

Full Service Community School Program
St. Cloud Area School District 742 - St. Cloud, MN

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Need for Project

Introduction

The St. Cloud Area Independent School District 742 (D742) in partnership with the United Way of Central Minnesota, seeks funding from the Department of Education's Full-Services Community Schools program (FSCS) to plan, develop and implement a community school model at two high-needs schools in our community. This proposal addresses:

- Absolute Priority 1: Title IA Schoolwide Program Eligibility, and
- Absolute Priority 3: Capacity Building and Development Grants
- 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).

If awarded, D742 will convene students, families, and community partners/members, alongside the D742 Core Management Team to conduct a needs assessment and then to develop and implement our plan for Full-Service Community Schools. The St. Cloud Community in general and our community partners in specific are 100% supportive of this concept as shown in our preliminary MOU and letters of support.

The plan will be built on a strong foundation of evidence-based research that will meet the Every Student Succeeds Act Standards (ESSA) and will focus on addressing issues of

equity/creating access pipelines for our most underrepresented students. During and after implementation of Year 1, we will gather data correlating to the objectives and outcomes outlined in the Quality of Project Design section. D742 will utilize this data to analyze trends per methods described in our Quality of Evaluation section and work with students, families, and community partners/members to ameliorate the FSCS Plan for Year 2. D742 will also utilize this data, in collaboration with community partners, to begin the process of seeking additional funding thus laying the foundation for the sustainability of programming as described in the Adequacy of Resources section. D742 will continue this process of **collecting, analyzing, incorporating voices** of students, families and community partners/members, and **adjusting** during the subsequent years of the grant period. Meanwhile, D742 will continue to focus on increasing academic outcomes for our most underserved students with an emphasis on access and opportunity.

Community Profile

Located 70 northwest of Minneapolis, St. Cloud straddles a unique juxtaposition as a regional metropolitan hub in an agricultural setting with rural roots. The city of St. Cloud is the twelfth largest in Minnesota with a population of just under 69,000. However, the metropolitan area showed a population of nearly 200,000 in the 2020 census and ranks as the third largest in Minnesota.

According to St. Cloud's 2022 Comprehensive Annual Financial Report, the economic base includes a diverse mix of manufacturing, agriculture, national and international industry, “and a vibrant urban center with a strong mix of retail sales, restaurants, and services.” Also significant is the local health care system, CentraCare, as it expands to meet the needs of the region and serves as the area’s largest employer. Additionally, the area includes four higher

educational institutions: St. Cloud State University, St. Cloud Technical and Community College, St. John's University and the College of St. Benedict.

Originally occupied by various indigenous populations, the city of St. Cloud was incorporated in 1856 and was first settled by Catholic German immigrants. Other European immigrants, including Polish, Irish and Norwegian, followed. While the population in St. Cloud is one of the fastest growing areas in Minnesota, the nature of immigration has changed. Most recent immigrants have been from Africa, mainly from Somalia as refugees have left the country due to civil war. As you can see from the Chart 1.1 (below), the Black/African American population has grown from 2.33% of the population in 2000 to 19.13% in 2020 according to the US Census Bureau.

Race / Ethnicity	Pop 2000	Pop 2010	Pop 2020	% 2000	% 2010	% 2020
White alone	53,857	54,854	46,641	91.12%	83.31%	67.71%
Black or African American alone	1,378	5,101	13,180	2.33%	7.75%	19.13%
Native American or Alaska Native alone	402	398	337	0.68%	0.61%	0.49%
Asian alone	1,833	2,393	2,404	3.10%	3.64%	3.49%
Pacific Islander alone	31	16	51	0.05%	0.03%	0.07%
Some Other Race alone	60	54	314	0.10%	0.08%	0.46%
Mixed Race/Multi-Racial	762	1,429	2,116	1.29%	2.17%	3.07%
Hispanic or Latino	784	1,597	2,838	1.33%	2.43%	4.12%
Total	59,107	65,842	68,881	100.00%	100.00%	100.00%

Chart 1.1

District Profile

D742 is the 17th largest school district in Minnesota and encompasses four counties and nine communities in Central Minnesota. In 2022-2023, we served 9,286 students at one early childhood center and community education center, 8 elementary schools, 3 middle level schools,

2 high schools and 4 alternative locations. In partnership with the surrounding community, D742 engages, inspires, educates, prepares and empowers our students to be successful in today's and tomorrow's society. With approximately 900 teachers, 75 leadership team members and 800 support staff, D742 employees strive daily to create a safe and caring climate and culture ideal for optimal learning.

While D742 is fully committed to the success and well-being of our students, families in our community face many barriers and we serve student populations with high needs. We have identified three groups of underserved students whom we feel the FSCS Program could provide meaningful support to provide best practice interventions and programming to increase positive outcomes for students:

1. Students experiencing poverty
2. BIPOC students; specifically Hispanic, Black/African American or East African Immigrants.
3. English language learners

D742 students live in concentrated areas of poverty: according to the US Census Bureau, the poverty rate in the state of Minnesota is 8.7% (11% for children under 18). In St. Cloud, the number of people living in poverty is 22%. However, in D742, the average percentage of our students on free/reduced price meals is 69.9% which is significantly higher than the state average of 43.4%.

D742 has also seen a dramatic increase in the number of students experiencing homelessness; based on D742 data, we estimate a 400% increase in the number of our students facing homelessness (from 200 to 1000 students) over the past 5 years.

This reality is only exacerbated for our BIPOC families. According to a 2022 Minnesota Poverty Report conducted by the University of Minnesota, only 6.3% of White families while 14.3% of Hispanic/Latino families, and 26.8% of Black/African American families in the state of Minnesota live in poverty (MinnCAP., 2022). While we do not have this disaggregated data for St. Cloud, based on the fact that the percent of people living in poverty (22%) is more than 100% higher than the average for the state of Minnesota (8.7%) and that our average free/reduced price meals is 69.9%, it is disheartening to say a disproportionate amount of our BIPOC families are living in poverty.

St. Cloud has a diverse population and D742 boasts a rich linguistic landscape. While English serves as the primary language of instruction, various other languages are spoken by families within the district. Some of the most common non-English languages include Spanish, Somali, Vietnamese, Arabic, and several others, creating a diverse and multilingual learning environment. D742 values and embraces this diversity. However, having a large number of non-native English speaking students, many of whom are categorized as SLIFE (Students with Limited or Interrupted Formal English), presents challenges for state accountability measures. Based on data from the Minnesota Department of Education (MDE) shown in the chart below, the number of English Language Learners in District 742 is more than 200% of the average in the state of Minnesota.

Chart 1.2 (below) highlights data from MDE showing that D742 has more high-needs students than is average in the state of Minnesota.

2022-2023 School Year		
	D742	State of Minnesota
Total Number of Students	9,286	870,019
Free/Reduced Price Meals	69.9%	43.4%
Experiencing Homelessness	4.1%	1.0%
English Language Learner	22.5%	9.2%

Chart 1.2

The student enrollment for D742 has been declining for the last five years. With a 250 square mile boundary area, the school district is surrounded by many small communities, mostly White, and the changing racial demographics of D742 has led some families to choose to open-enroll into other districts. Additionally, there are 8 private elementary schools and 2 middle/high schools that draw students from the district. Further adding to the enrollment challenge are 3 elementary charter schools and one K-8 charter school currently in operation with 2 additional schools approved to open in the 2024-25 school year. Currently, we have approximately 1200 potential students enrolled in charter schools, many of whom choose to rejoin our district in the critical transition years of 6th and 9th grades.

Based on data obtained from the MDE, D742 consistently outperforms all of the charter schools in our area (chart 1.3) which presents unique challenges when charter school students re-enroll in large numbers, which often occurs at the 6th and 9th grade transition years.

2021 MCA Proficiency Rates

	Math	Reading	Science
Athlos	14.7%	26.7%	17.4%
Math and Science Academy	11.5%	18.9%	20.0%
STRIDE	14.6%	27.4%	24.7%
Success Academy	N/A	N/A	N/A
St. Cloud Area Schools	26.9%	38.1%	30.9%

2022 MCA Proficiency Rates

	Math	Reading	Science
Athlos	14.3%	23.6%	21.6%
Math and Science Academy	22.4%	29.8%	28.0%
STRIDE	19.3%	29.6%	26.0%
Success Academy	21.2%	17.3%	8.3%
St. Cloud Area Schools	28.0%	38.3%	26.8%

Chart 1.3

D742 recognizes these are pivotal points in a student’s educational journey and understands the importance of facilitating a smooth transition for those students who choose to return to our public school district for their middle and high school years. We also recognize the need for increased academic and social-emotional support for many of the students.

Profiles of Full-Service Community Schools

D742 has identified two schools for the FSCS program: Discovery Community School and North Junior High, both of which receive Title IA schoolwide services.

2022-2023 School Year				
	Discovery	North Junior High	District 742	State of Minnesota
Total Number of Students	483	708	9,286	870,019
American Indian	1.0%	2.1%	1.1%	3.2%
Asian	1.2%	6.5%	2.7%	7.0%
Black/African American	52.0%	37.4%	41.2%	11.7%
Hispanic or Latino	19.5%	12.9%	9.2%	10.6%
Native Hawaiian or Pacific Islander	0.6	0.4%	0.2%	10.0%
Other Indigenous Peoples	0.0%	0.1%	0.1%	0.1%
White	19.5%	32.8%	38.0%	62.3%
Two or More Races	6.2%	7.8%	7.0%	5%
English Language Learner	46.4%	20.3%	22.5%	9.2%
Free/Reduced Price Meals	85.3%	77.0%	69.9%	43.4%
Experiencing Homelessness	8.1%	5.2%	4.1%	1.0%

Chart 1.4

Discovery Community School served 483 students from pre-school - 5th grade during the 2022-2023 school year. Chart 1.4, based on data from MDE, shows the percentage of students who meet the measures of the three underserved student populations identified earlier. Discovery had 85.3% of students experiencing poverty (as reflected by free/reduced price meal

percentages), 19.5% Hispanic or Latino students, 52% Black or African American students, and 46.4% English language learners.

North Junior High served 708 students from 6th - 8th grade during the 2022-2023 school year. Chart 1.4 above shows the percentage of students who meet the measures of the three underserved student populations identified earlier. North had 77% of students experiencing poverty (as reflected by free/reduced price meal percentages), 12.9% Hispanic or Latino students, 37.4% Black or African American students, and 20.3% of English language learners.

Students Meeting Proficiency in Reading					
	2018	2019	2020	2021	2022
State	60.4%	59.7%	N/A	N/A	51.7%
D742	46.9%	45.7%	N/A	N/A	39.3%
Discovery	35.3%	28.4%	N/A	N/A	29.4%
North	43.0%	42.2%	N/A	N/A	33.7%

Chart 1.5

Students Meeting Proficiency in Math					
	2018	2019	2020	2021	2022
State	57.7%	55.5%	N/A	N/A	45.5%
D742	41.0%	38.0%	N/A	N/A	28.8%
Discovery	35.9%	22.9%	N/A	N/A	26.9%
North	30.4%	24.7%	N/A	N/A	20.1%

Chart 1.6

Because of the high level of needs D742 students face, there are significant challenges to meeting state accountability measures. According to MDE in 2022, 70.6% of students at Discovery and 66.3% of students at North were unable to meet Minnesota State reading standards. Moreover, 73.1% of students at Discovery And 79.9% of students at North were unable to meet Minnesota State math standards.

Students Meeting Proficiency According to Race in Reading					
	2018	2019	2020	2021	2022
State	60.4%	59.7%	N/A	N/A	51.7%
D742	46.9%	45.7%	N/A	N/A	39.3%
Discovery	35.3%	28.4%	N/A	N/A	29.4%
Black/African American	26.0%	21.4%	N/A	N/A	28.6%
Hispanic or Latino	34.7%	32.0%	N/A	N/A	29.0%
English Language Learner	16.7%	11.0%	N/A	N/A	12.6%
Free/RPM	32.7%	26.3%	N/A	N/A	31.0%
North	43.0%	42.2%	N/A	N/A	33.7%
Black/African American	22.6%	19.9%	N/A	N/A	22.6%
Hispanic or Latino	43.7%	32.8%	N/A	N/A	13.7%
English Language Learner	10.6%	5.0%	N/A	N/A	5.4%
Free/RPM	33.0%	30.6%	N/A	N/A	26.0%

Chart 1.7

Students Meeting Proficiency According to Race in Math					
	2018	2019	2020	2021	2022
State	57.7%	55.5%	N/A	N/A	45.5%
D742	41.0%	38.0%	N/A	N/A	28.8%
Discovery	35.9%	22.9%	N/A	N/A	26.9%
Black/African American	30.1%	16.9%	N/A	N/A	30.8%
Hispanic or Latino	39.1%	20.0%	N/A	N/A	16.2%
English Language Learner	23.1%	11.2%	N/A	N/A	12.8%
Free/RPM	34.0%	20.2%	N/A	N/A	26.1%
North	30.4%	24.7%	N/A	N/A	20.1%
Black/African American	9.9%	5.9%	N/A	N/A	7.3%
Hispanic or Latino	21.4%	24.2%	N/A	N/A	6.9%
English Language Learner	4.5%	1.3%	N/A	N/A	5.4%
Free/RPM	20.0%	15.1%	N/A	N/A	11.0%

Chart 1.8

Charts 1.7 and 1.8 outline MDE reading and math data reflecting that our BIPOC, English language learners and students experiencing poverty show gaps that lag state, district and school averages. COVID showed mixed results for our students with Black/African American

and English language learner students showing modest gains over pre-COVID scores, but still well below state averages. Clearly, our Hispanic/Latino students were significantly impacted by COVID as were our students experiencing poverty.

FSCS Program Alignment with D742 Continuous Improvement Plan/Strategic Plan

On an annual basis, D742 reviews data to arrive at goals via a Continuous Improvement Plan (CIP) that aligns with the Strategic Focus Areas/D742's Strategic Plan for 2022 to 2025.

These focus areas include:

1. Positive climate and culture
 - a. Foster a safe and welcoming School climate and culture where students are supported to show up as their full selves and thrive as individual learners in a global society
 - b. Foster a mission driven culture where staff are supported to thrive and deliver exceptional outcomes
2. Instruction that produces positive outcomes
 - a. Eliminate barriers to learning among a racially, culturally and linguistically diverse population
 - b. Train and support staff members to meet the instructional needs of each student
3. Innovation
 - a. Create a culture of innovation where all stakeholders respond to challenges through taking risks, leveraging lessons learned through failure, and finding solutions through collaboration
4. Career and post-secondary education options

- a. Increase opportunities for students to Envision their future, explore careers and prepare for college
 - b. Provide secondary students with the critical thinking, collaboration and communication skills necessary for successful careers
5. Family and community engagement
- a. Strengthen and expand family engagement and partnership to support student success
 - b. Ensure Equitable access to programs, initiatives and information for All Families to successfully navigate our school system

Through our existing CIP structure, we are able to identify consistent gaps for our underserved students and have utilized that information to structure this proposed FSCS Program. If funded, we would incorporate an expanded community needs assessment into the existing CIP framework during the first year to work with students, families, community partners and other stakeholders to identify the academic, physical, social, health, mental health, and other needs of students and families.

Existing Gaps and Capacity of the Eligible Entity

If awarded, this grant would provide the much-needed resources to hire FSCS Site Coordinators at each school. Currently, in addition to teaching, our educators are doing their best to connect students with appropriate services. A full-time FSCS Site Coordinator would be able to assume these responsibilities. The Coordinator would be able to connect students and families to services more efficiently because they would already be familiar with the services/partners available. This gain in efficiency would allow the teaching staff to focus their time on the academic needs of the students. Not only would D742 be able to meet the needs of the whole

child, the efficiencies gained would increase the number of students and families D742 can serve and alleviate burden from the teaching staff which would increase retention.

Additionally, hiring a district level FSCS Coordinator will supplement our lean administrative staff to aid with project design and implementation, research and data collection, and coordination with community partners. In years two - five, the district-level FSCS Coordinator could assist partner organizations in pursuing other funding based on outcomes achieved. These efficiencies will increase capacity and increase D742's ability to retain staff. Additional information about staffing capacity can be found in the Quality of Management section; more information about financial resources can be found in the Adequacy of Resources section.

Discovery and North were selected because both buildings have the physical capacity to accommodate a Full-Service Community School and they are both located in high needs neighborhoods.

There are two additional **equity gaps** that D742 would address with FSCS funding. First, standardized test-based accountability measures force schools to minimize access to the arts. However, research tells us that, "...these arts educational experiences also significantly improve school engagement, college aspirations, and arts-facilitated empathy." (Bowen & Kisida, n.d.). At Discovery, students have visual art for approximately one hour per week and music for approximately two hours per week. D742 does not have the capacity to include additional arts enrichment into the school day. Families with more resources are able to engage students in supplemental arts activities outside of the school day, but our most underserved students have a significant gap regarding access to high quality arts opportunities. The D742 FSCS Program will focus on giving our underserved populations access to high-quality visual arts, theater arts, and

music enrichment from three community partners after school and during the summer. These are the same community organizations who serve the needs of our students with more resources at their own venues in our community.

Second, while our teachers are highly skilled educators, we have a significant gap in the racial makeup of our staff and students. On Chart 1.9, MDE data shows that Discovery’s student population is 52% Black/African American, 19.5% Hispanic/Latino, and 19.5% White. By comparison, D742’s Discovery staff is 79% White, 16.2% Black/African American and 5.1% Hispanic/Latino. North students are 37.4% Black/African American, 12.9% Hispanic/Latino and 32.8% White while the North staff is 80.5% White, 11.6% Black/African-American and 1.8% Hispanic/Latino. Our Early Childhood students in D742 are 25.2% Black/African American (Discovery = 48.1%), 3.1% Hispanic/Latino (Discovery = 24.1%), and 59% White (Discovery = 24.1%). The D742 Early Childhood staff are 88.7% White, 7.3% Black/African American, and 1.6% Hispanic/Latino. It is important to note that staff figures include the entire building staff, not just the teaching staff.

D742 Students				
	Discovery	North Junior High	D742 Early Childhood	Discovery Early Childhood
Black/African American	52.0%	37.4%	25.2%	48.1%
Hispanic or Latino	19.5%	12.9%	3.1%	24.1%
White	19.5%	32.8%	59%	24.1%

Chart 1.9

D742 Staff			
	Discovery	North Junior High	Early Childhood
Black/African American	16.2%	11.6%	7.3%
Hispanic or Latino	5.1%	1.8%	1.6%
White	79%	80.5%	88.7%

Chart 1.10

Research shows, “Dependency in the teacher–child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment.” (Birch & Ladd, 1997). FSCS funding would allow D742 to partner with **Innocent Technologies, LLC** (formerly Innocent Classroom) to implement evidence-based professional development for staff at Discovery, North and with our Early Childhood staff (training would happen at Discovery; the Early Childhood building is located on the same site). This training uses six evidence-based interventions to strengthen authentic student-teacher relationships. The development around stereotype threat and implicit bias would be directly applicable to the demographic makeup of our community.

It is a critical priority for D742 that our Early Childhood staff receive this training to establish a strong foundation for our youngest learners. Then D742 can build on this foundation with a continuity of support as prioritized in the Invitational Priority.

D742’s Superintendent, Dr. Laurie Putnam, worked with Innocent Technologies from 2016-2018 when she was Principal at Kennedy Community School (K-8) and personally experienced the benefits. One of the strategies that resulted from the professional development was to have each sixth grade student fill out a simple google survey each morning indicating how

they were doing. When students noted issues or distress, the staff member with the strongest relationship with that student would follow up. This helped build the student-teacher bond creating a safe, supportive learning environment for students.

FSCS funding would allow D742 to provide much-needed additional services, resources, and efficiencies to close gaps in educational opportunity and address the equity needs of our students. Please see the Quality of Project Design section to see our plan to meet the needs of these students.

Quality of Project Design

While we have included some evidence-based proposed activities to support our goals, FSCS funding will allow us to refine and finalize the goals/activities during year one of the grant period as an expansion of our current Continuous Improvement Planning process. D742 will complete our Needs Assessment, continue working with **community partners, families and students** to finalize implementation plans. D742's rationale for the FSCS Project is based on the Learning Policy Institute and National Education Policy Center review (Maier et al, 2017). This report supports evidence that the community school structure is effective at addressing the needs of underserved students, "The evidence base provides a strong warrant for using community schools to meet the needs of low-achieving students in high-poverty schools and to help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities."

The report supports a comprehensive approach based on the **four pillars** for successful implementation:

Collaborative Leadership and Practices

D742 places this pillar first because we firmly believe that **a collaborative leadership model is the foundation of our FSCS Program**. Our project is designed to promote meaningful collaboration among **students, families, educators, community partners and district leaders**. We recognize that true transformation comes from working together. D742 will form site-based leadership teams that value diverse perspectives, collaborate to hear student/family voices and meet their needs, and to provide engaging experiences with an emphasis on equity.

Integrated Student Supports

D742 will take a “whole-child” approach to support our students and their families. Site Coordinators at Discovery and North will leverage local partners so our most underserved students can have access to services not traditionally found in schools. “Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.” (Maier et al, 2017). D742 and our collaborative community partners are committed to supporting the needs of each student we serve.

Expanded and Enriched Learning Time and Opportunities

D742 will work with our community partners to provide evidence-based challenging and engaging expanded learning time opportunities. These activities will include academic supports as well as social, recreational, and artistic (visual, dramatic and musical) enrichments to address gaps and prepare students for high school and post-secondary success. Intentional implementation will increase equity for our most underserved students.

Active Family and Community Engagement

Positive student outcomes come from meaningful family and community engagement. (Maier et al, 2017). D742 will work with our community partners to reduce barriers to services that could address medical, mental health, food scarcity, and help with personal or professional development such as financial literacy classes or assistance with resume writing or interview skills. Creating a community hub will lead to increased involvement and build/deepen trust which research tells us will lead to lasting [positive] effects for students. (Henderson et al., 2002)

The synergy of the four pillars coupled with the dedication of our community partners and D742 will support our students and educators while creating community hubs where our students and families can access much needed services.

Our Community Based Organization (CBO) is United Way of Central Minnesota. United Way has been a long-time partner with D742. In 2017, United Way and D742 created a partnership to support Community Resource Centers in the schools that were inspired by the concept of community schools. United Way provided the initial funding for staffing and supplies, while the district provided the space and additional in-kind supports to make the project successful. United Way's school and education pillar - Partner for Student Success, applied and secured a Nita M. Lowey 21st Century Community Learning Center grant that has focused on three schools across the district. During that time, the partnerships have strengthened through shared data agreements, collaborative programming, continuous improvement processes led by both parties involving a variety of stakeholders and each entity supporting the other through representation, committee involvement, advocacy, collaboration and trust. One example of this was a partnership during the pandemic where we were able to create Distance Learning Support Sites that provided community organizations to support children during the work day by providing a safe space, access to food and internet, and caring adults. D742 worked alongside United Way to provide access to technology and food, along with training for staff at the sites. United Way was recently awarded another 21CCLC grant for secondary schools in D742 as we have shown success through the outputs and outcomes through the first grant that was secured in 2019.

Below is an outline of the five pipeline services and how D742/United Way proposes to leverage community partners to meet our objectives and outcomes. Please reference our logic model in Appendix B for an overview of our project design.

Pipeline A: High-quality early childhood education programs (existing)

Student-teacher relationships impact students academic achievements (Birch & Ladd, 1997). D742 will partner with **Innocent Technologies, LLC** to implement evidence-based strategies around culturally appropriate professional development to strengthen authentic student-teacher relationships with six evidence-based interventions. For this pipeline, they will work specifically with our Early Childhood staff.

A 2015 report from the The Organization for Economic Cooperation and Development (OECD), “shows that disadvantaged schools would benefit enormously by regarding ethnic diversity as an educational resource, not a liability.” D742 will partner with The **Center for African Immigrants and Refugees Organization (CAIRO)** to provide evidence-based practices to address early learning gaps that emerge for Black/African American Immigrants who may also be English language learners or children living in poverty. CAIRO recognizes the significance of early childhood development and the critical role it plays in shaping a child's future. They also understand that children from immigrant and refugee backgrounds often face unique challenges that can impact their development and overall well-being and work to meet these needs with culturally responsive methods.

The Center on the Developing Child at Harvard University tell us, “As early experiences shape the architecture of the developing brain, they also lay the foundations of sound mental health. Disruptions to this developmental process can impair a child’s capacities for learning and relating to others — with lifelong implications. By improving children’s environments of

relationships and experiences early in life, society can address many costly problems, including incarceration, homelessness, and the failure to complete high school.” The Center also indicates that persistent poverty is one of the risk factors that could elevate mental health issues. D742 intends to partner with the **Ellison Center** to provide a holistic approach to support the mental well-being of young children and their families. The Ellison Center is committed to providing evidence-based practices to address the unique needs and challenges that children face during their formative years.

With these community partners, D742 aims to meet these objectives and outcomes:

- A. Teachers report stronger relationships with their students - measured by perception gap survey given to staff and families of pre-k students at the beginning and end of each school year.
- B. Increase the number of English language learners who are ready for kindergarten - measured by fall universal screening results measuring mastery of letter sounds.
- C. Improved attendance rates for students - measured by attendance.

Pipeline B: High-quality school and out-of-school time programs and strategies (existing)

Standardized test-based accountability measures force schools to minimize access to the arts. FSCS funding will allow D742 to focus on offering high quality arts programming. Research tells us that, “....these arts educational experiences also significantly improve school engagement, college aspirations, and arts-facilitated empathy.” (Bowen & Kisida, n.d.)). We know that quality arts experiences are valuable to students, therefore, D742 will offer a variety of high quality arts activities to our most underserved students. These experiences will be delivered by the following community partners:

GREAT Theatre (GREAT) has been in partnership with D742 for two years to provide evidence-based performing arts experiences that complement the school curriculum. GREAT currently facilitates an artist in residency program for all D742 5th graders (including students at Discovery). FSCS funding would allow us to expand this partnership to include after school multi-grade theater workshops which would significantly increase access for our underserved students to these meaningful experiences.

The **Paramount Center for the Arts (Paramount)** is a prominent member of the St. Cloud arts community and the FSCS grant would allow us to form a new partnership with them to provide a variety of high-quality after school visual arts experiences. Programming could include arts experiences such as ceramics, glasswork, textiles, painting, and printmaking. This opportunity would provide access to our most underserved students to enhance their creativity and self expression.

The **Wirth Center for the Performing Arts (Wirth)** has provided music instruction in the St. Cloud community since it was founded in 1981; their mission is to inspire artistic excellence and personal growth in our communities through high quality teaching in the performing arts. This would be a new partnership for D742. The FSCS Grant would allow D742 to offer activities such as small group voice and instrument lessons after school which would provide access to our most underserved students.

In addition to the arts, D742 plans to offer additional, high quality out of school time with the following partners for our most underserved students:

The Boys and Girls Club of Central Minnesota (BGC), has been a valued partner of D742 for more than 35 years. Part of their mission is to provide “More than 25 nationally tested

and proven programs are available in the areas of education, the environment, health, the arts, career exploration, drug and alcohol prevention, leadership development, and athletics. These programs address today's most pressing youth issues teaching young people the skills they need to succeed in life." The 2022 National Outcomes Report measuring the impact of the BGC's programming shows that participants experience increased engagement with 92% of students indicating that, "I like to try new things and 84% indicating, "I choose activities that push me to learn new things." D742 will work with BGC at both sites to provide activities such as character and leadership development, education and career development, fitness and recreation, and health/life skills.

As stated above, research "shows that disadvantaged schools would benefit enormously by regarding ethnic diversity as an educational resource, not a liability." ("Helping Immigrants Succeed", 2014). D742 has collaborated with **CAIRO** to provide services to our Black/African Immigrant students for the past two years. FSCS funding will allow an expansion of our partnership to implement high quality programs designed to address the unique challenges of our Black/African Immigrant population at both schools. Activities could include K-8 academic support services, fitness and recreation activities, and youth skills/training.

Research is clear that "Representation matters because it can shape the reputation and self-image of women and Black, Indigenous, and People of Color (BIPOC) within environments dominated by over-respected majorities..." (Ijoma et al., 2021) **Too Much Talent (2MT)** is a female BIPOC organization that was created to help youth develop a sense of competence and engage in identity work. 2MT works to positively influence students' everyday lives, to strengthen families and our community. During the 2022-2023 school year, D742 will partner for the first time with 2MT to provide culturally relevant programming for our underserved students.

The FSCS grant would allow us to offer additional extracurricular programming that could include activities around building self-esteem, positive communication skills, healthy relationships, and healthy life choices.

In the aftermath of George Floyd's murder, in nearby Minneapolis, MN, our community has to be very intentional about bridging the gap with our Black/African American students. **The St. Cloud Police Department** recognizes this and is very intentional about creating positive relationships with our students of color. Research also supports positive outcomes for students when police officers have affirmative interactions with students. A 2019 study conducted by authors from Yale University, Rutgers University - Newark, and the Massachusetts Institute of Technology showed that one, "...instance of positive contact with a uniformed police officer can substantially improve public attitudes toward police...and were not limited to individuals included or trust and cooperate with the police prior to the intervention." (Peyton et al., 2019)

D742 would work with the **St. Cloud Police Department** to provide collaborative programming which could include recreational sports, police officer career exploration and expanded topics on their Knowledge and Education to Youth for Success (KEYS) programming. KEYS explores topics such as drug/alcohol prevention and cyber security. Because School Resource Officers (SROs) would be engaging students during out of school time when students may otherwise choose less constructive activities, we hope these interventions would influence students toward healthier choices. Furthermore, having positive interactions with SROs would create a high quality relationship with another adult at the school and make students feel more welcome. Because Discovery is in another precinct, this programming would be offered for students at North both during the school year and the summer.

With these community partners, D742 aims to meet these objectives and outcomes:

- A. More students reporting positive experiences with their school - measured by activities data.
- B. Improvement in overall experience: students have increased positive identity, feel inspired, challenged, cared for, supported which - measured by developmental assets survey.
- C. Increase in interest and passions are reported - measured by developmental assets survey.
- D. Improved attendance among participants in activities - measured by activities data.
- E. Students feel safe, welcomed and more engaged at the school in both before and outside of school activities - measured by climate survey.

Pipeline D: Family and community engagement and supports, which may include engaging or support families at school or at home (new)

The research shows that, “...meaningful family and community engagement found in community schools is associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school climates.

Additionally, this engagement can increase trust among students, parents, and staff, which has positive effects on student outcomes.” (Maier et al, 2017)

D742 has identified six community partners who can help us provide services to support our families:

Serving Minnesota since 1960, **AVIVO** specializes in helping individuals and their families who face complex barriers to success – poverty, homelessness, unemployment, chemical

addiction or mental health concerns. FSCS funding would allow D742 to create a new partnership with AVIVO to provide vital family support such as working with newly arrived refugee and immigrant families, providing transition services. AVIVO staff would attend open houses and parent-teacher conferences with families, and arrange for tutors/access to ELL programming.

Fe y Justicia is a Latinx led organization that strives to “bring justice and provide kindness and compassion to our community throughout Central Minnesota.” The FSCS grant would allow D742 to form a new partnership with Fe y Justicia to provide culturally competent support to our Hispanic/Latino families. Services could include a once a month health clinic at Discovery, asylum immigration clinics, assistance navigating drivers license procurement, and connecting with the Mexican Consulate. Fe y Justicia coordinates an annual Consulate visit to St. Cloud for families who want to process their Mexican documents.

D742 currently has a strong partnership with **Stearns County**. D742 has partnered with the county over the past five years. Last year, D742 was able to connect 30 families to Stearns County. Subsequently, the county was able to facilitate services such as emergency rent assistance, food support or mental health services. While the county provides its services with no cost to the district, the addition of the FSCS Coordinator will streamline our partnership and allow us to serve more families.

St. Cloud Financial Credit Union’s mission is, “To make a meaningful difference for all, we advocate for people through a member-focused culture, an enthusiastic employee environment, and purposeful action within our community.”

FSCS funding would allow D742 to create a new partnership with **St. Cloud Financial Credit Union** to deliver financial education for families to help them understand the importance of financial management and budgeting.

The mission of **Career Solutions** is to help the Stearns and Benton County community grow by meeting the workforce needs of businesses and job seekers now and in the future. This will be a new partnership with D742. Career Solutions would leverage our FSCS hub and deliver workforce development and career exploration programs for our families in the evenings.

Greater Minnesota Family Services (GMFS) have been assisting individuals, children, and families who need help with emotional and social problems and other conflicts in life in our community for more than 30 years. D742 FSCS funding will allow D742 to partner with GMFS who would like to provide one full time mental health professional at each site. In addition to being available for students during the school day, this person would be available after school two times per week (3:00 - 6:00 pm) and every day during the summer to provide additional support for students and families.

With these community partners, D742 aims to meet these objectives and outcomes:

- A. Increased number of family engagement events offered at each school - measured by participation data.
- B. Increased number of family members who access community services - measured by survey.
- C. Increased number of families who report their school is a community resource and that they know who to contact at school for various needs - measured by survey.
- D. More families have access to mental health resources - measured by survey.

Pipeline F: Community-based supports for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce (new)

As discussed in the Need for Project section, we have many students who live in D742, but who are currently enrolled in K-6/K-8 charter schools. There is no charter school option for these students when they finish at their current school. D742 will leverage this opportunity to target high quality summer arts and recreational programming for these students to make connections with North Junior High. For Pipeline F, D742 is planning services that would be actively marketed to these students enrolled elsewhere, but activities could overlap with the summer services offered at North Junior High for current students and would be offered by the same partnership team. These details would be solidified during the year one planning phase. Also outlined in the Need for Project section is the fact that D742 consistently outperforms all of the charter schools in our area (please see chart 1.3 in the Need for Project section). Because the charter schools are underperforming D742 on state assessments, we believe these interventions will be effective for the former charter school students for the same evidence-based reasons that they will work for our current students. We have listed the community partner team below, but please refer to Pipeline B for research and more community partner information:

GREAT Theatre (GREAT)

Paramount Center for the Arts (Paramount)

Wirth Center for the Performing Arts (Wirth)

The Boys and Girls Club of Central Minnesota (BGC)

Too Much Talent (2MT)

The St. Cloud Police Department

With these community partners, D742 aims to meet this objective and outcome:

A. Increased number of students enrolled at North - measured by enrollment data.

Pipeline G: Social, health, nutrition, and mental health services and supports (existing)

“Focusing on children and youth as students, addressing critical education and health outcomes, organizing collaborative actions and initiatives that support students, and strongly engaging community resources, the [Whole School, Whole Community, Whole Child] WSCC approach offers important opportunities for school improvements that will advance educational attainment and healthy development for students.” (Lewallen et al., 2015) Using this research as our foundation, D742 will partner with the following organizations to implement this pipeline:

As stated in Pipeline A, research shows, “Dependency in the teacher–child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment.” (Birch & Ladd, 1997). D742 will partner with **Innocent Technologies, LLC** to implement evidence-based strategies around culturally appropriate professional development to strengthen authentic student-teacher relationships with a focus on our BIPOC students with six evidence-based interventions. For this pipeline, they will work specifically with staff at Discovery and North.

CentraCare Health, Inc. is the largest health network in Central Minnesota. D742 plans to work with CentraCare to increase access to health services, health education, health system navigation and health promotion for our most underserved students and families. While

CentraCare provides its services with no cost to D742, the addition of the FSCS Coordinator will streamline our partnership and allow us to serve more families.

D742 would partner with **Central Minnesota Mental Health Center (CMMHC)**. CMMHC's mission is fostering healthy lives and thriving communities and have two guiding philosophies for their work: 1) Trauma Informed Care and 2) Health Integration - involves a team approach to encourage both mental and physical wellness. FSCS funding would allow D742 to partner with CMMHC to provide mental health training for parents/caregivers and school personnel.

Ellison Center is also listed as a partner under Pipeline A. Ellison Center's focus is young children and their families.

Greater Minnesota Family Services (GMFS) have been assisting individuals, children, and families who need help with emotional and social problems and other conflicts in life in our community for more than 30 years. D742 FSCS funding will allow D742 to partner with GMFS who would like to provide one full time mental health professional at each site. In addition to being available for students during the school day, this person would be available after school two times per week (3:00 - 6:00 pm) and every day during the summer to provide additional support for students and families.

Feeding Area Children Together (FACT) has been partnering with D742 for the past four years to address food insecurity and hunger. We know our families experiencing poverty have issues with food insecurity. Food insecurity can have serious negative impacts on "...physical, social, cognitive, and behavioral development." (Gallegos et al., 2021). FACT serves schools in two ways: 1) The Fact Pack program which provides students weekend meals in their backpacks after the last day of the school week. 2) Schools can also be a distribution

center for Break Boxes which provide food support over longer breaks. FSCS funding would create distribution centers at Discovery and North for Break Boxes to increase access for our most underserved students.

With these community partners, D742 aims to meet these objectives and outcomes:

- A. Teachers report stronger relationships with their students - Perception gap survey given to staff and families at Discovery and North at the beginning and end of each school year - measured by attendance survey.
- B. Improved attendance rates for students - measured by attendance survey.
- C. More families are able to access food during breaks - measured by participation data.

Core Management Team & Key FSCS Personnel

D742 values diversity of perspective and seeks representation at all levels. While there is room for additional diversity, our Core Management Team includes one Black/African American and two Black/African of Somali heritage. **Three members of the Core Management Team are current parents of D742 students including our Superintendent.** D742 will collaborate with community partners to target potential candidates from underrepresented populations for the FSCS District Coordinator and two Site Coordinator positions.

Staffing roles and expectations are outlined for key FSCS personnel and our Core Management Team and are detailed within the Quality of Management section. Job descriptions for FSCS new hires and resumes of current personnel can be found in Appendix E.

Technology and Partners

D742 will also leverage technology to maximize efficiency. D742 currently uses Skyward, a nationally utilized, student information system to record student data and assessment. It serves as an electronic cumulative file. Demographics, health information, critical alerts, grades, attendance, discipline referrals, etc. are all managed within this system. Parents have access to a parent portal where they can view most (if not all) of this data for their child. It is also utilized by parents to enter absences, request address/phone number changes, etc. We also use eduCLIMBER to track whole child data and as an analytical tool to analyze trends. eduCLIMBER is the data warehouse utilized by our licensed staff to analyze data trends and plan instructional steps. Teachers can access and enter test scores (standardized, local, curriculum-based measures, etc.) and create a learning plan for students to respond to needs. They utilize this warehouse to monitor response to instruction, intervention and supports. D742 will utilize this technology to generate quarterly and year end reports for each site.

Our Community Partners are fully committed to this program per the Preliminary MOU in Appendix A, which include partners such as the City of St. Cloud/St. Cloud Police Department and Stearns County. The majority of our partners are experts in their field, or have extensive experience with the populations they serve. Broad community support for D742 and our partnership team is further evidenced by the letters of support (also in Appendix A) which include letters from the two State Senators who represent the St. Cloud Area, and the President of St. Cloud State University.

Quality of Project Services

GOAL ONE: Ensure children are prepared for kindergarten

The services that ensure D742 students will be prepared for Kindergarten fall under **Pipeline A: High Quality Early Childhood Education Programs**. D742 will focus on three activities in collaboration with three community partners:

- **Activity One: Culturally competent professional development for our Early Childhood staff with Innocent Technologies.**

While our teachers are highly skilled educators, D742 has a substantial racial gap between our staff and our students which can present barriers for establishing student-teacher relationships. Our Early Childhood students in D742 are 25.2% Black/African American (Discovery = 48.1%), 3.1% Hispanic/Latino (Discovery = 24.1%), and 59% White (Discovery = 24.1%). The D742 Early Childhood staff are 88.7% White, 7.3% Black/African American, and 1.6% Hispanic/Latino. It is important to note that these demographics comprise the entire building staff and not just the teaching staff. While our BIPOC numbers are lower district-wide, we feel strongly that this training should be implemented for Early Childhood staff district-wide to give all of our staff a solid foundation in understanding the impact of stereotype threat and implicit bias on our BIPOC students and families. As we outlined in the Need for Project section, research shows, “Dependency in the teacher–child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment.” (Birch & Ladd, 1997). Innocent Technologies uses six evidence-based interventions to strengthen student-teacher relationships with BIPOC students.

While D742 would like to provide this training for our entire staff, limited resources will not allow for implementation on that scale. However, D742 feels this is critical to a solid foundation for our youngest BIPOC learners.

- **Activity 2: Culturally competent Early Childhood learning enrichments**

As stated in the Quality of Project Design section, The 2015 OECD report “shows that disadvantaged schools would benefit enormously by regarding ethnic diversity as an educational resource, not a liability” (“Helping Immigrants Succeed”, 2014). D742 will partner with **CAIRO** to provide early childhood enrichments to address early learning gaps with young children and their families. Enrichment activities would be the same evidence-based strategies recommended for all children (i.e. vocabulary building, letter sounds, reading together, etc.), and delivered in their primary language or following other culturally responsive methods.

- **Activity 3: Early mental health interventions**

As outlined in the Quality of Project Design section, research from the Center on the Developing Child at Harvard University shows that early mental health interventions can mitigate lifelong negative implications for children. D742 intends to partner with **Ellison Center** to provide a holistic approach to provide early mental health interventions with young children and their families. Ellison Center is committed to providing evidence-based practices to address the unique needs and challenges that children face during their formative years.

With these community partners, D742 aims to meet these objectives and outcomes:

- Teachers report stronger relationships with their students - measured by perception gap survey given to staff and families of pre-k students at the beginning and end of each school year.

- Increase the number of English language learners who are ready for kindergarten - measured by fall universal screening results measuring mastery of letter sounds.
- Improved attendance rates for students - measured by attendance.

GOAL TWO: Ensure children are achieving academically (B,F)

The services that ensure D742 children are achieving academically fall under two pipelines:

Pipeline B: High-quality school and out of school time programs and strategies

With Pipeline B, D742 will focus on three activities in collaboration with seven community partners:

- **Activity One: High-quality arts enrichment**

As outlined in Quality of Project Design, “...these arts educational experiences also significantly improve school engagement, college aspirations, and arts-facilitated empathy.” (Bowen & Kisida, n.d.). D742 will work with three community organizations to offer high-quality theater arts (GREAT), visual arts (Paramount) and musical arts (Wirth) programming to students and community members after school.

- **Activity Two: Academic support, recreational, character development and enrichment activities**

As outlined in more detail in the Quality of Design section, “...academically rich and engaging after-school, weekend, and summer programs—are associated with positive academic and nonacademic outcomes, including improvements in student attendance, behavior, and academic achievement.” (Maier et al, 2023).

Therefore, D742 will work with **Boys and Girls Club of Central Minnesota** to provide activities such as character and leadership development, education and career development, fitness and recreation, and health/life skills. **CAIRO could provide** culturally relevant activities for our Black/African Immigrant students which could include K-8 academic support services, fitness and recreation activities, and youth skills/training. Finally, **2MT** could provide culturally-relevant programming such as activities around building self-esteem, positive communication skills, healthy relationships, and healthy life choices for our Black/African American students.

- **Activity Three: Positive police interactions**

While more detail is provided in the Quality of Project Design section, the **St. Cloud Police Department** is aware of the intentional work it needs to do to have positive interactions with underserved populations of students. Positive interactions with the police can “...substantially improve public attitudes toward police...” (Peyton et al., 2019). The **St. Cloud Police Department** to provide collaborative programming which could include recreational sports, police officer career exploration and expanded topics on their Knowledge and Education to Youth for Success (KEYS) programming. KEYS explores topics such as drug/alcohol prevention and cyber security.. Because School Resource Officers (SROs) would be engaging students during out of school time when students may otherwise choose less constructive activities, we hope these interventions would influence students toward healthier choices. Furthermore, having positive interactions with SROs would create a high-quality relationship with another adult at the school and make students feel more welcome as well as creating a positive bond with local law enforcement. Because Discovery is in another precinct, this

programming would be offered for students at North both during the school year (outside of school hours) and in the summer.

With these community partners, D742 aims to meet these objectives and outcomes:

- More students reporting positive experiences with their school - measured by activities data.
- Improvement in overall experience: students have increased positive identity, feel inspired, challenged, cared for, supported - measured by developmental assets survey.
- Increased interest and passions are reported - measured by developmental assets survey.
- Improved attendance among participants in activities - measured by activities data.
- Students feel safe, welcomed and more engaged at the school in both before and outside of school activities - measured by climate survey.

Pipeline F: Community-based supports for students; success in postsecondary education and the workforce.

D742 chose Pipeline F as a new pipeline because of the high percentage of students in the St. Cloud area who enroll in private (K-12) and charter schools (K-6/K-8). There is no charter school option for these students when they finish at their current school, therefore D742 will leverage this opportunity to target high- quality summer arts and recreational programming for these students. With Pipeline F, D742 will focus on Activity One in collaboration with seven community partners:

- **Activity One: High quality arts, recreation and career exploration for D742 students who are not currently enrolled in the district.**

Activities could overlap with the summer services offered at North Junior High for current students and would be offered by the same partnership team. Because charter schools are underperforming D742 on state assessments, we believe these opportunities will be effective for the former charter school students for the same evidence-based reasons that they will work for our current students. We have listed the community partner team below, but please refer to the Pipeline B information on the previous page for research and community partner information.

GREAT Theatre

Paramount Center for the Arts

Wirth Center for the Performing Arts

Boys and Girls Club of Central Minnesota

Too Much Talent

The St. Cloud Police Department

With these community partners, D742 aims to meet this objective and outcome:

- Increased number of students enrolled at North - measured by enrollment data.

GOAL THREE: Ensure children are safe, healthy, and supported by engaged parents

The services that ensure D742 children are safe, healthy, and supported by engaged parents fall under two pipelines:

Pipeline D: Family and community engagement and support

D742 will focus on two activities with six community partners for Pipeline D.

- **Activity One: Family education and assistance**

Meaningful family engagement is “...associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school

climates.” (Maier et al, 2017). D742 has identified five partners who can help us provide evidence-based services such as family education and assistance around housing, workforce, immigration services and financial literacy. The community partners are listed below, for more information on research or partners, please see Pipeline D in the Quality of Project Design section:

AVIVO

Fe Y Justicia

Stearns County

Career Solutions

St. Cloud Financial Credit Union

- **Activity Two: Mental health services**

Greater Minnesota Family Services (GMFS) have been assisting individuals, children, and families who need help with emotional and social problems and other conflicts in our community for more than 30 years. D742 FSCS funding will allow D742 to partner with GMFS to provide one full time mental health professional at each site. In addition to being available for students during the school day, this person would be available after school two times per week (3:00 - 6:00 pm) and every day during the summer to provide additional support for students and families.

Pipeline G: Social, health, nutrition, and mental health supports

D742 will focus on three activities in collaboration with six community partners for Pipeline G.

- **Activity One: Culturally-appropriate professional development with Discovery and North staff, and community partners.**

As we outlined in the Need for Project section, “Dependency in the teacher–child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment.” (Birch & Ladd, 1997). While our teachers are highly-skilled educators, D742 has a substantial racial gap between our staff and our students. For Pipeline G, **Innocent Technologies, LLC** will implement evidence-based strategies around culturally-appropriate professional development to strengthen authentic student-teacher relationships with a focus on our BIPOC students with six evidence-based interventions. For this pipeline, they will work specifically with staff at Discovery and North.

- **Activity Two: Medical and mental health services for families**

“Focusing on children and youth as students, addressing critical education and health outcomes, organizing collaborative actions and initiatives that support students, and strongly engaging community resources, the [Whole School, Whole Community, Whole Child] WSCC approach offers important opportunities for school improvements that will advance educational attainment and healthy development for students.” (Lewallen et al., 2015). Using this research as our foundation, D742 will partner with the following organizations to implement this pipeline:

CentraCare

Central Minnesota Mental Health Center

Ellison Center

Greater Minnesota Family Services

- **Activity Three: Create Break Box distribution centers at each FSCS**

We know our families experiencing poverty have issues with food insecurity. Food insecurity can have serious negative impacts on “....physical, social, cognitive, and behavioral development.” (Gallegos et al., 2021). FSCS funding would allow D742 to partner with **FACT** to create distribution centers at Discovery and North for Break Boxes to increase access to food for our most underserved students over school breaks.

D742 believes that the FSCS Project funding in our community is invaluable. For the cost of approximately [REDACTED] **per student per year**, we will be able to support 1200 of the most underserved students and their families with the evidence-based services listed above, “Existing cost-benefit research suggests an excellent return on investment of up to [REDACTED] in social value and economic benefits for every dollar spent on school-based wraparound services.” (Maier et al., 2017).

Collaboration with students, youth, families, educators, staff, beneficiaries of services, school leadership and community leadership

D742 firmly believes that **a collaborative leadership model is the foundation of our FSCS Program**. Our project is designed to promote meaningful collaboration among all stakeholders. We recognize that true transformation comes from working together. D742 will form site-based leadership teams that value diverse perspectives, collaborate to hear student/family voices and meet their needs, and to provide engaging experiences with an emphasis on equity.

In addition to the site-based teams mentioned above, there are several other ways students, families, educators, and community partners and community members can engage with the planning process. One unique way **students** and **staff** can bring forward ideas is via

IMAGINE 742, an innovative crowdsourcing platform that provides both students and staff an opportunity to share their ideas on how to improve D742. IMAGINE 742 also allows the district's education community to share in the decision-making process by voting on ideas and bringing the best submissions to the top. Over the course of the 2022-23 school year, staff submitted ideas that would increase opportunities for youth engagement and activities, and provide time for students at differing age levels to connect, build community and engage in shared learning resources. Staff also submitted ideas on how to improve the work experience. Meanwhile, students submitted ideas that would increase opportunities around driver's education instruction, make changes to the lunch and food offerings, as well as provide additional resources for students while in class such as access to music, facilities and instructional support.

D742 plans to include **students and family members** on the site teams at each school. Additionally, D742 has family meetings specifically tailored for various racial and ethnic groups. These gatherings offer a platform for families to share their unique perspectives, cultural insights, and concerns. Moving forward, D742 would plan to hold these meetings at our two FSCS sites and collaborate with BGC to provide childcare during these meetings.

Principals/Assistant Principals would lead the site teams at their respective schools, in conjunction with the Site Coordinator. Additionally, school leaders and the two Site Coordinators would serve on the Core Management Team along with the District Level Coordinator.

The St. Cloud community faces a unique combination of urban and rural challenges, but collaborative solutions with our community partners is evident throughout the proposed FSCS Project. Our **community partners** have enthusiastically embraced the FSCS Program model. Most of our partners have offered some portion, and some have offered 100% of their services in-kind. While exact amounts will be solidified during the year one planning process, our

partners have offered an abundance of in-kind services. For example, Greater Minnesota Family Services (GMFS) has offered to house a full-time mental health professional at each FSCS site which amounts to an in-kind donation of approximately [REDACTED] per year.

The St. Cloud Community and our community partners are 100% supportive of this concept as shown in our preliminary MOU and letters of support. We will continue to engage them through the first year planning process.

Data-informed interventions and engagement

D742 will also leverage technology to maximize efficiency. D742 currently uses Skyward, a nationally utilized, student information system to record student data and assessment. It serves as an electronic cumulative file. Demographics, health information, critical alerts, grades, attendance, discipline referrals, etc. are all managed within this system. Parents have access to a parent portal where they can view most of this data for their child. It is also utilized by parents to enter absences, request address/phone number changes, etc. We also use eduCLIMBER to track whole child data and as an analytical tool to analyze trends. eduCLIMBER is the data warehouse utilized by our licensed staff to analyze data trends and plan instructional steps. Teachers can access and enter test scores (standardized, local, curriculum-based measures, etc.) and create a learning plan for students to respond to needs. They utilize this warehouse to monitor response to instruction, intervention and supports. D742 will utilize this technology to generate quarterly and year end reports for each site.

Core Management Team & Key FSCS Personnel

D742 values diversity of perspective and seeks representation at all levels. While there is room for additional diversity, our Core Management Team includes one Black/African American and two Black/African of Somali heritage. **Three members of the Core Management Team**

are current parents of D742 students including our Superintendent. D742 will collaborate with community partners to target potential candidates from underrepresented populations for the FSCS District Coordinator and two Site Coordinator positions.

Staffing roles and expectations are outlined for key FSCS personnel and our Core Management Team and are detailed within the Quality of Management section. Job descriptions for FSCS new hires and resumes of current personnel can be found in Appendix E.

Adequacy of Resources

St. Cloud Area Schools is committed to ensuring a successful implementation of the proposed project that is underscored by careful consideration of the factors outlined by the Secretary. We are fully dedicated to meeting the goals of this grant and maximizing its impact beyond the five-year grant. Our proposal entails a comprehensive strategy that prioritizes the appointment of full-time site coordinators at each participating school. These coordinators will play a pivotal role in the planning, integration, coordination, and facilitation of the programs and services.

Our plan includes a detailed roadmap for sustaining the full-time coordinator positions beyond the grant period. Our multi-pronged approach to fiscal sustainability involves three areas: collaborating with our community partners to secure their own ongoing funding; engaging philanthropic associations; and allocating permanent funding as part of our Achievement Integration budget.

Through strategic partnerships, we aim to create a sustainable ecosystem where local organizations and businesses can play an active role in supporting our educational initiatives. We will provide training and resources to community partners, when needed, by equipping them with the skills and knowledge necessary to identify potential funding sources, craft compelling grant proposals, and engage in effective fundraising efforts. Additionally, we will create a dedicated support network that offers guidance, mentorship, and networking opportunities, enabling community partners to successfully navigate the complexities of funding procurement. By empowering our partners to secure their own funding, we envision a future where our collective impact extends beyond the grant period, creating lasting benefits for our schools, students, and the broader community.

Additionally, in our own pursuit to secure ongoing funding, the D742 is steadfast in its commitment to engaging with local philanthropic organizations, such as the Morgan Family Foundation and the Central Minnesota Community Fund. We recognize the instrumental role these organizations play in fostering community development and supporting educational initiatives. We will diligently collaborate with their representatives, sharing our vision, goals, and the positive impact of our programs on student success and community enrichment. By leveraging these partnerships, we aim to jointly develop sustainable funding pathways that align with their philanthropic priorities while effectively addressing the evolving needs of our full-service community schools. Through this dynamic collaboration, we are confident in our ability to not only secure ongoing financial support but also cultivate a lasting partnership that serves as a cornerstone for the continuous advancement of education in our community. By building a network of support and securing ongoing funding streams, we are confident in the long-term viability of these positions.

As a component of our district Strategic Plan and budget, D742 is fully dedicated to integrating and sustaining the implementation of full-service community schools which includes the site-coordinator roles. (See Appendix F for job description). We recognize the profound impact that these schools can have on promoting equity, fostering student well-being, and enhancing overall academic achievement. We are committed to allocating resources, both financial and logistical, towards establishing and maintaining the operational framework of these community schools. Through strategic allocation of funds, we will ensure the availability of essential services such as health and wellness programs, family engagement initiatives, and academic support services that are vital to creating an inclusive and nurturing learning

environment. By seamlessly integrating full-service community schools into our larger Strategic Plan strategy, we aim to create a synergistic approach that addresses the multifaceted needs of our diverse student body and propels us toward achieving our ambitious educational goals.

Each full-time site coordinator will have a clearly defined scope of responsibilities. This includes overseeing the seamless integration of programs and services, liaising between school administration and community stakeholders, and fostering a cohesive and collaborative environment within each school. These coordinators will serve as catalysts for positive change, ensuring that every resource is optimally utilized to benefit the students and the broader school community. (See job description in appendix)

We firmly acknowledge the pivotal role that a dedicated site coordinator plays in driving the success of our full-service community schools. The presence of a full-time coordinator serves as a conduit, facilitating seamless communication channels that link various stakeholders, including school administrators, teachers, parents, and community partners. This coordinated approach cultivates a shared understanding of our overarching goals and ensures that every aspect of our programs aligns.

A dedicated coordinator functions as an astute navigator, skillfully identifying synergies between different programs. This ability to recognize connections and overlaps results in a holistic and efficient use of resources, where various initiatives complement and reinforce one another. The coordinator's role extends beyond mere logistics, delving into the realm of data-driven decision-making. By analyzing real-time data and collecting valuable feedback, the coordinator becomes an instrumental driving force behind evidence-based interventions. This data-centric approach empowers us to make timely adjustments and refinements to our strategies, keeping them attuned to the evolving needs of our students and the community.

By virtue of this comprehensive orchestration, our efforts become not only targeted but remarkably responsive. The full-time coordinator's adeptness at interpreting feedback and insights enables us to fine-tune our programs in real-time, ensuring that our resources are channeled precisely where they are most impactful. This synchronized and adaptive approach guarantees that our initiatives are not only effective but also agile enough to adapt to unforeseen challenges and opportunities.

The presence of a dedicated coordinator exemplifies our commitment to a tailored and student-centered approach. This professional not only bridges the gaps between different components of our initiatives but also infuses them with a heightened level of adaptability and relevance. In this way, we can be confident that our endeavors are finely attuned to the unique and dynamic needs of each school, ultimately creating a path toward sustainable and meaningful educational outcomes.

We recognize and value the importance of cultivating the expertise of our personnel engaged in managing, coordinating, and delivering pipeline services. To this end, we will provide a comprehensive professional development plan that encompasses a range of essential elements. Notably, our strategy integrates specialized training sessions conducted by Innocent Classroom, aimed at mitigating stereotype threats and implicit bias, crucial for fostering an inclusive and equitable educational environment. Additionally, our personnel receive comprehensive training on district policies and procedures to ensure seamless program execution while adhering to established guidelines.

Moreover, our professional development plan encompasses conflict resolution training. By equipping our team with effective conflict resolution techniques, we are poised to enhance

collaboration and communication within our educational community. This holistic approach ensures that our personnel possess a well-rounded skill set, enabling them to navigate the multifaceted challenges inherent in their roles and ultimately contributing to the overall success of our pipeline services.

Incorporating these diverse elements into our professional development plan underscores our dedication to empowering our personnel with the tools and knowledge needed to excel in their respective capacities. By fostering an environment of continuous growth and learning, we are confident in our ability to drive positive change and deliver impactful pipeline services that make a lasting difference in the lives of our students.

Our site coordinators, in partnership with the site council and district coordinator, will develop well-defined plans for the collaborative and efficient utilization of school facilities. We will build strategic partnerships with our community organizations and stakeholders to optimize the shared use of these spaces. By establishing clear communication channels and streamlined management protocols, we can ensure these spaces will not only serve as centers for learning and academic activities but also as venues for diverse community events and engagement. Through these collaborative efforts, we aspire to foster a sense of shared ownership and purpose, ultimately maximizing the impact and utilization of our school facilities for the benefit of our students and the wider community.

Our longstanding relationship with the United Way and their role as our partnering organization provides an alignment of resources and creates efficiency of delivery as they have worked with many of the community partners (CAIRO, Ellison, BGMN, 2MT, etc). This combined partnership leverages opportunities for deeper collaboration through networks the United Way has established.

Quality of Management Plan

5.A Community needs met by all-inclusive partnerships

Our FSCS grant program is a collaboration with a wide representation of stakeholders that provide direct services and support to our two full-service community schools.

Representation for each partnering organization will create our collaborative committees for this grant. The diversity and commitment of these partnerships from local government and business and non-profit communities provides deep resources and expert assistance, ensuring a strong foundation.

As the applicant we are applying on behalf of a dedicated consortium of agencies and school sites that will use systems and policy to bring local resources into alignment, focus those resources on our target population, and employ the best possible expertise for improving practices from across the nation. If funded, our program will expand and implement services to two Community Schools that support academic, arts, social and mental health services that are designed to improve education outcomes for children. Students, family members, and many community members will be eligible for services during and outside of school hours. The partners listed below will collaborate on implementing approaches that support multi-tiered efforts focused on positive development in a culturally aware design to empower youth, families and the community. All of our partners are deeply committed to the FSCS model and will provide services within school settings to address academic social and health needs for students through evidence - based programming and culturally sensitive strategies. All community partners were actively involved in the application process, identifying needs, brainstorming solutions, committing to meet and to follow all grant requirements. Our community partners are committed to creating a better more inclusive fully accessible community hub at our Full-Service

schools. The community partners will leverage resource and financial support, co-create procedural systems change, and sponsor public awareness campaigns and community events. The community partners will provide services to our target population through a collectively - created programming strategy that addresses prevention and intervention at their systems, community, and individual levels to facilitate the project’s goals. The following chart (Figure 5.1) provides an overview of their relevance and demonstrated commitment of each partner in our proposed FSCS project.

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
United Way of Central Minnesota	Lead partner, planning, evaluation, implementation		15 years+		
D742	Providing sites, personnel				
AVIVO	<p>work with newly arrived refugee & immigrant families, providing transition services</p> <p>Attend Open Houses and Parent Teacher Conferences,</p> <p>arrange for tutors & access to ELL programming, summer school</p>	D,G		x	

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
	<p>tutoring,</p> <p>assist young adults in completing Financial Aide & Post Secondary school apps,</p> <p>services tailored to support children, and orienting parents through the process and connecting them to external partners and resources within the community.</p>				
Boys & Girls Clubs of Central Minnesota	<p>Character and Leadership Dev. Edu. & Career Dev. , Health & Life Skills, ARtSPrograms Sports, Fitness & Recreation, Specialized Prog. Initiatives</p>	B,F, G	35 years +		
Career Solutions	<p>Workforce Dev.t & Career Exploration prog</p>	D		x	

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
Center for Africa Immigrants and Refugees Organization (CAIRO)	<p>Health: Youth drug addiction edu. & prevention, Chronic diseases edu., prevention & management, nutrition edu. for children, youth & families</p> <p>K-12 Edu.: Student tutoring & mentoring, youth skills training & emp. pathways, College & career readiness, Extra curricular (soccer, basket & student camps)</p>	B,C, D,G ,H	2 years		

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
	<p>Housing & workforce Dev.: Employment services, skills training & workforce dev. for African immigrants & low income. & support for families struggling with stable housing.</p> <p>Family Building: Intergenerational family leadership & empowerment through training & engagement for youth & parents</p>				
CentraCare	Health-based services & increased access to health services, health edu., health system navigation, health promotion.	G		x	
Central MN Mental Health Center	Mental Health training for parents/caregivers & school personnel.	D,G		x	

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
Ellison Center	Parent Education Onsite therapy services Professional development, Home Services Multicultural Advisory Committee	A,D,G		x	
Fe y Justicia	Health Clinic Asylum Immigration Clinics Driver's License. Mexican Consultant to help process Mexican documents.	D,H		x	
Feeding Area Children	FACT Pack program	G	4 years +		

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
Together (FACT)	<p>In school food pantries</p> <p>Break Boxes which provide food support over longer school breaks.</p>				
GREAT Theatre	<p>Week-long theatre workshops</p> <p>School student matinee opportunity</p> <p>Family night at the theater</p> <p>Drama Workshop</p>	B	2 years		

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
Greater Minnesota Family Services	<p>on-site mental health services (one FTE each site).</p> <p>collaborate with grant- funded services & other providers to offer a well-coordinated support package</p>	G	14 years		
Innocent Technologies, LLC	Strategic planning Capacity building, training, and sustainability support	A,G	6 years		

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
St. Cloud Financial Credit Union	Financial Education	D		x	
St. Cloud Police Department	Staffing (SRO), collaborative prog with CopHouse staff &, possible transport ass., Knowledge and Education to Youth for Success! (KEYS), Organized/competitive sports prog. with partnerships with CopHouse teams etc.	B,D, H	15 years+		
Stearns County	Vaccine clinics, truancy support	D	5 years		
Too Much Talent	To provide culturally relevant , community led	B,F		x	

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
	<p>mental health, juvenile prevention services and transportation.</p> <p>Dance, academic support, mental health, family advocates (PN/TMT)</p> <p>Girl empowerment</p>				
<p>Wirth Center for the Performing Arts</p>	<p>Group performing arts classes and performances such as dance, voice, and instrument ensembles.</p> <p>Opportunities for individualized or small group lessons and solo performances.</p> <p>services could include family members and relatives to ensure community engagement.</p>	<p>B,D</p>		<p>x</p>	

Org.	Areas of Support	Pipe line(s)	Expanded Partnership	New Partnership	Contribution (in-kind)
Paramount	variety of visual & performing arts for students & families throughout the year.	B,D		x	

Chart 5.1

United Way of Central Minnesota - Partner for Student Success

United Way has been a long-time partner with the St. Cloud Area School District. In 2017, United Way and D742 created a partnership to support Community Resource Centers in the schools that were inspired by the concept of community schools. United Way provided the initial funding for staffing and supplies, while the district provided the space and additional in-kind supports to make the project successful. During that time, the school and education pillar of United Way - Partner for Student Success, applied and secured a Nita M. Lowey 21st Century Community Learning Center grant that has focused on three schools across the district. During that time, the partnerships have strengthened through shared data agreements, collaborative programming, continuous improvement processes led by both parties involving a variety of stakeholders and each entity supporting the other through representation, committee involvement, advocacy, collaboration and trust. One example of this was a partnership during the pandemic where we are able to create Distance Learning Support Sites that provided community organizations to support children during the work day by providing a safe space, access to food and internet, and caring adults. The district worked alongside United Way to provide access to

technology and food, along with training for staff at the sites. United Way was awarded another 21CCLC grant for secondary schools in the district as we have shown success through the outputs and outcomes through the first grant that was secured in 2019.

The role of United Way of Central Minnesota - is to partner with D742 in the application, administration, review and application of FSCS programs.

St. Cloud Area School District 742

The St. Cloud Area School District is a state and nationally recognized leader in innovative education. St. Cloud Area School District 742 is the 17th largest school district in Minnesota serving a population of over 100,000 residents within 250 square miles throughout four counties. In partnership with the surrounding community, D742 prepares, engages, educates, empowers and inspires nearly 10,000 students to be successful in today's and tomorrow's society and strives daily to create a safe and caring climate and culture ideal for optimal learning. In December 2018, the U.S. Census estimates show St. Cloud is in the top 12 percent of districts in Minnesota with high poverty, according to the Small Area Income and Poverty program we can only imagine this has increased during the pandemic. Based on October 1, 2022 enrollment counts, D742 serves a student population that is 69.9% Free and Reduced-Price (FRP) eligible, an indicator for poverty. The schools we are focusing on include North Jr. H.S.: 77.0% FRP, and Discovery Elementary 85.3% FRP.

The role of District 742 will be as a school district of two identified FSCS schools. The responsibility of D742 will be to provide access to students and families, student data for local evaluation and grant-required reporting, high-quality and aligned Targeted Services programming, staff and administrative time, communication, space and additional support.

The District's two identified FSCS Schools have the following roles:

- The role of **North Junior High** - a 6th to 8th grade school in the St. Cloud Area School District - will be as a community hub.
- The role of **Discovery** - a K - 6th grade school in the St. Cloud Area School District - will be as a community hub

The identified responsibilities of an identified **FSCS School** include aspects of programming, communication, data and continuous improvement:

- Support and implement program coordination, delivery, space, center hours and logistics
- Provide equitable access to and for participants and their families
- Designate a school-based contact for *programming, data collection for continuous improvement*
- Identify potential programming options based on student voice
- Follow local, state and federal requirements, practices and policies pertaining to student data confidentiality, transportation, background checks, etc.
- Share information with students, staff, families and stakeholders about program offerings
- Participate in continuous program improvement at the community hub level, including the M3 Huddle process (more detail below)
- Participate in joint professional development
- Other details, as required by state and federal reporting

The identified responsibilities of a **Community Hub School** include aspects of communication and continuous improvement:

- Provide access to students and families

- Designate a school-based contact for *communication, school alignment, and identified student needs for investment*
- Participate in stakeholder meetings with district, Centers and afterschool partners
- Conduct the Teacher Reported Engagement in Learning survey, with participation as determined by the District
- Participate in continuous program improvement
- Participate in joint professional development
- Other details, as required by state and federal reporting

Community Partners Descriptions and Roles

AVIVO - The mission of AVIVO is to increase well-being through recovery and career advancement while working to end homelessness. Avivo serves more than 11,000 individuals each year; helping them achieve recovery, find housing stability, and achieve employment and economic advancement. Serving Minnesota since 1960, we specialize in helping individuals and families who face complex barriers – poverty, homelessness, unemployment, chemical addiction or mental health concerns – achieve recovery and economic stability. Avivo’s holistic approach to providing chemical and mental health services, career education, and employment services embraces each person’s unique journey. Ultimately, our paired services lay a foundation of health, and social and economic wellness, that transforms lives.

The role of AVIVO is as a community partner and responsibilities include pillar 3 and pipelines C,D, and G. They will achieve these through working with newly arrived refugee and immigrant families, providing transition services to children and young adults upon relocation to Central MN. Staff assist families with school enrollment, attend Open Houses and Parent

Teacher Conferences, arrange for needed tutors and access to ELL programming, support summer school tutoring and programming, assist young adults in completing Financial Aide and Post Secondary school applications, and offer incentives for goal progression and attainment. Though services are predominantly tailored to support children, much time is also spent supporting and orienting parents through the process and connecting them to external partners and resources within the community.

Boys and Girls Clubs of Central Minnesota - The mission of the Boys & Girls Clubs of Central Minnesota (BGCMN) is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. Since 1974, the Boys & Girls Clubs of Central Minnesota has provided hope and opportunity to tens of thousands of young people. Our programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. More than 25 nationally tested and proven programs are available in the areas of education, the environment, health, the arts, careers, drug and alcohol prevention, leadership development, and athletics. These programs address today's most pressing youth issues teaching young people the skills they need to succeed in life.

The role of BGCMN is as a Community Partner and responsibilities include pillars: 1,2,3,4 and pipelines B,F, G. Which they will carry out through: Character and Leadership Development Programs - in this core area empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image and good character, participate in the democratic process, and respect their own and others' cultural identities. Education and Career Development - Programs in this core area enable youth to become proficient in basic educational disciplines, set goals, explore careers, prepare for

employment and embrace technology to achieve success in a career. Health and Life Skills

-Programs in this core area develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.

The Arts - Programs in this area enable youth to develop their creativity and cultural awareness through knowledge and appreciation of visual arts, crafts, performing arts and creative writing.

Sports, Fitness, and Recreation - Programs in this area develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.

Specialized Program Initiatives - These initiatives focus on meeting significant, specific needs that have been identified within the Boys & Girls Club Movement. Because their scope is broad, they relate to or complement several or all the core program areas.

Career Solutions - The mission of Career Solutions is to help the Stearns and Benton County community grow by meeting the workforce needs of businesses and job seekers now and in the future. Career Solutions through their CareerOne program will teach youth employability skills training with a positive work readiness training experience in a safe, nurturing and learning rich environment; and prevents participants from regressing academically during the summer months.

The role of Career Solutions is as a community partner and responsibilities include: pillar 2, 3 and pipeline D. Which they will carry out through community activities for families, Contextual Academic Enrichment, Career Exploration, Work Readiness Skills, Workplace Safety, Financial Literacy Program, Reflections and Journaling and Work Projects for Community Based Organizations and Agencies.

Center for African Immigrants and Refugees Organization (CAIRO) - The mission of CAIRO is to advocate for and act to increase equity and social justice through programs, services, community organizing and collaborative leadership that create equitable opportunities for African refugees and immigrant children, youth and families to thrive.

The role of CAIRO is as a community partner and responsibilities include: pillar 1,2,3 and pipeline B,C,D,G, and. Which they will carry out through: Health Programs - Youth drug addiction education and prevention, chronic diseases education, prevention and management, nutrition education for children, youth and families. K-12 Education: Student tutoring and mentoring services, youth skills training and employment pathways, college and career readiness programming, extra curricular activities (soccer, basket and student camps). Housing & workforce development: employment services, skills training and workforce development for African immigrants and low income families, providing housing education and supports for families struggling with stable housing. Family Building: Intergenerational family leadership and empowerment through training and engagement for youth and parents.

CentraCare Health, Inc. - CentraCare, one of the largest health networks in Minnesota, holds a vision for all to live a healthy life. As a provider of care and employer to many, we encourage and inspire health and well-being. We also know there is a need for healing and comfort in every life, so at the heart of CentraCare is a commitment to serve in the communities we all call home.

The role of CentraCare Health, Inc. is as a Community Partner and responsibilities include: pillars 2, 3, 4 and pipeline G through health-based services and increased access to health services, health education, health system navigation, and health promotion.

Central Minnesota Mental Health Center (CMMHC) - CMMHC has two philosophies that guide their work. Through Trauma Informed Care (TIC) their staff seeks to create an environment of healing for clients, staff and the broader community. They have successfully implemented TIC Learning Community through the National Council of Behavioral Health. Their other philosophy is Health Integration which involves a team approach to encourage both mental and physical wellness. CMMHC has been a trusted community resource for mental health services since 1959.

The role of CMMHC is as a community partner and responsibilities include: pillar 1,3, 4 and pipeline D, G Which they will carry out through mental health training for parents and caregivers and school personnel.

Ellison Center - The mission of Ellison Center is when young children and their families are facing challenges, we nurture hope and joy and provide support to strengthen families, while enriching our surrounding communities, through responsive and innovative mental health programs in a safe and secure environment. An important part of our program is promoting mental health and well-being among infants, young children, caregivers and our staff. We seek to create changes in systems and address inequities in our community. Using an Infant Mental Health perspective, we meet infants, toddlers, and young children and their caregivers where they live, attend child care or school, and in their own communities.

The role of Ellison Center is as a community partner and responsibilities include: pillar 1,3, 4; pipeline: A,D,G they will carry these out through Parent Education: Circle of Security classes to be provided on site or virtually, we usually have grant funding to help pay for facilitation but often don't have space that we can use for larger groups of parents to engage in learning and supporting each other. This program is most applicable for parents of younger

children, birth through age 6. Parents of older children have also found it helpful! Onsite therapy services - with a confidential office space that we can use to meet with families we can provide mental health services onsite. Our agency specializes in children that have been impacted by early childhood trauma, prenatal-age 6. We do work with older children but we prioritize the services to families with younger children. And with the amount of preschoolers and kindergarteners that have been impacted with COVID shutdowns we know there is an increased need for social and emotional supports of this age group. Professional Development - we provide training and reflective consultation on topics such as: impact of trauma on development, handling challenging behavior, supporting social and emotional development, self-awareness for teachers, reflective skills, and other topics. These would be applicable across all age groups. We have also provided consultation to teachers for student behaviors in the past. Other Caregiver Support Services: with grant funding we offer home visiting for caregivers that are concerned with their child's behavior or impact of stress on the family. We provide 5-7 home visits at no charge to the family (an employee assistance program for parenting concerns). These services could be provided at schools as some families are not comfortable bringing people into their homes. Multicultural Advisory Committee: we have local leaders and parents of color that are meeting to talk about barriers to mental health services and how we can address them in our community. This is involving other agencies in addition to ours.

Fe y Justicia - The mission of Fe y Justicia is to bring justice and provide kindness and compassion to our community throughout Central Minnesota.

The role of Fe y Justicia is as a community partner and responsibilities include: pillar 3; pipeline: D, H they will carry these out through sharing the third Thursday of the month Health Clinic that we hold at Waite Park. We also have Asylum Immigration Clinics for those coming to

the U.S. with a parole. We are helping parents with information to work on their Driver's License. Every year we bring to St Cloud the Mexican Consultant for those who want to process their Mexican documents.

Feeding Area Children Together (FACT) - FACT's goal is to end childhood hunger in Central Minnesota. In Central Minnesota 1 in every 5 students do not know where their next meal will come from. Going hungry as a child causes an increased risk of learning and behavioral challenges. FACT bridges the gap for students when school is not in session through their services. FACT has been working with D742 for six years.

The role of FACT is as a Community Partner and responsibilities include: pillar 1; pipeline G. They will carry these out through providing students and families struggling with food insecurity access to food support. This can be accomplished through; FACT Pack program in which students receive weekend meals in their backpacks at the last school day of the week; In school food pantries that offer family style food items, hygiene items, and other necessities; Schools function as a distribution center for Break Boxes which provide food support over longer school breaks.

GREAT Theatre - Great Theatre's mission is to bring the community together through shared theatre experiences. They strive to ensure everyone in central Minnesota will have access to the trans-formative power of the arts. Through GREAT arts programming - including games, rehearsals, and performances - students explore their own identities and strengths, deepen relationships with others, and strengthen their creative and cognitive skill sets.

The role of GREAT Theatre is as a Community Partner and responsibilities include: pillar 1,3; pipeline B. They will carry these out through theatre experiences to students throughout the

year as multiple arts experiences within a year increase the impact of social emotional growth and identity exploration.

GREAT Drama Workshop (to happen once each trimester) - Engage students creatively through a variety of theatre-based activities focused on using body, voice, and imagination to create exciting characters and tell fantastic stories. From improv to playwriting, GREAT Drama Workshop is designed to build confidence, communication, and social emotional skills in addition to identity exploration through the tools of theatre. This workshop would be tailored to be developmentally appropriate. With programming taking place after-school or during the school day. If afterschool, students would opt-in to participate and stay after school for the workshops. These are multi-grade workshop experiences. If during the day, there could be a week-long workshop that a specific grade accesses in their Language Arts classrooms. We are open to exploring what makes the most sense access-wise and based on the needs of the specific school, we propose three weeks of school-year programming each of the five years.

School Matinee Opportunity - Each year, students will have the opportunity to attend a student matinee production during the school day. Family Night at the Theater -Each year, families will receive the opportunity to attend a GREAT show at the Paramount or Helgeson Learning Lab Theatre.

Greater Minnesota Family Services - Greater Minnesota Family Services's mission is going to people's houses to help create homes. For more than 30 years they have been assisting individuals, children, and families who need help with emotional and social problems and other conflicts in life that make daily living difficult rather than rewarding.

The role of Greater Minnesota Family Services is as a community partner and responsibilities include: pillars 1,2 ; pipeline: G they will carry these out through providing on

site mental health services (one FTE at each site). We will collaborate with the grant funded service providers to provide a well coordinated support package to students.

Innocent Technologies, LLC - Innocent Technologies's mission is to transform education for children of color. Alex Pate created the Innocent Classroom to eliminate racial bias in our schools. Their child-specific practice dismantles bias. Centering each child's individually creates classrooms in which every child and teacher believe they can be successful. From 2016 - 2018 Innocent Technologies worked with the students and staff at an elementary school in D742. (Please see Needs section for more details).

The role of Innocent Technologies is as a community partner and responsibilities include: pillar 5; pipeline: G they will carry these out through Innocent Classroom - focuses on centering an observable, coachable, and measurable relationship-practice of belonging in all interactions with children and families. Our partnership services will work to align all school and partner staff to the knowledge, skills, and collaborative practice critical to ensuring every child or family who engages with FSCS schools can expect these engagements and relationships to be Innocent, meaning to be free of the negative influence and impact of stereotypes and stereotyped expectations, in the time they are with us in our schools. Often, our children and family come to be treated in "pieces" - particularly in expectations, interventions, and how services are delivered; they end up experiencing inconsistent relationships across the number of people they interact, formulating in a disconnect and distrust. This navigation of the myriad of services, and relationships, also is a significant overhead children and families have to take on, often leading to disengagement. Our work will prioritize ensuring that children and families have a pervasive, consistent, and Innocent experience in their relationships and interactions with every person within the Community Schools, allowing them to fully engage in all opportunities to thrive.

Strategic planning to prioritize belonging, by centering Innocence, in all relationships that children and families have with individuals and organizations in the community schools. Our focus would be establishing the foundation, vision, and plan for a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher learning communities. Capacity building, trainings, and sustainability support with school leaders, classroom educators, and other community schools partners to center Innocence in all their relationships (this set of multi-tiered services would be designed in partnership with leadership and community partners). We would provide direct training to all staff while simultaneously directly supporting leadership teams and teacher and partner learning communities.

Innocent Technologies additionally propose a full-time Innocent Classroom staff position to: coach the Innocent Classroom practice with individuals and organizations providing services; support individuals and organizations in building child-specific plans for Innocence. Provide strategic leadership and coordination of Innocence and belonging across all service providers at St. Cloud's community schools lead the infrastructure and practice of monitoring and reporting on partners' alignment and efforts in creating family and student Innocence and belonging.

Paramount Center for the Arts - The mission of Paramount Center for the Arts is to provide opportunities for artistic production, creative exploration, arts education and the enjoyment of arts and entertainment. Paramount Center for the Arts is a multidisciplinary community arts facility..

The role of Paramount Center for the Arts is as a community partner and responsibilities include: pillars 2,3,4; pipeline: B, D they will carry these out through As an arts organization, the Paramount Center for the Arts, would be able to host a variety of visual and performing arts

experiences for students and families throughout the year. Visual arts experiences could take place at school and could include classes in ceramics, glasswork, textiles, painting, printmaking, and so on. Performing arts experiences could also take place at school and could include workshops or classes related to performing art that is being performed onstage at the Paramount. The offerings that we provide to the community annually are varied and we are accustomed to tailoring those offerings to meet the needs of the artists and the audiences.

St. Cloud Financial Credit Union - The mission of the St. Cloud Financial Credit Union is to make a meaningful difference for all, we advocate for people through a member-focused culture, an enthusiastic employee environment, and purposeful action within our community. They have been serving Central Minnesota for more than 90 years and leverage their not-for-profit financial cooperative to make a meaningful difference in the lives of the people and community.

The role of St. Cloud Financial Credit Union is as a community partner and responsibilities include pillars 1, 3, 4 and pipeline A,D,G they will carry these out through financial education classes once a week.

St. Cloud Police Department - The Mission of the St. Cloud Police Department is to provide high quality public services for our residents in a cost effective, responsive, innovative and professional manner given the changing needs and resources available.

The role of the St. Cloud Police Department is as a community partner and responsibilities include pillars 2,3,4 and pipelines B, D, H they will carry these out through School Resource Officers (SROs), collaborative programming with CopHouse staff and programming, possible transportation assistance, Knowledge and Education to Youth for Success! (KEYS), an extension of the DARE program to include cyber security, cyber bullying,

and other programming, organized and competitive sports programming with partnerships with CopHouse teams.

Stearns County - The mission of Stearns County is to provide exceptional public services to assure a safe, healthy, vibrant country for all. Stearns county facilitates a Juvenile Collaborative Action Team (JCAT) which looks at trends across family members and identifies high-level needs by noting siblings who have had attendance issues or discipline referrals. JCAT then reaches out to these families and last year alone they were able to help 30 families by assisting with financial hardships, by paying rent, and connecting them to mental health and food support.

The role of Stearns Country is as a community partner and responsibilities include pillars 1, and pipeline D they will carry these out through vaccine clinics, JCAT programing, and truancy support.

Too Much Talent (2MT) - The mission of Too Much Talent is to help prepare youth and families to be the next generation of leaders by providing education, resources, and programming that assures every person reach their potential. 2MT was created to help youth develop a sense of competence and engage in identity work. We envision our program having a positive influence in their everyday lives to strengthen families and our community. We exist to make a difference – to be a valuable resource in the lives of those who are not in the best of situations. A reflection that all is not lost in any given situation...hope!

Through the arts, youth will gain knowledge to combat abuse (physical, mental, verbal, sexual, etc.), chemical dependency and the influence of gangs. They will also gain knowledge on self-esteem, positive communication skills, healthy family, relationships, and living. We also partner with community-based organizations to provide enrichment programs.

The role of 2MT is as a community partner and responsibilities include pillars 1,2,3,4, and pipeline B, F they will carry these out through providing culturally relevant, community led mental health, academic support, dance, family advocates, girl empowerment, juvenile prevention and transportation.

Wirth Center for the Performing Arts - The mission of Wirth Center for the Performing Arts is to inspire artistic excellence and personal growth in our communities through high quality teaching in the performing arts. They provide music and dance lessons to over 400 students each year. We teach students of all ages, skill levels, and abilities, interested in music and dance. Our teachers tailor instruction to fit the diverse interests and needs of the student, focusing on performance literacy, technique, performance, and core fundamentals. The students set their goals and the teachers help them meet those goals.

The role of Wirth Center for the Performing Arts is as a community partner and responsibilities include pillars 1,2,3,4, and pipeline G, H they will carry these out through providing Group performing arts classes and performances such as dance, voice, and instrument ensembles. Opportunities for individualized or small group lessons and solo performances. Ideally working in collaboration with existing 742 music faculty, or programming led by Wirth Center faculty but supported by guest faculty that can enhance and promote programming that demonstrates a broad tapestry of culturally diverse and relevant music and dance. Additionally, services could include family members and relatives to ensure community engagement.

EFFECTIVENESS IN WORKING WITH DIVERSE RANGE OF STAKEHOLDERS INCLUDING STUDENTS AND FAMILIES

Joint decision making and collaborative programming has been, and will continue to be, pivotal in program development and future planning and development of this opportunity. Each

applicant will serve as part of a grant steering committee. As decisions are made, all voices will be heard, have the opportunity for input and consensus will be expected as the program continues to develop in making decisions. Grant participants and others will also be involved in decision making around continuous improvement programming, evaluation processes, quarterly stakeholder meetings and professional development opportunities.

We will have regular meetings with each selected school and community partners to make decisions around program needs, concerns, opportunities to collaborate, and to celebrate successes. By having routine meetings established and open lines of communication, along with established trust, resolving disagreements should be seen as strengthening our work as we learn and grow together as a community. Resolving conflict means to CARE: **C**ommunicate, **A**ctively Listen, **R**eview Options, **E**nd with a Win-Win Solution. The team will collaborate to develop and agree on a process to resolve disagreements.

Over time, each of these partners have been strong collaborators and/or in alignment with many of the area districts' strategic initiatives. Each organization has a proven record of wanting to participate alongside high-quality programming to support the needs of our communities' youth.

Partners such as the Center for African Immigrants and Refugee Organization (CAIRO) and GREAT Theatre work collaboratively with the individual schools to provide during and after school opportunities for youth. Our Community partners will offer services at the school where the participating students attend to provide the services specific to the student's needs. A team of D742 staff and partners will work alongside each site to determine personalized programming for the unique needs of the schools.

ADEQUACY OF MANAGEMENT PLAN

D742 has the organization capacity, staff, infrastructure, and the demonstrated expertise to successfully implement the programs and services outlined under our FSCS grant program.

District Operating Budget: Our annual operating budget for FY24 (23-24) amounts to

 This budget allocation reflects our commitment to maximizing resources and supporting the diverse needs of our students and staff.

Financial Management Systems: We utilize a sophisticated software system called Skyward for all our financial and accounting needs. Skyward empowers us with efficient and streamlined financial processes, ensuring transparency, accuracy, and compliance with regulatory requirements.

External Audit and Compliance: Our financial processes are reviewed annually by an external audit firm, as mandated by standard auditing practices. We are proud to confirm that our financial management practices meet all requirements and comply with Federal Common Rule 2 C.F.R. 200.3030 (the standards for financial and program management). And have successfully passed our audits each year.

Comprehensive Financial Control: Skyward allows us to manage financial reporting, maintain accurate accounting records, and provide source documentation. Our internal control mechanisms guarantee fiscal responsibility and sound financial decision-making.

Budget Control and Allowable Cost: With Skyward, we exercise stringent budget controls to ensure that resources are allocated efficiently and cost-effectively. The system also helps us determine allowable costs in accordance with relevant regulations and guidelines.

Cash Management: Our financial management system, Skyward, enables effective cash management, facilitating prudent cash flow planning and optimal resource allocation.

Fund Accounting and Reporting: Skyward's fund accounting feature allows us to track revenue and expenditures accurately. We can generate financial reports by department and activities, providing a comprehensive overview of our financial performance.

Expert Leadership in Finance and Business Services: We take great pride in our executive director of finance and business services, Amy Skaalerud, who has been an invaluable asset to D742 for thirteen years. Amy's background as a financial auditor for public entities and her active CPA licensure ensure the highest level of expertise and integrity in managing our financial affairs.

Impact and Outcomes: The thoroughness of our management plan, supported by the robust financial management system, contributes to the following positive outcomes:

Transparent Financial Practices: Our stakeholders can trust in the transparency and accuracy of our financial management, promoting confidence and support in our initiatives.

Efficient Resource Utilization: Skyward's budget controls and fund accounting enable us to optimize resource utilization, ensuring that every dollar is allocated strategically.

Compliance and Accountability: Our financial processes are in full compliance with regulatory requirements, demonstrating our commitment to accountability and ethical financial management.

GOVERNANCE

Our FSCS grant project will be governed by the Core Management Team (CMT), comprised of existing community stakeholders as well as additional partners to incorporate the goals, objectives, and all activities related to the FSCS grant, with a directive of strengthening cross-agency coordination to advance systemic change and developing our community schools.

ROLES AND RESPONSIBILITIES

The CMT roles and responsibilities include: establishing mechanisms to assure stakeholder accountability for commitments; identifying opportunities to connect our FSCS grant program and community initiatives; overseeing instructions regarding data collection and reporting; reviewing progress and annual reports prior to submission to the U.S. Department of Education; implementing sustainability via leveraging resources and expertise gained during the five-year grant cycle; and reporting program activities to their respective community-at-large representatives. The CMT includes district experts with significant and relevant experience to appropriately and adequately achieve the project's objectives and support the District Coordinator in day-to-day management of all initiatives. The CMT will assist the District Coordinator in higher-level decision making including: leveraging resources and financial support, creating procedural systems change, and sponsoring public awareness campaigns and community events. The CMT will also provide general oversight to ensure that our grant project follows the timeline and meets all objectives.

MANAGEMENT OF GRANT

Under the supervision of Laurie Putnam, D742 Superintendent, the District Coordinator (to be hired) and Core Management Team the program will be designed, established and

executed in a culturally thoughtful and community centric manner to meet stated goals and objectives.

This team has the skills, knowledge and experience to support all facets of the FSCS grant program, including integration of new and expanded programs and services with our existing offerings and the four pillars of full-service community schools.

KEY FSCS PROJECT TEAM MEMBERS

Project Team members will uphold the same standards of responsibility and participation to ensure that the project activities and programs meet goals and objectives. All have committed to participating in every aspect of the evaluation process and will attend all required meetings in relation to the FSCS programming. Resumes for key personnel are included in the Appendix.

EXISTING District 742 PERSONNEL

Dr. Laurie Putnam is the Superintendent of St. Cloud Area School D742. Putnam holds a BA from Dartmouth, a MEd from the University of Maine, and EdD from St. Cloud State University. She has served in several roles for St. Cloud Area Schools including counselor and assistant principal at South Junior High, principal at Kennedy Community School, and Assistant Superintendent of Secondary Education. This is her first year as Superintendent. Dr. Putnam is committed to partnering schools with individuals and organizations within our communities and is a dedicated advocate for student voice.

Dr. Laruie Putnam, will provide oversight of our FSCS grant program (0.1 FTE) and serve as a liaison between the district and the Board of Educations, as well as all other external stakeholders. Laruie will serve on the Core Management Team (CMT) and continue to expand

school-community partnerships and collaborations. She will continue to foster connection with parents and the community at large. She will dedicate 10% of her time to the grant as part of the district's match.

Nicole Hansen - Assistant Superintendent of Pk-5 has been with D742 since 2008, and has served in a variety of roles, including teacher, academic achievement coordinator, assistant principal, and principal.

Hansen graduated from St. Cloud State University where she received a Bachelor of Science in Elementary Education with an emphasis in social studies. Hansen then attended Saint Mary's University where she earned a Master's in Teaching and Learning and K-12 Educational Leadership.

Hansen is a strong advocate for students, and is committed to ensuring that all students have the access and opportunity to reach their full potential throughout their educational journey. She is a thoughtful and strategic leader, and is dedicated to making a difference in the lives of students. Nikki continues to look forward to developing strong relationships with students, families, staff and the St. Cloud Area communities to aid in the success of the school district. She will dedicate 10% of her time to the grant as part of the district's match.

Dr. Jason Harris - Assistant Superintendent of Secondary Education Dr. Harris is an educator and leader with more than 20 years of experience working in middle and high schools in urban and suburban school districts. He is currently the Assistant Superintendent of Secondary Education for St. Cloud Area Schools. His vision is to use all energies and resources committed to student learning and achievement through a collaborative culture focused on results. He will dedicate 10% of his time to the grant as part of the district's match.

Dr. Michael Rivard - Assistant Superintendent of E-12 Educational Services. Rivard is the Assistant Superintendent of Educational Services for the St. Cloud Area School D742 and has worked in the St. Cloud Area School District for 28 years. He earned his Bachelor's Degree at St. Cloud State University, Master's Degree from the University of Minnesota, and Doctoral Degree from SCSU. His Educational Administration Licensures as a Superintendent, Principal, and Special Education Director were obtained at SCSU. Dr. Rivard finds great joy in seeing each student grow academically and especially appreciates working with students, families, and the community in creating a welcoming and engaging setting for all learners. He will dedicate 10% of his time to the grant as part of the district's match.

Ayan Omar - Director of Equity Services. Ayan Omar is a Somali-Muslim American refugee living in the United States since 1993. She grew up in Stone Mountain, Georgia, spending most of her young life immersed in the Black culture, which shaped much of her future goals. A pursuit of higher education led her to St. Cloud State University in St. Cloud, MN, studying Communication of Arts and Literature in 5-12 Education. Later, Ayan completed her Master's in English with an emphasis on Black Literature, at St. Cloud State University. As the Director of Equity Services for the St. Cloud Area School District, Ayan continues her movement toward social justice and her promotion of equitable educational opportunities for all learners. She will dedicate 10% of her time to the grant as part of the district's match.

BriAnne Hern - Director of Student Success is an esteemed educator with a passion for empowering students and fostering a culture of success for all learners. With a career spanning over 24 years, she has dedicated herself to the advancement of student learning and academic achievement.

Beginning her educational journey as a middle school math teacher at South Junior High, Hern spent 12 formative years demonstrating her ability to connect with students and make mathematical concepts accessible and engaging. Hern later transitioned into the role of Assistant Principal at Madison Elementary School, then Principal of Lincoln Elementary School, where she skillfully led both schools through a transformative journey to student, staff, and community growth and engagement. Drawing on her experience as Principal, Hern moved into her role of Principal on Special Assignment, where she undertook essential district-level initiatives to support the success of St. Cloud Area School's Strategic Plan. This year, Ms. Hern will transition to her role as the Director of Student Success where she will continue her focus on academic support, student well-being, and improving outcomes for all learners across the district. She will dedicate 10% of her time to the grant as part of the district's match.

Donna Roper - Executive Director of Research, Evaluation & Assessment is an accomplished education professional with more than 25 years of experience in supporting educational responsibility through a systems approach and continuous improvement framework. Her expertise lies in fostering effective communication with all levels of leadership and staff, driving data-informed decision-making, and co-designing balanced assessment systems. Roper has a deep understanding of federal and state grants, data reporting, and aggregation, ensuring compliance with assessment and accountability requirements. She is adept at developing data views via dashboard tools and conducting surveys to assess school-wide and departmental goals. Her work with data lends itself to further conducting impact evaluations and completing program evaluations. As a dedicated educator, she interprets test scores to inform stakeholders, including school boards, administration, parents, teachers, students, and community groups. Roper's

commitment to educational research, evaluation and assessment extends to early learning, teacher development, and serving as a district liaison to state and local assessment experts.

Roper holds a master's degree from the Hubert H Humprey Institute of Public Affairs, University of Minnesota where she focused her studies on leadership in educational policy, program evaluation and implementation science. She was a member of an International Leadership Cohort MPA program where she studied the role of Leadership and work of Collective Impacts. Roper has a bachelor's degree in economics from the University of Minnesota-Twin Cities. She will dedicate 10% of her time to the grant as part of the district's match.

Jenny Holm - Principal at Discovery Elementary School. She has served D742 for 11 years. This is her second year as principal at Discovery. Prior to this, she was assistant principal at Discovery for 3 years. She also has experience as a teacher, reading specialist, interventionist, and academic coach.

Ms. Holm earned her bachelor's degree from University of Wisconsin - River Falls in elementary education. She earned her K-12 reading license from St. Cloud State University. She also earned her master's degree and principal license from St. Cloud State.

Ms. Holm feels Discovery Community School is a unique and incredible place to be. She is proud of the diverse and welcoming community at Discovery. She has enjoyed her time here getting to know the students and families. She is passionate about finding the strengths and potential in each student. She is focused on student success for every child. She will dedicate 20% of her time to the grant as part of the district's match.

Irene Wilcox - Assistant Principal Discovery Elementary School. Wilcox graduated from St. Cloud State University where she received a Bachelor of Science in Elementary Education

with an emphasis in science. She then attended the University of Montana Bozeman where she earned a master's degree in Science Education. Later, she earned a Gifted and Talented certificate and K-12 Principal Licensure through St. Mary's University. This is her fifteenth year in education and she has loved every part of her journey as a middle school science teacher, gifted and talented coordinator, and academic coach.

She is passionate about science based literacy instruction, fostering communication, collaboration, critical thinking and creativity, and developing social emotional skills so that all students can succeed and meet their goals. She will dedicate 20% of her time to the grant as part of the district's match.

Brian Nutter - Principal North Junior High School. Mr. Nutter received a Bachelor of Science from St. Cloud State University and Masters of Education from St. Mary's University of Minnesota as well as his K-12 Principal licensure.

This is Nutter's 5th Year as principal of North Junior High school. Prior to joining the staff of D742, Mr Nutter worked in Minneapolis Public Schools as a Career and Technical Education (CTE) teacher, Assistant Principal, Program Coordinator and Central Office Administrator. His strengths include a passion for equity and social justice, building positive school-wide culture and community, and fostering educational environments students and teachers thrive in.

Mr. Nutter is serving his community as a Citizen Soldier in the Minnesota Army National Guard. He has completed 24 years of military service, including five overseas deployments to Germany, Iraq, Japan, Kosovo and Kuwait. He will dedicate 20% of his time to the grant as part of the district's match.

Sascha Hansen - Assistant Principal at North Junior High School. Hansen pursued her higher education at St. Cloud State University where she obtained a Bachelor's degree in Education and played collegiate basketball. Recognizing the importance of continuous learning, she furthered her academic journey and earned a Master's degree in Education and a certificate in Educational Leadership and Administration, solidifying her commitment to becoming a transformative educational leader. She also added her Superintendent endorsement through St. Cloud State University.

Hansen believes that creating partnerships with families and the community are essential in creating strong schools that provide students the opportunity to be successful in school and life. As Assistant Principal, Hansen makes it her mission to create a positive and inclusive learning environment for all students, ensuring that every individual feels valued and empowered. Her approach is characterized by open communication, active listening, and a genuine interest in understanding the needs of students and staff members. She will dedicate 20% of her time to the grant as part of the district's match.

Bishar Hassan is the supervisor of the Welcome Center and Community Partnerships for D742. He earned his Bachelor of Science in Community Health & Human Relations from St. Cloud State University and received a certificate from the Community Interpreter International Certification Program Unliking the Chains: Making Global Mental Health a Priority from the University of Minnesota.

Hassan's goal is to bridge barriers and bring lasting positive changes to the lives of those in need. With over 15 years in the field of education, I built programs, resources and partnerships

to better serve and meet the needs of our families and their students. He will dedicate 10% of his time to the grant as part of the district's match.

FSCS NEW HIRES

One Community Schools Coordinator (1 FTE) will be hired to coordinate FSCS Community School Sites

The Community Schools Coordinator (CSC) plays a crucial role in implementing, integrating, and coordinating the schools of belonging in the St. Cloud Area School district. Working collaboratively with school and district administrators and community school partners, the CSC assesses the needs and assets of the school community and facilitates the transformation of the school into a full-service community school. By coordinating student and family support services and fostering a high-support, high-expectations learning environment, the CSC aims to enhance student achievement and wellness across every student group.

The responsibilities will include: Reporting directly to the school principal or designated administrator, the Community Schools Coordinator will:

1. Support the research/evaluation of the community school by collecting data, submitting timely reports, and responding to information requests from the initiative's leadership team.
2. Attend assigned professional development sessions to gain a comprehensive understanding of the community schools framework.
3. Assess the most needed services in the school and collaborate with the school leadership team, community, families, and agencies to implement the identified services.
4. Conduct need and asset assessments to prioritize services, identify service gaps, and build on existing support systems.

5. Collaborate with school staff, agencies, and community organizations to bring services to the school.
6. Initiate, facilitate, and coordinate programs and strategies that align with the community school initiative.
7. Maximize the utilization of services at the school site.
8. Collaboratively develop and implement the community schools plan with all school stakeholders.
9. Coordinate community resources, including tutoring, primary health, arts, recreation, and other identified partners, in line with the need assessment and LEA initiatives.
10. Organize programs during and beyond the school day to benefit students, families, and the community.
11. Foster partnerships with the community to address critical needs and support student achievement.
12. Integrate and align resources with school and district goals and priorities.
13. Collaborate with the school and LEA teams to monitor outcomes and assess the effectiveness of partnerships.

Two Site-Level Coordinators (2 FTEs) will be hired to plan, integrate, coordinate and facilitate the delivery of pipeline services at their respective school sites. A full time Site-Level Coordinator will be assigned to each of the FSCS schools participating: Discovery Elementary and North Junior High School. These positions are essential to the overall delivery of grant services in each school

Each full-time coordinator will have a clearly defined scope of responsibilities. This includes overseeing the seamless integration of programs and services, liaising between school

administration and community stakeholders, and fostering a cohesive and collaborative environment within each school. These coordinators will serve as catalysts for positive change, ensuring that every resource is optimally utilized to benefit the students and the broader school community.

We firmly acknowledge the pivotal role that a dedicated site coordinator plays in driving the success of our full-service community schools. The presence of a full-time coordinator serves as a driver, facilitating seamless communication channels that link various stakeholders, including school administrators, teachers, parents, and community partners. This coordinated approach cultivates a shared understanding of our overarching goals and ensures that every aspect of our programs aligns.

Moreover, a dedicated coordinator functions as an astute navigator, skillfully identifying synergies between different programs. This ability to recognize connections and overlaps results in a holistic and efficient use of resources, where various initiatives complement and reinforce one another. The coordinator's role extends beyond mere logistics, delving into the realm of data-driven decision-making. By analyzing real-time data and collecting valuable feedback, the coordinator becomes an instrumental driving force behind evidence-based interventions. This data-centric approach empowers us to make timely adjustments and refinements to our strategies, keeping them attuned to the evolving needs of our students and the community.

A dedicated coordinator extends our commitment to a tailored and student-centered approach. This professional not only bridges the gaps between different components of our initiatives but also ensures that our resources are channeled where they are most impactful. In this way, we can be confident that our activities are finely attuned to the unique and dynamic

needs of each school, ultimately forging a path toward sustainable and meaningful educational outcomes.

Prioritizing the establishment of full-time coordinators at each school, underpinned by a robust sustainability plan and a clear understanding of their vital roles. These coordinators will serve as a conduit of our efforts, enabling us to realize the full potential of the proposed project. We are confident that their presence will not only enhance the immediate outcomes of the grant but also foster lasting positive change within the school community. By being able to focus on connecting students to community programs this will allow teachers to focus on academic needs.

The Community School Site Coordinators will work with Parent organizations to organize workshops and education programs for parents, guardians and family members related to our FSCS grant program on relevant topics offered by our community partners. The topics will include but are not limited to, mental health services, parenting classes, and financial literacy education and are discussed in further detail in the Quality of Project Design.

EVALUATIONS

Our data collected (see Quality of Project Evaluation) will be utilized in evaluating the effectiveness of the grant program in meeting the needs of participants as part of our overall strategy for evaluation and continuous improvement. In addition, this focus on continuous improvement will be evidenced by participation in Ignite Afterschool's Making Meaning with Multiple Data Sets or M3 Huddle process to engage community-wide collaboration with a variety of stakeholders (program partners including frontline youth workers, community members, students, parents, school principals, teachers and others). Because programs participating in the grant program are year-round programs, the M3 Huddle process will be

offered at minimum annually to align with intentional program designs. Leveraging Ignite Afterschool's trademarked continuous improvement process of assessing (collecting data), planning (creating an improvement plan based on data) and improving (carrying out plan and providing support) aligns well with the work our partner organization, the United Way, has already done with Search Institute and across the community to lay the foundation for our goals within this grant program.

Continuous program improvement efforts will utilize the M3 (Making Meaning of Multiple Datasets) Huddle process developed and trademarked by Ignite Afterschool, Minnesota's statewide afterschool network.

The M3 Huddle process is an intentionally designed and facilitated process for programs to reflect on four key sets of data that research indicates is essential for positive youth outcomes in afterschool. These four sets of data include **quality practices** in program delivery, participants' **program experiences**, **participation & attendance**, and **youth outcomes**. These four sets of data will be collected by the 21st CCLC Program Coordinator and Data Impact Analyst in partnership with program staff.

Quality Practices: We will utilize assessment tools developed by the David P. Weikart Center for Youth Program Quality, which is a division of the Forum for Youth Investment and is dedicated to empowering educators and human service leaders to adapt, implement and scale best-in-class quality improvement systems to advance youth and child development. The seven major domains that are covered include: Engagement, Interaction, Supportive Environment, Safe Environment, Youth-centered Policies and Practices, High Expectations, and Access.

Participants' Program Experiences: We will utilize an adapted version of the

Minnesota Student Survey which is an anonymous statewide school-based survey conducted by MDE to gain insights into the world of students and their experiences. We believe utilization of these measures is a strength for alignment with the school day and allows partnering organizations comparisons to their region and state for deeper reflection and continuous improvement efforts.

Youth Outcomes: We will utilize an adapted version of the Minnesota Student Survey which is an anonymous statewide school-based survey conducted by MDE to gain insights into the world of students and their experiences. Included in the survey are skills (Commitment to Learning, Positive Identity & Outlook, Social Competence) and supports (Out-of-School Time Positive Experiences, Teacher & School, Family & Community, Empowerment) which a significant body of research from the University of Minnesota correlates to positive outcomes in the school day. We believe utilization of these measures strengthens alignment with the school day and allows partnering organizations comparisons to their region and state for deeper reflection and continuous improvement.

For each of these key sets of data utilized in continuous improvement, the table below identifies the tool, and key staff involved in the collection/implementation and analysis.

Continuous Program Improvement Datasets & Tools	
Set of Data	Data Collection
Quality Practices in program delivery	<i>Tool:</i> Weikart P. Center for Program Quality’s Social Emotional Learning Program Quality Assessments (PQAs)

	<p><i>Collected/Implemented By:</i> Independent Evaluator, in partnership with programs and young people</p> <p><i>Analyzed By:</i> Donna Roper & BriAnne Hern</p>
Participants' Program Experiences	<p><i>Tool:</i> Survey and focus groups, adapted in alignment with Minnesota Student Survey and Search Institute Developmental Asset Profile</p> <p><i>Collected/Implemented By:</i> Independent Evaluator & Evaluation Team in partnership with programs</p> <p><i>Analyzed By:</i> Donna Roper & BriAnne Hern</p>
Attendance & Participation	<p><i>Tool:</i> Skyward</p> <p><i>Collected/Implemented By:</i> Program Partners with support from Independent Evaluator</p> <p><i>Analyzed By:</i> Donna Roper & BriAnne Hern</p>
Youth Outcomes	<p><i>Tool:</i> Survey and focus groups, adapted in alignment with Minnesota Student Survey and Search Institute Developmental Asset Profile</p> <p><i>Collected By:</i> Independent Evaluator & Evaluation Team in partnership with programs</p> <p><i>Analyzed By:</i> Donna Roper & BriAnne Hern</p>

Chart 5.2

Overall, these activities will be supported by key staff in supporting evaluation activities, including data collection, reporting and performance measurement. These staff include the Independent Evaluators, Executive Director of Research, Evaluation and Assessment, Director of Student Services, District Coordinator, and site principals.

TIMELINE

The chart below provides a timeline of activities, start and end dates, staff member responsibilities for completion, as well as critical activities for accomplishing project tasks. Some activities span more than one pipeline and are included more than once.

Activity/Description	Start Date	End Date	Responsible Party(s)
Institutionalize FSCS CMT and on-going monthly meetings	1/24	12/28	Core Management Team (CMT)
Finalize contract for all contracted services	1/24	11/24	CMT
Conduct search and hire all FSCS positions, including the two Community School Coordinators & District Coordinator	3/24	4/24	CMT
Refine logic model, evaluation plan, sustainability plan, and all evaluation tools	2/24	2/24	Site Evaluators, Donna Roper & BriAnne Hern
Conduct professional learning for English Language Acquisition	2/34	ongoing	English Language Acquisition Consultant
Training for CMT members (collaboration, communication, data sharing, etc.)	7/24	8/24	Innocent Technologies
Purchase materials, supplies, and curriculum, including outreach and	3/24	8/24	District Coordinator, Site Coordinators

Activity/Description	Start Date	End Date	Responsible Party(s)
marketing materials			
Institutionalize Community School Leadership Team (CSLT) at each school site		Monthly mtg	Site Coordinators
Monthly data collection for all process measures	2/24	ongoing	Site evaluator, Donna Roper & BriAnne Hern
Plan, integrate, coordinate, and facilitate the delivery of pipeline services at community schools.	4/24	ongoing	CSC
Marketing and outreach to target population	4/24	ongoing	CSC
Provide on-going analysis of data, including conducting focus groups, interviews, etc. (monthly reports)		ongoing	CMT, Donna Roper & BriAnne Hern
Building Leadership Teams - focus continuous improvement plans	2x/month	ongoing	CMT. Director & Site coordinators; district
District wide Building Leadership Teams - focus on growth as whole	9/18; 11/6; 3/18	ongoing	CMT. Director & Site coordinators; district
District wide Building Leadership Team - focus amylose impact	6/23	ongoing	CMT. Director & Site coordinators; district
MTSS - each school - focus triage students, measure absenteeism rates,	weekly	ongoing	CMT. Director & Site coordinators; district

Activity/Description	Start Date	End Date	Responsible Party(s)
discipline rates and academic performance rates along with connection to FCFS Services			
District Leadership MTSS Team - MNMTSS Framework Professional Development with Minnesota Department of Education; first 15 months learning about new framework and continuing monthly meetings thereafter	9/21 11/2 11/16 12/14 1/4 1/25 2/22 3/21 4/25 5/23 6/13 9/12 10/10 11/14 12/5	ongoing	CMT. Director & Site coordinators; district
District MTSS meet with each professional development session to analyze data and determine next steps	1x/monthly	ongoing	CMT. Director & Site coordinators; district
Develop interim report for US Department of Education	7/24, 7/25, 7/26, 7/27, 7/28	7/24, 7/25, 7/26, 7/27, 7/28	District Coordinator, Site Evaluator, Donna Roper & BriAnne Hern

Activity/Description	Start Date	End Date	Responsible Party(s)
Collect and analyze annual outcome data to incorporate findings into programs, activities, and practices	7/24	Annual	Site evaluator, Donna Roper & BriAnne Hern
Develop Annual Performance Report for US Department of Education	2/25, 2/26, 2/27, 2/28, 2/29	2/25, 2/26, 2/27, 2/28, 2/29	District Coordinator, site evaluator, Donna Roper & BriAnne Hern, District Coordinator
Complete post-evaluation and develop Final Report and recommendations	9/28	12/28	District Coordinator, Site Evaluator with review by FSCS, CMT

Chart 5.3

Quality of Project Evaluation

The goals of the evaluation are to improve the overall school experience for students and families and provide relevant data that can inform policymakers and meet the requirements of the grant.

Below is an overview of our evaluation plan. There is a description of each of the Pipeline services with the community partners and a short description of the research methodology to be employed throughout the five years of the grant period. Beyond these descriptions you will find information on how we aim to monitor the implementation of these plans and ensure the efficacious use of data for validity and reliability purposes.

Pipeline A: High-Quality Early Childhood Education Programs

Pipeline A focuses on providing high-quality early childhood education programs. Innocent Technologies, CAIRO - Center for Africa Immigrants and Refugees Organization, and Ellison Center will work in partnership with D742 to implement culturally appropriate professional development, culturally responsive early childhood activities, and evidence-based mental health practices, respectively.

Methodology: A mixed-method approach will be used to understand how staff and families' perceptions impact the learning environment and ultimately performance on a standardized measure of letter sound fluency.

- Administer pre and post qualitative surveys to ascertain perception gaps before and after staff experience providing an opportunity to learn. The qualitative measures will

be designed to align to the professional learning expectations and reveal impact of the activities specifically on:

- Staff awareness and understanding of implicit bias and stereotype threat
- Staff vs Families' perceptions of the *quality of relationships*
- Staff vs. Families' perceptions of the *level of engagement*
- Administer standardized measures of foundational literacy skills to determine the impact on general outcomes and specific improvement in acquisition of letter sounds, an essential skill needed in learning to read. This will be done with incoming Kindergarten students in fall of each of the five years of the grant.

Pipeline B: High-Quality School and Out of School Time Programs and Strategies

Pipeline B aims to provide high-quality arts activities, academic support, and recreational activities. Boys and Girls Club of Central Minnesota, CAIRO, GREAT Theatre, Paramount, 2MT, and Wirth will work in partnership with D742 to achieve these objectives by providing multiple opportunities for students to get involved before, during and/or after the school day.

Methodology: A mixed method approach will be used to understand the ways in which out of school participation impacts average daily attendance and students' views of the in school learning experience.

- Enrollment and participation in a variety of activities will be collected and tracked.
- Interests and passions will be identified and cultivated to inform programming
- Qualitative measures designed to highlight the developmental assets of learners will be administered in the beginning of the school year and at the end of the school year.
 - Perceptions on “out of school time” metrics will include:
 - Sense of Belonging

- Positive Identity
 - Community Support
 - School Support
- For secondary students, attendance, grades and test scores will be used to determine a correlation between out of school time activities and improved general outcomes.

Pipeline D: Family and Community Engagement and Support

Pipeline D focuses on providing family education, assistance, and mental health services to enhance family engagement and support. Avivo, Fe y Justicia, St. Cloud Financial Credit Union, Career Solutions, and Stearns County, and any other interested identified partners will work collaboratively with D742 to achieve these objectives.

Methodology: A qualitative research approach utilizing multiple feedback loops including but not limited to:

- Climate Surveys
- Focus groups
- Digital/Virtual Discussions
- One on One Interview

The research questions will center around understanding the ways in which school housed and/or linked services impact access to needed supports and improves:

- Sense of Belonging
- Social and emotional learning skills
- Wellbeing
- Engagement
- Students’ views of the in-school learning experiences

Participation data will include self-reported demographics and exit survey data will be gathered at each event.

Pipeline F: Community-Based Supports for Students; Success in Postsecondary Education and the Workforce

Pipeline F aims to provide high-quality arts, recreation, and career exploration activities for those who have attended the schools in the area served by the pipeline, or students who are members of the community. BGC, CAIRO, Great Theatre, Paramount, Wirth, St. Cloud Police Department, and 2MT will work in partnership with the D742 to provide every student with opportunities that drive curiosity, creativity and engagement in learning and self-improvement through the arts and various extracurricular activities.

Methodology: A mixed method approach will be used to understand the ways in which quality activities related to post-secondary work exploration and artistic endeavors impact students' creativity, curiosity and engagement in learning.

Qualitative Information: The following data gathering activities will be conducted to begin identifying focus areas for program design. A survey will be designed to match the intended outcomes of each activity. Data collection will include:

- Interests and passions will be identified and cultivated to inform programming
- Administration of a Strengths finder or learning style inventory to uncover how students approach learning tasks (i.e. the learning process: concrete, reflect, abstract and/or active)

Quantitative Information: Participation data will include self-reported demographics and exit survey data will be gathered at each event. Enrollment and participation in a variety of activities will be collected and tracked for further analysis.

- Using a cohort method, students exposed to and participating in various post-secondary exploratory experiences will be followed for the purposes of understanding future performance in upper level courses and participation on college readiness assessments or technical skills assessments (i.e. in Year 5; we will analyze outcomes of students who participated in Year 1; in Year 6 students who participated in Year 2, etc.)
 - Metrics include but are not limited to:
 - Attendance, Grades, Behavior
 - MCA's
 - ACT/SAT
 - TSA (Technical Skills Assessments)
 - Bilingual Seals
- For secondary students, attendance, grades and test scores will be used to determine a correlation between specific activities in this pipeline and improved general outcomes.

Pipeline G: Social, Health, Nutrition, and Mental Health Supports

Pipeline G focuses on the social, emotional, physical, nutritional and mental health needs of the families, staff and students in the community. CentraCare, Central Minnesota Mental Health Center, FACT, Greater Minnesota Family Services, Innocent Technologies, and Ellison Center, and will work in partnership with D742 to provide culturally appropriate professional development, medical and mental health services, and food distribution centers.

Methodology: A mixed-method approach will be used to understand how these foundational services drive improved outcomes and reduce and decrease disparities and disproportionalities in learning outcomes.

Qualitative Information: A review of a co-created gap analysis completed by the community and school partners will be used to prioritize and address the needs of students and families in the community school. This involves understanding what areas of basic needs that our students and families may be experiencing insecurities in and filling the gaps. A survey questionnaire of services will act as feedback for both improvement and evaluation and include subjects like:

- Food (healthy options, not just enough calories)
- Clothing (proper fitting and method for laundering, if needed)
- Housing (resources for navigating)
- Immunizations
- Physical Health Screenings
- Emotional wellbeing
- Anxiety and depression for accessing mental health services

Quantitative Information

Participation data will be gathered from community partners. In addition, the following general outcome measures for students participating in these services will be disaggregated and analyzed for improvements.

- Attendance
- Grades
- Behavior
- iReady Math
- STAR Read/Math
- Fastbridge Reading
- Reading/Math MCA's
- ACCESS

Ongoing Monitoring for Impact and Evaluation

A quarterly monitoring plan each year will be established to include cycles of feedback on implementation progress. The research department will collaborate with partners to share a quarterly continuous improvement framework that includes guidance and structure for partners to utilize as a way to monitor for impact. The goal is to allow efficiencies to be realized, transparency for all stakeholders and to inform frontline actors on adjustments that may be needed.

Valid and Reliable Data: The impact evaluation will produce useful information to refine the services from year to year. The overall program evaluation will use reliable objective performance measures related to intended outcomes. Partners and D742 will strive to ensure appropriate purpose and use of identified measures. The validity of the evaluation will be realized through this intentional design process.

Our data will be publicly shared and we will explore in year one utilizing continuous process improvements (CPI) to evaluate and adjust on feedback. This would provide an opportunity for community voices to be heard and a collaborative ownership of the FSCS programs. United Way utilizes CPI with many of our community partners and would be able to provide training for the district.

Our evaluation plan demonstrates a comprehensive approach to assessing the effectiveness of each pipeline's activities and their impact on intended outcomes. We are committed to conducting a thorough, feasible, and appropriate evaluation that will provide valuable performance data to guide our continuous improvement efforts. We are confident that our proposed evaluation plan will contribute to the success of our grant project.

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Competitive Priority 1

Meeting Student Social, Emotional, and Academic Needs. Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.

In response to Competitive Preference Priority 1, which aims to meet student social, emotional, and academic needs, our proposal is dedicated to improving students' social, emotional, academic, and career development, with a particular focus on underserved students, through the implementation of multi-tiered systems of supports (MTSS). Our approach emphasizes addressing learning barriers both in and out of the classroom, promoting healthy development, and providing evidence-based trauma-informed practices, all while fostering professional development for educators to avoid deficit-based approaches.

Overview of Strategy: We recognize the critical role that social, emotional, and academic development plays in students' overall well-being and long-term success. Our project integrates additional components, which complement our dedication to Competitive Preference Priority 1:

Annual Climate Survey: We will continue conducting our annual climate survey of students, families, and staff to gather valuable feedback and insights from all stakeholders. This data-driven approach will help us tailor our support systems to better meet our students and families specific needs.

Family Engagement and Exit Survey: To enhance family engagement, all family engagement efforts will be accompanied by an exit survey. This survey will enable us to gain

deeper insights into the needs and expectations of families, fostering stronger connections and providing more targeted services.

District-level MTSS Measures: Our project will closely monitor key metrics, including absenteeism rates, discipline rates, and academic performance rates, to assess the effectiveness of our MTSS interventions. This data-driven approach will ensure continuous improvement and targeted support for our students.

Empowered Building Leadership Teams: Our Building Leadership Teams will actively engage in Continuous Improvement efforts based on data dives. The whole district team will conduct data dives three times a year, hold two summer connections, and have monthly building meeting times around their plans, fostering a collaborative approach to addressing students' diverse needs.

Insightful Trend Analysis through Student Information System (SIS) or eduClimber: By tagging participating students in our SIS (or eduClimber), we will conduct trend analysis around performance in absenteeism, discipline, and academic performance. This data analysis will enable us to identify patterns and make data-informed decisions to further enhance our programs.

Impact and Outcomes: Through this project, we expect to achieve the following positive outcomes:

Holistic Support: Our multi-tiered systems of supports, coupled with the additional components, will provide a holistic support network for our students, addressing their social, emotional, and academic needs comprehensively.

Strengthened Family Engagement: By conducting exit surveys and actively involving families in the educational process, we anticipate strengthened family engagement, resulting in increased student motivation and success.

Data-Informed Decision-Making: The data-driven approach to MTSS measures, trend analysis, and continuous improvement efforts will ensure that our decisions and interventions are targeted and effective.

Empowered Educators: Our emphasis on professional development and avoidance of deficit-based approaches will empower educators to leverage strengths-based strategies and create inclusive and supportive learning environments.

Improved Academic Performance: By addressing learning barriers and fostering healthy development, we anticipate improved academic performance and increased college and career readiness.

Our programs, aligned with Competitive Preference Priority 1, encompasses a comprehensive and data-driven approach to meet students' social, emotional, and academic needs. We are committed to creating a supportive and inclusive learning environment that fosters the growth and success of all students, particularly those who are underserved.

Competitive Preference Priority 2

Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. (up to 5 points)

Our project seeks to address the adverse effects of community violence on underserved students by implementing a multifaceted approach that encompasses evidence-based strategies, collaborative efforts, and coordination with stakeholders. Working in collaboration with the St. Cloud Police Department (SCPD) and Community Outpost (COP) House staff to strengthen our community and build positive relationships between high need students and law enforcement.

Specifically, we plan to partner with the SCPD to offer programming included, but is not limited to, participation in recreational sports, law enforcement career exploration, and education on various topics such as drug/alcohol intervention and cyber security. Due to precinct boundaries, this programming will be exclusively available to students at North. By engaging students alongside law enforcement officers, this will foster positive relationships and build trust between our high-need students and the SCPD.

Impact and outcomes: We believe that this collaborative initiative will have a profound impact on our community in two ways: positive identity and reduced criminal justice issues.

Positive identity: Through this programming, our high-needs students will have the opportunity to interact with law enforcement officers in a friendly and supportive environment. This positive interaction can lead to the development of a more positive identity for our students, contributing to their sense of belonging and self-worth. Our school climate data indicate a positive feeling towards our School Resource Officer (SRO) staff with over 88% of our North Junior High students indicating that they are glad a SRO is located in their school. This additional programming will only serve to extend and increase these positive relationships.

Reduced Criminal Justice Issues: By promoting positive relationships and open communication between students and law enforcement, it is commonly anticipated that we will see a reduction in criminal justice issues in our community. A stronger sense of trust and mutual respect between students, families and law enforcement can lead to decreased negative interactions and promote conflict resolution.

Budget Overview

The City of St. Cloud and D742 will provide the SROs to lead the programming per their long-standing Memorandum of Understanding. D742 will provide the [REDACTED]

[REDACTED] the North FSCS Site Coordinator who will help to connect students with this programming per Pipelines B&F as outlined in our Quality of Project Design section. Under Pipeline B, this program will serve our current students as a high-quality out of school time activity. Under Pipeline F, it will serve students who live in the district, but currently attend private/charter schools.

This program reflects our commitment to improving outcomes for underserved students through community violence prevention and intervention. This collaborative programming initiative with the SCPD presents a unique opportunity to build positive relationships, increase positive identity for our underserved students, and ultimately reduce criminal justice issues in our community.

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).

Our grant application is dedicated to enhancing the seamless transition of students from preschool and other early childhood settings into kindergarten, and subsequently, from kindergarten into the early grades (1–3). We recognize the critical importance of this transitional phase in a child's educational journey, and our proposal is designed to address the multifaceted needs of students during this pivotal period. We are fortunate to already be members of the United Way Partner for Student Success community-wide committee on early childhood. This authentic, established collaboration between district staff, community partners and families provides a stable foundation from which we will continue to do this work.

Our strategy encompasses a three-fold approach:

Informed Transition Strategies: Our commitment to ensuring a seamless transition for students from early childhood settings to kindergarten and beyond is bolstered by our data-driven approach. Leveraging assessment data from TS Gold, we gain valuable insights into each child's learning and socio-emotional skills. This empowers us to tailor our transition plans to address the specific needs of every student, creating a targeted and effective support system. By utilizing this assessment data, we can proactively identify areas that require attention and design interventions that foster a strong foundation for success in kindergarten and beyond. This model is based on the highly-successful work we've done creating individualized learning plans for our American

Indian students as they transition between key educational checkpoints including grades K-1, 2-3, 5-6, 8-9, and 12.

Family-Centered Approach to Continuity of Services, Education and Supports:

Understanding the indispensable role of families as key partners in fostering student success, our proposal places strong emphasis on their inclusion throughout the transition process.

Recognizing the significance of maintaining consistent services and support, our strategies are designed to ensure that essential resources transition seamlessly alongside the students. This involves not only aligning curricular frameworks, assessment methods, and intervention strategies but also actively engaging families in this alignment. By extending our collaborative efforts beyond the classroom, we aim to create a unified educational experience that transcends transitions. Key components of this effort are to be clear with families about what students need to know and be able to do, according to State Standards, at the start and end of each checkpoint, and to know what resources are available to their child if benchmarks are not achieved. Ensuring families have access to knowledge without relying on educational staff is essential to empowering active participation.

Through regular communication channels, informative workshops, and shared resources, we empower families to play an integral role in the ongoing educational journey of their children. This collaborative approach not only reduces disruptions but also cultivates a nurturing and supportive environment that fosters optimal growth. By involving families as partners in our efforts, we are confident that we can create a seamless continuum of care that spans from early childhood to the early grades, ensuring that each student's transition is marked by consistent and comprehensive support.

Aligned Instruction: Our grant application underscores the significance of aligned instruction that bridges the gap between early childhood education and the early grades. We propose the development and implementation of curriculum frameworks that build upon the foundational knowledge and skills acquired in preschool and kindergarten, while progressively advancing students' learning trajectories. This alignment ensures a coherent and gradual progression of instruction, catering to the developmental needs of young learners.

Recognizing the pivotal role of a unified and informed educational environment, we have curated an all-encompassing professional development initiative that unites early childhood, preschool, and kindergarten staff. Our joint workshops and training sessions provide a platform for educators across these levels to exchange best practices, insights, and methodologies. A key aspect of this collaborative effort is dedicated training on the science of reading strategies, which effectively informs early literacy practices. This equips our staff with a shared arsenal of skills, empowering them to seamlessly collaborate and adapt to the evolving needs of transitioning students. By fostering an atmosphere of collective knowledge and expertise, we forge a potent continuum of care and education that spans the formative early years of each child's educational journey.

Our grant application is a comprehensive effort to foster effective transition practices, ensure continuity of services and supports, and deliver aligned instruction for students moving from preschool through kindergarten and into the early grades (K–3). By prioritizing these aspects, we aim to create a seamless and enriching educational experience that maximizes each student's potential and sets the stage for a successful educational journey. We have systems and structures already in place to do this work, and leveraging the strengths of our full-service community schools will only improve on what we do.