

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

Applicant Name: District of Columbia Public Schools

Project Title: DCPS Connected Schools – Feeder Pattern Capacity Building

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: 2

Total estimated number of students to be served by the project: 626

Brief description of proposed project, including project activities: Grant funds from the Full-Service Community School (FSCS) program will enable DCPS and a consortium of partners to build the capacity of the DCPS Connected School Model to serve the PreK-12 pipeline and to expand to two new elementary schools. This work will build upon the success of the existing fourteen Connected Schools and ensure the pipeline of services continues to grow through feeder patterns in DC’s Ward 7 and Ward 8 communities. Key project activities will include the addition of 1) high-quality early childhood education programs (George Washington University Jump Start), 2) high-quality school and out of school programs and strategies (George Washington University Math Matters HIT tutoring for grades 3-5, enriched in-school and after-school learning opportunities), 3) activities that support postsecondary and workforce readiness (workforce development services, workshops, and certificates), 4) Social, health, nutrition, and mental health services and supports (mental health services, food security nutritional services through DC Food Project, and wrap-around social services with CASA DC), and 5)

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family and community engagement and supports (trust building strategies, parent cafes, and relationship building home visits).

Summary of project objectives and expected outcomes: The six project objectives include: 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, Project Objective #2: Ensure the health and safety of students by establishing and growing services and supports for social, health, nutrition, and mental health, Project Objective #3: Ensure students are supported by engaged adults by building trust with families and supporting them at school and at home, 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, Project Objective #5: Ensure students are prepared for Kindergarten by providing high-quality early childhood education programs, Project Objective #6: Ensure families have paths to empowerment through activities that support postsecondary and workforce readiness. The project outlines a number of expected outcomes. 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 in years 4+.

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

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:
District of Columbia Public Schools

List all non-LEA organizations partnering with this project: CASA for Children of DC, DC Food Project and George Washington University