

**Full-Service Community Schools Program (FSCS)
Project Abstract FY 2023**

Applicant Name: Partners for Rural Impact, Inc.

Project Title: Mexico Missouri FSCS

Absolute Priority the Project Addresses: (select all that apply) (Please note: You must select 1 or 2 and 3 or 4 or 5)

- Absolute Priority 1 – Title IA Schoolwide Program Eligibility
- Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income
- Absolute Priority 3 – Capacity Building and Development Grants
- Absolute Priority 4 – Multi-Local Educational Agency Grants
- Absolute Priority 5 – FSCS State Scaling Grants

Competitive Preference and Invitational Priorities the Project Addresses: (select all that apply)

- Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs
- Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change
- Invitational Priority—Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K–3).

Total number local educational agencies (LEAs) to be served by the project: 1

Total number of schools to be served by the project: 5

Total estimated number of students to be served by the project: 2,445

Brief description of proposed project, including project activities: Our FSCS will serve all students and will target services to those students with the most need—priority students. The vast majority of the young children, students, and youth in our Full Service Community Schools fall into at least one priority category. For example, nearly all of our students qualify for free/reduced lunch—an indicator of lower economic status. And each lives in a community of generational poverty where few adults have achieved their own academic success (low college graduation rates for adults). With that population—priority students and their families—in mind, we have developed a slate of resources and services found to be effective with this population. The foundation for our project design is the evidence-based four pillars of a full service community school. The four pillars emerged from a comprehensive review of community schools research conducted by the Learning Policy Institute (LPI). LPI concludes that the four community school pillars align closely with evidence-based features of good schools, derived from decades of research identifying school characteristics that foster students’ intellectual, social, emotional,

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and physical development. Project Activities: parent engagement; professional learning; early literacy programs; gaps and solutions identified in each community; professional learning; student interventions; pre-K camps; parent programs; career fairs, financial aid info; job shadowing; college visits; Check & Connect; Waterford Upstart; health/wellness programs; nutrition; school safety; mental health referrals; feeding programs; Bottom Line Advising; internships; dual enrollment; credentialing; mentoring; parent outreach; pre-apprenticeships; GED classes; easy-entry credentialing; housing supports; financial literacy; workforce readiness skills; Center for School Safety PD for teachers; presentations to students; Check and Connect mentoring; parent outreach; bystander prevention programs (Green Dot); Too Good for Violence program, Too Good for Drugs; substance abuse education; Mental Health First Aid for teachers/staff; wellness checks, dental visits, substance abuse and trauma services, mental health services; ACT and FAFSA prep; college visits; tutoring; mentoring; summer camps; test prep; college going support; arts, music, and STEM programs; entry-level work credentials while in high school; pre-apprentice opportunities; GED assistance; career fairs; work-based education; financial literacy; computer classes; access to the internet; parent education; National Network for Partnership Schools (NNPS) and parent nation training; NNPS and Mapp's Dual Capacity-Building Framework for teacher professional learning; referrals for food security programs, health and mental health services, housing supports, GED courses and testing

Summary of project objectives and expected outcomes: Obj 1.1: 25% increase in the number of students ready for kindergarten - PM 1.1.1: #/% of priority students and their families participating in transition to kindergarten programs, PM 1.1.2: #/% of priority students at kindergarten readiness on assessment; Obj 1.2: 20% increase in the number of students scoring proficient in math on state assessments, PM 1.2.1: #/% of priority students participating in out-of-school learning time, PM 1.2.2: #/% of priority students and their families who participate in transition programs—elementary to middle, middle to high, high to college and career, PM 1.2.3: #/% of priority students, receiving mentoring, supportive services, PM 1.2.4: #/% of priority students at proficient or above in math on state assessment, PM 1.2.5: #/% priority students at/above benchmark in math on the ACT; Obj 1.3: 25% increase in the number of students scoring proficient in Reading on state assessments - PM 1.3.1: #/% of priority students participating in out-of-school learning time, PM 1.3.2: #/% of priority students and their parents participating in transition programs, PM 1.3.3: #/% priority students receiving mentoring, supportive services, PM 1.3.4: #/% of priority students at proficient and above in Reading on state assessment, PM 1.3.5: % priority students at/above benchmark in reading on the ACT; Obj 1.4: 20% increase in number of students who graduate high school prepared for college - PM 1.4.1: % of priority students at/above benchmark on ACT in Reading and in Math, PM 1.4.2: #/% of priority students and their families who participate in transition from HS to college activities; Obj 1.5 25% decrease in the number of students who are chronically absent, that is, a 25% increase in the # of students who meet “proportional attendance” rates - PM 1.5.1: #/% of chronically absent priority students, measured annually; Obj 2.1: Increase in number of partnerships with social and health service agencies. - PM 2.1.1: # partnerships with medical, dental, vision, and mental and behavioral health services, PM 2.1.2: # partnerships with housing, transportation, and food security providers, PM 2.1.3: # partnerships with orgs. assisting with criminal justice issues including re-entry and expungement, Obj 2.2: Increase in number of parents

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referred to appropriate support services (e.g., housing assistance, health, mental health, food security providers) - PM 2.2.1: # of programs identified for family members, PM 2.2.2: #/% of families who participate in FSCS programs, PM 2.2.3: #/% of families referred to appropriate services; Obj 3.1: Increase by 25% the #/% of students participating in out-of-school learning - PM 3.1.1: Increased # of priority students who participate in out-of-school learning time, PM 3.1.2: Increased # of hours priority students participate in out-of-school learning time, PM 3.1.3: Increased # of opportunities in art, music, drama, and creative writing available in all schools, PM 3.1.4: Increased # of opportunities in STEM available in all schools; Obj 3.2: Improve the quality of out-of-school learning time opportunities - PM 3.2.1: Increase in the # of out-of-school providers trained in evidence-based practices and curriculum (families, educators, community members, and volunteers), PM 3.2.2: Increase in the # of evidence informed programs offered during out-of-school time K-12 learning, PM 3.2.3: Increase in tutoring available and provided that aligns with classroom success including homework help; Obj 3.3: Increase in the # of work-based learning opportunities tied to high quality employment opportunities in local labor market - PM 3.3.1: Increase in the # of work-based learning opportunities, PM 3.3.2: Increase in the # of priority youth participating in work-based learning, PM 3.3.3: Increase in the # of work-based learning opportunities completed by priority youth; Obj 3.4: Increase in the # of high school students participating in and receiving college credit through dual credit courses - PM 3.4.1: Increased # of dual credit courses offered, PM 3.4.2: Increased #/% of priority students taking dual credit courses, PM 3.4.3: Increased #/% of priority students receiving college credit via dual credit courses; Obj 4.1: Increase by 25% the number of families and community members (adults) who come into the school building for meetings, events or programming - PM 4.1.1: Increased # of opportunities for families, parents, and community members to come into the school building (engagement), PM 4.1.2: Increased #/% of attendance (families, community members) for school-based meetings, events or programming, PM 4.1.3: Increased #/% of attendance for families of priority students for school-based meetings, events or programming; Obj 4.2: Increase by 25% the #/% of families/parents who see the school as a “hub of service” - PM 4.2.1: Increased #/% of positive responses from families/parents to aligned questions on pre/post surveys, PM 4.2.2: # of educators trained in evidence-based Framework for Family and Community by Dr. Karen Mapp, PM 4.2.3: # of schools implementing the Framework for Family and Community (Mapp) with fidelity; Obj 4.3: Increase by 25% the #/% of parents/caregivers (adults) who participate as advocates and/or volunteers in their local schools and districts - PM 4.3.1: Increase in the # of overall volunteers in each school, PM 4.3.2: Increase in the # of priority volunteers (i.e., from families of priority students) in each school, PM 4.3.3: # of all adults who advocate for and support student programming via local leadership roles, PM 4.3.4: # of priority adults who advocate for and support student programming via local leadership roles, PM 4.3.5: # of adults attending meetings to learn about and become advocates for children and students, PM 4.3.6: # of priority adults attending meetings to learn about and become advocates for children and students; Obj 5.1: Increase in number of educators, family members, community members participating in collaborative leadership processes and practices at multiple levels - PM 5.1.1: # of Consortium participants (overall project leadership, fiscal responsibility), PM 5.1.2: # of Partnership Council participants (diverse mid-level group of parents, students, educators and partners focused on the effectiveness of implementation and scope), PM 5.1.3: #

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of School FSCS Committee participants (grassroots group of parents, students, teachers, school leaders shaping the work in their own school); Obj 5.2: Sustain participation to at 80% or higher attendance over the course of the 5-year project - PM 5.2.1: % of Consortium members meetings and work sessions, PM 5.2.2: % of Partner Council members attending meetings and work sessions, PM 5.2.3: % of School FSCS Committee members attending meetings and work sessions, PM 5.2.4: # of new members added each year to each group to ensure diversity of perspectives throughout the project, PM 5.2.5: # of groups and members continuing to meet in Year 5 of the project as the work is sustained

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Mexico, MO

List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable:
Not Applicable

List all non-LEA organizations partnering with this project: Audrain County Health Department, Mexico Area Chamber of Commerce, Mexico Area Family YMCA, Mexico-Audrain County Library, National Council for Families Learning, Presser Arts Center, Tyronn Lue Fund and Waterford.org