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# DCPS Connected Schools – Feeder Pattern Capacity Building

**Submitted by:** District of Columbia Public Schools, CASA for Children of DC, DC Food Project, and George Washington University

U.S. Department of Education FY 2023 Full-Service Community Schools Program

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## Need for Project

DC Public Schools (DCPS) and its Consortium of partners including CASA for Children of DC (CASA DC), DC Food Project, and George Washington University (GW) are seeking to expand the DCPS Connected Schools model to two new elementary schools to expand pipeline services through feeder patterns in the Ward 7 and 8 communities of Washington, DC.

Community members of Wards 7 and 8 face deep-rooted inequities that have resulted in prolonged and extreme circumstances for many residents. The poverty rate for Wards 7 and 8 families is 20%, compared to the District Columbia poverty rate of 10%, and 16% of residents 16 and older are unemployed in these neighborhoods (DC Health Matters, 2023). Less than 20% of Ward 7 and 8 residents hold a bachelor's degree or higher. Moreover, homicides increased in school year 2020-21 by higher rates in Wards 7 and 8 than more affluent Wards in other parts of the city (DC Policy Center, 2022) and as of July 31, 2023, homicides have increased by 15% in the district overall compared to the same period in 2022. In the winter of 2023, when the Office of the State Superintendent (OSSE) released the new designations as detailed in the DC Every Student Succeeds Act (ESSA) state plan, all DCPS identified schools for Comprehensive Support and Improvement (CSI) were located in Wards 7 and 8. On the 2022 PARCC assessment, DCPS schools in Wards 7 and 8 had a 13% proficiency in ELA and 4% proficiency in Math compared to 67% proficiency in ELA and 50% proficiency in Math in the more affluent Wards 2 and 3. Further, the SY 22-23 year-end chronic absence rate for DCPS schools in Wards 7 and Ward 8 was 59% compared to 21% for DCPS schools located in Wards 2 and 3. The suspensions per 100 for DCPS schools in Wards 7 and 8 was 20.43 compared to 5.74 per 100 in Wards 2 and 3.

In response to these circumstances, DCPS launched the Connected Schools Model in 2019 which currently operates at all traditional DCPS middle schools east of the river in Wards 7 and 8 and in two of the 3 traditional high schools. DCPS is eager to continue building capacity of its feeder patterns to reach students and families as soon as they begin with DCPS. With the support of Full-Service Community School (FSCS) grant funds, DCPS and our partners will be able to serve an additional 626 elementary students and their families at two elementary schools in our existing feeder patterns, Kimball Elementary (Kimball ES) and Malcolm X Elementary (Malcolm X ES), that feed into current Connected Schools middle and high schools.

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

## Quality of Project Design

### A. Overview & Description of Eligible Entity

DC Public Schools (DCPS), CASA for Children of DC (CASA DC), DC Food Project, and George Washington University (GW) serve as the Eligible Entity in launching two new DCPS Connected Schools and expanding upon the success of the existing fourteen Connected Schools to ensure a pipeline of services continues to grow through feeder patterns in the Wards 7 and 8 communities. Through this expansion of Connected Schools, Kimball ES and Malcolm X ES will adopt and implement the full-service DCPS Connected School Model. Through this capacity building project, we will (1) fully embed the DCPS Connected School Model into two new school sites and across the LEA's strategic plan, (2) elevate and empower the role of a Connected School Manager (CSM) as a senior leader within the two school sites, (3) pursue sustainability through a collective impact approach, and (4) infuse new or expanded services into the two school sites to meet new or existing needs in the school communities.

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

Elements – the Connected School Manager role, healing-centered practices, authentic community and family engagement, strong student-support systems, academic enrichment, and place-based services.

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

DCPS Connected Schools are schools that partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement in order to ensure all students thrive in school and in life. The Connected School Model has six (6) key elements:

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

- 6. Academic Enrichment** - Schools provide personalized opportunities that enrich the learning experience, allow students to explore their own interests, and make school more meaningful and rewarding.

Research shows that Full-Service Community Schools break down barriers to student success and accelerate student achievement when implemented with fidelity. The DCPS Connected School Model is an evidence based, long-term strategy to increase outcomes for students and families. To that end, each Connected School works to phase in best practices within four critical areas of implementation (see full CS best practices in Exhibit 1):

- **Building Mindsets and Culture** - Schools will establish a shared vision of what it means to become a Connected School and will facilitate ongoing professional development that builds staff and leadership mindset around putting students and families at the center.
- **Creating Connected School Structures** - The CSM and school leaders will begin building school structures to ensure services are aligned and proactive. This includes building or re-organizing school-based teams, evaluating roles and responsibilities across the school, and executing a Community Mapping protocol to determine needs as well as assets of the community.
- **Facilitating Community Engagement and Collaborative Design** - Schools will develop the capacity of staff to build and sustain positive relationships with families to elevate student and family voice in decision making. Schools will empower their existing or new community/parent organization to help guide implementation, facilitate multiple community design sessions, and enhance already-existing engagement structures such as relationship-building home visits.

- **Establishing Student-Centered Priorities and Goals** - Schools will establish priorities and goals in their first year that align to needs assessment results and will embed these priorities within their Comprehensive School Plan (CSP). The CSP is used to drive action plans at the school level, and also guide support from teams across the DCPS Central Office.

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

- *Aligning the resources of the District for cohesion:* DCPS and DC government have many education-related initiatives and priorities to implement throughout the year. By aligning the metrics and goals of Connected Schools to the priorities and goals of other teams, agencies, and the Connected Schools themselves, we have established concretely and collaboratively that we are rowing together, in the same direction. By fully embedding the Connected School Model into the DCPS strategic plan, DCPS has created

an opportunity for stronger alignment and collaboration between different offices and teams both within DCPS and with external DC government agencies that do not always have formal pathways to collaborate or have initiatives that duplicate services. Thus far, in our first years of implementation, we have seen increased collaboration through the Mayor's Community School Advisory Committee, the DCPS Connected Schools Advisory Group, the Connected School Managers Professional Learning Community, and through collaboration with DCPS instructional superintendents. Connected Schools remain a top priority of the Chancellor, and the oversight of Connected Schools is embedded into the job description of DCPS' Deputy Chancellor.

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

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

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

This project, DCPS Connected Schools – Feeder Pattern Capacity Building, fulfills Absolute Priority 1 in that the two school sites are eligible for a schoolwide program under section 1114 (b) of the ESEA as part of a community-or-district wide strategy. By virtue of DCPS being a Title I school district, all DCPS schools, with the exception of one, are schoolwide operated. The two school sites—Kimball ES and Malcolm X—meet this federal requirement as a result of their poverty rates being over 40%.

This project fulfills Absolute Priority 3 in that this project seeks to develop the infrastructure and coordination to create two new community schools and to intentionally build the capacity of feeder patterns by launching new elementary schools. Expansion of the full-service community school model to these elementary schools in particular, aids in fulfilling a more robust pipeline of services PK-12 to support the most underserved communities in Washington, DC. Further, this project will leverage deep community engagement activities and a robust Community Mapping process to identify new activities and partnerships that will build from the initially identified activities within this proposal.

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

Over the past decade, DCPS has been recognized as the fastest improving school district in the country compared to expected academic growth (DC Public Schools, 2020). At the same time, DCPS still has significant disparities in opportunities and outcomes, particularly for

students of color. DCPS has also been a part of the national conversation around structural racism in America and opportunities for our system to transform in line with our values. DCPS combines this commitment to eliminating the predictability of outcomes, along with the science of learning and development which shows that every single young person's potential can be unlocked if they are in safe, supportive, and relationship-rich environments. This system and school-level transformation initiative is DCPS' collective journey to become a whole child-centered, anti-racist school system, called "DCPS Becoming".

DCPS Becoming, as well as Connected Schools, invest in several layers of foundational work to build a whole child, anti-racist school system that will better meet students' social, emotional and academic needs. Investments include extensive professional development for DCPS staff around brain science and anti-racism work; the development of a Whole Child Framework which helps to identify, assess, and change our systems, policies, and practices at the district-level; seeding and funding of proof points of whole child, anti-racist work in action; and engaging the community. As a model grounded in healing-centered practices and student support systems that ensure the needs of the whole child are met, the Connected Schools model puts the Whole Child Framework into action at each school site.



Figure 1

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

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

Multi-tiered Systems of Support (MTSS) is the “Intervention and Enrichment Structure” used by DCPS Connected Schools to ensure targeted supports are coordinated and accessed for every student. MTSS uses a tiering system that matches students with supports that directly speak to identified needs in attendance, behavior, SEL and/or academics.

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

At Connected Schools, the bulk of CSM' role in MTSS lives in the first three steps of the MTSS cycle, wherein collaborative review of student referrals take place, and interventions are identified and coordinated – cultivating tier 1, 2, and 3 supports and partnerships based on school and student need. CSMs are tightly integrated throughout the cycle beyond these steps, participating on MTSS leadership teams, as well as attending bi-weekly tier level meetings as needed.

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

Given that full-service community schools are considered an evidence-based strategy for equity in schools under ESSA, it is a critical component of the Connected Schools model that all staff – CSMs, teachers, and school-based community partners – are given ample opportunity to learn how to apply anti-racist practices in their daily work as leaders in education. As part of the monthly Professional Learning Community (PLC), CSMs cultivate their equitable leadership practices in trainings with AD4D. AD4D works to create an equitable world through accessible, anti-racist trainings that share practical methods for being an equitable leader that actively dismantles white supremacist workplace culture. Previous topics have included giving and receiving feedback, the seven cultural dimensions, facilitating gatherings and one-on-one check-ins, and upward management.

In addition to PLCs for CSMs, school and district staff also have access to several professional development opportunities offered by the Equity Strategy and Programming team, including Anti-Racist Educator University, which offers on-going, self-paced learning that

includes micro-credentialing, Courageous Conversations trainings which give staff members a framework to talk about race, and affinity spaces wherein staff can have brave conversations about race.

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

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

The Connected Schools team has collaborated with the Family Engagement team to develop and launch a new professional learning opportunity for all Connected Schools to build and implement evidence-based family engagement structures and practices. At Kimball ES and Malcolm X ES, a Connected Schools Specialist will serve as a coach for the newly established Family Engagement Leadership team. Additionally, the Connected Schools Specialist provides extensive support to CSMs on their community mapping process to ensure student, partner, and family voice is represented at critical decision points.

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

Since the inception of Connected Schools in SY19-20, the Connected Schools team and the 14 school sites have coordinated resources and supports regarding violence prevention and intervention – from emergency supports quickly organized by CSMs in the aftermath of a crime, to cultivating new partnerships to stop violence at its root cause. However, the urgency to focus more deeply on community violence prevention has become apparent as crime rates (particularly violent crime) have risen (DC Policy Center, 2022). In SY 21-22, homicides in Wards 7 and 8 in the District not only increased but increased at a much faster rate than the other six Wards (DC Policy Center, 2022). As of early August 2023, Wards 7 and 8 experienced over 41% of the violent crimes reported across the city. Clearly reaching a crisis point, the Connected Schools team is working to support schools with a wide range of violence prevention and intervention supports and opportunities.

First, the two school sites, as members of the Connected Schools cohort, will access the current support and opportunities from the Connected Schools team to implement new violence intervention strategies through partner programming. By year two, both school sites will implement trauma responsive strategies such as trauma-focused small group intervention through Wendt Center. The Wendt Center’s programming includes small group therapy utilizing the Trauma Focus Cognitive Behavioral Therapy approach. Research demonstrates that Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is effective for diverse, complex trauma experiences among children of different developmental levels. TF-CBT is one of the most empirically supported interventions for young people suffering the adverse effects of trauma

exposure. Over 20 randomized control trials have found TF-CBT to be a superior treatment compared to other treatment approaches for improving children's trauma symptoms (Trauma-Focused Cognitive Behavioral Therapy, 2021).

Additionally, cross-sector partnerships with universities have brought several more programs to our communities. In collaboration with GW, both school sites will operate ArtReach as part of their in-school or out-of-school programming. Schools have been eager for innovative therapeutic programming such as art therapy to provide a safe place for students and families to come together to discuss community challenges. With increased violence, these types of community wide partnerships will be essential to engaging families in trusting conversations that will lead to locally designed solutions, as well as healing for children and adults. In addition to addressing conversations on community violence, extensive research on art therapy in adults and children demonstrates that art therapy can contribute to higher self-esteem, reduced inattention, reduced stress, and more (Georgetown Behavioral Health Institute, 2016)

Moreover, to build the skills of staff and Connected School Managers (CSMs), an opportunity with the University of the District of Columbia (UDC) is being explored for school communities to participate in UDC's Violence Prevention & Community Wellness Initiative – Gun Violence Prevention Certification Program. The certificate program examines violence prevention through the lens of theory, trauma, and identity and discusses police and community relationships culminating with a field experience. Several techniques are examined that youth can utilize in their school communities to help stem violence amongst their peers and participants will work with their school's youth to develop their own violence prevention plan for their home and school communities.

In addition to direct programmatic support of the two school sites, the Connected Schools team is also actively coordinating with the DCPS Community Engagement team who is deeply embedded in citywide school safety efforts. Through this collaboration, Connected Schools participate on the Deputy Mayor for Education and Mayor Bowser's School Safety and Safe Passage Working Group. This Working Group supports an array of targeted strategies to ensure students can get to and from school safely every day. In FY22 and in collaboration with the working group, Mayor Bowser invested [REDACTED] to provide an additional 215 safe passage personnel in seven priority areas across six wards and 47 schools in partnership with six community-based organizations. Safe passage personnel who are strategically placed in major transportation areas such as the metro and bus stops to monitor students traveling to and from school. Though the concept of safe passage is still fairly new, one promising study (Curran, 2014) saw a statistically significant reduction in crimes in targeted safe passage school areas in Chicago.

In FY22, Mayor Bowser also invested [REDACTED] to launch DC School Connect, a school micro-transportation program that grew to serve 32 DCPS and charter schools in Safe Passage areas in Wards 7 and 8, including six existing Connected Schools as well as the proposed new sites, Kimball ES and Malcolm X ES. Vans and sedans are used to provide student transportation to and from school with "micro stops" near each school.

With all of these collaborations in place, the Connected Schools team is intentionally helping to connect efforts in a coordinated way through the CSMs at each school. The team continues to have an active presence in other cross-agency meetings where community violence is often a topic of discussion, including OSSE's Community School Advisory Board, Children

and Family Services Agency meetings, and Coalition for Community Schools’ nationwide leadership convenings and works to streamline information and opportunities from the city to the school level so that localized solutions can be put in place.

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

While 45% of all DCPS students are at-risk, 82% of Malcolm X ES students and 85% of Kimball ES students are considered to be at-risk. Table 1 below provides a breakdown of the demographics of both schools compared to the DCPS average (see below in Table 1).

<b>Table 1. Malcolm X ES and Kimball ES Demographics</b>			
	<b>DCPS</b>	<b>Malcolm X ES</b>	<b>Kimball ES</b>
Total Enrollment	50,317	198	400
% Black	57%	100%	98%
% Hispanic	21%	1%	1%
% White	17%	0%	1%
% Asian, Multi-racial, Other	5%	0%	1%
% ELL	16%	2%	1%
% SPED	15%	15%	13%
% At-Risk	45%	82%	85%

- **Malcolm X ES** is an elementary school, located in Ward 8 in the Congress Heights neighborhood. Malcolm X ES served 198 students in SY21-22, 82% of whom are at-risk, 15% receive special education services and 16% are experiencing homelessness. Malcolm X ES feeds into Johnson MS, which feeds into Ballou High School- both are existing Connected Schools, building a full PK3-12 pipeline for this feeder pattern.
- **Kimball ES** is a Ward 7 elementary school located in the Greenway neighborhood that served 400 students in SY21-22. 85% of the student population is at-risk, 13% of students receive special education services and 8% are experiencing homelessness. Kimball ES feeds into Sousa MS, which feeds in Anacostia HS, both of which are existing Connected Schools.

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

As measured by the NAEP, DCPS continues to be one of the fastest improving urban school districts in the country (DC Public Schools, 2020). Despite many advancements, many DCPS students remain historically and institutionally underserved. DCPS sees vast inequities, most of which are within the critical areas of academics, engagement, health, mental health and social emotional supports. Key metrics are summarized below in Table 2.

**Table 2. Needs Assessment Metrics**

Indicator	DCPS	Malcolm X ES	Kimball ES
<b>Academic</b>			
<b>PARCC ELA Proficiency (2022)</b>	35%	8.3%	18%
<b>PARCC Math Proficiency (2022)</b>	22%	2.38%	7%
<b>Reading Inventory (SY22-23 EOY)</b>	52%	26%	Data incomplete
<b>I-Ready (SY22-23 EOY)</b>	51%	28%	28%
<b>DIBELS (SY22-23 EOY)</b>	72%	64%	62%
<b>GOLD Literacy (SY22-23 EOY)</b>	94% meeting or exceeding	83% meeting or exceeding	80% meeting or exceeding
<b>GOLD Language (SY22-23 EOY)</b>	91% meeting or exceeding	81% meeting or exceeding	77% meeting or exceeding
<b>GOLD Social Emotional (SY22-23 EOY)</b>	94% meeting or exceeding	90% meeting or exceeding	85% meeting or exceeding
<b>Family Engagement</b>			
<b>Family Satisfaction (Spring 2023)</b>	83%	93%	86%
<b>Family and Community Engagement: Insight Survey (Spring 2023)</b>	4.4	Not enough data	2.6
<b>Social Emotional Support/Mental Health</b>			
<b>Loved, Challenged and Prepared (Spring 2023)</b>	44%	53%	85%
<b>Loved (Spring 2023)</b>	56%	63%	90%
<b>Suspensions per 100 (SY22-23 EOY)</b>	12.51	12.44	8.39
<b>Other</b>			

<b># Experiencing homelessness (SY21-22)</b>	2,942	Data not available	Data not available
<b>In-Seat Attendance (SY22-23 EOY)</b>	85.94%	84.25%	84.59%
<b>Chronic Absenteeism (SY22-23 EOY)</b>	49.45%	67.94%	66.67%

- **Malcolm X ES Needs Assessment**

While the percent of students who were below basic on the DIBELs literacy assessment decreased significantly from the Beginning of Year (BOY) assessment window, at 72%, to the End of Year (EOY) window at 38%, Malcolm X still has more students scoring below basic at EOY compared to DCPS. 28% of students were below basic across the District, while at Malcolm X ES, 36% of students ended the year below basic. At the end of SY22-23, 26% of Malcolm X ES students were proficient or advanced on the Reading Inventory (RI) assessment compared to 52% across DCPS. Moreover, Malcolm X ES experiences challenges because of the prolonged and systemic racism and oppression of Ward 8 communities. The school is located in one of DC's many food deserts and has seen 37 violent crimes within a 2,000-foot radius to the school thus far in 2023 (DC Crime Maps, 2023).

However, despite the challenges, there are many critical assets in the Malcolm X ES community. Malcolm X ES hosts an established reading program with Johnson MS (their feeder middle school and existing Connected School) students that pairs Johnson MS 7<sup>th</sup> and 8<sup>th</sup> graders with Malcolm X ES 1<sup>st</sup> graders for read aloud circles. Additionally, Malcolm X ES also partners with Ballou HS (their feeder high school and existing Connected School) to host Ballou HS students as afterschool volunteers. Malcolm X ES is home to a UPO Early Learning Center. Early Head Start programming at the center focuses on the first 1,000 days of a child's life — from birth through age 3. All children are screened within the first 45 days of entry for health and developmental delays. UPO develops strategies to address the needs of children and families

who face challenges associated with disabilities, homelessness, and foster care, as well as different languages and diverse cultural backgrounds. UPO's classrooms have a special focus on comprehensive services including health, nutrition, and mental wellness. Additionally, Malcolm X ES hosts a monthly Parent Cabinet meeting with Principal Zara Berry-Young and the school social workers, which have an average attendance of 10-20 parents.

- **Kimball ES Needs Assessment**

On DIBELS, 18% of students scored well below benchmark on the 2021-22 End of Year (EOY) assessment, which is a notable improvement from 39% scoring well below benchmark on the Beginning of Year (BOY) assessment. However, on the PARCC assessment, students are still scoring below where they were prior to the pandemic. On ELA, students scored at 20% proficient in ELA compared to 18% in 2022. The gap in math scores was even more steep, with 21% scoring proficient in math prior to the pandemic, compared to 7% in 2022. Kimball ES has also seen a need to address students' social emotional and mental health. Thus far in 2022, 106 crimes were reported within a 2,000-foot radius of Kimball ES, including 32 violent crimes (DC Crime Maps, 2023).

Kimball ES is looking to build a strong school culture grounded on the belief that families are powerful partners in supporting a student's success. On the DCPS Insight Teacher Survey administered in Spring 2023, Kimball ES received a score of 2.6 on the Family and Community Engagement Index, while the DCPS average is 4.4, highlighting a need to prioritize a culture of family engagement. This index measures perceptions of the relationships teachers have built with students' families and the systems in place for keeping families involved in students' education. Kimball ES will be entering a partnership with the Flamboyan Foundation to begin laying the groundwork for family engagement, including establishing a Family

Engagement Leadership Team (FELT). Kimball has also been building on feeder connections, including building a partnership with Sousa MS (their feeder middle school and existing Connected School to collaborate on family and student facing events. In addition to these growing assets, Kimball ES has a bevy of existing community connections that provide critical supports to the school such as a partnership with Hogan Levels, a law firm that provides volunteers for Reading Partners, as well as covering the costs of their partnership with DC Scores. Kimball ES also partners with the Nationals Youth Baseball Academy, Full Gospel Baptist Church, and Little Rock Church who all support with donations and volunteering and are within walking distance of Kimball ES.

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

While the Consortium has conducted an initial needs assessment of Malcolm X ES and Kimball ES, Connected Schools are founded on deep and robust engagement to inform priorities and selected activities. Every Connected School completes an annual Community Mapping process, the DCPS version of a traditional needs assessment and asset mapping process (see Exhibit 2). This process is comprised of a thorough needs assessment of students, staff, families, and partners that includes surveys, interviews, empathy activities such as a shadow-a-student day, and focus groups. The needs assessment is complemented by an asset map of all school-based and neighborhood assets. For new Connected Schools, the Community Mapping process takes place from the beginning of the school year through the end of the year, with a goal of reaching 75% of stakeholders.

The Community Mapping process is comprised of surveys, empathy activities, focus groups and interviews for all three stakeholder groups, as well as focus groups with students in each grade level, groups of staff, and at least one group of parents in each grade level. The needs

assessment seeks to learn the priorities each stakeholder group has for the school, including what programming and partnerships they would like to see, where families need support (e.g., basic needs, job placement, support groups etc.), what enrichment activities students would like to attend, and any barriers to attendance or success in the school.

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

These results directly inform not just the development of the school's budget, but also guide the next school year's Comprehensive School Plan development. Results are shared broadly with all stakeholder groups through community meetings to review trends, discuss data highlights and identify next steps. Malcolm X ES and Kimball ES will begin their community mapping process within the first 30 days of the first school year of full implementation. Community mapping has served as a strong method for building relationships quickly for new CSMs and will also help inform what CSMs should prioritize as they launch implementation of the model. The CSMs will work with the Specialist, Connected Schools to create Community Mapping project plans, and will establish a team of school colleagues to help with implementation of focus groups and interviews.

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

The DCPS Connected Schools Model was designed in partnership with a coalition of stakeholders from government agencies, schools, community-based organizations, and community members, using the four pillars of full-service community schools, as defined by Oakes, et al. (2017).

- **Integrated Student Supports**

Each school site has an existing community of partners that touch on the pillars – serving students academically, socio-emotionally, and more. Through the introduction of the Connected Schools model, services will be further integrated and streamlined in the school building, and new services will be identified. The CSM role adds a layer of cohesion to the student support systems at school sites by serving across the various teams to ensure a lack of duplication of effort, coordinating projects across various teams, and staying apprised of the priorities each team is pushing forward. The addition of the CSM allows schools the strategic oversight needed to elevate the work of partners and develop integrated systems to monitor student and partner progress through the Connected Schools database and MTSS systems.

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

CSMs utilize several systems to support and monitor partnerships that help achieve integration schoolwide. The Connected Schools database integrates several functionalities for partner roster tracking, basic needs tracking, referral tracking, and more. Through the database,

CSMs are able in real time to see student data - pulled from DCPS' student information system - compared with their aligned supports to monitor their progress. Further, students are referred for tier 3 supports through two universal referral systems – one for mental health support and through the MTSS referral process for all other resources and tiered supports.

At the District level, schools receive back-end support from several teams to deploy their data systems, and to coordinate the work of school-based positions that ensure students supports are coordinated and integrated. The Connected Schools team maintains the Connected Schools database and conducts extensive partner research and cultivation to support CSMs with finding the right partners for their school needs. Schools also have a network of school-based personnel who coordinate with one another and with Central Office leaders to ensure supports stay aligned and integrated. For instance, CSMs work hand-in-hand or sometimes serve in the following roles: McKinney-Vento Liaisons, who work with the Families and Youth in Transition team to case manage families experiencing homelessness; and School Based Health Coordinators, who work with the mental health team to coordinate universal referrals and manage clinical partners.

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

Academic enrichment is one of the six elements of Connected Schools and is a critical lever to foster both academic success and cultivate joy among students. Both school sites will launch academic enrichment programming through JumpStart in Year 1, as well as GW Math Matters during Year 2. At the school level, both school sites will focus on expanding out of school time opportunities beyond current offerings. Utilizing initially identified community needs and future Community Mapping results, Malcolm X ES and Kimball ES will offer a diverse range of partnership activities. Both school sites will be matched with further potential partners after completing their Community Mapping, to ensure that student and family voice is

represented in decision making. Potential partners will first offer short “pilot” programming, which will follow with feedback from the community on the partner’s offerings before moving to a full partnership.

At the district level, the Connected Schools team coordinates with several teams to source high quality enrichment partners for school sites. Through coordination with DCPS teams such as Music and Visual Arts, School Partnerships, Out of School Time, and more, the Connected Schools team advocates for Connected Schools to be the ‘go-to’ schools when a new resource or opportunity comes along for prioritization.

- **Active Family and Community Engagement**

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

At the school level, in Year 1, Kimball ES will be joining the Flamboyant Foundation’s Family Engagement Partnership (FEP), a multi-year partnership that supports building a culture of effective family engagement within the school. Flamboyant provides funding, training, and coaching, while schools create a Family Engagement Leadership Team (FELT) to support the practice of effective family engagement within the school. Malcolm X ES will participate in the

Family Engagement PLC through Connected Schools and DCPS' Family Engagement team, which brings together non-FEP Connected Schools to support them with capacity building of FELT teams, as well as critical guidance to meet established family engagement goals.

Additionally, both school sites will offer enhanced relationship building activities such as Parent Cafés. The Parent Café model, led by Be Strong Families, supports families to become leaders in their school community through hosting community-led conversations with the support of the CSM.

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

- **Collaborative Leadership and Practices**

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

At the school level, CSMs lead or participate on several collaborative teams comprised of various stakeholders to ensure strong student support systems, as well as to ensure the voice of students and families live in the design of the Connected School model at their school site. Every

DCPS school has a Local School Advisory Team (LSAT), a collaborative decision-making board with a diverse range of representatives, including families, teachers, community members, administrators, CSMs, and -- in secondary schools -- students. The LSAT informs several critical decisions around budgeting, goal setting, and more. New Connected School sites will also include a Connected School Committee (CSC) within the first quarter, which will supplement the LSAT with further oversight of Connected School goals, as well as targeted support for community and family engagement efforts in collaboration with the Family Engagement Leadership Team.

At the district level, Connected Schools team members both lead and participate on multiple cross sector groups. In the last two school years, DCPS has hosted an internal Connected Schools Advisory Group that supported the Connected Schools team with organizing centrally led resources for Connected Schools. This school year, the internal advisory group will shift into cross-sector Connected Schools Advisory Group, which will work to coordinate government and partner services in schools, as well as bring community voice to district level decision making conversations. In particular, the group plans to focus on addressing the rising increase of violence in Connected Schools communities and will bring together community advocates, violence interrupters, Safe Passage providers, DCPS content teams as well as sister agencies such as the Office of Neighborhood Safety and Engagement (ONSE) and Deputy Mayor for education (DME).

In addition to leading The Connected Schools Advisory Group, the team also sits on the Office of the State Superintendent of Education's Community Schools Advisory Committee, which oversees all full-service community schools in DC. This Committee is charged with taking a holistic view of various community school efforts across DC Public Schools and DC Charter

Schools to share lessons learned, resources and best practices. And finally, the Connected Schools team fosters collaborative practices through the Professional Learning Community (PLC) established for Connected School Managers. In the monthly PLCs, CSMs participate in equitable leadership trainings, as well as share best practices across schools to deepen their skills in collaborative leadership and in working with Principals, families, students and partners. This is integral in ensuring all stakeholders have a voice on the ground and that CSMs are effectively collaborating and leading “with the community” and not “to the community.”

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

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

The tables below (Tables 3 and 4) outline the 13 required indicators and the six objectives of this project, which are aligned to the elements of the Connected School Model and the pipeline services that will be implemented. The chart also includes the goals and outcomes that the project aims to achieve. These measures are phased in in accordance with the strategy described above. The student outcomes this initiative aims to achieve are inclusive of GPPRA and the 13 required indicators. The measures are also consistent with metrics used across DCPS

to measure student success including, responses to the Panorama survey which measures social emotional wellbeing among students and families, the Teacher Insight survey which measures school climate, and metrics for student attendance and academics.

**Table 3. 13 Required Indicators.**

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

**Continued on next page**

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

	Type of Goal	Measure	Target
<b>Required Indicator</b>	<b>Connected Schools Elements: Strong Student Support Systems and Connected School Manager</b> <b>Project Objective #1: Ensure systems are in place to coordinate and align new and existing services so that students receive the necessary interventions, avoiding duplication of services and maximizing partner resources.</b>		
10	Key Implementation Milestone	Hire and onboard full-time Connected Schools Managers (CSM) at Kimball ES and Malcolm X ES and integrate them into the CSM learning community	<b>May 2024</b>
12	Key Implementation Milestone	Conduct annual community mapping needs and asset assessment of the school community	<b>Annually in Spring</b>
13	Key Implementation Milestone	Establish Connected Schools Committee (CSC)/ Local School Advisory Team (LSAT), to organizes school personnel and community partners into working teams focused on specific issues identified in Community Mapping	<b>Summer 2024</b>
12	Key Implementation Milestone	Train CSM on the Connected Schools Database and establish routines for using the data to assess program quality and progress	<b>Winter 2024</b>
10	Key Implementation Milestone	Facilitate monthly Connected School Professional Learning Community sessions and ongoing one-on-one coaching	<b>Fall 2024</b>
11	Key Implementation Milestone	Establish regular convening schedule for the Connected School Advisory Group, inclusive of consortium partners, including LEA representatives, CBOs, and City Family Success Centers	<b>Fall 2024</b>
4	Key Implementation Milestone	Establish basic needs resource banks (Connected Closets) and Family Resource Centers at both schools and galvanize partner networks for emergency resources	<b>Summer 2024</b>
4	Output and GPPRA measure	Increase the % of students accessing services and programs	<b>40% in Yr1 with a 20% increase in the number of students each Yr in Yrs 2-5</b>

9	Program outcome	Increase the number of in-kind contributions and increase the number of funding sources supporting pipeline services to sustain the work	<b>Establish 1 new funder per year</b>
1	Student outcome	Reduce school-wide Chronic Absenteeism among students	<b>3% decrease each Yr in Yrs 3-5</b>
3	Student outcome	Improve School Climate Measure on Insight Teacher Survey: Teachers at my school believe that every student can succeed when the needs of the whole child are met.	<b>5% increase each Yr in Yrs 3-5</b>
3	Student outcome	Improve School Climate Measure on Insight Teacher Survey: My school creates opportunities for students, staff, and community members to collaborate together to meet the needs of students furthest from opportunity.	<b>5% increase each Yr in Yrs 3-5</b>

Required Indicator	<b>Connected Schools Elements: Place-based Services and Healing-Centered Practices</b> <b>Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health.</b>		
4	Key Implementation Milestone	Establish new nutrition services for students to address food security gaps. <b>(pipeline service yr1)</b>	<b>Fall 2024</b>
4	Key Implementation Milestone	Establish expanded mental health services for students and families to address growing trauma and grief in the school community <b>(pipeline service yr2)</b>	<b>Fall 2025</b>
4	Key Implementation Milestone	Establish wrap around social services supports for chronically absent students <b>(pipeline service yr2)</b>	<b>Fall 2025</b>
4	Output and GPPRA measure	Increase the % of students receiving nutrition services	<b>30% in Yr1 with a 10% increase in the number of students each Yr in Yrs 2-5</b>
4	Output and GPPRA measure	Increase the # of students and families being reached through mental health services	<b>30 students and families in Yr2 with a 10% increase in the number of students each Yr in Yrs 3-5</b>

4	Output and GPPRA measure	Increase the # of students receiving wrap around social services	<b>40 students in Yr2 with a 10% increase in the number of students each Yr in Yrs 3-5</b>
1	Student outcome	Reduce school-wide Chronic Absenteeism among students	<b>3% decrease each Yr in Yrs 3-5</b>
3	Student outcome	Improve Social Emotional Wellbeing on Panorama Survey: My child feels safe at his/her school.	<b>5% increase each Yr in Yrs 3-5</b>
2	Student outcome	Decrease the number of suspensions per 100 students	<b>5% decrease each Yr in Yrs 3-5</b>

<b>Required Indicator</b>	<b>Connected Schools Element: Authentic Family and Community Engagement Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home.</b>		
13	Key Implementation Milestone	Establish Family Engagement Leadership Team (FELT) to focus on family engagement opportunities as identified in Community Mapping	<b>Fall 2024</b>
6	Key Implementation Milestone	Establish evidence-based strategies for building trusting relationships with families, for example parent cafes and relationship building home visits <b>(pipeline service yr1)</b>	<b>Fall 2024</b>
6	Output and GPPRA measure	Increase the # of families engaged in strategies that support building trusting relationships.	<b>40 families in Yr1 with a 10% increase in the number of families each Yr in Yrs 2-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index	<b>5% increase each Yr in Yrs 3-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: My family is welcome at my school.	<b>5% increase each Yr in Yrs 3-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: My child's teacher works hard to build a relationship with me.	<b>5% increase each Yr in Yrs 3-5</b>

6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: I feel well informed about what is happening at my child's school.	<b>5% increase each Yr in Yrs 3-5</b>
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Required Indicator	Connected Schools Element: Academic Enrichment		
	Project Objective #4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out of school-time programs and strategies.		
5	Key Implementation Milestone	Establish new HIT tutoring services to address learning loss and target gap in math services for grades 3-5 ( <b>pipeline service yr2</b> )	<b>Spring 2025</b>
5	Key Implementation Milestone	Establish expanded in-school and afterschool academic enrichment opportunities targeting civic engagement, STEM, the arts, dance and healthy movement ( <b>pipeline service yr2</b> )	<b>Fall 2025</b>
5	Output and GPPRA measure	Increase the % of students receiving high-quality school and out of school-time programs and strategies.	<b>30% in Yr2 with a 10% increase in the number of students each Yr in Yrs 3-5</b>
8	Student outcome	Increase the % of students who are promoted each year*	<b>5% increase each Yr in Yrs 3-5</b>
7	Program outcome	Increase retention of effective and highly effective teachers, looking at # and % of fully certified teachers, disaggregated by race and ethnicity, who are retained with highly effective or effective IMPACT scores	<b>5% increase each Yr in Yrs 3-5</b>
	Student outcome	Increase the % of students reading at or above grade level	<b>5% increase each Yr in Yrs 4-5</b>
	Student outcome	Increase the % of students on or above grade level in math	<b>5% increase each Yr in Yrs 4-5</b>

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

Required Indicator	Connected Schools Element: Academic Enrichment		
	Project Objective #5: Ensure students are prepared for kindergarten by providing high-quality early childhood education programs.		
5	Key Implementation Milestone	Establish new programming for early childhood education and development <b>(pipeline service yr1)</b>	<b>Fall 2024</b>
5	Output and GPPRA measure	Increase the # of ECE students participating in services	<b>40 students in Yr1 with a 10% increase in the number of students each Yr in Yrs 2-5</b>
	Student outcome	Increase the % of students exceeding expectations in the social emotional, literacy, and math domains of GOLD	<b>5% increase each Yr in Yrs 3-5</b>

Required Indicator	Connected Schools Element: Place-Based Services		
	Project Objective #6: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness.		
4	Key Implementation Milestone	Establish new programming to support postsecondary and workforce readiness, including job training and career counseling <b>(pipeline service yr3)</b>	<b>Fall 2026</b>
4	Output and GPPRA measure	Increase the # of families participating in postsecondary and workforce readiness services.	<b>30 in Yr3 with a 10% increase in the number of families each Yr in Yrs 4-5</b>
6	Family outcome	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index	<b>5% increase each Yr in Yrs 3-5</b>
3	Student outcome	Improve Social Emotional Wellbeing on Panorama Survey: Loved Index	<b>5% increase each Yr in Yrs 3-5</b>

## Quality of Project Services

The eligible entity selected new services based on several factors, including existing school needs; evidence of effectiveness; alignment to the six elements of the Connected School Model; previous, successful experiences working together; data-driven research that proves the individual effectiveness of each partner and/or their strategies; and their dedication to and experience working with schools and communities in Wards 7 and 8. Each of these new services will provide direct support and experiences for our students and families and ensure that the consortium can effectively meet the performance measures outlined in the previous section, Quality of Project Design. In addition, the consortium will work to ensure that pipeline services provide equal access to all students and families – particularly from underrepresented groups – and will collaborate to ensure that the services make their intended impact.

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

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

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

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

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

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

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

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

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

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

Pipeline Service	Malcolm X	Kimball
<i>Early Childhood Wraparound Supports</i>		Existing
<i>ECE Enrichment Programming (JumpStart)</i>	New (Year 1)	New (Year 1)
<i>UPO Early Learning Center</i>	Existing	

- *Wraparound services:* At Kimball ES, wraparound services are offered through Head Start family services by DCPS. A Family Services Specialist, coordinates wrap around services and works collaboratively with the school and the CSM to meet with every family in Early Childhood Education (ECE) to determine needs and set family goals. Family Services Specialists have a caseload of families who they work with on attendance, connections to mental health and physical health resources, homelessness services, and more. Beyond their caseload, Family Services Specialists also support schoolwide efforts including developing and managing an ECE Parent Council, hosting

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

- *ECE Enrichment Programming:* In Year 1, Malcolm X ES and Kimball ES will operate the ECE enrichment program, Jumpstart, in partnership with Consortium partner, George Washington University (GW). Jumpstart is a national AmeriCorps program, which trains and places college students to serve in preschools in low-income neighborhoods for an academic year. These Corps members attend Jumpstart sessions twice per week, implementing session plans that focus on language and literacy development, as well as social skills. Through individualized attention, Corps members work to prepare their

preschool partner children for kindergarten and beyond, utilizing principles of intrinsic motivation and learning through play. A study by the Economic Policy Institute found that in low-income neighborhoods, children start Kindergarten 60% behind their peers in more affluent communities (Lee and Burkham, 2002). Jumpstart is an evidence-based model designed to address this gap to ensure that preschool children are prepared for kindergarten. An evaluation of a Jumpstart program in California found that the gains of students who participated in Jumpstart were statistically significantly greater than gains of students who did not participate in the program (Grant and Shannon, 2012). The Jumpstart program aligns with Project Objective #5, which is to ensure students are prepared for kindergarten by providing high-quality early childhood education programs.

- *UPO Early Learning Center:* UPO provides direct center-based services to Early Head Start children and families at 15 early learning centers across DC. Early Head Start programming at the center focuses on the first 1,000 days of a child's life — from birth through age 3. All children are screened within the first 45 days of entry for health and developmental delays. UPO develops strategies to address the needs of children and families who face challenges associated with disabilities, homelessness, and foster care, as well as different languages and diverse cultural backgrounds. UPO's classrooms have a special focus on comprehensive services including health, nutrition, and mental wellness. The impact of Early Head Start programming is demonstrated through a myriad of research that shows strong outcomes for both students and families served by Early Head Start. The U.S. Department of Health and Human Services (2006) found that children who received Early Head Start services from birth to age three "exhibited better social-emotional development and more positive approaches to learning than their peers.

They also experienced more supportive home environments, received more support for learning from their parents, and had mothers with better mental health.” The Connected School Manager (CSM) at Malcolm X ES will coordinate directly with UPO to expand access to their services, develop new programming for families to support learning at home and to develop transition supports from the center to prekindergarten three.

**2. High-quality School and Out-of-school-time Programs and Strategies:** DCPS believes academic success is powered by student-centered learning focused on inquiry and investigation. The Connected School Model includes innovative academic enrichment opportunities during the typical school day, as well as robust offerings before and after regular school hours. The programs offered at both school sites are designed to achieve *Project Objective #4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out-of-school time programs and strategies.* In addition to the currently identified new partnerships, the CSM will conduct a landscape analysis of existing offerings in Year 1 in order to identify new partners for Years 2 – 5 that will enhance out of school time offerings based on student interests and in response to Community Mapping. There is strong evidence to suggest that robust enrichment strategies have a significant impact on the outcomes measured under this project objective, including increasing the percent of students reading at or above grade level and performing at or above grade level in math (Afterschool Alliance, 2017).

Pipeline Service	Malcolm X	Kimball
<i>Expanded In-School and Afterschool Academic Enrichment</i>	<u>Existing</u> Field of Dreams DC Scores Boystown	<u>Existing</u> Collaborative Solutions

	<u>Enhance</u> DCPS-led OSTP  <u>New (Years 2- 3)</u> <i>Based on interest, possibilities include:</i> ArtReach Civic Changemakers	<u>Enhance</u> DCPS- led OSTP  <u>New (Years 2- 3)</u> <i>Based on interest, possibilities include:</i> ArtReach Civic Changemakers
<i>High Impact Tutoring Grades 3-5: Math Matters</i>	New (Year 2)	New (Year 2)

- Expanded In-School and Afterschool Academic Enrichment:* The Connected School model leverages the expertise and experience of multiple community partners and DCPS-led initiatives that have proven outcomes around academic success and that hold high expectations for all students they serve. Through the CSM and school leadership teams, students will be carefully matched with new academic and social enrichment opportunities that align with their needs and accelerate their growth both during the school day and after school. Both school sites currently provide two and one-half hours of OSTP each school day for up to 80 students in grades PreK-5. Programming is facilitated by DCPS OSTP staff and is designed to address the opportunity and achievement gaps in Ward 8. Students engage in an Academic Power Hour that includes homework support and academic instruction aligned to the school day and Common Core State Standards (CCSS) and afterwards they participate in structured and engaging enrichment activities, experience extended time with friends, and engage with caring adults. In addition to the general positive impacts of afterschool programming outlined in the above section, DCPS' (2020) evaluation of its own OSTP programming found that students in OSTP outperformed their peers not enrolled in OSTP on multiple indicators --

in-seat attendance rates, chronic absenteeism rates, office referrals, suspensions, and PARCC scores in both ELA and math (in year 2).

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

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

individual and community success by broadening creative and critical thinking skills and opening opportunities to diverse education and career pathways. Extensive research on art therapy in adults and children demonstrates that art therapy can contribute to higher self-esteem, reduced inattention, reduced stress, and more (Georgetown Behavioral Health Institute, 2016)

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

- *High Impact Tutoring Grades 3-5: GW Math Matters* The consortium will also leverage evidence-based practices to provide up to 100 students at both Malcolm X ES and Kimball ES with high impact tutoring through GW Math Matters. High-impact tutoring (sometimes referred to as “high-dosage tutoring”) is a research-backed practice to substantially improve academic outcomes. High-impact tutoring is meant to supplement classroom learning and complement teacher curriculum: in a one-on-one or small group setting, trained tutor and student meet frequently and consistently, typically with a focus on math or English. A Harvard University review of nearly 200 studies found that high-impact tutoring can lead to larger learning gains in math and reading than other school-based interventions (Fryer, 2017). GW Math Matters’ tutoring model currently provides students with tutors from George Washington University, who are also able to support multilingual students as well as students with learning disabilities if needed. Ritter, et. Al. (2009) found that students who participated in programs with volunteer tutors had more positive outcomes than peers who did not, particularly in ELA subskills. Tutoring has been raised as a need across nearly every Connected School, particularly in the aftermath of COVID-19. The achievement gap in math in particular has widened since the start of the COVID-19 pandemic.

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

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

Pipeline Service	Malcolm X	Kimball
<i>UPO Workforce Development</i>	New (Year 3)	New (Year 3)

- Workforce Development:* In Year 3, both school sites will add workforce development services through UPO, Prioritizing GED and certificate programming, resume building workshops, interview coaching, job placement programs, and expungement resources. In 2021, workers aged 25 years and older who attained less than high school diploma had the lowest median weekly earnings (████) and highest unemployment rate (8.3 percent) among those at all education levels. Workers with a high school diploma as their highest level of education earned an average of █████ more weekly and had a lower unemployment rate at 6.2% (U.S. Bureau of Labor Statistics, May 2022). Through these programs, parents and caregivers in both school communities will be able to advance their education, learn new skills, and gain access to economic opportunities.
- 4. Social, Health, Nutrition, and Mental Health Services and Supports:** Critically, our consortium seeks to prioritize social, health, nutrition, and mental health services, aligned to the Connected School Model elements of place-based services and healing centered practices and to achieve *Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental*

*health*. Both school sites report a need for additional mental health supports for students and families, particularly in response to trauma related to the pandemic. Additionally, it is a critical time for schools to serve as hubs of their community to support families in meeting basic needs such as food insecurity, housing, clothing, and more.

Pipeline Service	Malcolm X ES	Kimball ES
<i>Family Success Centers</i>	Existing	Existing
<i>Wraparound Social Services for Chronically Absent Students</i>	<u>New</u> CASA DC (Year 2)	<u>New</u> CASA DC (Year 2)
<i>Mental Health</i>	<u>Existing</u> Department of Behavioral Health  <u>New</u> Wendt Center (Year 2)	<u>Existing</u> Hillcrest  <u>New</u> Wendt Center (Year 2)
<i>Nutrition/Wellness</i>	<u>Existing</u> Martha's Table Food Prints <u>New</u> Connected Closet and DC Food Project (Year 1)	<u>Existing</u> Martha's Table <u>New</u> Connected Closet and DC Food Project (Year 1)
<i>Physical Health</i>	<u>Existing</u> Oral health and vision screenings	<u>Existing</u> Oral health and vision screenings

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

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

- *Wraparound Social Services for Chronically Absent Students:* CASA DC will support all youth and families who have been identified as chronically absent by connecting them to a one-on-one volunteer. The one-to-one volunteer model supports the specific needs of individual families by identifying the obstacle(s) at hand and providing strategic, individualized, and continuous support to address barriers to attendance. Volunteers will: visit the family twice a month; identify needs and connect families with resources such as housing instability, food insecurity, mental health needs, and more; create & track attendance goals; support family/school connection, including encouraging and supporting families to attend school events; supporting regular communication with teachers and school personnel; and provide academic support, including homework assistance, familiarity with IEP, attend school meetings, and observing youth in classroom settings. Olsen, et. Al (2021) found through a meta analysis of evaluations of that wraparound services have a positive effect on youth outcomes when implemented

with fidelity, and particularly in instances where sample sizes included a larger sample size of youth of color.

- *Mental Health:* Both school sites currently offer mental health services for students through partnerships with Department of Behavioral Health and Hillcrest, which provide on-site clinical counseling services for students in one-on-one and group settings. However, previous community mapping reports from other Connected Schools, as well as the initial needs assessments of Malcolm X ES and Kimball ES show an increased need for mental health services, particularly due to the impact of the COVID-19 pandemic. By Year 3, Malcolm ES and Kimball ES will expand their mental health service offerings through the Wendt Center to provide more supports for students as well as for staff and families. Wendt Center’s programming includes small group therapy utilizing the Trauma Focus Cognitive Behavioral Therapy approach. Research demonstrates that Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is effective for diverse, complex trauma experiences among children of different developmental levels. TF-CBT is one of the most empirically supported interventions for young people suffering the adverse effects of trauma exposure. Over 20 randomized control trials have found TF-CBT to be a superior treatment compared to other treatment approaches for improving children’s trauma symptoms (Trauma-Focused Cognitive Behavioral Therapy, 2021). Wendt Center has partnered with DCPS to provide mental health services centered on grief and trauma for many years – this programming has had a significant impact on schools, with some school sites seeing as much as an 80% reduction in trauma-induced behaviors in students who participate in eight weekly trauma group sessions. Both school sites have the proper structures (including mental health teams and streamlined referral

processes) to effectively support the implementation of services and thereby increasing the likelihood of strong impact on students.

- *Nutrition/Wellness:* During regular in-person instruction, both school sites are certified for the Community Eligibility Provision, allowing all students to receive breakfast, lunch, and supper (if student receives at least one hour of academic enrichment after school) at no charge. In addition to existing city resources, the CSM will facilitate referrals for families in need of emergency food and basic needs services. At both school sites, Martha's Table currently runs a monthly Joyful Food Market that provides 12 pounds of fresh produce and healthy staple foods for each student. Through Martha's Table's food security programs, Martha's Table was able to distribute 1,119,686 pounds of groceries to over 48,000 students across the District in 2018 (Martha's Table, 2018). Additionally, every Connected School hosts a Connected Closet – a physical location in the building where families can receive critical basic need items such as clean uniforms, school supplies, shoes, technology, hygiene kits, supplies for infants, and more. Our Community Mapping process has shown that access to emergency basic needs supplies is a critical support that all stakeholders would like to see in Connected Schools. Schools with robust Connected Closets have seen an increase in their parent satisfaction scores, as well as positive reports from parents in Community Mapping focus groups. Finally, both school sites, will launch a new partnership with Consortium partner, DC Food Project, to host a school-based food pantry in Year 1 to ensure consistent access to food security resources in school and to bring home to address gaps in services.
- *Physical Health:* The School Based Oral Health Program, run by the DC Department of Health, provides all pre-k and elementary students enrolled in qualifying DCPS schools

with free oral health services. Additionally, Vision to Learn partners with DCPS to provide free eye exams and eyeglasses to students on an every-other-year basis.

**5. Family and Community Engagement and Supports:** As a critical element of the Connected School Model, family engagement is centered around building trusting relationships with families as the foundation for academic success, and empowering parents to partner with the school to accelerate their student’s learning. There is a wealth of existing research that demonstrates that strong academic partnership with families, as well as empowering families to play the five roles (Tuke, 2019) of family engagement lead to stronger outcomes in academics, attendance, and more. The pipeline services chosen for family engagement supports directly reflect the strategies the consortium believes will have the most impact on the performance measures outlined in *Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home* – including the leading performance measure of improved scores on DCPS’ family satisfaction index.

Pipeline Service	Malcolm X ES	Kimball ES
<i>Strategies For Building Trusting Relationships with Families</i>	<u>New</u> Family Engagement Leadership Team (FELT) (Year 1) Parent Café model (Year 1)	<u>New</u> Flamboyant Foundation Family Engagement Partnership (Year 1) Parent Café model (Year 1) Academic Parent Teacher Team Meetings (APTT) (Year 1)

- *Strategies for Building Trusting Relationships with Families:* At Kimball ES, the Flamboyant Foundation will serve as a strategic partner that coaches leaders and staff in the equitable execution of relationship building academic partnership with families. This includes a Family Engagement Leadership Team (FELT), that is responsible for administering relationship

building strategies such as home visits, Academic Parent Teacher Team meetings, positive phone calls home, and more. Flamboyant provides funding, training, coaching, and tools. Through DCPS' nearly 10-yearlong deeply collaborative partnership with the Flamboyant Foundation, DCPS has seen strong results in decreased chronic absenteeism and increased reading scores through the home visiting model. A 2013 Johns Hopkins University study of the Family Engagement Partnership (Sheldon & Jung, 2015), shows that families and teachers felt that FEP activities were helpful in improving student and school outcomes, and participation in FEP activities was positively associated with parents' confidence to help their children in school, as well as parents' perceptions of schools and teachers. Academic Parent Teacher Teams (APTT) are an alternative to traditional parent teacher conferences, aimed at giving parents concrete data and tools to support their child's education through model activities to support their child's mastery of content. Paredes (2011) found that APTT saw high correlation between student achievement and family approval of the APTT model. At Malcolm X ES the CSM will begin the work by establishing a FELT, who will begin outlining a schoolwide family relationship building strategy for SY24-25. Parent Cafés are parent-led small group conversations that build community and collaboration between parents or caregivers at a school site. Parent Cafés are initially led by a trained outside facilitator, who in turn trains parents to eventually lead the Cafés. This model has been used for many years at DCPS as part of Early Childhood Education programming with the Family Services office and DCPS will expand this work in collaboration with GW and Be Strong Families. Building on the success of early childhood Parent Cafés, parents who are already trained in the model but who no longer have children in early childhood will serve as facilitators in a pilot of the program in a small number of elementary schools. The goal of the

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

## Adequacy of Resources

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

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

communities up for success and spearhead the development of collaborative systems at the school.

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

- **Connected School Model Implementation:** All CSMs are expected to steward the implementation of the Connected Schools model at their school, carrying out the standardized responsibilities of the role, including community mapping, data collection, and budget management.
- **Authentic Family and Community Engagement:** CSMs are expected to be a leader of family engagement in their building and manage at least one family engagement strategy towards the end of relationship building.
- **Student Support Systems:** CSMs help ensure operational excellence of student support systems in their school. This includes maintaining the Connected Schools database, participating on and coordinating between school teams, and running a Connected School Committee (or applicable substitute) to inform Connected School goals.
- **Healing-Centered Practices:** CSMs should support the Trauma Responsive Schools approach within their school. Based on school priorities, CSMs implement 1-2 strategies from the Trauma-Responsive Schools Framework.
- **Place-Based Services:** CSMs are expected to ensure that the school has a student and family referral system in place, and where applicable be the owner of that system. CSMs

cultivate resources for students and families and ensure they are connected to the proper resources under basic needs and other categories and are responsive to community needs.

- **Partnership/Resource Management and Cultivation:** All CSMs are expected to be the partnership expert in their building, regardless of whether or not they directly manage every partner. CSMs should know at any given time what partners are in the building, and what each partner is working towards.

In addition to the CSM workstreams, a critical component of the Connected Schools model is that the CSM serves as a part of the school leadership team to ensure strong alignment of teams, programs, and partners across the school; as well as to give the CSM the ‘birds eye view’ of everything that is happening at the school. As a member of the leadership team who also serves on many other teams, CSMs provide a unique perspective back to the administration on how work is being coordinated across the school and provide regular updates on Connected School efforts to ensure shared understanding of the programming in place. The CSM at both Kimball ES and Malcolm X ES will serve on multiple school teams, including leading the Family Engagement Leadership Team and supporting other teams such as the attendance, mental health, MTSS and climate team. Outside of regular team participations, CSMs frequently push into grade level team meetings, advisory meetings with students, and other teams as needed to ensure tight collaboration with staff members.

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

In order to ensure a qualified CSM is hired at each school, the Consortium will conduct resume review, phone screens, and collect performance tasks of potential candidates which will ultimately result in panel interviews between each school's staff, students, families and candidates. The hyper-local approach of Connected Schools is grounded in student and family

voice, and it is therefore critical to have those stakeholders integrated into the hiring process. Further, based on lessons learned in the first several years of Connected Schools implementation, DCPS has identified 11 competencies for the CSM role, including adeptness at relationship building with all stakeholders, strong project management skills, ability to be adaptive in shifting transformation environments, and strong data analysis (a full list of the CSM competencies can be found in Exhibit 5). Having recently facilitated hiring for other Connected Schools, there is also an existing pool of qualified internal and external candidates.

After hiring, DCPS facilitates an intentional on-boarding process for the CSM, as well as a Connected Schools launch plan to introduce the Connected School model to all community stakeholders. Every CSM engages in a 30-day on-boarding process, guided by a plan that outlines initial responsibilities, required readings, and prioritized relationships to begin building in the school and community. This plan includes relationship building with staff, students, and families, one-on-one meetings with leadership, meetings with community stakeholders such as partners and neighborhood commissioners, and time focused on planning for Connected Schools deliverables. In the first two weeks, the CSM is trained on the Connected Schools model, the broader context of school transformation in DCPS, family engagement, budget management, and data management. Additionally, the CSM has one-on-one meetings with a handful of current CSMs to learn more about the role and DCPS Central Office stakeholders to further build context. Starting immediately from their on-boarding, the CSM will have bi-weekly check-ins with the principal who also serves as the CSM supervisor. These check-ins are most critical to the success of the model, as the principal-CSM relationship is a key lever for Connected Schools.

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

Kimball ES and Malcolm X ES will be integrated into the cohort of 14 other DCPS Connected Schools for peer learning and shared planning. As members of the cohort, school staff and the CSM will be provided with additional support to be able to successfully carry out the model and the role. Supports include professional development for school leaders and staff on community schools, trauma responsive practices and family engagement. Additionally, the Connected Schools team provides administrative, budgetary, and strategic planning support, as well as facilitation of a monthly Professional Learning Community for CSMs and monthly on-site coaching for each CSM.

- *Professional Learning Community (PLC):* All CSMs participate as a cohort in a monthly PLC. The PLC provides an opportunity for shared learning, exchange of resources and best practices and thought partnership to navigate specific hurdles. As part of the sessions, DCPS brings in relevant content teams and outside experts to facilitate workshops on key competencies. For instance, The Management Center provides workshops on project management, leading up and across within school settings, and providing meaningful feedback. The Flamboyant Foundation facilitates learning around family relationship building and the DCPS Data team leads sessions on using data to evaluate and implement programming. In FY23, the PLCs were focused on developing Inclusive Leadership skills to lead the Connected Schools work with a lens of equity and anti-racism. The organization, oneTILT, collaborated with DCPS to craft and tailor the sessions specifically to the unique nature of the CSM role and working in schools.
- *On-site Coaching:* The Specialist, Connected Schools develops a tailored coaching plan with each CSM (Coaching Plan template is located in Exhibit 6). The plan is

based on the eleven CSM competencies and outlines a scope and sequence of touchpoints that include a range of strategic activities such as observations and debriefs, co-planning a project, modeling a skill and more.

- *Cohort Summits:* In addition to those activities described above, school staff, leaders and partners will also participate in twice yearly Connected Schools Summits. These Summits are an opportunity for all Connected School communities to come together to discuss shared experiences in implementing community school models and problem solve common challenges. DCPS leaders also join these summits to work alongside school communities in finding ways to align and connect related workstreams, such as attendance, mental health and social emotional learning.

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

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

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

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

Funding for the DCPS Connected Schools Model is critical for both personnel funds for the Connected School Manager (CSM) role and for non-personnel funds for partnerships and resources. The current cohort of 14 schools is funded through a braided funding strategy that includes federal, state, private and local funding. With the full support of the Mayor, DCPS is continuing to embed the Connected School Model into the LEA’s strategy and budget and has also created a school cost-share plan to ensure the sustainability of both the CSM role and of the robust programming.

DCPS is committed to continuing the braided funding approach. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

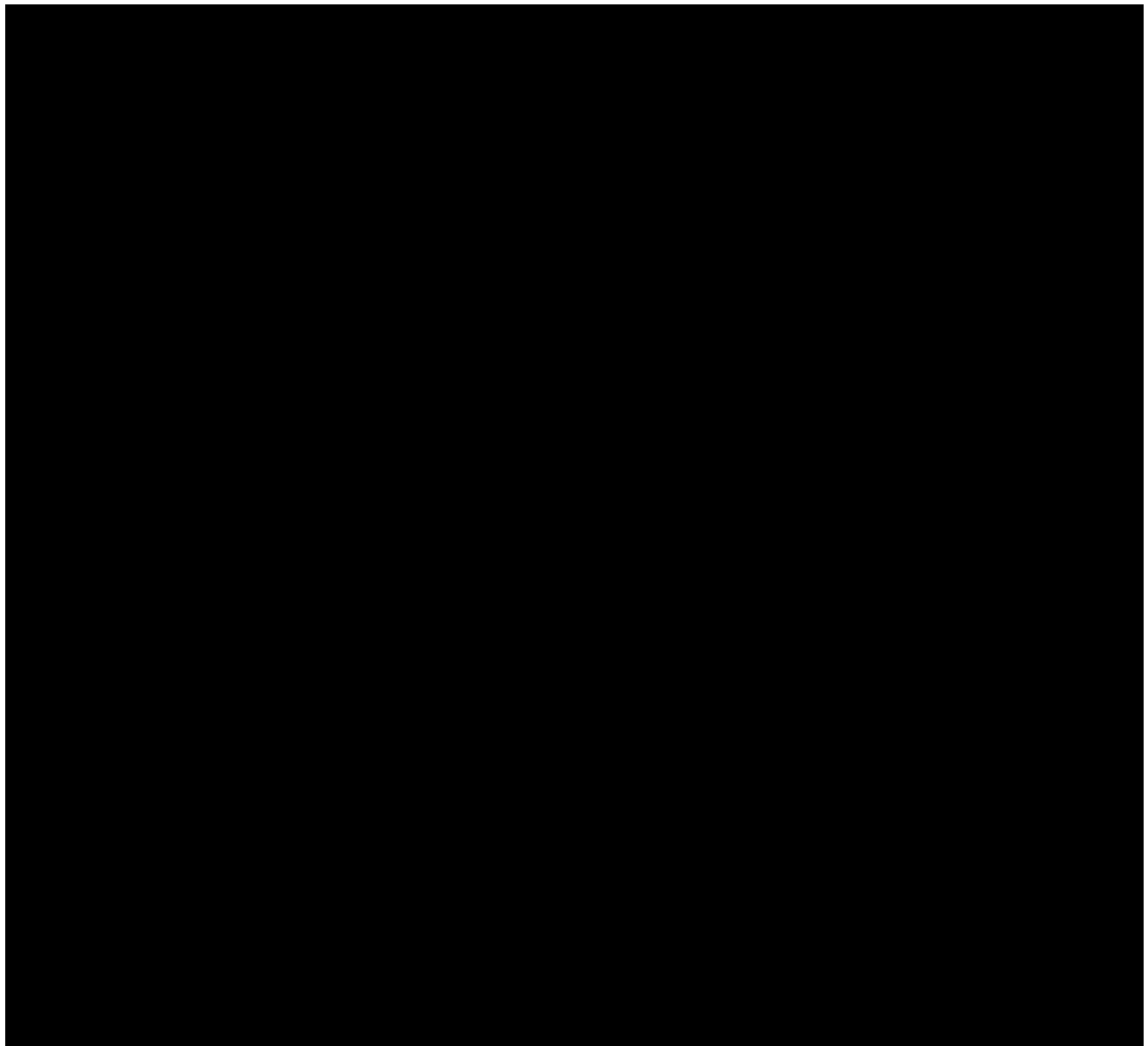
[REDACTED] An overview of funding streams planned for FY24 can be found in Table 5 below.

Similarly, additional sources of funding will be used to complement the FSCS grant funds to implement all aspects of the Connected Schools Model at Kimball ES and Malcolm X ES. Funds from the DC Department of Behavioral Health will provide support for the Hillcrest mental health partnership at Kimball ES and the MBI, Inc. mental health partnership at Malcolm X ES. For academic enrichment, the 21<sup>st</sup> Century Learning grant enables both schools to offer a comprehensive afterschool program to provide academic and social emotional enrichment until 6pm. Furthermore, funds from the Corporation for National and Community Service will enable both schools to launch the Jumpstart early childhood program in Year 1.

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

**Table 5. Additional Funding Sources**

Funding Source	Purpose	Funded Services
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To further support braided funding and sustainability efforts, the Connected Schools Team, in partnership with Consortium partner, George Washington University, plans to hire an AmeriCorps VISTA volunteer. This full-time volunteer will research and identify additional sources of funding for community partnerships, services and supports for the cohort of DCPS Connected Schools. DCPS will also continue to look to consortium partners to lead the way in leveraging community resources by galvanizing existing community support. Currently, DCPS is working with the firm, Education Resource Strategies, to conduct a Return-on-Investment study

for Connected Schools. Early findings based on interviews and financial data of only one quarter of Connected Schools partners show that partners have brought in over [REDACTED] in resources and services this school year. Given this data is from a small sample, DCPS knows that partnerships are critical to the long-term sustainability of resources and programming for students and families.

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

## Quality of Management Plan

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

DCPS fully supports the development and expansion of the Connected School Model as part of its strategic plan and is looking forward to leveraging the strong partnerships already existing with the Connected Schools cohort. As part of the eligible entity, CASA DC, DC Food Project and George Washington University (GW), were carefully chosen based on several years of effective partnership and evidenced based programming. Each partner is core to the implementation of Connected Schools, and they are each committed to the success of Connected

Schools and the expansion of Community Schools in DCPS. As a Consortium they capture a range of expert perspectives including D.C. government, families, students, and school staff, national and local non-profits, partners, university and national experts. They know that community schools will ensure that students and families are able to access a wide range of coordinated services, supports and opportunities and will bring transformative impact to the greater DC community. These partners are each fully committed to collaborating on the Initiative - please see the Memorandum of Agreement and Letters of Support from these community organizations in the attachments. Below is a summary of the unique perspective each partner brings to the project based on the needs of Kimball ES' and Malcolm X ES' communities.

- George Washington University (GW): GW is a world-renowned institution of higher learning, located in the Foggy Bottom neighborhood of DC for 200 years. Through this consortium, DCPS will partner with Honey W. Nashman Center for Civic Engagement and Public Service. The Nashman Center is the central hub for community service, civic engagement and university-community partnerships and has been a partner with DCPS for more than 25 years. Understanding the need for more robust in-school and out-of-school time programming, FSCS funds will allow the Nashman Center to expand several programs – including HIT with Math Matters, enrichment with ArtReach and Civic Changemakers, as well as ECE Jumpstart programming.
- CASA DC: CASA for Children of DC is a non-profit organization that has been serving children in the District of Columbia for over twenty years. It currently serves over 200 DC-area children, most of whom attend a DCPS school. Its mission is to promote court-appointed volunteer advocacy so that every abused and neglected child in the DC foster care or juvenile justice system can be safe, establish permanence, and have the

opportunity to thrive. This mission is carried out through the recruitment, training, and support of volunteer court appointed special advocates (CASA for Children of DC volunteers) who serve youth in DC. If the Grant is awarded, CASA for Children of DC would partner with Kimball ES and Malcom X ES I to extend access to its wrap around services and support to identified students. CASA for Children of DC would also provide individualized 1:1 support to a caseload of students who are identified as chronically absent or are otherwise identified as at risk.

- DC Food Project: DC Food Project is a local non-profit located in the District of Columbia. The organization was founded in 2018 to bring needed food security resources to school communities. DC Food Project currently partners with four Connected Schools and supports these schools with establishing and maintaining school-based food pantries. The school pantries provide school communities regular access to needed staple grocery items and hygiene products that can be utilized at school and taken home. The aim of the pantry program is to bridge access to these essentials when school meal programs are not available, especially in the evenings, on weekends, and on school breaks. Should the Grant be awarded, DC Food Project would partner with Kimball ES and Malcom X ES to establish and maintain school-based pantries.

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

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

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

While race and ethnicity are the overwhelming and predominant factors driving disproportionate outcomes, they are not a monolith. Connected Schools also acknowledge and affirm specific identities for which our students experience intersectionality and compounded marginalization, such as national origin, sex, gender identity, family responsibilities and disability. In DC, more than 1 in 20 individuals residing in DC over the age of 5 is a limited-English proficient or non-English proficient. As of 2016, 92% of students with disabilities in DCPS were students of color and in the 2017 Youth Risk Behavior Survey for DC, nearly a fifth (18.4%) of high school students identified as lesbian, gay, or bisexual, and 2% identified as transgender. Moreover, approximately 10% of teenage students in DCPS are parents. (DCPS, 2018) Connected Schools’ effectiveness in working with diverse stakeholders across many identities stems from the foundation of the DCPS Equity Framework (Figure 2), which examines all programming through the lens of culture, policy, practices, identity and mindsets. The Framework allows us to review our personal, professional, and team practices and consider how we can shift said practices to reflect equitable approaches and strategies. Leveraging the Equity Framework, DCPS Connected Schools work to actively dismantle inequitable systems and practices, and especially at Kimball ES and Malcolm X ES, where the majority of students and families have historically been underserved.

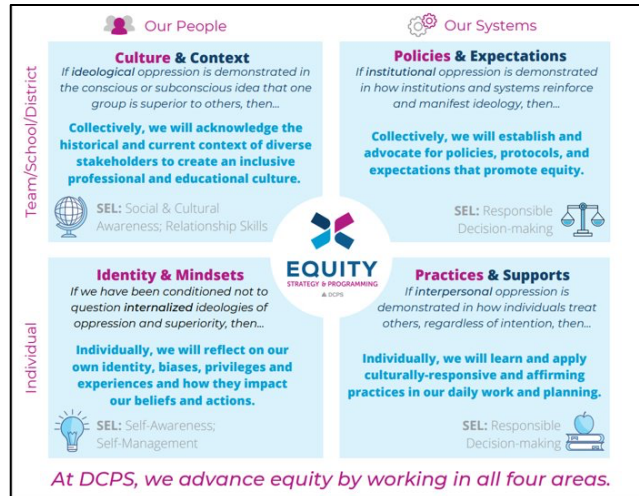


Figure 2

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

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

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

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

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

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

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

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

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

Notably, the Connected Schools Initiative also has the full support of the city. The Deputy Mayor of Education, DC State Superintendent of Education, and DC State Board of Education (SBOE) were all key collaborators as DCPS developed and implemented the Connected School Model in the first cohort of 10 schools in 2019. DCPS is a long-standing member of the Mayor’s Community School Advisory Committee, which is charged with actualizing the Mayor’s vision of increasing community schools throughout the city. Each of the city agencies fully supports our endeavor to expand the Connected School Model through feeder patterns by adding Kimball ES and Malcolm X ES.

### District of Columbia Organization

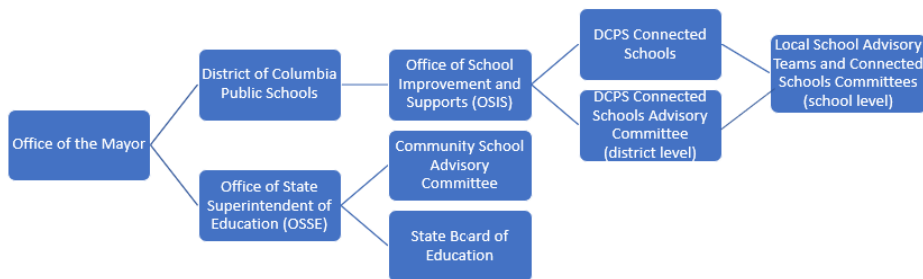


FIGURE 3

### D. Management Structure

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

1. **City Level--Committee Schools Advisory Committee (CSAC):** Located within the Office of the State Superintendent for Education (OSSE), the CSAC has the diverse membership needed to ensure a city-wide, strategic, and inclusive approach to Full-Service Community Schools in DCPS. DCPS is a voting member on the committee which includes representatives from a wide array of city stakeholders including, but not limited to: Deputy Mayor of Education, DC State Board of Education, Department of Health, Department of Behavioral Health, United Way of the Nation’s Capital, Community Partners including but not limited to: Communities In Schools, Neighborhood Strengthening Collaboratives, Fight for Children, Latin American Youth Center and Family members of students attending community schools.

The Committee has the responsibilities to:

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

**2. District Level --DCPS Connected Schools Advisory Group:** The advisory group aims to build alignment and collaboration between key DCPS initiatives, city-wide programs and the DCPS Connected School Model. This group is a progression from the DCPS Connected School Working Group, which helped further the development of the Connected School Model during year one of implementation. The work of this group is necessary in achieving the DCPS vision for Connected Schools as an approach to schooling that integrates academics with whole child and whole family supports. Specifically, in FY24, the group will: 1) Engages in information sharing across DCPS

content teams, community partners, city agencies, families, and advocates, 2) Lead alignment across content areas and existing supports with a particular focus on addressing increased community violence, and 3) Advise on Connected School execution and implementation opportunities across all school sites. The group is comprised of content teams across DCPS (e.g., attendance, college and career, community engagement, health and wellness, school mental health), funders and advocates (e.g., United Way), city agencies (e.g., Office of Neighborhood Safety and Engagement), partners (e.g., DC Food Project, George Washington University, etc.) and families and students.

3. **School Level--Local School Advisory Teams (LSAT) and Engagement:** LSATs, comprised of parents, teachers, non-instructional school staff, and community members, advise the principal on school priorities, including the implementation of the Connected School Model at Connected Schools sites. Specifically, the LSAT has responsibility to:
- Work with the principal on initial development, regular monitoring and continuous refinement of the Comprehensive School Plan (school goals) to include Connected Schools strategies,
  - Advise on the school's local school budget as well as Connected Schools funds,
  - Review data, specifically the results from Community Mapping, to be informed about school needs and trends,
  - Use needs assessment results to develop specific strategies for research-based school improvement, and
  - Ensure alignment of the specific goals and objectives of DCPS Connected Schools.

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

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

The DCPS Connected Schools program has a group of deeply talented and well-respected district, partner and school leaders who are uniquely positioned to ensure the success of the model across school communities. [REDACTED]

[REDACTED]

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

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

- Deputy Chief, Paige Hoffman:* The responsibilities of the Deputy Chief, School Improvement include leading the comprehensive planning process for schools, school transformation, district partnerships, and equity strategy and programming. The Deputy Chief ensures Connected Schools is embedded into Comprehensive School Plans and ESSA school improvement plans and that the work is deeply rooted in collaborative partnerships and a racial equity foundation. Deputy Chief Hoffman dedicates 15% of her role to Connected Schools.
- Manager, Carla Mike:* The Manager of Connected Schools dedicates 100% of her time to the Connected Schools Initiative at DCPS. She is responsible for designing, leading, and evaluating the effectiveness of the Connected School Model. This position manages relationships with both external stakeholders and school-based staff and works collaboratively across DCPS offices and city agencies on projects that position DCPS schools to develop lasting partnerships. Carla holds a master's in education policy from Harvard University's Graduate School of Education and came to DCPS after leading family engagement efforts in DCPS Ward 8 elementary and middle schools.
- Specialist, Selamawit Washington:* The responsibilities of the Specialist are 100% dedicated toward Connected Schools, including providing Connected Schools site-level support, leading monthly check-ins and coaching, managing the data review process, leading professional development for CSMs. This position oversees the day-to-day implementation of Connected Schools within DCPS schools. Selamawit recently joined the DCPS team after serving as Program Director at Communities in Schools of the Nation's Capital as well as leading

community schoolwork in Baltimore. She holds an B.A. degree in Anthropology and African American Studies from the University of Virginia.

## **2. School based Leadership – Kimball ES and Malcolm X ES**

- *Principals:* Each school leader is committed to the community school model and has committed to supervising the Connected Schools Manager (CSM) and to engaging their students, staff and families in the design of the model.
  - **Eric Dabney** (Kimball ES): Principal Eric Dabney has worked in education for 11 years and has been with Kimball ES for the last seven. In 2016, Eric decided to leave the classroom and became an Instructional Coach at Kimball ES while also working with DCPS Central Office to create and deliver professional development for math teachers across the District. He later became Assistant Principal of Kimball ES where has helped lead the school to a 4-STAR rating while going through modernization and has been Principal since SY20-21. As Principal, he has advocated for Kimball ES to join the Connected Schools cohort for several years and is looking forward to increasing the school's capacity for engagement and partnerships.
  - **Zara Berry-Young** (Malcolm X ES): Principal Berry-Young began her career in education over 20 years ago as a Kindergarten teacher in Prince George's County, Maryland. She has been with DCPS for the last 12 years and has been Principal of Malcolm X since SY15-16. Principal Berry-Young has worked tirelessly to bring in critical resources to transform Malcolm X into a full-service community school. She has built a strong

foundation of partnerships and family engagement and believes in the power of community and has stated that her dream for Malcom X “is to transform the school into a one-stop shop for all.”

- *Connected Schools Managers:* The CSMs will be based 100% at the school to implement the Connected School Model. CSM responsibilities include managing Connected Schools operations, cultivating and managing partner and community relationships, and collaborating with school teams to deliver a robust pipeline of integrated student supports with Tier I, II, and III services. Each CSM will be required to have a master's degree and have at least 3-5 years of work experience.

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

- *Amy Cohen, GW:* As the Executive Director of the Nashman Center, Amy is DCPS’ core partner in Connected Schools implementation. Amy brings a wealth of experience in service-learning and civic engagement to her role. She served for nearly a decade as the director of the federal service-learning program, Learn and Serve America at the Corporation for National and Community Service. Her career in academic service and civic engagement began at the University of Pennsylvania, where she worked at the Netter Center for Community Partnerships, an international leader in university- community partnerships.
- *Alexandra Fields-Evans, CASA DC:* Alexandra serves as the Senior Manager for Outreach and Initiatives at CASA DC. Alexandra has over nine years of experience serving court-involved youth in the Washington DC area. Her studies

in Psychology, also allow her to look through a trauma-informed lens when working with youth.

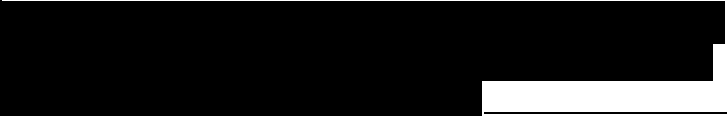


- *Alysa MacClellan, DC Food Project:* Alysa is a Co-Founder of DC Food Project. She founded the non-profit organization in 2018 in response to food security needs she witnessed in her own school community. Alysa is a DCPS parent and brings fifteen years of management experience to this work.

## F. Initiative Tasks, Milestones and Timeline

The below table (Table 6) provides a high-level overview of the key tasks that will be required to implement the Connected School Model at Kimball ES and Malcolm X ES. Many of the implementation milestones align to the 13 required indicators.

<b>Table 6.</b>				
<b>Workstream</b>	<b>Activities and milestones</b>	<b>Overview &amp; Funding Implications</b>	<b>Timeframe</b>	<b>Responsible Partner</b>
<b>School Year 2023-2024: Initial Launch</b>				
City Collaboration	Join Community School Advisory Committee Meetings	The Connected Schools Team is a member of the Community School Advisory Committee to collaborate and align various community school initiatives in DC. [REDACTED]	Quarterly, beginning October 2023 for duration of grant period	OSSE DCPS
City Collaboration	Facilitate Connected Schools Advisory Group Meetings (DCPS)	The Connected Schools team facilitates a Connected Schools Advisory Group to convene advocates, DCPS content teams and service providers with the goal of supporting and bolstering the impact of Connected Schools. [REDACTED]	Quarterly, beginning November 2023 for duration of grant period	DCPS Partners
Community Engagement	Facilitate Connected Schools 101	In order to launch Connected Schools at Kimball ES and Malcolm ES, at least 4 Connected Schools 101 sessions will be held at each school for staff, for families, for students and for the greater community to introduce all stakeholders to the model and to seek initial feedback. [REDACTED]	February - March 2024	DCPS Partners Principals
Strategic Planning	Strategic School Level Planning	The CS team will facilitate school-based planning sessions with school leadership on a bi-weekly basis January – June	January 2024 – ongoing	DCPS Principals CSMs

		2024 with monthly touchpoints thereafter to set goals, align strategies and monitor progress.		
Community Engagement	Create and launch the annual Community Engagement Plan	School communities will create and facilitate an intentional community engagement strategy that provides consistent and diverse opportunities for collecting and responding to student, staff and family perspective on the Connected School model.	April 2024 for Year 1; to be updated annually each year in July	Principals CSMs Connected School Committee (CSC)
Personnel	Complete hiring and onboarding for 2 new CSMs	Conduct resume review, performance task, and panel interviews in order to hire a FTE CSM at each site to serve on the leadership team and drive implementation of the Connected School model.  Facilitate 30-day plan including training, relationship building meetings, and required readings for each CSM.	February 2024 - May 2024	DCPS Principals
Professional Development	Begin Monthly PLC and coaching sessions	Each CSM will join existing cohort of 14 CSMs for monthly PLCs and Coaching Sessions.	Monthly, at time of CSM hiring	DCPS Partners
Budget	Develop FY school level Spend Plan	The Connected Schools teams will work with each school to establish a school spend plan aligned to the FSCS grant activities and goals.	FY24: February 2024 FY25+: September each year thereafter	Principals CSMs

Engagement	Conduct Community Mapping	CSM will design and lead Community Mapping, in collaboration with the school leadership and CSC. Focus groups, empathy interviews, and surveys will be required as Community Mapping occurs annually to elevate community voice and inform the following school year's planning	April 2024 – June 2024 (each year thereafter February – June)	CSMs
Partnerships	Launch: Connected School Closet at each site	CSMs will either refine existing basic needs referral systems at their schools or build a new process. They will also establish a Connected Closet to provide basic need items and emergency resources. 	Summer 2024	CSMs
Partnerships	Conduct Partnerships Audit	CSMs will conduct an audit and landscape analysis of existing school partnerships to assess for alignment and to identify gaps, especially related to services in Years 2 – 5.	Summer 2024	CSMs Partners
<b>Summer 2024: Planning for Full School Year (SY24-25)</b>				
Professional Development	Host Summer Connected Schools Summit for all 16 communities	DCPS will host the Summer Summit for all school leaders, CSMs, support staff and families for shared learning and planning around Connected Schools. 	August 2024	DCPS Partners
Evaluation	Develop Annual Evaluation Plan	DCPS will work with an external evaluator to develop the five-year evaluation plan to assess both implementation and impact of the Connected School Model 	June - July 2024	DCPS External Evaluator (JHU)
Engagement	Establish Connected Schools Committee (CSC)	Each school will establish the CSC to guide and inform the development and implementation of the Connected School Model and to ensure all services and activities stay	July 2024	Principal CSMs Partners

		responsive to community feedback. The CSC will meet quarterly at minimum. [REDACTED]		Families Students
Engagement	Establish FELT	CSM will launch a FELT, inclusive of school and teacher leaders, to develop school-wide strategies for relationship building between educators, students, and families. [REDACTED]	September 2024	Principal CSMs DCPS Flamboyant
<b>School Year 2024-2025: Year 1 Implementation</b>				
Partnerships	Launch and Integrate Year 1 Services	Launch Year 1 services at each school site to include early childhood programming, food security/nutrition programming and trust building strategies with families.  CSMs will begin monthly partnership meetings with all school level partners, as well as one-on-one strategic planning conversations with key partners. [REDACTED]	August 2024-ongoing	GW DC Food Project FELTs CSMs
Engagement	Launch: Relationship Building Activities	Each school will launch their strategies for building trusting relationships with families. Activities may include home visiting, facilitating Parent Cafes, a positive phone call home strategy or more. [REDACTED]	September 2024 - ongoing	FELTs CSMs
Partnerships	Partner Vetting & Planning: HIT; Enriched In-School	Based on Community Mapping results, schools will conduct partner pilots with potential new partners for in-school and out of school time programming to expand the range of offerings at each school. Programming may	January 2025 – June 2025	CSMs Partners

	and OST programming	include arts, STEM, civic engagement, and dance/healthy movement. Conducting a pilot will allow each school to seek feedback from students and families to inform future offerings.		
<b>School Year 2025-2026 - Ongoing</b>				
Partnerships	Launch: HIT; Enriched In-School and OST programming	Launch new HIT services for grades 3 – 5 in math as well as in-school and OST programming based on partner pilots and stakeholder feedback.	September 2025	CSMs Partners
Partnerships	Launch: Mental Health	Launch expanded Mental Health Services for grief and trauma (for students, staff and families).	September 2025	Partners: Wendt Center, MedStar WISE CSMs
Partnerships	Launch: Wraparound Social Services	Launch new wrap around social services supports for chronically absent students.	September 2025	CASA DC CSMs
Partnerships	Launch: New Workforce Readiness	Establish new programming to support postsecondary and workforce readiness, including job training and career counseling.	September 2026	CSMs Principals Partners

## Quality of Evaluation Plan

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

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

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

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

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

## **B. External Evaluation Partner**

The American Institutes for Research® (AIR®) will design and conduct an evaluation of the FSCS-funded DC Connected Schools (Connected Schools) model that is **thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project**. This evaluation will provide DCPS and their community partners with a deeper understanding of (1) how the Connected Schools model is being implemented, (2) how the establishment of site-based collaborative leadership committees complement and support the pipeline services implemented in these schools, and (3) how the inclusion of social and emotional learning (SEL) and academic supports will complement and extend these efforts, as well as how they influence instructional practices in schools, support parents and families, and contribute to students' social and emotional growth and positive academic outcomes.

Building from the AIR team's extensive knowledge of community schooling, the evaluation plan is based on measurement and data collection strategies that will allow for a targeted assessment of how Kimball ES and Malcom X ES implement Connected Schools pipeline

services and how DCPS, partner agencies, and FSCS advisory committees support the overarching structures of shared decision making and pipeline services. The evaluation design—which is aligned to the DC Connected Schools logic model (Appendix B)—will enable an assessment of the combined influence of existing programming and new FSCS-funded service components on youth outcomes, including a focus on how the school communities integrate and use trauma-informed, antiracist, and culturally affirming practices aligned to an MTSS framework to see valuable impact(s) on student and family SEL and academic growth and well-being.

The evaluation will assess both FSCS implementation and related outcomes by employing a mixed methods approach. The implementation study will document and monitor implementation, indicate areas where there are opportunities for growth, and identify factors that may hinder or facilitate implementation. The outcomes study will evaluate the 13 **FSCS-required key performance indicators** as well as the other project objectives (Table 4). The outcomes study will assess how youth and families grow and develop over time as they participate in FSCS-related services and activities that have roots in trauma-informed, antiracist, and culturally affirming values that are ultimately meant to enhance equitable outcomes. The project evaluation plan will **provide DCPS with performance feedback and permitting the periodic assessment of progress toward intended outcomes**. In the following sections, we first provide a summary of AIR's extensive experience conducting evaluations of community school initiatives; we then articulate the plan for **collecting valid and reliable implementation, performance, and outcome data on key project components and targeted outcomes**.

**Evaluator Experience.** The proposed evaluation is made both more thorough and more feasible by AIR's extensive experience evaluating community school initiatives examining both

implementation and outcomes using mixed methods approaches. For example, since 2011, AIR has been the primary evaluator for the Chicago Public Schools' Community Schools Initiative, which includes providing evaluation support to the District's two FSCS grants. AIR also serves as an evaluator for FSCS-funded initiatives led by the Alaska Association for School Boards and Lewis University. AIR also recently completed an evaluation of the University of Central Florida's (UCF) Community Partnership Schools (CPS) statewide initiative, which included providing the UCF team with products that captured positive trends in student attendance and academic growth, as well as identifying a series of suggestions for improving the implementation of the CPS model. Additionally, AIR has worked with other community schools initiatives to inform the development of a self-assessment tool and process aligned to key implementation frameworks to do the following: help schools understand how well they are implementing the community school model, identify areas of strength and weakness, and target key facets of implementation for improvement; develop key performance indicators—including for FSCS-funded grants—related to community school implementation and youth progress on key outcomes derived from data housed in district- and state-level data warehouses and in systems designed to collect data on student participation in community school activities and services; conduct quantitative analyses exploring how community school implementation is contributing to youth outcomes; develop a deeper understanding of how initiatives are being implemented with fidelity to the community school model; and identify promising practices in implementation and areas of potential growth.

AIR will rely on its previous community school evaluation experience, knowledge of key frameworks, and approaches to measurement and analysis to develop and implement an evaluation plan yielding useful, relevant, and timely information for DCPS and key community

school stakeholders. This knowledge will ensure the evaluation methods and analyses for this grant reflect the realities of current community school operation and are optimally aligned with the complementary goals and objectives of expanding Connected Schools operation to further include tenants of the FSCS model.

**Evaluation Questions.** In Table 7, we summarize the proposed implementation and outcome evaluation questions that will be undertaken by AIR.

**Table 7. Evaluation Questions**

Implementation Questions (IQs)	
IQ 1	To what extent have schools been able to implement key structures and processes (e.g., shared vision, shared decision making, structures for communication, progress monitoring, facilitating relationships among stakeholders) related to the six elements of the Connected Schools model?
IQ 2	To what extent have schools been able to establish structures for cross-sector collaboration (e.g., establishing Connected Schools committees, family engagement leadership teams, and local school advisory teams) and how have these structures supported cross-sector collaboration, created efficiencies in service delivery, and mobilized community resources to meet student and family needs?
IQ 3	How has the implementation of pipeline services to support social and emotional and academic outcomes for students and families been implemented and to what extent did school staff, students, and families perceive these pipeline services to be relevant, useful, and supportive?
IQ 4	To what extent have pipeline services been implemented at targeted schools (e.g., high-quality early childhood education programs; high-quality school and out-of-school programs; activities that support postsecondary and workforce readiness, nutrition, and mental health services and supports; family and community engagement and supports), and have schools met their targets in relation to service delivery and activity provision project objectives? To what extent have programing and services supported through the FSCS initiative reached targeted student and family groups, such as students experiencing poverty and chronic absenteeism and adult family members facing unemployment?
IQ 5	To what extent do family and community members perceive Family and Community Engagement (FACE) activities, resources, and supports to be relevant and useful in supporting their families' and communities' needs and goals?
Outcome Questions (OQs)	
OQ 1	To what extent are youth demonstrating improvement on key developmental and school-related outcomes (sense of belonging, chronic absenteeism rates, discipline rates, graduation rates, etc.)? How does this vary by school?

OQ 2	To what extent have student and family perceptions of school climate, opportunities, and supports improved (loved index, family communication, family satisfaction, etc.)? How does this vary by school?
OQ 2	What is the effect of participating in Connected Schools pipeline services on student outcomes compared to students attending similar schools where these services are not available? Do the effects, if any, vary for priority student groups (e.g., students with disabilities, English language learners)?
OQ 3	What is the relationship, if any, of key implementation factors of Connected Schools pipeline services (e.g., participation levels, activities provided) on student outcomes?

**Evaluation methods that are thorough, feasible, and appropriate.** To answer IQs 1–5, AIR will collect interview and focus group data from key stakeholders, including school staff, parents, students, and key community members who participate in existing Connected Schools pipeline services as well as new services funded by the FSCS grant. AIR will collect data to answer these questions in a phased approach, with a focus on the overall implementation in the first year and on understanding key aspects (e.g., fidelity of implementation; assessing experiences and benefits; assessing cross-sector collaboration) of the initiative in the remaining years of the grant. To answer IQs 3, 4, and 4a, AIR will also use secondary data such as youth and family participation data in pipeline services; district data on student demographics and performance on school outcomes; and survey results from teacher surveys (Insight surveys) and student and family surveys (Panorama surveys). AIR will assess IQs 4 and 5 annually during the grant period to document how implementation of the FSCS initiative is being integrated with fidelity into the broader community strategy at Kimball and Malcom X Elementary Schools.

To answer OQs 1–3, we will rely on the administrative data. In the following section, we describe how AIR will collect and analyze data to address each implementation and outcome evaluation question.

**Implementation Evaluation.** AIR has structured the implementation evaluation to follow the expected development and evolution of FSCS-funded Connected Schools implementation and to focus on specific topics related to implementation. The following paragraphs, organized around each implementation year of the grant, detail how the evaluation team will approach implementation-related data collection.

***Year 1 (2024–25 School Year): Evaluating Initial Implementation.*** Based on findings from previous AIR-conducted evaluations, the following structures and processes are key to successful community school implementation: (a) developing a common shared vision to drive and orient implementation activities, (b) having a clear plan for communicating with stakeholders about the initiative and related activities and services, (c) developing meaningful processes for supporting shared decision making across a wide range of key stakeholders (including students and families), and (d) establishing tools and processes to monitor the quality of offerings and overall success of implementation, including assessing how activities and services are integrated into the school and coordinated to optimize student and family enrollment and utilization. Previous FSCS evaluation experiences have shown that these processes are interrelated activities that schools should undertake in the initial stages of implementation and to instantiate a framework for sustainable implementation over time.

As such, in spring 2025, AIR will conduct a virtual 60-minute interview with each Connected Schools Manager (CSM) and school principal (or appropriate school administrator). The goals of these interviews will be to learn how schools are supporting the implementation of these key structures and processes of implementation (IQ 1). Data collection and analysis in assessing initial implementation activities will provide evidence of the extent to which DCPS, its partners, and schools have made progress in meeting the project’s objectives and developing sustainable

high-quality frameworks for implementation. Additionally, AIR will conduct analyses to draw out promising practices and barriers to implementation that schools are experiencing.

***Year 2 (2025–26 School Year): Assessing Pipeline Services Fidelity of Implementation.*** In the second year of Connected Schools implementation, AIR will conduct interviews with CSMs and MTSS Coordinators for each school as well as focus groups with partner agencies to understand the extent to which pipeline services have been implemented at targeted schools and if schools have met their targets in relation to service delivery and activity provision (IQ 4). They will also analyze and report on activity provision and participation data to supplement our findings from the qualitative data collection. In both instances, they will also explore the extent to which pipeline services reached targeted student and family groups (IQ 4a), such as students experiencing poverty and chronic absenteeism and adult family members facing unemployment. These interviews will be conducted in spring 2026.

***Year 3 (2026–27 School Year): Assessing Experiences and Benefits of Connected Schools Pipeline Services.*** In the third year of Connected Schools implementation, AIR will conduct focus groups and interviews with students, families, school-day teachers, school staff, school administrators, and community organization representatives to understand how pipeline services to support social and emotional and academic outcomes for students and families have been implemented and to what extent school staff, students, and families perceive these pipeline services to be relevant, useful, and supportive (IQ 3). They will conduct focus groups with Connected Schools teachers in fall 2026 and with student and family participants in spring 2027.

In AIR’s data collection and analysis, they will identify the ways in which these benefits may or may not be experienced differently by specific students and families, such as students and families for whom English is an additional language, students experiencing chronic absenteeism,

and families facing unemployment. Specifically, they will assess the extent to which stakeholders perceive participation in these activities to support the provision of trauma-informed, antiracist, and culturally affirming services; improvement in school experiences and climate; improvement in access to health and mental health services and learning opportunities; and access to high-quality SEL and academic experiences.

***Year 4 (2027–28 School Year): Assessing Cross-Agency Coordination and Community Engagement and Evaluating Connected Schools Implementation Progress.*** In the fourth and final year of Connected Schools implementation, AIR will conduct focus groups with school leadership teams and committees (e.g., Connected Schools committees, family engagement leadership teams, and local school advisory teams) to understand the extent to which schools have been able to establish structures for cross-agency coordination and how these structures have supported cross-sector collaboration, created efficiencies in service delivery, and mobilized community resources to meet student and family needs (IQ 2). These focus groups will be conducted in fall 2027.

Additionally, AIR will assess the progress made in adopting key implementation drivers akin to those explored in Year 1 of implementation to assess schools' progress as implementation continues. AIR will once again conduct interviews with the CSM and school administrator at both Kimball and Malcom X Elementary Schools. These interviews will take place in spring 2028. Stakeholders interviewed in Year 4 will have participated in or supported the implementation of Connected Schools pipeline services for at least 3 years.

**Implementation Years 1–4: Providing Performance Feedback and Permitting Periodic Assessment of Progress Toward Achieving Intended Outcomes.** A key facet of documenting implementation is quantifying the degree to which students, families, and staff are involved in

and receive FSCS-related supports and activities (IQ 4), whether they are showing signs of improvement, and whether their needs are being met (IQ 3). AIR will report on of the 13 FSCS-required key performance indicators and additional DCPS-defined performance objectives (see Table 8 below) to describe the extent to which youth, families, and school staff are involved in or receiving FSCS-related activities and services and their progress on key outcomes. As part of this effort, AIR will regularly examine enrollment and attendance data for Connected Schools pipeline services, student demographic data, data related to student outcomes (e.g., school attendance, discipline referrals), and responses to teacher, student, and family surveys.

**Continued on next page.**

**Table 8. Key Performance Indicators**

Objective	Measure	Required Indicator	Evaluation Question	Data Source
<b>Connected Schools Element 1: Strong student support systems and Connected School Manager (CSM)</b>				
Objective 1: Ensure systems are in place to coordinate and align new and existing services so that students receive the necessary interventions, avoiding duplication of services and maximizing partner resources.	Hire and onboard full-time CSM at Kimball ES and Malcolm X ES and integrate them into the CSM learning community.	10	IQ 1	Connected Schools Workplan, Community Mapping surveys
	Conduct annual community mapping needs and asset assessment of the school community.	12	IQ 1	Community Mapping surveys
	Establish Connected Schools Committee (CSC)/Local School Advisory Team (LSAT) to organize school personnel and community partners into working teams focused on specific issues identified in Community Mapping.	13	IQ 2	Connected Schools Workplan, Community Mapping surveys
	Train CSM on the Connected Schools Database and establish routines for using the data to assess program quality and progress.	12	IQ 1	Connected Schools Workplan
	Facilitate monthly Connected School Professional Learning Community sessions and ongoing one-on-one coaching	10	IQ 1	Connected Schools Workplan, Feedback surveys
	Establish regular convening schedule for the Connected School Advisory Group, inclusive of consortium partners, including LEA representatives, CBOs, and City Family Success Centers.	11	IQ 2	Connected Schools Workplan, Feedback surveys
	Establish basic needs resource banks (Connected Closets) and Family Resource Centers at both schools and galvanize partner networks for emergency resources.	4	IQ 4	Connected Schools GPPRA data
	Increase the percentage of students accessing services and programs.	4	IQ 4	Connected Schools GPPRA data

	Increase the number of in-kind contributions and increase the number of funding sources supporting pipeline services to sustain the work.	9	IQ 1	Connected Schools Database School expenditure data
	Reduce school-wide chronic absenteeism among students.	1	OQ 1, OQ 3, OQ 4	School attendance records
	Improve School Climate Measure on Insight Teacher Survey: Teachers at my school believe that every student can succeed when the needs of the whole child are met.	3	IQ3	Insight School Climate Survey (Teacher)
	Improve School Climate Measure on Insight Teacher Survey: My school creates opportunities for students, staff, and community members to collaborate together to meet the needs of students furthest from opportunity.	3	IQ3	Insight School Climate Survey (Teacher)
<b>Connected Schools Element 2: Place-based services and healing centered practices</b>				
Objective 2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health.	Establish new nutrition services for students to address food security gaps.	4	IQ 4, IQ 5	Connected Schools GPPRA data
	Establish expanded mental health services for students and families to address growing trauma and grief in the school community.	4	IQ 4, IQ 5	Connected Schools GPPRA data
	Establish wraparound social services supports for chronically absent students.	4	IQ 4, IQ 5	Connected Schools GPPRA data
	Increase the percentage of students receiving nutrition supports.	4	IQ 4	Connected Schools GPPRA data
	Increase the number of students and families being reached through mental health services.	4	IQ 4	Connected Schools GPPRA data
	Increase the number of students receiving wraparound services.	4	IQ 4	Connected Schools GPPRA data
	Reduce school-wide Chronic Absenteeism among students.	1	OQ 1, OQ 3, OQ 4	School attendance records

	Improve Social Emotional Wellbeing on Panorama Survey: My child feels safe at his/her school.	3	OQ 2	Social Emotional Wellbeing Panorama Survey
	Decrease the number of suspensions per 100 students.	2	OQ 1, OQ 3, OQ 4	Student behavior data
<b>Connected Schools Element 3: Authentic family and community engagement</b>				
Objective 3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home.	Establish Family Engagement Leadership Team (FELT) to focus on family engagement opportunities as identified in Community Mapping.	13	IQ 2 IQ 5	Connected Schools Workplan, Community Mapping surveys
	Establish evidence-based strategies for building trusting relationships with families, for example parent cafes and relationship building home visits.	6	IQ 3, IQ 5	Connected Schools Workplan, Feedback surveys
	Increase the number of families engaged in strategies that support building trusting relationships.	6	IQ 4, IQ 5	Connected Schools GPPRA data
	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index.	6	OQ 2	Social Emotional Wellbeing Panorama Survey (Family)
	Improve Social Emotional Wellbeing on Panorama Survey: My family is welcome at my school.	6	OQ 2	Social Emotional Wellbeing Panorama Survey (Family)
	Improve Social Emotional Wellbeing on Panorama Survey: My child's teacher works hard to build a relationship with me.	6	OQ 2	Social Emotional Wellbeing Panorama Survey (Family)
	Improve Social Emotional Wellbeing on Panorama Survey: I feel well informed about what is happening at my child's school.	6	OQ 2	Social Emotional Wellbeing

				Panorama Survey (Family)
<b>Connected Schools Element 4: Academic enrichment</b>				
Objective 4: Ensure students are advancing academically by providing remedial supports and enriching academic experiences through high-quality school and out-of-school time programs and strategies.	Establish new HIT tutoring services to address learning loss and target gap in services for grades 3-5.	5	IQ 4, IQ 5	Connected Schools GPPRA data
	Establish expanded afterschool academic enrichment opportunities targeting civic engagement, STEM, the arts, dance and healthy movement.	5	IQ 4, IQ 5	Connected Schools GPPRA data
	Increase the percentage of students receiving high-quality school and out-of-school time programs and strategies.	5	IQ 4, IQ 5	Connected Schools GPPRA data
	Increase the percentage of students who are promoted each year. *	8	OQ 1, OQ 3, OQ 4	Student demographics data
	Increase retention of effective and highly effective teachers, looking at number and percentage of fully certified teachers, disaggregated by race and ethnicity, who are retained with highly effective or effective IMPACT scores.	7	IQ 1, IQ 3	IMPACT teacher ratings Teacher retention data
	Increase the percentage of students reading at or above grade level.	NA	OQ 1, OQ 3, OQ 4	PARCC, DIBELS, Student core course grades/report card data
	Increase the percentage of students on or above grade level in math.	NA	OQ 1, OQ 3, OQ 4	iReady, PARCC, Student core course grades/report card data
<b>Connected Schools Element 5: Academic enrichment</b>				
Objective 5: Ensure students are prepared	Establish new programming for early childhood education and development.	5	IQ 4, IQ 5	Connected Schools GPPRA data

for kindergarten by providing high-quality early childhood education programs.	Increase the number of ECE students participating in services.	5	IQ 4, IQ 5	Connected Schools GPPRA data
	Increase the percentage of students exceeding expectations in the social emotional, literacy, and math domains of GOLD.	NA	OQ 1, OQ 3, OQ 4	GOLD
<b>Connected Schools Element 5: Place-based services</b>				
Objective 5: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness.	Establish new programming to support postsecondary and workforce readiness, including job training and career counseling.	4	IQ 4, IQ 5	Connected Schools GPPRA data
	Increase the number of families participating in postsecondary and workforce readiness services.	4	IQ 4, IQ 5	Connected Schools GPPRA data
	Improve Social Emotional Wellbeing on Panorama Survey: Family Satisfaction Index.	6	OQ 2	Social Emotional Wellbeing Panorama Survey (Family)
	Improve Social Emotional Wellbeing on Panorama Survey: Loved Index.	3	OQ 2	Social Emotional Wellbeing Panorama Survey (Student)

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

Collectively, the project and evaluation teams will use the indicators represented in Table 8 above to assess outcomes resulting from implementation of the Connected Schools model (OQ 1 and OQ 2). The evaluation team will compile data on the key performance indicators and project objectives at the end of each school year during the evaluation of Connected Schools implementation in Years 1–4, as well as for the school year prior to full implementation (2023–24). This information will help DCPS and its partners understand how well student and families are being connected with grant-supported activities and services, what experiences they are having when participating in these opportunities, and how Connected Schools activities and services are promoting student, family, and school community development. Additionally, the evaluation team will be prepared to report on the required performance indicators to be specified in the annual performance reporting process (e.g., student chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information) as specified in the Notice Inviting Application (NIA).

Another goal of the FSCS grant is to develop a community school infrastructure that will facilitate the creation of an integrated support system linking the schools, families, and key community partners to support positive youth development via trauma-informed, antiracist, and culturally affirming practices. To support this goal, the evaluation team will examine annually the progress being made in developing this infrastructure by documenting student and family participation hours; the number of trainings, workshops, and professional development opportunities provided; new partnerships formed; and the number of meetings and events held to support the development of collaborative leadership around implementing the FSCS-funded Connected Schools model at Kimball and Malcom X Elementary Schools.

**Effectiveness Analysis.** AIR will conduct an effectiveness analysis in Year 5 of the grant, giving all schools the opportunity to fully implement the Connected Schools model. The effectiveness analysis will focus on how implementation of services and activities intended to support students' SEL and academic growth are associated with student outcomes (OQ 3 and OQ 4). Data for the effectiveness analysis will include the previously referenced administrative data. These data will be provided for all years of implementation along with at least 4 years of pre-implementation data.

AIR proposes to conduct a comparative interrupted time series (CITS) design, a rigorous quasi-experimental design for establishing program effectiveness in the absence of randomization (Shaddish et al., 2002). Using this design, the program effects are identified by comparing changes in the outcomes of the program group over time with changes in the outcomes of another (comparison) group over the same period. Thus, this approach relies on two sources of variation to inform the analyses: comparisons across individuals and comparisons over time. This combination supports more robust effectiveness estimates than other assessment designs. The proposed analysis will compare the outcome trends between the two Connected Schools (Kimball and Malcom X Elementary Schools) and a group of comparison schools based on data from the years preceding the start of implementation. AIR will examine data in the years after program implementation to determine the extent to which there is (a) a sharp discontinuity at the point of implementation (i.e., change in means) and (b) a change in relationship between time and outcomes (i.e., change in slope) after the initiative was introduced.

**Sampling Strategy.** AIR will use propensity score matching to select the comparison schools from Ward 8 of DCPS based on a range of school conditions and characteristics comparable to schools receiving FSCS-funded Connected Schools services and activities. AIR

will estimate propensity scores using a logistic regression model, where the outcome variable of interest is an indicator of whether a school participated in Connected Schools programming and the predictors are aggregated characteristics of schools (e.g., school locale, percentage of students receiving free or reduced-price lunch, total enrollment) in years prior to implementation. The propensity score for each school represents the probability that a school with the observed characteristics received services. Each school will be matched to multiple schools without the community school strategy in the same school type with the closest propensity scores. Two comparison samples will be created for analysis.

AIR will examine the effect of the Connected Schools model on a range of school-related outcomes aligned with the model's goals, such as school attendance, disciplinary referrals, academic achievement, and SEL (OQ 3). In early phases, AIR will work with DCPS, its partners, and schools to identify key priority groups. The evaluation team will subset and mirror analyses for these specific priority student groups (e.g., students with disabilities, English language learners) (OQ 3a).

Within schools with Connected Schools programming, AIR will also examine whether key implementation factors—such as participation levels or activities offered—are associated with any of the outcomes (OQ 4) during Year 5 of the grant. Although these results will not provide any causal inferences about Connected Schools programming, they will provide important information to DCPS and its partners about student participation and activity take-up to inform scale-up and supports needed.

**Ensuring Valid and Reliable Performance Data.** To ensure all data collection activities produce valid and reliable data, AIR will undertake a careful process in the design, testing, and refinement of each data collection protocol. Interview and focus group protocols will be designed

in close consultation with DCPS to ensure the appropriate breadth of issue coverage related to FSCS/Connected Schools implementation as well as the proper use of terminology to avoid confusion in respondent responses.

In analyzing qualitative data, a codebook will be developed for each source, and coders will calibrate using an interrater reliability test. Coders will meet an inter-rater reliability threshold of 0.85 or more on each code. Procedures used to conduct all descriptive analyses and file preparation tasks for the key performance indicators and outcomes analyses will be saved to syntax and reviewed by a second analyst to ensure they are performed correctly.

All analyses and reports developed as part of the evaluation will go through AIR's extensive quality assurance process to ensure analyses are done correctly, results are described accurately and are easy to interpret, and report findings and summaries are clear and concise. AIR is committed to providing information necessary for **participation in the national evaluation implementation study**.

**Analysis and Reporting.** At the conclusion of each school year (implementation Years 1–4), AIR will synthesize the full complement of data collected about FSCS implementation; provide a detailed report to DCPS and its partner agencies summarizing **progress achieved with the grant**; and offer suggestions for improving implementation efforts. AIR will use NVivo to analyze interview and focus group data to identify (a) key themes related to how implementation is progressing as anticipated, (b) common challenges, and (c) what trauma-informed, antiracist, and culturally affirming implementation means to youth and families. We will analyze survey data descriptively and share results of this analysis with each school and partnering DCPS agency to inform how they **refine and improve activities carried out through the grant**. We will descriptively analyze participation data, survey response data, and key FSCS

implementation-related performance measures for the 2023–24 through 2027–28 school years to identify trends and changes over time in these data. These findings will be reported in an annual presentation of findings webinar. In the final year of the contract, AIR will include an effectiveness analysis as part of the final evaluation report. AIR will also deliver an in-person summative presentation of findings to DCPS and invited stakeholders. **All results of the evaluation will be publicly available** on the Connected Schools website and by request.

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