plan.

Objective 1.3 Each FSCS will establish a school-based collaborative leadership team that will lead the implementation of school-wide capacity-building activities and strategies.

Objective 1.4 At least 50 teachers, principals, and administrators will strengthen their skills for providing integrated whole-child support by participating in a City Connects professional learning community with training, coaching, professional development, curricular resources, and technical assistance.

Objective 1.5 City Connects Midwest will partner with external evaluators from Indiana University Bloomington Center for Evaluation and Education Policy (CEEP) to collect data on FSCS performance indicators and use data to conduct program evaluations and provide for continuous improvement of capacity-building services.

Goal 2. The MU FSCS consortium will improve educational outcomes for children in SES and SJSHS by supporting the schoolwide adoption of the City Connects model and increasing the availability of integrated academic, social/emotional, and behavioral supports.

Objective 2.1 Every MSD Shakamak student (n=650 annually) will complete an annual assessment that identifies their social/emotional, family, academic, and health support

needs and will receive a customized support plan based on the identified strengths and needs.

Objective 2.2 Each FSCS will establish integrated, tiered, age-appropriate academic, social, emotional, and behavioral supports based on school and student assessment information.

Objective 2.3 At least 50% of parents/guardians at each school will be engaged in the FSCS project through students' individualized support plans and school-based enrichment activities.

Objective 2.4 All MSD Shakamak students and teachers will benefit from violence prevention and mental health education through professional development and school-based activities in partnership with Prevent Child Abuse Indiana, Hamilton Center, Inc., and Bring Change to Mind.

Annual and project-period outcomes: As a result of the five-year City Connects Midwest Rural Pilot Project, Marian anticipates the following annual outcomes for 650 SES and SJSHS students:

(1) Increased attendance and reduced chronic absences.

(2) Demonstrated positive social-emotional outcomes.

(3) An increased percentage of students attain proficiency on statewide ELA, math, social studies, and science assessments.

(4) At least 50 MSD Shakamak teachers, principals, and staff will increase their knowledge and skills for addressing mental health and trauma-related challenges.

Through these activities, the Marian FSCS consortium will produce two long-term results:

(1) MSD Shakamak's Full-Service Community Schools will demonstrate improved coordination, integration, accessibility, and effectiveness of services for underserved

children and their families.

(2) Marian's City Connects Midwest Center will have expanded capacity to serve rural LEAs in Indiana and surrounding states.

FSCS Project Activities

Whole School Needs Assessment (Objective 1.1)—Marian will conduct the City Connects Student Support Assessment to understand the needs of students, families, and residents. In collaboration with local partners, the Boston College Center for Thriving Children (CTC) administers a series of online surveys to key stakeholders in the district, such as principals, school faculty, families, and community partners, to develop an understanding of the "state of student support" at each school. Survey findings are used to identify areas of strength and areas for improvement in the school's existing student support practices. At the beginning of the school year, City Connects administers a student interest survey to bring students' voices and ideas into the planning process and to create whole school enrichment activities that students want and need most. CTC then works with school principals and other stakeholders to use findings in planning implementation.

(1) *Administrator survey and interview:* School principals and administrators will be invited to complete an online survey about their perception of their school community's strengths, barriers, and needs. The SES and SJSHS principals will participate in an interview with CTC staff to describe the community and school context, including the support systems in place.

(2) *Teacher survey:* Each teacher will be invited to complete an online survey about their perception of the school community's strengths, barriers, and needs.

(3) *Family survey:* Each family will be invited to complete an online survey about their perception of their child's strengths and barriers and the needs of their school community.

Building from the school-wide assessment phase, each January of the project period the project director and program manager will review and summarize all assessment data and present the summary to each school implementation team. The project director will engage consortium members in a discussion about the findings and implications, including generating ideas about needed interventions to address the school's needs as revealed through the assessment.

FSCS Capacity-Building Plan (Objectives 1.2)—Once the whole school assessments are complete, each school will compose a planning and implementation team. The team at each FSCS will include the program manager, school site coordinator, principal, school leaders, and parent representatives. The team will be charged with establishing a high-level vision for the school, including setting multi-year goals. These goals will be interpreted as aspirational themes for the project, translated into specific intervention activities and aligned with individual student support plans. The implementation teams will reflect on school data to identify groups of students that may benefit from specific interventions. Each year, the implementation teams will re-visit their implementation goals to serve as a continuous improvement loop for the duration of the funding period. The teams will compare progress using yearly student outcomes, review accomplishments, and identify opportunities to strengthen interventions or add new strategies to accelerate progress toward achieving the implementation goals. This process will be facilitated by the school site coordinator, who will work with the team to develop goals and plans. Once the plan is established, the school site coordinators will identify key staff and community partners who will be integral to achieving plans and will manage the implementation of project plans. The program manager will support the school site coordinators and team implementation processes by assisting with problem solving when implementation challenges arise.

Collaborative leadership teams (Objective 1.3)—The Marian FSCS consortium will use three collaborative team structures to implement project plans and activities:

(1) District-level FSCS management team, including the superintendent, principals, SES and SJSHS leadership staff, City Connects Program Manager, one or more representatives from the City Connects Leadership Team, and the Project Director, will meet every other month throughout the project period to (a) set goals and establish a vision for how City Connects will address social-emotional, academic, health, and family needs through the project; (b) provide guidance and support for City Connects implementation; (c) assess how well the FSCS project is being implemented; (d) discuss and problem-solve any implementation issues; (e) identify strategies to broaden parent and community engagement and ensure that each school site coordinator has the supervision and support to operate effectively. The team will provide a formal space for both LEAs to work together through the project consortium.

(2) School implementation teams: Each FSCS will designate a planning team, including the principal, teachers, parent representatives, local stakeholders, and the school site coordinator. This group will review assessment information, make decisions about intervention strategies, and support the site coordinator in identifying community partners that can collaborate to provide student and family supports.

(3) Individual student review teams: When the Whole Classroom review process identifies a student who may need additional assessment and support, the site coordinator will organize a team with the key adults who support that student's success, including the classroom teacher, school counselor, principal or assistant principal, and other school staff as appropriate (such as special education staff or a coach). This team will review individual assessment results and identify additional assessment needs, and will formulate plans for support. The team will

establish individual plans for every student formulated with Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals for students with intenseive needs, for social-emotional, academic, family, and health needs.

Professional learning community (Objective 1.5)—Robust professional development is a fundamental component of the City Connects model. The Marian FSCS consortium will leverage regional and statewide City Connects professional learning community resources to support each LEA in adopting integrated student supports. School site coordinators will join the Indiana City Connects and regional learning communities. The Indiana City Connects learning community meets for weekly virtual professional development sessions, which are provided by the City Connects program manager. City Connect Professional Development Modules include *Launching City Connects; Opening of School Presentations; Administering Student Interest Surveys; MyConnects (database) Training; Creating High Quality Student Support Plans (Part 1); Creating High Quality Student Support Plans (Part 2); Uncovering Root Causes; Whole Class Review Practice Session; Exploring District Strategies Across Domains; Conducting Individual Student Reviews; Problem of Practice (case study) – Whole Class Review; Capturing Partnerships & Services Data in MyConnects; Individual Student Review Practice; Service Labels & Service Providers; Problem of Practice (case study) – Individual Student Review; Uunderstanding, Presenting, and Acting on Mid-Year Report Data, Summer Services; Follow Up & Continuous Supports for All Students; Social/Emotional/Behavioral Development; Family Partnerships; Promoting Health & Wellbeing; Identifying Accomplishments & Areas of Refinement;* and *Understanding, Presenting, and Acting on End-of-Year Report Data*. Professional development concludes with a regional end-of-year celebration. In addition, quarterly in-person regional meetings will be a forum for school site coordinators to network

with other school coordinators and learn about emerging issues and opportunities to provide high-quality integrated student support.

Professional development for SES and SJSHS teachers and administrators: Leaders and teachers at each LEA will receive initial training in the City Connects approach. The program manager and project director will hold bi-monthly meetings with school leadership staff for several months before implementation and will address (1) *What is City Connects?*, (2) *What will City Connects look like in your school?*, (3) understanding existing student support in the building (internal/external interventions), (4) hiring and training of site coordinators, and (5) launching the program and reviewing the first three months of implementation.

In addition, the school site coordinator and program manager will provide various professional development opportunities throughout the year, using in-person, virtual, hybrid, and asynchronous formats. Training plans will be established annually, based on the whole school and individual student assessments, to align training offerings with the greatest areas of need. Training opportunities for educators will include:

Orton Gillingham (OG) professional learning community: To address gaps in ELA test scores and student achievement, SES teachers will receive professional development in the Orton Gillingham approach. Established as an elementary reading instructional method, OG is a systematic, sequential, multisensory, synthetic, and phonics-based approach to teaching reading in which students learn phonology and phonological awareness, sound-symbol correspondence, syllables, morphology, syntax, and semantics. An OG mathematics approach is also in widespread use at the elementary level. This multisensory pedagogy uses visual, auditory, and kinesthetic/tactile learning to help students master fundamental literacy and computational skills (Ritchey and Goeke, 2006). Veteran educators trained in Orton Gillingham (OG) will provide

virtual coaching and assistance to teachers during tutoring sessions and after hours throughout the program. Coaching support sessions may be one-on-one, small group, and/or periodic MTSS and SEL professional development with larger groups, including the whole school. Orton Gillingham's coaching provides significant professional support for teachers to employ OG principles that undergirds high-quality instruction to improve reading and mathematics. Professional development topics include:

- *Orton Gillingham (OG) Reading Approach*—All participating teachers at SES will be trained in OG Reading Approach, which integrates the Indiana Academic Standards, Indiana Teacher Content/Developmental Standards, and Social/Emotional Learning Competencies (SELC) that correspond to age-appropriate reading performance levels. Depending on teachers' needs and in-service availability, OG training may be provided in-person, via Zoom, or virtually. Virtual OG Reading Approach training is provided via Whizzimo, an online learning platform with modules of 2 to 10 minutes, totaling approximately 30 hours of training. In any of these formats, the training program explains the OG approach, dyslexia, phonemic awareness, and phonics content, including components of an OG lesson and assessment practices. Each module concludes with a mini quiz to assess learning. Teachers accessing the virtual training can complete modules based on availability. Each teacher will receive a set of cards with sound-letter patterns for phonics learning drills, an OG manual, and supplemental phonics instructional resources. The manual includes a scope and sequence tool, a content tracking sheet for concepts taught to each student, and lesson plan templates.
- *Orton Gillingham Mathematics Wrap-Around Professional Development*—This year-long professional development workshop will serve as a wrap-around companion series to OG Math. It will increase tutors' effectiveness by providing a foundation for *why* and *how* they

can use evidence-based practices to work with students who have struggled with mathematics. The session builds upon *OG Math Training* by extending participants' knowledge and mathematics practices to enhance OG tutoring outcomes. At the same time, the content connects with foundational K-5 mathematics curricula, making it easy for teachers to integrate into their teaching. The trainers have synthesized research in the fields of special education and mathematics education to equip tutors and teachers with effective pedagogies and practices for students struggling with mathematics. Pedagogical topics will include (1) *Formative Assessment & Data Based Decision-Making*—How to conduct a cognitive interview; identifying characteristics of struggling learners, what to expect, and how to respond with respect to mathematics; and identifying and leveraging strengths and assets of struggling learners in the context of mathematics instruction; (2) *Explicitness and Teacher Direction*—essential instructional approaches such as teaching systematically, teaching language of mathematics, using visuals, meaningful context and verbalizations/ discourse; and (3) *Student Engagement*—teaching mathematics metacognition; engaging students in the mathematical practices; and engaging students in multi-sensory and connected representations.

Instructional Materials: Through the City Connects partnership, Site Coordinators have access to evidence-based curricular resources. Instructional materials are developed by Boston College's Center of Optimized Student Support.

Mental Health Resources and Training: SES and SJSHS administrators have identified training to address students' mental health needs as a priority for professional development, including supporting increasing trauma-informed educational practices, preventing and addressing suicide risks, and improving educators' ability to identify and respond to concerns such as anxiety and

depression that arise in the classroom. In the project's first year, the team will use whole school assessment information to better understand SES and SJSHS teachers' training needs in these areas. In addition, beginning in Project Year 1, the consortium will facilitate age-appropriate training for teachers through two resources:

- ***Trauma and Brain Development Workshop at SES:*** Prevent Child Abuse Indiana will provide training for SES educators on *Trauma and Brain Development*. This 1.5-hour presentation discusses the effects of trauma on brain development and behavior for children and adolescents, including an overview of the long-term effects of ACEs and the importance of building and promoting resilience. In Project Year 1, the training will be presented at an in-person in-service day before the start of the school year for all SES staff. Prevent Child Abuse Indiana is dedicated to preventing child abuse and neglect to make Indiana a safer, better place for children. Prevent Child Abuse Indiana is a division of The Villages and a chartered state chapter of Prevent Child Abuse America, led by an experienced, professional staff with support from a statewide network of Local Child Abuse Prevention Councils. Prevent Child Abuse Indiana offers a variety of other anti-violence and trauma-responsive training for educators. After completing a schoolwide assessment, the project team will identify other relevant training modules for SES teachers to be provided during in-service days in Years 2−5.
- ***Youth Mental Health First Aid*** is an evidence-based eight-hour training that teaches participants how to identify, understand, and respond to signs of mental illnesses and substance use disorders. In Year 1, SJSHS will identify five staff to attend the Youth Mental Health First Aid training. In subsequent years an additional five staff per year will be trained. Participants who complete the training will gain skills to provide initial support to someone

developing a mental health or substance use problem and connect them to the appropriate care. Training topics will include age-group-specific signs and symptoms of mental illness, including anxiety, depression, eating disorders, and ADHD; signs and symptoms of substance use; how to interact with an adolescent in crisis; and how to connect an adolescent with help. The training will be provided by project partner Hamilton Center, Inc., a not-for-profit regional behavioral health system in Central and West Central Indiana that offers mental healthcare services and treatment for children, youth, and adults, with specialized programs for expectant mothers, infants, and people with drug and alcohol problems. The Center offers counseling and therapy for people struggling with challenges such as stress, life changes, relationship issues, and mental illnesses, including depression, anxiety disorders, and other concerns. Hamilton Center staff provide the training for educators, coaches, parents, and other adults who work with youth throughout the region.

In Years 2−4, the Marian FSCS consortium will expand on this foundational professional development in mental health and trauma by offering additional faculty in-service training on other topics related to violence prevention. One possible offering will be the Peace Learning Center's two-hour conflict resolution training module. Indianapolis-based Peace Learning Center provides a broad portfolio of programs for teachers, parents, community members, and students on equity, restoratice practices, and social-emotional learning. The school site coordinators and implementation teams will identify training programs that fit with the high-level priority areas that are identified in the Year 1 Whole School Assessments.

- In addition, SJSHS will establish a ***Bring Change to Mind (BC2M)*** club for students. BC2M is a nonprofit organization founded by actor and mental health advocate Glenn Close, who works to end the stigma and discrimination surrounding mental illness. The evidence-based

BC2M program is growing quickly around the country and has been implemented at 440 schools in 30 states, including more than 50 junior and senior high clubs in Indiana. BC2M high school clubs empower and inspire teens to educate their peers about mental health topics to raise awareness and fight stigma by focusing on advocacy and awareness. BC2M provides resources for each club to launch through a club resource portal, with support from a BC2M staff liaison. Starting a club requires identifying four to five student leaders and a faculty advisor interested in leading the club. Club advisors serve as mentors for student leaders and support them in organizing and leading club meetings and events. Students who participated in Indiana BC2M schools last year reported talking more about mental health, talking with a parent or guardian about mental health and stigma, and increasing empathy and understanding in their school. Nationally, BC2M is led by a scientific advisory board and draws on the insights of student advocates across the country.

Integrated student support (Objectives 2.1, 2.2)—At every City Connects school, a full-time school site coordinator who is a school counselor, social worker, or mental health professional is embedded at the school to implement the City Connects practice. The school site coordinators establish integrated student supports within the school by:

(1) Assessing strengths and needs of each student across academic, social-emotional and behavioral, health, and family domains.

(2) Identifying and locating appropriate school and/or community-based services and enrichment services.

(3) Establishing the connection between identified service providers and individual children and their families.

(4) Documenting and tracking the delivery of individual student support services.

(5) Providing ongoing follow-up to ensure the appropriateness of fit for the identified services.

Whole Class Review: The City Connects Whole Class Review rubric is a worksheet used to guide individual student assessments. School site coordinators will visit classrooms in the month or so prior to assessments to observe student and classroom dynamics. Both the school site coordinators and the classroom teachers will use the rubric to take notes about each student's strengths and challenges in academic, social/emotional, family, and health domains. Following observations, the rubric will be used to identify other sources of information (attendance records, grades, test scores, and other information from the student information system, school nurse, etc.) about each student that contributes to a holistic understanding of strengths and needs. Benchmark assessment data, grades, attendance, discipline, and other existing data from the beginning of the school year are used for assessment. This assessment, with formative teacher-administered evaluations and a review of IEPs and other learning plans, identifies learning challenges and facilitates supplemental instructional interventions for struggling students.

The school site coordinator and teacher will review assessment information together to identify appropriate tiered interventions that address the student's unique circumstances. At this time, needs for additional assessments, such as an Individual Student Review or other assessments associated with Tier 3 needs, are identified. Through the Whole Class Review process, each student's and family's needs and strengths will be identified. When concerns such as food insecurity, housing insecurity, unemployment, and childcare issues are identified, the school site coordinator will lead the process of connecting the student and/or family to community-based services and support. At the same time, strengths are identified, such as having

strong parent communication, grandparents' involvement, or a student regularly bringing a packed lunch with healthy foods.

The school site coordinator will collaborate with families, teachers, school staff, and community agencies to connect each student to individualized services and support. Community- and school-based interventions will range in intensity from prevention and enrichment services, such as arts or sports programs, to intensive or crisis interventions, such as mental health counseling or violence intervention. Students who are identified as being the most at risk will receive deeper levels of support.

As a hub of student support in schools, each school site coordinator will serve as the school's liaison by cultivating partnerships with community agencies and collaborating with families. City Connects software enables school site coordinators to document, track, and report on service referrals and follow-up to assure service delivery and assess effectiveness.

The school site coordinator's role is guided by the program manager and activity period-focused checklists for the opening of the school year, classroom and individual student reviews, mid-year, and close of school. Checklists provide a structured set of activities and data needs for each period and are used to maintain consistent engagement from school leaders and faculty throughout the school year (Table 8).

Table 8. Yearly City Connects Implementation Tasks

Month	Activity
August	• School site coordinators provide opening-of-school presentations (typically during faculty/staff professional development training prior to the return of students) to prepare the building to implement City Connects, including outlining key tasks and roles/ responsibilities of the school site coordinator,

	school implementation team, and faculty, staff, and administrators.
September	• School site coordinators access an "Opening-of-School Checklist" in the MyConnects portal. • The program manager, school site coordinator, and school administrators meet to review the checklist and establish plans to complete all activities. • The school site coordinator conducts classroom observations and holds teacher pre-meetings for Whole Class Review. • The school site coordinator uploads student data into MyConnects.
October	• School site coordinators complete Opening of School checklist tasks. • School site coordinators begin Whole Class Reviews • School site coordinators enter data about services referred and delivered, check-ins, Individual Student Reviews, and/or reactivation of services for "Flag for Fall" students (those who need additional follow-up).
November	• At least half of the Whole Class Review meetings were completed.
December	• Program manager and school site coordinators review Whole Class Reviews to check the progress. • All Whole Class Review meetings completed.
January	• All data entries due for the fall semester (Whole Class Review, Individual Student Review, Service Referrals). • School coordinators complete the Whole Class Review checklist in MyConnects. • Program manager, school site coordinator, and school leaders meet to

	review the Whole Class Review checklist. • City Connects holds mid-year data review of the Summary Report to explore findings from completed Whole Class Reviews. • Coordinators' Whole Classroom Review checklist closes.
February	• School site coordinators continue holding follow-up conversations with teachers about student progress, strengths, and needs (ongoing).
March	• School site coordinators complete the Individual Student Review checklist in MyConnects. • Program manager, school site coordinator, and school leaders meet to review the checklist. • School site coordinators hold follow-up conversations with teachers by sharing classroom reports and meeting with teachers individually as schedules permit. • The school site coordinator finalizes Individual Student Review checklist activities and data entry. • "Re-tiering" begins as school site coordinators review student support plan outcomes to identify and modify students' tiered services based on students' successes or new challenges that occurred during the second semester.
April	• The school site coordinator finalizes student re-tiering and data entry.
May	• The school site coordinator begins the close-of-school checklist. • The program manager, school site coordinator, and school leaders review

	the close-of-school checklist and establish plans to complete activities.
June	• The school site coordinator finalizes close-of-school checklist activities and completes data entry in MyConnects.
July	• Final school and student data for year-end is reported from MyConnects.

Tiered, integrated student support (Objective 2.2)—School site coordinators will use student assessments in conjunction with relevant student information such as IEPs and ILPSs to place each student within the tiered City Connects structure. Tailored plans for prevention, intervention, and enrichment services are used to ensure that students receive grade-level instruction and remediation when needed. In individual assessment and planning, City Connects emphasizes matching students to the right resources for their unique needs, recognizing that there is no one-size-fits-all approach. In some instances, students will be matched to one-on-one help. When a group of students is identified as having similar support needs, the school site coordinator can also establish intervention groups. For example, at the elementary level, the site coordinator can host a weekly lunch meet-up with students to develop conflict resolution or social skills. At the junior/senior high school level, the school site coordinator may partner with a local community-based organization to provide afterschool science enrichment programming or tutoring. By reviewing assessment information and using data to drive intervention plans, City Connects schools have established chess clubs, music programs, farm collaborations, running clubs, and other enrichment opportunities that address students' social, emotional, academic, health, and family needs. The City Connects program manager will work with each school site coordinator to identify support and enrichment opportunities that address students' needs, as identified, across the multi-tiered service structure. Examples of tiered services are provided in Table 9.

Table 9. Tiered Intervention Services Within City Connects	
Tier	**Examples of Available Services**
Tier 1 Prevention and enrichment	• before school, after school, summer, and vacation programs • arts enrichment • sports/ physical activities • youth development programming • academic enrichment, including math and reading programs • violence prevention • health and wellness curricula
Tier 2 Early intervention	• behavior plan special observation • classroom-based social skills interventions • adult mentoring • psycho-social groups • academic support with a focus on math, literacy, and ESL • classroom-based health interventions • supplemental educational services • tutoring • family support, assistance, and outreach
Tier 3 Intensive support and crisis intervention	• regular check-ins with school site coordinators • mental health counseling • informal screening and diagnostic assessments • health and medical interventions • special education evaluation or screening

	• crisis intervention • attendance support • family counseling and stabilization supports • violence intervention • high-intensity mental health services

New Balance Foundation Healthy Life Styles Curricula: The SES school site coordinator will provide activities from the New Balance Foundation Healthy Life Styles program. The program supports health and wellness learning for students in Grades 2 through 5 and includes modules with resources, activities, and worksheets to address healthy eating, physical fitness, making healthy choices, and taking care of self and others. Within these curricular areas, there are grade-level appropriate sessions focused on cultivating empathy, addressing and reducing bullying behavior, and skills such as choosing nutritious foods, goal setting, problem solving, and conflict resolution. Through the program, SES students will learn about the importance of physical activity, understand how the body works and basic anatomy, learn how to create a physical activity plan, discuss the impact of stress, and learn how to engage others in a healthy lifestyle.

Family engagement (Objective 2.3)—"Family" is one of the four domains of the City Connects program, with integrated opportunities for parents and guardians to be involved throughout the program. At the opening of the school year, the school site coordinator will hold an informational meeting for parents to learn about the program. Families are involved in building their student's individualized student support plan each year and are invited to participate in individual student review meetings. In addition, one of the core responsibilities of the school site coordinators will be to find innovative and meaningful ways to engage parents and families

based on the strengths and needs of the school community, including through enrichment activities for students and families.

Networks of community support (Objectives 1.4 and 2.4)—City Connects customizes a student support program for each school, resulting in a unique list of partnership programs and community groups based on student and family needs, resource availability, geographic location, and other needs factors. Depending on the priorities identified by each school-based implementation team, these services may include centers and programs such as Greene County CASA, Boys and Girls Club, Purdue Extension, CEO program, the Hamilton Center, and the Indiana Department of Education, as well as local public library literacy programs, and school-based enrichment programs. To support the whole educational pipeline for children and families, the SES school site coordinator will work with Pace Community Action and the Head Start and Early Head Start provider in Greene County to strengthen connections for children and families, and support kindergarten readiness for incoming students. The school site coordinator and Director of Marketing and Outreach will work together to inventory, identify, and establish connections with community-based resources that address all pipeline services and FSCS pillars (Table 10).

The partnerships established within the network of this model are critical for the effective implementation of each student's plan. The City Connects model's infrastructure, leveraged with the community's partnerships, will provide robust student support strategies and service options. By building a collaborative network of partnerships, the Marian FSCS consortium will bring needed services into schools, eliminate duplicative efforts across the region, and ensure that students are matched to the specific supports that will lead to strong academic success. The consortium plans to partner with the Hamilton Center, BC2M, and Prevent Child Abuse Indiana

to provide professional development for SES and SJSHS teachers in support of these objectives.

Table 10. Plans to Implement FSCS Pillars		
Requirement	**Project Objective/s**	**Implementation Plans**
Pillar 1: Integrated Student Supports		
(i) Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff and trauma-informed services to prevent, intervene, and mitigate adverse childhood experiences (ACEs); (ii) individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services	2.2	Each school site coordinator will inventory and document which services already exist and/or have been available in the past. Based on the inventory, the site coordinator will connect students and families to services and establish new relationships with other providers to address the highest priority needs through the Whole Class Review.
Pillar 2. Expanded and Enriched Learning Time and Opportunities		
(*i) Emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging* *(ii) Art, music, drama, creative writing, hands-on experience with engineering or science, career and technical education,*	2.2, 2.4	Tier 1 enrichment services will be evaluated and new services will be established based on the results of the school-wide assessments conducted in Year 1 and in response to the needs and interests of the students. The school site coordinators will connect

tutoring and homework help, and recreational programs		students to learning enrichment opportunities based on their individualized needs.
Pillar 3: Active Family and Community Engagement		
(i) Brings parents, families, community members, and leaders into the school as partners in students' education, including meaningfully involving parents and families in decision making	2.3	Involvement in individual student review meetings The school site coordinators will serve as the point person for student support teams and will coordinate family engagement events and service fairs
(ii) Makes the community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves	2.2	
(iii) Provides adults with desired educational and employment opportunities and other supportive services	2.2	
(iv) Provides centralized supports for families and communities, such as English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital	2.3	

literacy training, or other programs that bring community members into a school building for meetings, events, or programming		
Pillar 4: Collaborative Leadership and Practices		
(i) Include a school-based leadership team with the representation of student, parent, and family leaders and a community voice; a community school coordinator; and a community-wide leadership team; (ii) Include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of the school and community organizations.	1.2, 1.3, 1.4, 1.5	Individual student review team with parent involvement School implementation teams with parent and community-organization involvement District-level implementation teams FSCS management team

Indiana Academic Standards. Addressing academic needs and closing learning gaps is a fundamental outcome for all City Connects schools. The program is aligned with the success indicators identified in Indiana's *Core 40*, the educational foundation established by the Indiana Department of Education to ensure that all students are well prepared to succeed in college, apprenticeship programs, military training, and the workforce. The Core 40 diploma has been required for high school graduation in Indiana since 2007. Academic supports at SJSHS will

improve graduation rates, ensuring every student receives the academic and advisory support needed to complete the Core 40 diploma. Core 40 requirements are provided in Table 11.

Table 11. Indiana Core 40 Diploma Requirements	
Subject Area	Requirement
English/Language Arts	8 credits, including a balance of literature, composition, and speech
Mathematics	6 credits, including Algebra I (2 credits), Geometry (2 credits), Algebra II (2 credits), or Integrated Math I, II, and III (6 credits) Students must take a math or quantitative reasoning course each year in high school
Science	6 credits, including Biology I (2 credits), Chemistry I or Physics I or Integrated Chemistry-Physics (2 credits), and any Core 40 science course (2 credits)
Social Studies	6 credits, including U.S. History (2 credits), U.S. Government (1 credit), Economics (1 credit), and World History/ Civilization or Geography/History of the World (1 credit)
Directed Electives	5 credits, which may include World Languages, Fine Arts, and/or Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives: 6 credits*/ College and Career Pathway	All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation

	opportunities

3. Quality of the Project Services

Plans to ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership

The City Connects model relies on integrated input from parents, community members, school leaders, and teachers to help students achieve their best. The Marian FSCS consortium will engage each stakeholder group in the design and implementation of project plans through a variety of mechanisms, including:

- Whole School Needs Assessment input
- Implementation teams with diverse representation by teachers and school staff, parents, community members, and high school student representatives
- Individual student review teams with teachers, parents, and other adults who support the student (such as coaches and special educators)
- Annual satisfaction surveys: Each spring, City Connects conducts confidential surveys of principals, teachers, and community partners connected to the program to assess their satisfaction with City Connects and to identify strengths and opportunities for improvement. The survey is administered electronically using the Qualtrics survey tool. After three years of implementation in a district, teachers and community partners are surveyed every other year.

In addition, the project will use several mechanisms to invite students' voices in the planning and implementation. A student interest survey will be conducted each fall to provide information about students' desired enrichment and support activities. Each school site coordinator will have regular daily contact with students, including by supporting a variety of small group and whole

school activities. Because this role assures continual contact with students throughout the school year, the school site coordinator builds trusting relationships and has numerous opportunities to seek input from students about the activities they want most. The evaluation plan includes conducting periodic focus groups with students to understand how well the FSCS project meets their needs.

4. Adequacy of Resources

Plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school

Each school will host a full-time school site coordinator. School site coordinators provide essential leadership for City Connects implementation by (1) establishing and leading a Student Support team and process in the school that identifies and responds to the strengths and personal developmental needs of each and every child in the school; (2) connecting students and families to prevention, early intervention, and intensive services programs that address physical, emotional, cognitive, and social development; (3) developing and enhancing community partnerships with varied community agencies to meet the identified needs of students, families, and the school; (4) collaborating with school staff, including classroom teachers, to implement the City Connects model; (5) promoting the City Connects model to the school community, families, and community agencies; (6) engaging families and caregivers in learning about and supporting children's education, including understanding the ways in which academic outcomes are enhanced by addressing the social, emotional, and personal development needs; (7) working with community partners to provide services to address out-of-school factors as part of the ongoing school student support team; and (8) collecting data on the implementation of the model

and the delivery of services. Qualified school site coordinators will possess a master's degree and licensure in school counseling or social work and have experience working collaboratively in a school environment, providing case management for children and/or families and using culturally responsive practices.

Plan to sustain school site coordinator positions after FSCS funding concludes: The school site coordinator role is fundamental to all City Connects schools and must be sustained once integrated school supports have been fully implemented to generate long-lasting student success results. Given this history, schools within the City Connects Midwest network have adopted various funding strategies to support school site coordinators, which the Marian FSCS consortium will review and consider. Nationally, many City Connects have successfully supported site coordinators' roles with funding from Title I, Title III, Title IV, IDEA, SEL, or ESSER. In most cases, funds from several of these sources are allocated to a percentage of each position, distributing the salary and benefits across multiple funding sources. In some cases, City Connects schools have combined existing roles within the school into a similar role, such as those of a school counselor, school social worker, or behaviorist. This model can be effective for schools with three to five years of successful implementation where a baseline capacity has been established. In these cases, the City Connects coordinator becomes embedded in the school as the primary student support staff person. Supervisory and coaching roles are then often absorbed into a district level position, minimizing the need for the level of support provided by City Connects Midwest in the initial years of implementation. In all cases, City Connects regional and national technical assistance and support will be continuously available at whatever level a school or district needs to maintain integrated student supports.

5. Quality of the Management Plan

(A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU

The City Connects Midwest Rural Pilot will be led by Marian University under the leadership of project director Jillian Lain, MA. Lain is the Director of City Connects Midwest at the Center for Vibrant Schools at Mariana University. Lain holds a Bachelor of Arts in Sociology, Youth & Child Programming from the University of Indianapolis and a Master of Arts from DePaul University in Sociology that focused on youth services and urban sociology in Chicago, Illinois. She is a member of the North Central Sociological Association and the Association for Humanist Sociology. She is uniquely positioned to manage this initiative effectively as a long-time non-profit leader with experience in regional program management and implementation. Lain will commit 15% FTE to the project, which will be contributed in-kind by Marian. Lain will facilitate the active involvement of all Marian FSCS members to carry out the project's capacity-building and student support objectives.

School site coordinators will lead site-based program implementation, conduct student assessments and plans, identify and coordinate community-based partners' services, and support teachers in adopting City Connects resources and instructional materials. By resourcing schools with a point person for community partners to connect with students and families, the City Connects model alleviates the pressure for teachers and other school staff to make referrals for students and allows school counselors to provide more direct support to students and families.

Project plans will leverage partnerships with organizations to provide prevention, intervention, and enrichment support that may or may not exist in the schools and local community.

Table 12. Key Personnel	
Personnel	**Role/ Responsibilities**
Project Director [redacted] (0.15% FTE)	[redacted] will oversee the FSCS project, including by coordinating and facilitating the Marian FSCS consortium team; supervising and supporting the program manager; providing for financial management and grant oversight; coordinating marketing and outreach with the marketing director; facilitating long-term planning to support the sustainability of project activities; administering LEA partnerships; and facilitating access to City Connects resources for project activities. The City Connects Technical Assistance Center at the Center for Vibrant Schools will support the hiring, training, and practice facilitation of each school site coordinator. Lain's time will be contributed in-kind to the project.
Program Manager [redacted] (0.2 FTE)	[redacted] will maintain [redacted]'s relationship with SES and SJSHS through the City Connects Midwest program and will recruit and support school-based school site coordinator hiring and onboarding at each school; provide bi-weekly professional development and coaching on the City Connects model of student support for coordinators within each school; facilitate ongoing professional development for school site coordinators; provide regular coaching and implementation guidance sessions with school site coordinators (and leadership as needed);

	support the evaluation of school site coordinators; monitor the fidelity of implementation of the City Connects model of student support at each school; collaborate with principals and school leaders to support school site coordinators in delivering the program; assist the school site coordinators to develop and maintain relationships with community-based agencies and organizations through events, communications and committees; support the collection of high-quality student support data and use data to monitor progress; provide annual reports to the school principals about the project; and communicate with the larger City Connects organization on policy, practice, and implementation of the City Connects model of student support.
SJSHS School Site Coordinator [redacted] (1.0 FTE) and SES School Site Coordinator (to be hired) (1.0 FTE)	Each school site coordinator collaborates with teachers in every classroom to review the strengths and needs of every student every year, including by establishing and leading a student support team (or joining an existing student support team's process if this exists) to identify and respond to the strengths and personal developmental needs of each child in the school; connecting students to prevention, early intervention, and intensive services and programs to address physical, emotional, cognitive, and social development; developing and enhancing partnerships with community agencies to meet the identified needs of students, families, and the school; collaborating with staff and classroom teachers to implement the City Connects model; promoting the City Connects model to the school community, families, and community

	agencies; engaging families and caregivers in understanding and supporting the education of their children and the ways in which academic outcomes are enhanced by serving the social, emotional, and personal development needs of the child; and collecting data on the implementation of the model and the delivery of services, and using data to support school-level decision-making.
Director of Marketing Outreach [redacted] (0.25 FTE)	[redacted] is the Center for Vibrant School's designated public information officer and will plan, develop, and implement all City Connect marketing, communications, and public relations activities; serve as the designated press contact in times of college emergencies, public events, and announcements; identify needs for market research; coordinate a comprehensive communications system for internal and external information sharing and the efficient provision of departmental services. For the project, Holifield will coordinate local news coverage; coordinate town hall-style community events with Jasonville residents; promote the work of City Connects at local events, including through tabling and outreach activities; feature the Marian FSCS project and Shakamak schools in City Connects network newsletters; support each school to add links to City Connects information from its website; create and distribute flyers with QR codes for schools to send home with students to share information about the City Connects program; use Facebook events to promote family and community engagement opportunities and enable parents/guardians to RSVP; post, Tweet, and

	share pictures of City Connects activities to generate excitement about the project through social media.
Operations Manager [redacted] [redacted] (0.10 FTE)	[redacted] works with the director of City Connects and the Technical Assistance Center team to ensure that operations management documents, procedures, and implementation are executed professionally, efficiently, on schedule, and in a manner consistent with best practices, including by preparing and completing grant-related expense reports, check requests, and invoices; working closely with the finance team to monitor grants expenditures and generate financial reports; ensuring that grant programs and projects are on target for expenditures; and addressing budget concerns in a timely fashion.

Consortium and implementation: Under the guidance of the project director, three formal work groups will manage FSCS project implementation. The roles and composition of the School Implementation Teams, Individual Student Review Teams, and District-level FSCS management team are described under Objective 1.3, above. The organizational chart (Figure 6) depicts lines of communication and relationships among consortium members, staff, and partners.

Table 13. Consortium Members

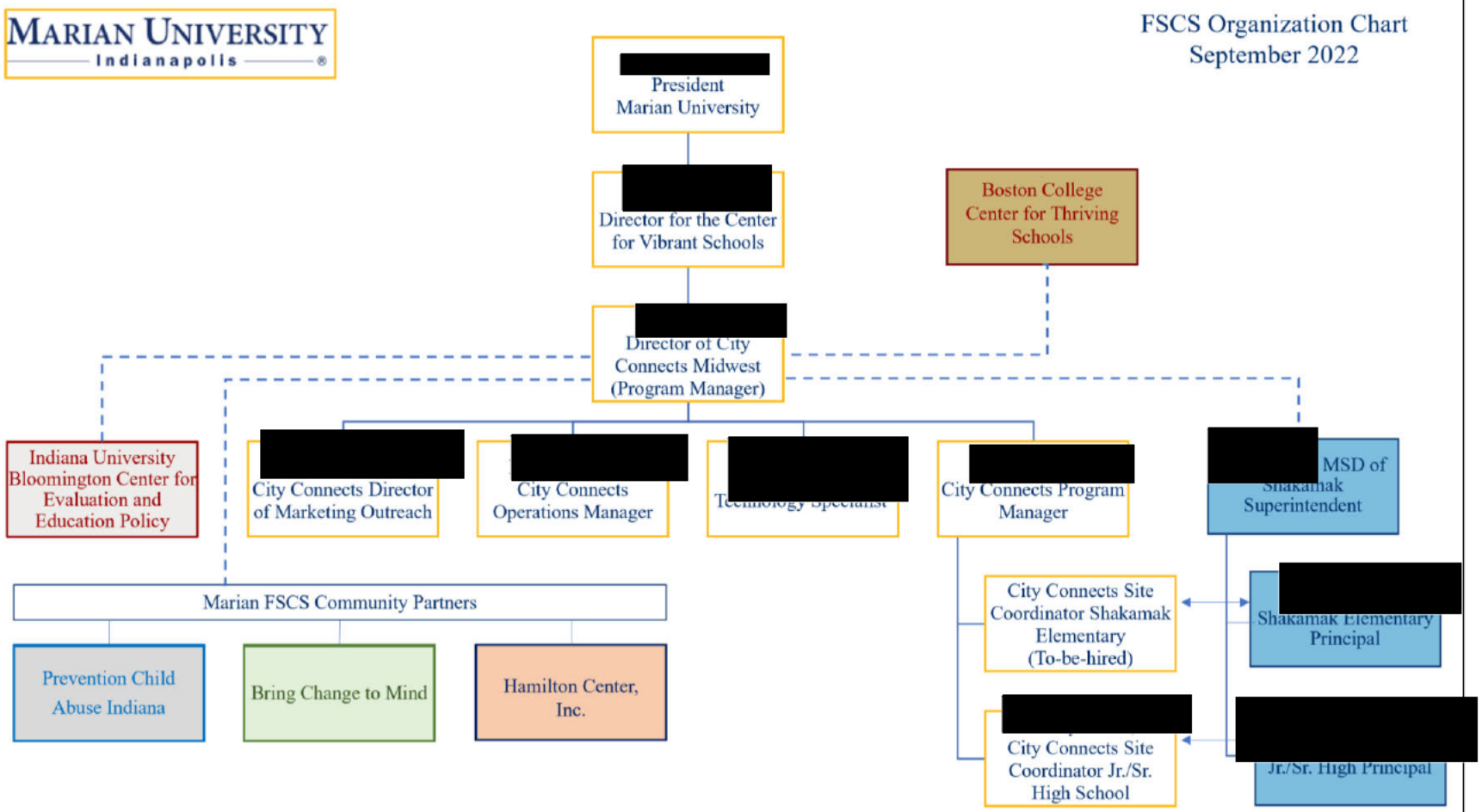
Stakeholder	**Role/Responsibilities**
Marian University	Will serve as the capacity-building and technical assistance resource for the FSCS project by (1) providing program management and support to school-based implementers; (2) connecting each FSCS to the City Connects program and resources; (3) providing structured

	weekly and bi-monthly professional development support for school site coordinators; (4) coordinating and facilitating professional development for SES and SJSHS teachers, principals, and staff; (5) administering all aspects of FSCS project evaluation; (6) supporting each FSCS to conduct an annual assessment of every student and whole-school assessment at the outset of the project; (7) facilitating District-level FSCS project management meetings; and (8) supporting LEA partners to identify community-based organizations and agencies to provide student and family-facing interventions, support services, and enrichment opportunities.
Shakamak Elementary School (SES)	Will serve as an FSCS partner for the project by (1) hiring and supervising a school site coordinator; (2) completing the initial City Connects implementation training; (3) conducting a school-wide assessment in Year 1; (4) conducting individual student assessments for every student every year; (5) supporting and facilitating professional development for the school site coordinator, teachers, administrators, and other key staff throughout the project; (6) providing leadership-level staff to participate on the project implementation and management teams; and (7) supporting the adoption of integrated student support, including from community-based organizations and providers.

Shakamak Junior/Senior High School (SJSHS)	Will serve as an FSCS partner for the project by (1) hiring and supervising a school site coordinator; (2) completing the initial City Connects implementation training; (3) conducting a school-wide assessment in Year 1; (4) conducting individual student assessments for every student every year; (5) supporting and facilitating professional development for the school site coordinator, teachers, administrators, and other key staff throughout the project; (6) providing leadership-level staff to participate on the project implementation and management teams; and (7) supporting the adoption of integrated student support, including from community-based organizations and providers.
Hamilton Center	Will provide Youth Mental Health First Aid training for SJSHS teachers and administrators in Year 1 and in subsequent years as determined by the school and individual student needs assessments.
Bring Change to Mind	Will provide resources to support SJSHS to establish a BC2M student club, including supporting the faculty advisor and student leaders, providing resources and technical assistance, and providing access to implementation funding for club activities.
Prevent Child Abuse Indiana	Will provide annual professional development workshops for SES teachers and staff, including presenting *Trauma and Brain Development* workshops during Project Year 1 and will provide additional workshops for teachers and/or parents in Years 2 and 3 as determined by school-wide and student assessments.

Boston College/ City Connects	Will support all project objectives by providing coaching and support for the Technical Assistance Center Director and Assistant Director of Internal Affairs; coordinating and conducting a Whole School Needs Assessment and presenting assessment results to each school's leadership; providing an annual report to summarize the implementation data gathered each year; working with the Technical Assistance Center staff to share school-level data with school leadership; administering and analyzing annual satisfaction surveys and reporting results to the Technical Assistance Center to inform quality improvement efforts for the following year.
Additional community partners	Based on the Whole School Assessment in Project Year 1 and student assessments in all project years, the school site coordinator and director of Marketing and Outreach will identify additional community agencies that can provide pipeline services and support for MSD Shakamak students and families.

Figure 6. Marian FSCS Consortium Organizational Chart



Community outreach: Engaging the local community as champions for students and families is an essential component of the City Connects strategy. For the school site coordinators to effectively engage with community partners that will provide pipeline services, the consortium anticipates that staff will need to build relationships with local partners. The school site coordinators will lead these efforts with support from the City Connects Midwest Director of Marketing and Outreach. The school site coordinators will serve as the schools' liaison to community agencies by making referrals for individual students and families and providing follow-up to support service delivery. The director of Marketing and Outreach will further support community engagement by providing a variety of media resources, including by coordinating local news media coverage for school events; hosting town halls and community events to engage the community; promoting City Connects at community events; coordinating tabling events at each school; facilitating City Connects network newsletters features on the Marian FSCS consortium project; linking City Connects web resource via school homepages and digital school calendars; creating and distributing flyers with QR codes to share City Connects program information with families; creating Facebook events for school activities to engage parents and family members; sharing project successes through social media posts, photos, and links to resources and community partners' websites.

(B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families

Marian University is a private, non-profit university serving 4,071 undergraduate and graduate students on its 200-acre campus in Indianapolis, Indiana. Founded in 1851, Marian has a long history of innovation in education, focusing on students and families of racial diversity, economic hardship, and underserved neighborhoods. Through Marian's strategic goal of *access*

and success, the University aims to attract, retain, graduate, and professionally place diverse students, including minority individuals, economically challenged students, non-traditional urban and rural students, and adults.

Within Marian, the Fred S. Klipsch Educators College (Educators College) provides programs to support the formation of teachers, the development of leaders, and support existing educators in schools. The Klipsch Educators College was created with a vision to recruit the most diverse, highly talented students and train them to advance into educational careers, leading schools to dramatic improvements in student outcomes. The program's strengths include early and intentional clinical placements and teaching simulation, study abroad experiences in countries with exceptional educational systems, a year-long paid residency program, and a pathway to attain a master's degree within five years. The Educators College's Academy for Teaching and Learning Leadership (Academy) was established in 2010 to develop leaders for schools with significant needs. Over 150 graduates have completed the program, many of whom have led schools in Central Indiana to significant improvements in student success.

Marian's **Center for Vibrant Schools** serves as the Midwest Training and Assistance Center for City Connects (City Connects Midwest). Launched in 2021, the Marian University Center for Vibrant Schools offers subject-matter expertise, school-improvement programs, and process-enhancement techniques aimed at strengthening student learning outcomes. Center staff collaborate with local educators and schools to address the root causes struggling students encounter through comprehensive, personalized support.

As the City Connects Midwest Technical Assistance Provider, the Educators College has the capacity and experience to enable its school partners to explore and implement systematic,

evidence-based student support. Marian has strong relationships with K-12 schools across the state, including traditional public and charter schools.

Marian has consistently demonstrated its ability to manage federally funded programs over the last decade. The University's reputation for providing a wide array of critical services to schools and districts across Indiana is well established through well-trained, highly qualified staff with a clear understanding of the population of students and families served. Prior University-community partnerships that Educators College has seeded and supported include:

- The Center for School and Community Success, which was formed due to the acquisition of Goodwill's INI Schools. This program supports school improvement efforts by removing some administrative and non-academic burdens from the school administrator (i.e., finance/ accounting, state reporting, and compliance).
- Marian partnered with Duke Energy between 2013–2017 to provide direct services to Indiana schools, including a leadership development program for Greater Clark Schools, teacher certification in Vincennes, diversity recruitment for teachers in Kokomo, and strategic planning for the Sheridan School Corporation.
- Beginning in 2021, Marian began providing the Learning Loss Recovery 1 Program to train teachers to provide tutoring in the evidence-based Orton Gillingham reading and math programs. The program aims to improve reading and math readiness among K-3 students in underserved and economically disadvantaged schools and neighborhoods.
- Through the Governor's Emergency Education Relief (GEER) Program, the Center has trained 1500 teachers in the Orton Gillingham reading program to effectively support students who struggle the most with reading skills.

- The Center trained teachers at Neighborhood Charter Network Schools, Enlace, and Kindezi Academies through the Oh, Gee! Let's Read! Indianapolis Summer Youth Program to use the Orton Gillingham reading program.
- From 2018−2020, Marian conducted dyslexia training for teachers in MSD Lawrence Township, Marion County. Center staff trained and coached 130 teachers in the Orton Gillingham Reading Approach. Students made double-digit gains in reading proficiency rates through the program.
- From 2010−2016, the School of Education provided the *Montana Catholic Teacher Recertification Program*, through which 310 Catholic school teachers in Montana completed a hybrid (in-person/virtual) program for license renewal at Marian. Because there were no graduate-level education programs in Montana, teachers had difficulty maintaining current licensure.
- Since 2007, the School of Education has partnered with Teach for America and The New Teacher Project (now Indianapolis Teaching Fellows) to provide a first-of-its-kind teacher licensure program. The program has trained and licensed over 1,000 teachers to teach in underserved and under-supported schools and neighborhoods throughout the U.S.

In addition to the above projects Marian has managed and implemented, the institution has received several federal grant awards in recent years:

- In 2021 the Richard M. Fairbanks Foundation awarded $3 million for three years to the Klipsch Educators College to provide a five-year program with a one-year residency, enabling students to simultaneously earn a bachelor's and a master's degree in education.
- Klipsch Educators College received a five-year U.S. Department of Education Teacher Quality Partnership program grant of $2.15 million in 2019.

- Marian received a U.S. Department of Justice Grant to Reduce Sexual Assault, Domestic Violence, and Stalking on Campus grant of $309,118 in 2020 to support campus-wide violence prevention and response efforts.
- In 2020 Marian received grants from the National Science Foundation's Robert Noyce Teacher Scholarship Program of $1.17 million and Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) of $650,000 to support undergraduate STEM scholarships and support services.

(C) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

Marian University has a long history of managing grant-funded projects and federal agency funding. The project director will manage the grant program by overseeing the partnership with the schools, connecting with the City Connects and Technical Assistance Center staff, and managing and supporting School Site Coordinators. Table 14 provides a high-level overview of the key tasks, timeline, and milestones for the FSCS project across the implementation period.

Table 14. Marian FSCS Work Plan			
Key Tasks	*Timeline*	*Milestones*	*Person(s) Responsible*
Project Management/All Objectives			
Hire and onboard school site coordinators	By May 2023	Two coordinators hired and trained	Program manager, SES, and SJSHS principals

Hold City Connects information sessions at each school to introduce the program	February 2023	School staff and faculty understand project goals, roles, and responsibilities	Program manager and school site coordinators
Conduct community outreach about the City Connects program	Ongoing, all years	Result in at least one school community event per year	Director of Marketing and Outreach
Objective 1.1 In Year 1, each FSCS will identify capacity areas (infrastructure, community partnerships, integrated student support structures, and professional development) that can be strengthened to improve students' academic success by conducting a City Connects Whole School Needs Assessment.			
Establish the FSCS management team	January 2023	Conduct meetings quarterly	Program manager
Conduct Whole School Needs Assessments	By April 2023	SES and SJSHS assessments completed	Program manager
Objective 1.2 Each FSCS will improve the coordination, integration, accessibility, and effectiveness of services for children and families by establishing and implementing a capacity-building plan.			
Establish the FSCS management team	January 2023	Conduct meetings quarterly	Program manager
Summarize Whole-School Needs Assessments	By June 2023	Assessment results shared with LEAs	Program manager

Hold stakeholder meetings to review assessment results and set overarching goals	By August 2023	Each school establishes City Connects multi-year goals	Program manager
District-level teams use assessment results to formulate City Connects implement-ation goals	By June 2023	School-wide implement-ation goals are established and used to drive intervention strategy selection	Project director
School site coordinator works with stakeholders to implement and monitor progress toward achieving goals	Ongoing Years 1−4	Timely performance monitoring and reporting supports the data-driven implementation	School site coordinator
Objective 1.3 Each FSCS will establish a school-based collaborative leadership team that will lead the implementation of school-wide capacity-building activities and strategies.			
Establish school and district-level teams	August 2023	Meet regularly as outlined below	Program manager and site coordinators
School-level implementation team meetings	Monthly, all years	Meet monthly (or more frequently as needed)	Project manager and school site coordinators

District-level management team meetings	Monthly, Year 1 Quarterly Years 2−4	Y 1 − Meet bi-monthly Y 2 − Quarterly	Project director and program manager
Objective 1.4 At least 50 teachers, principals, and administrators will strengthen their skills for providing integrated whole-child support by participating in a City Connects professional learning community with training, coaching, professional development, curricular resources, and technical assistance.			
Establish an annual professional development plan and schedule for school site coordinators, principals, and teachers	By July 2023 and annually	Annual Opening of School presentation to teachers and principals Weekly one-hour professional development sessions for site coordinators	Program manager
Hold bi-weekly virtual professional develop-ment for school site coordinators	Beginning August 2023 and ongoing	School site coordinators trained to implement City Connects with fidelity	Program manager
Hold quarterly in-person professional development for school site coordinators	Beginning October 2023 and ongoing	School site coordinators trained to implement City Connects with fidelity	Project manager

SES and SJSHS principals attend City Connects professional development group	June or July annually	Principals will attend an annual two-hour profess-ional development session each year with other principals from the City Connects network	Project manager
Provide ongoing professional development opportunities for SES and SJSHS teachers	As determined by implementation teams based on assessment results	Teachers receive training in pedagogical and student support best practices that align with school-wide City Connects goals	School site coordinators
Objective 1.5 City Connects Midwest will partner with external evaluators from Indiana University Bloomington Center for Evaluation and Education Policy (CEEP) to collect data on FSCS performance indicators and use data to conduct program evaluations and provide for continuous improvement of capacity-building services.			
Establish Year 1 and project-duration evaluation plans	By March 2023	Detailed evaluation plans in place	CEEP and project director
Identify baseline sources for all performance indicators	By March 2023	Baseline information supports ongoing data collection for all indicators	CEEP and project director

Conduct formative evaluation	Beginning in Year 1 and ongoing	Provide data to support continuous program improvement	CEEP and project director
Conduct summative evaluation	End of Year 1; annually and/or as required for funder reporting	Understand outcomes of project capacity-building and student services efforts	CEEP and project director
Objective 2.1 Every MSD Shakamak student (n=650 annually) will complete an annual assessment that identifies their social/emotional, family, academic, and health support needs and will receive a customized support plan based on the identified strengths and needs.			
Conduct Whole Class Reviews	Annually, September–November	All students will have a new/updated individualized student support plan created by January/February of each year	School site coordinators
Conduct Individual Student Reviews	Annually, September–June	Individual student reviews will occur on an ongoing basis throughout the duration of the year, with an increased occurrence as students are identified	School site coordinators

		during the Whole Class Review process.	
Establish Individualized Student Plans	Annually, October–December	Students and families are linked to services that support their unique needs	School site coordinators
Re-tier students based on changes in strengths needs	Annually, March–April	Student service plans will reflect their current strengths and needs and grow with them throughout the school year	School site coordinators
Objective 2.2 Each FSCS will establish integrated, tiered, age-appropriate academic, social, emotional, and behavioral supports based on school and student assessment information.			
Inventory community partners and school resources	Beginning in Spring 2023 and ongoing	A completed audit of existing community partnerships and in-school resources will provide a baseline for future community partnerships	School site coordinators
Identify new community-based partners that address students' needs	Following completion of Whole School Assessment and ongoing	Community organizations are identified to provide a range of services and support for students and families	School site coordinator and director of marketing and outreach

Establish school-based enrichment services	Upon completion of needs assessment and Whole Class Reviews in Year 1 and ongoing	Each school has tiered individual, small group, and whole-school programs and services that support student success	School site coordinators and school leadership
Individual Student Reviews conducted	Following Whole Class Reviews (ongoing)	Students with higher levels of support needs receive targeted interventions that are matched to their circumstances	School site coordinator
Objective 2.3 At least 50% of parents/guardians at each school will be engaged in the FSCS project through students' individualized support plans and school-based enrichment activities.			
Parents/ guardians participate in individual student review meetings	Annually (fall/ spring)	Parents/guardians attend individual student review meetings and are contacted about all interventions recommended for the child	School site coordinators and classroom teachers
The school implementation team meetings include a standing agenda item to discuss family strengths	Beginning in spring Year 1 and ongoing	Annual activities engage families in the school community	School site coordinators

and needs data and plans for activities and community partner-ships to enhance and address them			
Parent/family enrichment activities	Following school assessment and ongoing	Regular family engagement/ enrichment opportunities are offered that build upon families' strengths and lessen families' needs	School site coordinators
Objective 2.4 All MSD Shakamak students and teachers will benefit from violence prevention and mental health education through professional development and school-based activities in partnership with Prevent Child Abuse Indiana, Hamilton Center, Inc., and Bring Change to Mind.			
Prevent Child Abuse Indiana provides in-service training for SES	Annual training	All SES teachers invited to participate in annual in-service training	School site coordinator, program manager, school leadership
Hamilton Center, Inc. provides in-service training for SJSHS	Annual training	At least five faculty/staff will be trained each year.	School site coordinator, program manager, school leadership

Site coordinator and school leaders identify a faculty or staff advisor and four student leaders to launch and implement the BC2M club	Spring 2024	BC2M advisor and student leaders identified	School site coordinator and school leadership
BC2M advisory and student leaders receive club startup training/ information	Fall 2024	Advisor and student leaders attend annual BC2M training	School site coordinator
BC2M advisor and SJSHS student leaders develop a recruitment plan and establish a schedule for annual activities	2024 Academic Year, Ongoing	At least 10 students regularly attend SJSHS club meetings	School site coordinator (and club advisor)
BC2M club convened and met regularly	2024 Academic Year, Ongoing	The club will conduct monthly or bi-monthly meetings and establish core activities for the year.	School site coordinator

6. Quality of the Project Evaluation

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

Marian will contract with the Indiana University Bloomington Center for Evaluation and Education Policy (CEEP) to provide external evaluation for the project. Evaluators Christopher Lubienski, Ph.D., professor of education policy at Indiana University and director of CEEP; Jason Curlin, Ph.D. candidate; and Moaaz Hamid at Indiana University School of Education will work closely with the project director to establish mixed-methods formative and summative evaluation plans. CEEP has a long history in program evaluations since its founding in 2005. CEEP will collaborate with the project director and, as relevant with City Connects Team leadership, to determine appropriate methods, collect data, conduct analyses, and summarize results. The CEEP team will meet with the project director monthly to conduct evaluation activities. CEEP will provide evaluation reports on a semi-annual and annual basis and more frequently as needed to comply with all funder reporting requirements. Evaluation plans will guided by the logic model (Figure 7), which includes inputs, activities, outputs, short-term outcomes, intermediate outcomes, and long-term outcomes for the project.

Data sources: Performance measurement data that will be used to track all project indicators, objectives, and outcomes will include information from various sources, as identified in Table 15.

Data collected by the school site coordinator: The school site coordinator will enter student, and school assessment data into the City Connects MyConnects database, which will provide access to aggregate data regarding integrated student support services, community partnership referrals and services, and other implementation information.

Data collected by each school: Each school will share a variety of student data, including attendance, grades, test scores, disciplinary data, and other disaggregated individual-level quantitative data.

Data collected by Boston College Center for Thriving Children (CTC): Through the national City Connects program, the Marian FSCS consortium will conduct a Whole School Needs Assessment in Year 1 of the grant period, which will be administered by CTC using a City Connects assessment process. The City Connects needs assessment gathers information from families, school staff, and school administrators about how they view the strengths of the school community and the barriers to learning that students are facing. In addition, it gathers information about perceived student support needs in the school and the extent to which current processes are meeting those needs. Several survey questions in the needs assessment provide insights into the school's climate. For example, stakeholders are asked how well the following statements describe their school:

- This school has a positive climate overall.
- This school is well organized.
- This school is a welcoming place.
- This school fosters an appreciation of diversity and respect.
- This school provides enrichment activities outside class time that support academic achievement and thriving.
- Staff has high expectations for students.

These indicators will provide insights into how family, staff, and administrators perceive the school environment and how those perceptions align or may differ. This initial information will

be shared in the aggregate with the district and participating schools and used to inform the City Connects implementation of tiered services for students.

City Connects Professional Development modules: The professional learning community includes several professional development sessions led by City Connects staff that are measurable through practice data. For example, in the High-Quality Student Support Plans module, school site coordinators review the components of a high-quality student support plan and practice building one independently. Participants build on this practice by participating in a "collaborative colleagues" discussion to offer feedback on the developed practice plans. In implementing individual student plans, each school site coordinator will document students' plans in the MyConnects portal. The resulting percentage of students in each school with a documented plan that meets the criteria for quality (e.g., by including student strengths, needs, and referrals to supports and services) provides a measurable result from this module. In the Uncovering Root Cause for More Effective Tailoring module, school site coordinators will deepen their skills in preparing for and engaging in root cause analyses to tailor student services. Participants will engage in a group discussion of a case study presented by a school site coordinator. The percentage of students in each school who have completed Individual Student Review in MyConnects, including established goals and completed follow-up, will provide a measurable result for this module.

All data from CTC will be summarized and shared with the Marian FSCS consortium throughout the project as it is available.

Data collected for the FSCS project evaluation: In addition to data from all sources described above, Marian has engaged Indiana University Bloomington Center for Evaluation and Education Policy (CEEP) to provide external evaluation for the project. Evaluation plans

(detailed in Section 6) include plans to track all performance measures using available data from the school, City Connects, and the project. In addition, the evaluators will conduct interviews and focus groups with teachers, parents, students, and principals; collect and review professional learning community results data; and establish additional evaluation methods to ensure that all performance measures are carefully monitored and that data is used to support the consortium to strengthen implementation and achieve all objectives.

Upon notification of funding, the project director will meet with the CEEP evaluation team to establish a detailed evaluation plan for Year 1 and a high-level multi-year evaluation plan. City Connects Team Leadership will be consulted by the CEEP evaluation team in order to explicate the City Connects program goals and to share strategies for measurement. Evaluation methods will be developed with input from the consortium members, including City Connects Program Team Leadership, and revised as needed to fully track all required performance indicators. The project director will complete all federal reporting requirements in consultation with the external evaluators and project staff. Evaluation information will be shared through each school's implementation team regularly to inform future implementation efforts and identify course corrections and opportunities to strengthen progress toward achieving all objectives. The project director will share summative evaluation results with consortium stakeholders annually and more frequently as information is available. The marketing director will communicate with the broader community about project results within the context of the detailed project communication plans. A preliminary list of indicators, methods, and data sources is provided on the following page in Table 15.

Table 15. City Connects Midwest Rural Pilot Evaluation Indicators, Methods, and Data Sources	
Performance Indicator	**Method/Data Source**
(1) Student chronic absenteeism rates	Annual and longitudinal analysis of school performance data from each school and the Indiana Department of Education
(2) Student discipline rates, including suspensions and expulsions	Annual and longitudinal analysis of school performance data from each school and Indiana Department of Education; interviews with school administrators
(3) School climate information	Student, parent, or teacher surveys and interviews on school climate and culture; school discipline reports; Marian FSCS consortium Whole School Assessment findings and report
(4) Provision of integrated student supports and stakeholder services	Review of inventory of community supports (completed in Year 1); focus groups and/or interviews with students, parents, and community stakeholders to understand how well-integrated student supports meet the needs of the school community
(5) Expanded and enriched learning time and opportunities	Interviews with teachers; results from classroom observations and follow-up discussion with

	teachers (including MyConnects aggregate report summaries)
(6) Family and community engagement efforts and impact	Interviews with parents and community stakeholders
(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	Annual and longitudinal analysis of school staffing data from each school and Indiana Department of Education
(8) Graduation rates	Annual and longitudinal analysis of school performance data from each school and the Indiana Department of Education (after 3 years implementation)
(9) Changes in school spending information	Annual school budget review (as appropriate)
(10) Collaborative leadership and practice strategies	Documentation of school site coordinators' and principals' participation in Indiana and regional professional learning communities; annual professional development plans for FSCS teachers and staff; professional development learning outcomes and results from pre-/post-tests for specific training

(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	Periodic review of district-level management team agendas, meeting notes, and attendance records
(12) Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement	Annual school and student assessment summaries; evaluation reports. Impact on academic achievement expected after 3 years of City Connects implementation.
(13) Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment	Implementation of team agendas, meeting notes, and attendance records; partnership inventory information and mapping to assess how community partnerships are organized, communication flows, and effectiveness of collaboration; annual City Connects satisfaction surveys with community partners.

(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

CEEP evaluators will work with the project director and consortium members, and consult City Connects Program leadership as appropriate, to complete formative and summative evaluations.

Formative evaluation mechanisms will be built into the daily program utilizing the project's workflows to organically gather data relevant to Key Performance Indicators (KPIs). This will allow the evaluation team to generate information about the effectiveness of implementation strategies, including performance dashboards and reports designed to minimize the lag between data collection and implementation. The performance dashboards and reports would inform subsequent program design and implementation. The project director and evaluation team will meet at least bimonthly to review formative evaluation findings or flag any immediate concerns as soon as identified, irrespective of the meeting schedule. The project director will share evaluation information with the project management team and lead periodic discussions about opportunities to strengthen activities and improve results. Formative data will include data collected by the school site coordinators, project manager, and project director, as well as qualitative data from focus groups and interviews conducted by the evaluators. By regularly reviewing quantitative and qualitative data from various sources, the consortium will be well positioned to use data to inform the design and direction of the project.

(C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes

CEEP evaluators will establish annual evaluation plans that align with the Marian FSCS consortium's work plan to collect, summarize, and share valid and reliable performance data that enables the consortium to closely monitor progress toward achieving relevant outcomes. The evaluators will identify sources for high-quality baseline data at the outset of the project period and compare future results against these baselines. When accurate, reliable baseline data is unavailable, the CEEP will work with the project director and project management team to establish relevant indicators that can be used throughout the project period.

CEEP will work with the project director and project management team to establish plans to collect qualitative data through interviews and focus groups with various project stakeholders. CEEP will complete Institutional Review Board application or waiver processes as appropriate to the scope of the evaluative activities being conducted. This practice will ensure that data provided by individuals who have participated in the interventions are provided in ways that generate reliable information to contribute to the overall evaluation that does not interfere with their real or perceived benefits from the services students and families receive.

The project will benefit from various available data from the schools, Indiana Department of Education, City Connects, and other sources, as described above.

MyConnects City Connects Software: The City Connects Technical Assistance Center at the Center for Vibrant Schools will facilitate access to aggregate data from *MyConnects,* the licensed City Connects data management platform. Data that will be available from the MyConnects system will include some aggregate data at the school level from:

- service provider information
- aggregate information about the specific services and tiers of services students receive
- aggregate numbers of students served at each grade level and at the classroom level
- the percentage of students participating in each tier of services

At the project's outset, each school will provide student data using a unique student identifier, which will be transferred into the project database. Once student records are created, the school site coordinator will be able to track each student's individualized support plan, the tier of the services they receive, and the progress students are making. The school site coordinator will input data from assessments and implementation activities. The platform will enable school site coordinators and the program manager to generate reports to track core activities. Using this

standardized, program-specific tool will contribute to the availability of aggregate high-quality, valid, reliable performance data for the outcomes of interest.

Figure 7. City Connects Midwest Rural Pilot Project Logic Model

Inputs	Activities	Outputs	Intermediate Outcomes	Long Term Outcomes
• Marian infrastructure to support and sustain Center • Program manager and staff expertise with established community relationships and growing baseline knowledge • Boston College partnership • Evidence-based City	1. Establish FSCS partnerships with rural, high-needs Shakamak Elementary and SJSHS 2. Conduct established City Connects Needs Assessment process with school partners 3. Based on needs assessment, conduct community outreach to establish partnership networks with local support services and agencies 4. Implement collaborative leadership practices within the City Connects model through: • weekly coaching calls • weekly professional development sessions on integrated student support	1. 2 LEAs served 2. 2 site coordinators trained 3. 56 educators trained 4. 650 underserved children and families engaged 5. 650 students complete assessment	At SES/SJSHS: 1. % increase in attendance 2. % of students demonstrate positive social-emotional outcomes 3. % increase in statewide ELA and math assessments	1. MSD Shakamak's full-service commu-nity schools demonstrate improved coordination, integration, accessibility, and effectiveness of services for underserved children and their families.

Connects model (including programmatic, technical assistance, and data resources) • Shakamak Elementary and Shakamak Junior/ Senior High School • Prevent Child Abuse Indiana • Hamilton Center, Inc. • Bring Change to Mind	• annual three-day onboarding training • bi-monthly technical assistance support meetings with school leaders • learning community for site coordinators and principals 5. Support LEAs to provide tiered, integrated student supports 6. Engage parents, guardians, and family members through student assessments and plans and in enrichment and support activities 7. Provide mental health education to SES and SJSHS teachers and SJSHS students 8. Conduct formative and summative evaluation; gather KPI data (annual surveys, interviews, and focus groups with beneficiaries, principals, teachers, parents, and community partners)	6. number of students who receive individualized student support plan 7. number of stakeholders engaged	4. % decrease in chronic absentee-ism 7. School staff increase know-ledge of and skills for addressing mental health and trauma-related challenges	2. Marian's City Connects Midwest Center has expanded its capacity to serve rural LEAs.

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