

“Promising ALL Students Success in Circle City Community Schools”

“There is no power for change like a community discovering what it cares about.”Margaret Wheatley

Introduction: Indianapolis, “The Circle City,” is built around a circular WWI War Memorial in the town center with fountains, a stage, and a restored historic theatre, home of the Indianapolis Symphony. From that center radiates out a vibrant, beautifully re-built and restored downtown—complete with the only “Purple Heart Memorial” in the U.S., national home of the American Legion, and national home of Simon Malls and its flagship downtown mall with historic building fronts married to glass sky-scraper stores. Known as a “top 10” U.S. convention city, Indianapolis is home to world-renowned, internationally-acclaimed Children’s Museum, 500 Motor Speedway; Olympic trials, championship Pacers basketball and Colts football teams, international home for Eli Lilly pharmaceuticals, Kiwanis International and the National Collegiate Athletic Association; Black Expo, and Eiteljorg Native-American Museum. It is an amazing home to a multitude of businesses and enterprises that would be extremely appealing to the inner-city dwellers this proposal addresses...But, unfortunately, they know a very different “hometown” –not the Indianapolis the visitor sees. The Indianapolis the students and families this project addresses—located in 1 of the most problematic areas, the Near Westside, home to George Washington Community School and 4 elementary schools that feed into it—is below.

A. QUALITY OF PROJECT DESIGN: Community Demographics: Indianapolis’ homicide rate is 10% worse than that of Chicago and 10 times worse than NYC (per capita); the majority of the homicides are young minority males age 15-24. In 2013 the city homicide rate was the highest in 7 years and is well on its way to be higher still in 2014 (Uniform Crime Reports, 2013; IMPD Crime Analysis, 2014). Former Director of Indy Parks Joe Wynns recently (12/29/13) said

to ABC Channel 6 News, “You can’t grow to be this big, world-class city, and not grow your public safety to keep up with it. You’ll become the world’s murder capital.”

On the Near Westside, target of this grant, violent crime has increased by 15% in less than 5 years. Juvenile crimes are now committed by younger, predominantly minority—the focus of this Project—(64%) with 38% age 12-14. Westside juvenile crime is 2x that of the county; 41% of adults did not finish high school, with related unemployment at 11% (compared to 5.4% for Marion County). The median *household* income is \$26,973 compared to \$40,421 for the County with ¼ of all Westsiders living below poverty level. 55% are minority with an influx of Hispanic residents and expansion of a “little Mexico” storefront area. 1 out of 3 children live in poverty (compared to 1/6 for the County); in one Near Westside neighborhood, 70% of families are on food stamps or TANF. 49% of homes on the Westside are either renter occupied or empty and in disrepair; with homes selling at \$83,000 less than the County median, and a 10% foreclosure rate. There are over 39 underground storage tanks *leaking* in the area. The Indianapolis Public Schools district enrollment continues to decrease, as does State-funding for the district—a district with a crumbling property tax base, yet flush with tax abatements for businesses and sport arenas nearby. In the midst of such demographics, something promising has arisen. The Near Westside has united behind its Full-Service Community School, George Washington that had in the 1990s been closed. Mary Rigg Neighborhood Center has provided needed leadership for the Near Westside community—made up of at least 8 working-class neighborhoods with families and their neighborhood centers uniting in an almost unprecedented grassroots, collaboration. Initially the former Washington High School community galvanized behind the school becoming a Community School, realizing that education was the best way out of a prevalent cycle of poverty, unemployment, dropouts, gangs, youth death, and the myriad of other dismal

futures awaiting their children. They applied for the 2008 US DOE FSCS grant, receiving that, and transforming GW as a pilot FSCS, serving over 10,162 individuals/yr. Joined by its partners, GW FSCS began to grow, with neighbors coalescing around the FSCS intent and implementation

- Student attendance increased by over 6%;
- GWCS students outperformed other IPS schools, including magnets, on the Fall, 2011 State academic assessments;
- Graduations rates increased in 4 years from 42% to 77% with 100% of all graduates accepted into postsecondary education beginning in 2009;
- 97% of students participated in at least one support service in 2011, with 1,012 individual parents participating in school activities (a 100% parent participant increase in 1 year);
- The Juvenile Court’s Probation Department reported that on the Westside, the juvenile probation caseload decreased by 50%;
- 422 Near Westside adults participated in GW’s fitness program managed by IUPUI phys ed majors
- 60% of students enrolled in 2011 in the “HUB Club” afterschool program, with 61 clubs and activities, removing them from activities on “the street”
- The IUPUI Center for Service & Learning, in partnership with IU School of Education, and Mary Rigg Neighborhood Center, implemented the Midwest Center for University-Assisted Community Schools as a professional development Center of Excellence, to provide an array of services to support schools, higher ed institutions, and other key stakeholders in implementing community school strategies as the hub of neighborhoods providing support services for youth, their families, and neighbors (SAVI, 2014)

The pilot success of GW has been celebrated and recognized by feeder neighborhood schools with parents, teachers, and community partners advocating for their schools as the pipeline into GWCS to become full-service community schools also. This neighborhood collaboration grew into a community process that had earned the school—at a 90% poverty rate—notable recognition for intensive community partnerships to enhance student achievement and strengthen families in their Near Westside. The George Washington school/community partnership has been recognized by the KnowledgeWorks Foundation as one of the nation’s best examples of “a school as the center of community” and became one of 6 school communities invited to participate in a national Learning Communities Initiative with Scholarship America and USA Funds

to help students prepare for postsecondary education. The Washington, D.C.-based Coalition for Community Schools also presented GWCS with the inaugural National Community School Award. But the two most important awards—against the backdrop of all the city demographics highlighted—were: (1) the local recognition in a “state of the neighborhood” survey by the West Indy Development Corporation where residents identified their “public schools as the community’s number one asset.” (2) recognition in an American School Board Journal cover article, “Children at Risk,” where GWCS is cited as a “break-the-mold success story,” asking, “*Can we conceive of a nation where all disadvantaged teenagers could have the opportunity to attend such a school?*” U.S. Secretary of Education Arne Duncan echoed this when he stated, “*Every single school, a community school, is part of the answer, from my experience. Every \$1 invested in Chicago’s community schools was the most leveraged, best use of funding. Every \$1 invested yields \$5-\$7 back.*” This proposal, building on lessons learned, addresses the outcries from the feeder elementary schools’ parents, teachers, and community as Mary Rigg expands its FSCS to the entire Near Westside neighborhood’s 4 elementary schools. This “Promise Neighborhood-like” community growth strategy has taken enormous dedication from multiple segments of the troubled Westside (Officer, Grim, Medina, Bringle, & Foreman, 2013). The 3 anchor Community Centers, United Way, IUPUI, and the 5 schools have actively been involved in this grant proposal, serving on the Proposal Development Team (PDT) as a vital part of the full-service /full-community school model that has developed. A Community Advisory Council (CAC) meets at GWCS with at least 20-25 active partner members participating monthly. When this grant’s RFP was released, the CAC collaborated as the PDT for joint planning to develop a comprehensive plan based on school and community data showing needs and strengths to expand its social, physical, psychological/emotional, and academic supports to address the necessary

conditions for learning for all students and families in the Indianapolis Near Westside at all of the neighborhood centers and IPS schools on the Westside, years 1-5, to ensure students have a consistent pipeline of support and educational initiatives to enter and graduate from GWCS fully prepared for careers, postsecondary study, and adulthood success (Dryfoos, J., & Maguire, S. 2002). The pilot CS at GW has clearly led to the development of an urban school district’s education reform solution by creating a comprehensive community, Promise-Neighborhood-like, solution where the neighborhood public schools are saved for ALL students (including the marginalized communities of Hispanics, Special Needs, and African Americans—living in poverty).

- **School Specific Demographics:** In Yr 1-5, the pipeline of families in the 4 feeder elementary schools will be the target population, with technical assistance being provided to the 2 United Way Bridges to Success (BTS) elementary feeder schools the 1st yr. (Sch #46 and #49) as well as the other 2 Westside feeder elementary schools (#63 and #69). By Yr 2, United Way will add Schools #63 and #69 as BTS schools with full participation in activities with the 3 anchors and GWCS as well. Each school will have a community coordinator role, called a Parent Involvement Educator or Community/ Parent Coordinator, to be supervised by the Community School Coordinator at GWCS. By Yr 5, all schools will be fully-involved FSCS able to offer technical assistance and planning to visitors and others interested in replicating an urban FSCS model--with over 30 very involved community partners, especially assisting minority and special needs students--working with the Midwest Center for University-Assisted Community Schools at IUPUI. Already, GWCS, as a FSCS with national significance, has presented at the Community Schools National Conference (see above) and hosted visitors from 24 states and 6 countries. The demographics for the IPS Westside schools are below, emphasizing the need for local reform:

SCHOOL Grade Levels (Enrollment #)	MINOR- ITY RATE (State rate=29%)	HISP % (incl in minority count) (State= 10%)	SPEC NEEDS % (State= 14%)	FREE Reduce RATE (State= 49%)	PASS RATE: I-READ 3 (State Rate: I-READ 3 = 87% & I-STEP + (Elementary) (State Rate I-STEP+ = 73.7%)	H. S. End of Class Assessment (State Rate = 70.4%)	STATE ASSESS- MENT GRADE (State: 70%, C or above)
Webster #46 (K-8) (451)	39.3	14.2	16	86.5	<i>I-Read 3 = 76.3</i> I-STEP + = 56.3		D
Penn #49 (K-6) (772)	61	50.5	15	89.5	<i>I-Read 3 = 62.9</i> I-STEP+ = 55		D
Phillips #63 (K-6) (410)	90.4	10.7	15	81.5	<i>I-Read 3 = 64.3</i> I-STEP+ = 36.1		F
Foster #67 (K-6) (580)	75.5	51.7	22	93.1	<i>I-Read 3 = 83.9</i> I-STEP+ = 59.9		D
Geo Washington CS (7-8) (533)	81.6	25.5	27.6	77.5	I-STEP+ = 24.2		F
Geo Washington CS (9-12) (575)	73.4	32.2	23.7	73.2		33.7	D
IPS District (K-12) (30,813)	79.6	21.9	19	82	I-STEP+ = 51.3	49.9	F

The poverty average for the schools, serving over 3,300 students, is 83.5% with the minority at 70.2. The Hispanic rate is almost 31%.

The Special Needs average is 19.8%. The State average for elementary school State assessment tool, I-STEP+, pass rate is 73.7%; the

Westside schools’ rate is 46.3%—almost 30 points lower! The high school mean pass rate for the State assessments is 70.4% but

GW’s rate is only 33.7%. It is critical to note that between the 2011-12 school year and the following 2012-13, GWCS’s enrollment

almost doubled (from 662 to 1,036), and African-American enrollment quadrupled. At the time the Superintendent opened up enrollment at GWCS and provided district transportation to students who had attended 4 IPS secondary schools taken over by the State Board of Education that became charter-company managed. With almost 500 new students suddenly from all over the eastside, the sense of “community” had to begin all over again with less than rapid results. Graduation rates had risen from 46% in 2008 to 77.7% (plus another 13.3 % still in school-- totaling a 91% graduation rate within 5 years) in 2012. The following year, with the 500 new students from the Far Eastside, the graduation rate dropped to 64.5% and test scores plummeted from 42.6% passing End-of-Course assessments to 33%. This full-service/full-community comprehensive expansion strategy has as its targeted population students, parents, and families with children in the feeder schools including all of the GW area.

Full Description of (ii) Services Provided: The Overarching Goal is to provide access to outstanding educational, career, health, and social services, using GWCS as the hub as the heart of the community, leading to improved academic achievement, HS graduation, and post-secondary education/careers attainment. The PDT selected specific services to provide: Early Learning; Family Engagement; Mentoring/Youth Development; Service Learning; Job/Career Training/Counseling; Nutrition /Phys Ed; Social Services/Financial Stability; and Adult Ed.

(iii) Potential Beyond End of Grant: The PDT has used backward mapping as it developed the expansion plans to ensure the 5 schools would remain FSCS beyond the grant period. The Project’s Overall Goal and specific services and activities will be embedded to assist each school neighborhood, including beyond the grant period. In a way, the FSCS is turning the schools back into neighborhood or community-based schools—with the school the center of activity for school-aged youth, but also for families and neighborhoods. As such, the stakeholders have a

strong commitment to see this is continued. In addition to tapping funding streams from other sources (21st CCLC, Scholarship America, Dollars for Scholars, etc.) and partner resources, the on-going and increasing partnerships for the new elementaries will assist in their sustainability as well as United Way officially bringing on the 2 additional elementaries as BTS schools and the supports that entails. The PDT determined that afterschool time would be a key focus with programming for students, families, and other interested adults being established at each school until 5-7 PM. During afterschool hours, a variety of programming will take place, including elementary and middle-school focused activities provided by anchor partners, shown above, daily until 6 or 7 p.m. for students that enroll on a 9-week basis. Enrollment may also be based upon teacher recommendation. In addition, a menu of high school-focused activities centered on a club theme found to be more successful for older students will be provided until at least 7 PM in Yr. 1; extended later in subsequent years, if desired by the community.

(iv) Integration with Other Funding Streams: It will be easy to integrate this Project into current funding streams, as well as ones that may be received in the future. GWCS and 2 elementary schools are served with services funded by the 21st CCLC State grant, already providing afterschool tutoring and programs. Also, the BTS funding and partnership streams will continue to assist and work in tandem with the FSCS grant. Nearby Lilly Technology Center funds have also been made available to the GW FSCS and will be sought again. The Grant Manager, an administrative consultant, the parent engagement consultant, and Mary Rigg Executive Director are quite familiar with braiding funding streams to maximize services for students and yet not supplant funding sources.

B. ADEQUACY OF RESOURCES: (i) Adequacy of Support from Partners: The Project

Leadership Team is composed of representatives of the Mary Rigg, Hawthorne, and Christamore House community centers; Schools #49, 46, 63, and 67; IUPUI, United Way, Urban League, Peace Learning Center, and GWCS administrative/community school team. Each member of the Leadership Team was chosen exactly because they can contribute specifically to one or more of the Service Areas chosen (above). Also, each has extensive background and experience in managing federal and state grants and has worked extensively with IPS on other projects (such as full-day kindergarten, GED, and adult ENL classes, and the US DOE 21st Century Community Learning Centers afterschool initiative). Each has demonstrated its ability to fully support this project with in-kind services, the use of their facilities as well as the school in traditionally non-school hours and summers, and the use of equipment and materials, such as computers and computerized early-reading programs, athletic equipment, etc. The CAC had already adopted a community school definition as “both a set of collaborating partnerships and a place where a wide range of services, supports, and opportunities lead to improved student learning, stronger families, and healthier neighborhoods. These efforts are intentionally designed to achieve the conditions for learning that research shows are essential for children to succeed,” especially children of poverty. All members of the GWCS CAC and MOU contributors of this project stand ready and able to provide support and resources to the project. The following partners committed to support the identified FSCS services and provide evaluation data to the evaluation team; to facilitate communication; to engage in the CAC/WCAC; help expand inclusion of Spanish-speaking students, parents, and community; provide exemplary educational supports through quality programming; and provide in-kind \$1 for \$1 matches for grant-funded support:

1. George Washington Community School & IPS—administrative support, collaborative leadership, facilities, equipment & materials, alternative programs; nutritional snacks,

professional development opportunities for teachers & afterschool staff on community engagement. The Academic component and healthy snacks (through the Federal Food program) will be provided daily and summers (Basch,C.E, 2010) Incentives will include field trips, community service projects, etc. All school-sponsored programs (sports, music, theatre, etc.) will coordinate with afterschool managers. Specific events will be set up at least 1/month to include parent participation, such as Family Night or Career Night. The gym, pool and wellness/fitness facility will be open to teens/parents/community on specified nights during each year.

2. Mary Rigg Neighborhood Center—lead partner and fiscal agent, leadership, administrative support, and overall grant quality and compliance, GED, preschool, career & jobs training; family & parent training; before and afterschool programming, family & social worker supports; Headstart; Center for Working Families financial literacy, career/job workshops.

3. Mary Rigg Neighborhood Center, Christamore House Community Center, and Hawthorne Community Center. Each United Way community center will serve as the 3 anchor community centers in the immediate neighborhoods of the 5 schools. Centers will help support students, parents, family members, and community members through social service programs, nationally recognized Center for Working Families coaching services to improve adult education and vocational skills, employment skills, financial skills, and life skills. Centers will also provide additional early learning and youth supports, GED/High School Equivalency classes, mental health counseling, and emergency basic needs assistance including food supports.

4. Indiana University Purdue University Indianapolis—1 of the identified Top 15 US “Up & Coming” Universities, will provide: Service Scholars to assist in College Prep programs, and tutoring; on-going commitment demonstrated by IUPUI student interns (up to 60/yr). Also, **IUPUI’s Center for Urban & Multicultural Education (CUME)** will provide the External

Formative and Summative Evaluation and develop evaluation instruments as part of the evaluation; including reporting to the CACs for on-going refinement and improvement. The **Midwest Center for University-Assisted Community Schools** will provide necessary intensive technical assistance and training for Community School Coordinators and stakeholders during the project, particularly in development at the 4 new FSCS schools; providing on-going coaching, individual professional development, related educational tools and materials on relevant services, grant management, achievement, and other data-driven decision-making.

5. United Way of Central Indiana—has partnered with IPS schools for 20 years to assist it academically, and will expand the **Bridges To Success (BTS)** schools, designed to help students succeed academically by connecting resources to strengthen families and build community support, including all Westside elementaries; together with Headstart at Mary Rigg, they will provide major guidance in the development of Early Learning, meeting “Paths for Quality” guidelines for State licensing for area preschools and daycares. United Way provides and supervises K-3rd grade ReadUp.

6. Numerous organizations to assist with specific student interventions including Chapel West Church, National Council on Educating Black Children, La Plaza, and other faith-based organizations—will provide volunteers for mentoring, tutoring, and character/value education programming. Organizations such as **Best Buddies**--to assist with students also receiving special education services--and **La Plaza** will provide a Latino retention initiative and college-prep programming through its *Tu Futuro* activities (college visits, guest speakers, etc.)

7. Alpha Youth Foundation—will provide leadership and management of Transitional Life Skills & Developmental Programming for 10 hrs/wk for 36 weeks/yr, focusing on tutoring, anger management, career development, conflict resolution, drug-use prevention, entrepreneur and life

skills, parenting, and mentoring. It will also provide afterschool programming and recreation, homework help, and a hot meal in GWCS and School 49 afterschool programs.

8. Indianapolis Urban League—will provide Project Ready programming (a college-prep and life skills curriculum), meeting at least 3 days a week at the high school.

9. Westside Indianapolis Development Corp.—will provide leadership and serve as the point for neighborhood housing issues and the West Indianapolis Goes to College initiative.

10. Parent Engagement, Consultant Jackie Garvey—will provide relevant materials, technical assistance, and other resources to lead each school in developing Family/Parent Engagement.

11. Learning Well/HealthNet—will provide a no-charge teen health clinic with IUPUI nurse practitioners at GWCS and collaborate with IPS to provide services in the elementary schools.

12. Peace Learning Center/ActOUT—will provide youth programming that addresses conflict resolution, peaceful communication, bullying/violence prevention, and teach facilitators at each school to empower youth leaders and peer facilitators; and provide adult/parent programming.

13. Dollars for Scholars—will provide leadership, fund-raising, and the distribution of postsecondary scholarships as well as assist with College Goal Sunday (FAFSA filing).

14. Physically Active Residential Communities & Schools (PARCS)—will provide PARCS programming weekdays, 4-7 with IUPUI fitness trainers for 1-on-1 and small group fitness activities for youth and community adults in the GWCS Wellness Center, and the State-adopted “Jump In for Healthy Kids” program will be promoted at BTS schools. Three of the Westside IPS schools are built on Indy Parks land, with Indy Parks providing their afterschool program and putting pools inside of the schools. It also will provide mentors and collaborate with IPS and IU School of Nursing to augment health/fitness promotion.

15. Goodwill Industries of Central Indiana—will provide Jobs for America's Graduates

(JAG), supporting GWCS juniors and seniors struggling with classes or at high risk for dropping out. The JAG specialist works with small groups of students to teach national JAG curriculum and emphasizes employability skills training, job placement, internships, summer employment training, and leadership development with a 12-month follow-up.

16. The Kroger Co—will focus on School 46, providing schoolwide technology and individual and classroom tutoring and mentoring as well as postsecondary scholarships.

17. Eskenazi Midtown Mental Health will provide mental health services for youth/families.

This grant will allow all of the in-kind services to be “braided” from various partners and provided to many more families and students through a strategically coordinated approach. (Additional grants funds will foster new partnerships and allow new or expanded services, such as setting aside upfront funds for health care until Medicaid eligibility is established since Medicaid has changed its policies, making coverage more difficult and lengthy to qualify.)

(ii) Demonstrated Partner Commitment: Each of the above community partners has signed a MOU or written a letter, highlighting their service commitments. (See **Optional Other Attachments Section, Appendix B--below Appendix A, C, & D.**) Also, as cited above, more than half of the partners actively participated as a part of the Proposal Development Team. Each partner has been carefully selected for relevance to the area’s needs and capacity to assist in project implementation with special attention to special populations traditionally underserved, such as the growing Hispanic population and students with special needs. The CBO’s will act as satellite hubs out in the communities, extending programs beyond even what can be provided at school sites and extending the numbers served. IUPUI, and all of the mentors (also see Services Provided Chart under Project Design) will enrich the extended day. Staff will be hired to mirror

the student bodies. IUPUI has been a critical member of the **FSCS team since** before the re-opening of GWCS, assisting with research, staff for fitness, nutrition curriculum, and Service Scholar volunteers. The health and mental health services are essential components of the project for families living in poverty and uninsured. Ample research, dating as far back as 1965 and the implementation of Headstart, also demonstrates students’ inability to study and focus successfully on an “empty stomach.” The significance of Dollars for Scholars program is the belief that every student should graduate and have the opportunity to continue into postsecondary education with financial assistance. The commitment of the 3 neighborhood centers plus IUPUI demonstrates the on-going dedication of the people in West Indy to making change and to the schools being the focus of that change as the hub to serve as the center or heart of the neighborhood. Each partner desires a Results-Focused Partnership and strives to assist IPS in such growth. And, lastly, the support of IPS Superintendent Dr. Lewis Ferebee, demonstrated by his decisions that GWCS and the elementary schools will have extended-day programming including transportation. This is a very impressive public/private partnership to assist urban school children. By “opening the doors”, more community partners with buy-in will be motivated to get involved, will see long-term benefit for the community at large with services to be provided, less duplication, increasing community interest, and support, and most importantly, enhanced parent engagement, long after grant funds are expended. Not wanting to see a successful program end, the partners will assist in the Project’s sustainability far beyond the grant period as well as a Sustainability Plan will be established, including other funding alternatives to continually be examined by the CACs, such as collaboration for funds within IPS Wellness, Title I, and foundations, grants, and businesses.

(iii) Reasonable Costs Compared to # Served and Services Provided: The PDT is requesting less than the maximum allowable as it is assured that with current partners and other funding streams, a reasonable and sufficient amount is requested in the budget for the number of persons to be served and the services provided. The purpose of a community school is to expand services being provided at the school and within the community so that ALL students (and in the case of these Community Schools, specifically the often over-looked Hispanic, and students with special needs) may be successful; as the community becomes more involved and financially committed, the more it takes pride in the students’ success (See Sustainability.) The project costs are expected to average \$454,928/year with approximately 6½ % going to an external evaluation team for a valid and reliable evaluation that will assist in sustainability. For a project with more than 25 community partners—and the expansion to 4 new elementary schools, \$454,928/yr is a very reasonable cost—low, in part, due to the GW FSCS pilot and the Leadership Team’s experience in its previous Community School efforts. GWCS and Mary Rigg will serve as the model to assist other schools. With a projected 9,683 unduplicated served over the 5 years, the average cost would be \$46.98/person/year. With 70% of the student enrollment served, the average cost would be \$195/student/year. This is a compelling cost-effective strategy, especially compared to societal costs of drop-outs, incarceration, welfare, etc.--an efficient investment with far-reaching impact that leverages significant community resources.

C. QUALITY OF MANAGEMENT PLAN: The PDT worked carefully in its proposal development, meeting consistently over a one-year period, to ensure a thorough and well-planned management design. The Evaluation Team from IUPUI participated from the onset of the project design to ensure an evidence-based development. Care was taken to capitalize on each partner’s area of expertise. The PDT selected Mary Rigg Neighborhood Center the

applicant and fiscal agent for multiple reasons: (1) Mary Rigg Center was established in 1911 as a social service community center to serve individuals of poverty in West Indy. (2) Mary Rigg was instrumental in the re-opening of GWCS in 2000 and has been an integral partner since that time, often bringing other partners and expertise to the table. (3) Since the founding principles for a community school rely on the community partnerships, it seemed appropriate to select an experienced lead-partner CBO to submit the grant. (4) Mary Rigg most recently served in an outstanding capacity for the most recent FSCS pilot that this strategy seeks to expand to the 4 elementary schools. (5) Since this grant will serve not only GWCS but 4 other IPS schools in becoming FSCS, it seemed appropriate that a CBO would be in the best position (within this urban district) to provide leadership, oversight, autonomy, and secure professional development needed for the other schools. Mary Rigg has sufficient experience in handling significant multi-year federal, state, and foundation grants (such as the US DOE 21st Century Community Learning Centers grant, Social Innovation Fund, the State Early Intervention Reading grant, the huge regional National Community Service AmeriCorps grant management for all of Central Indiana, USA Funds, the US HUD, Lilly Endowment and the US DOE FSCS grant awarded in 2008) to ensure the Project will be conducted on time and within budget, and that the budget is sufficient to achieve desired Goals, Objectives, and Performance Measures. The Mary Rigg Center is rated as an “excellent” United Way agency; is in full compliance on all its government and private grants and contracts; continues to receive “super clean” A133 audits; is Federal Audit Certified and rated as a “low risk” auditee; has received Gold star recognition by GuideStar; and achieved the national charitable standards of the BBB. It will provide leadership and develop a community-wide infrastructure that promotes the systematic strategy to improve academic learning and community engagement while fostering positive youth development for all students

during and after school. (Denault, A.-S., & Poulin, F. 2009). Extended-day programs will also promote preventions and interventions for violent and disruptive behaviors, with a particular focus on vulnerable populations, in safe and supportive learning environments both at the schools and the community (Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. 2003). The combined capacity for matches and fundraising of the 3 anchor partners, IUPUI, United Way, and IPS illustrate the synergistic strength for powerful collaboration. The Community School Project Manager will be located also at GWCS and serve on the school’s Leadership Team, but shall report to the Executive Director of the Mary Rigg Center. This will allow a certain amount of autonomy in working and negotiating with community partners and making suggestions to the IPS School Board concerning GWCS and the other FSCS. Principal leadership and academic responsibilities remain the same as for any IPS school, but here with the School Coordinator and the Community Advisory Council (CAC) as supports. The principal will continue to serve in a leadership capacity on the CAC and shall continue a close working relationship with the Project Manager. The Mary Rigg Center, as the applicant, will provide program coordination, management, fiscal accounting and administration, and serve as a key community anchor (along with the 2 other community centers) providing comprehensive network social and workforce services.

GWCS will be the hub of the entire Near Westside with the 3 community centers and IUPUI serving as “service anchors” (similar to a shopping mall with anchor stores placed out at each end of the mall and the food court in the middle as the hub for activity). Additionally, each of the 4 feeder elementary schools will serve as “hubs” within their respective smaller neighborhoods (See Attachments, Figure I, Diagram of Anchors.) The overarching goal of the Circle City Learning Community Schools is to “provide access for the Near Westside, its families and students, to outstanding educational, career, health, and social services, using GWCS as the hub

for such services as the heart of the community,” leading to students’ improved academic achievement, high school graduation, and postsecondary education/training or careers (Dryfoos, J. & Maguire, S., 2002)

(i) Comprehensive Plan: Each school will have a Community Advisory Council that meets at least monthly to work collaboratively with the principal/chairperson and the specific needs and concerns for the school community. The school’s Community School Coordinator will facilitate services taking place in their schools, coordinating volunteers, ensuring schedules, assisting in reporting and data gathering for the External Evaluator, and building the community, business, and neighborhood support base. But, upon receipt of this grant award, the PDT will morph into an inclusive Westside Community Advisory Committee (WCAC) with parent, teacher, business, youth agency/community, and volunteer representation from each school or anchor; the WCAC will meet at least quarterly and, with the experienced Project Manager, provide comprehensive planning, guidance, review, and management. The WCAC will receive the Formative Evaluation reports to refine and make suggested adjustments to improve the overall FSCS reform movement for the involved youth, families, and communities. The Project Manager will serve as the overall director for the pipeline of schools and anchors, from early learning to college/career goals.

The **5 Core Tenets** (re-named the **5 A’s** for the GWCS Model)—located in one of the most challenging urban school districts in the nation--address conditions necessary for learning that community schools research has identified as crucial (CCS, *Making the Difference*, 2006) below:

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| <ol style="list-style-type: none">(1) <u>Access</u>—expanding awareness, outreach, opportunities, and participation;(2) <u>Accommodation</u>—Strengthening cultural competencies in a diverse urban community and accommodating diverse individual and family learning styles and routines;(3) Learning <u>Atmosphere</u>—Providing services and supports to create best practices and evidence-based environments and a postsecondary-going/career success climate for teaching and learning; |
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- (4) Shared **Achievement**—Goals, follow up, clear communication, additional learning opportunities, family nights, creating a culture of success and lifelong learning across individual, family, and community entities;
- (5) **Accountability**—Measuring, evaluation, responsibility across the overall theme of individual, family, and community.

The PDT also identified that comprehensive services, detailed below, are the most essential to meet the needs and barriers facing individual students, families, and neighborhoods in all of the target FSCS, in order to meet the Overarching Goal. Building on existing services/resources, these services address specific gaps/weaknesses in opportunities, integrated existing and new resources and services. Services will be provided as age-appropriate for each 5 FSCS schools.

Early Learning: Headstart at Mary Rigg and United Way will be an integral part in assisting the expansion of the GWCS exponentially. United Way and numerous other partners (Eli Lilly, IUPUI, Alpha, and area churches) provide tutors for a ReadUP program that matches volunteers in elementary schools to help with grade-level literacy. Numerous studies show that students not on reading grade level by 4th grade are far more likely to drop out. Locally, the ReadUP trained volunteers provide 1 hr/wk by reading aloud to small or whole groups; volunteers work with struggling 1st and 2nd graders on individualized literacy interventions (phonics, phonemic awareness, fluency, vocabulary, and comprehension skills). Tutors also help older students to prepare for I-STEP+, and United Way research has shown that tutored students score 37% higher on reading comprehension tests than non-participating peers. The United Way-developed “Paths to Quality” training and rating program provides guidelines to assist childcare facilities to become licensed (if not already) and improve their standing in meeting Standards of learning, care, and safety. Christamore House is already a Level 3 (out of 5) Paths-to-Quality facility, and the Mary Rigg Center already hosts a Headstart Program that meets the highest standards in Early Learning. Nationally, Headstart, has just completed a longitudinal study on increasing

strategies for parent engagement, using a simulator for training. A research-based behavior management program, “Responsive Classroom,” will be used in teacher training on how to manage the classroom—addressing social, emotional, and mental health—to improve academic, social, and emotional behavior. Addressing cultural disconnects, Responsive Classroom also has embedded cultural differentials that is extremely important in schools with over 50% Hispanic and over ¼ special needs. The program will provide consistency from pre-school through the elementary schools to GWCS, minimizing grade-level transitions (especially for homeless youth). There will be a dual approach: starting at the critical early ages, but also addressing high-schoolers, to create a more balanced and harmonious college/career pathway (Ottmar, E. R., Berry, R. Q., & Larsen, R. A., 2013) By Year 3, GWCS plans to address the shortage of “highly qualified” childcare workers, partnering with Ivy Tech Community College to provide a dual-credit Child Development class at GWCS or at a neighborhood center (Hawthorne, etc., to make it accessible for adult learners also). The goal is to provide a childcare workforce pipeline—1st to earn a Child Development Assc Certificate, leading to an Ivy Tech Associates’ degree. Potential scholarships for GWCS are available through the Indiana Association of Childcare Workers.

Parent/Family Engagement: Nationally-recognized former Director of the Indiana Partnerships Center (the US DOE-funded Parent Information/Resource Center), Jackie Garvey will provide parent meetings and trainings to empower parents about their rights and responsibilities pertaining to their children’s education; parent-focused workshops; resources to help develop parent engagement; and advocacy strategies for them to become decision-makers at their children’s own schools (Henderson, A., Mapp, K., Johnson, V., & Davies, D. (2007).

Mentoring/Youth Development: National research consistently shows youth development (life skills, character education, violence /bullying/ATOD prevention, resiliency, and leadership) is a

critical part of the education process for urban students, especially low-income minorities, and special needs youth. This will be addressed by multiple partners in all grades: ActOUT/Peace Learning Center is a highly successful conflict resolution resource with ActOUT doing interactive theatre on a variety of themes. Chapel West Church, IUPUI, United Way, Best Buddies, La Plaza, and PARCS-will provide trained volunteers (college students to senior citizens) to serve as mentors tutors, especially to Hispanic and Special Needs students.

Service Learning: will be directed by the Peace Learning Center and IUPUI, working closely with the school and classrooms. Special training will be provided on Service Learning and integrating service projects into school-day and afterschool programs, even combining projects parents could participate in, such as beautifying the Rosalie Cook Park with Youth As Resources funding or to prevent homelessness. State guidelines ensure students have a voice in choosing the service, reviewing their work, and celebrating it, whether 1-day or year-long.

Job/Career Training and Counseling: Mary Rigg will provide a special program emphasis at GWCS on job training, career exploration and career counseling, individualized to students and parents with a goal to increase student, parent, and community education and participation. The increased pay for increased education (“more learning for more earning”) theme will be used in the Mary Rigg GED programs (that graduated more students last year than all other GED Indianapolis centers combined). The Project Manager will list on the school webpage current job opportunity links, and all 3 anchor community centers, along with Goodwill and the IPS Vocational Education Director, will sponsor a Career Day each semester during the school day, extending into the evening hours. The nationally-recognized Center for Working Families’ adult coaching program to improve job skills, financial skills, and life skills will be provided at GWCS, and the 3 community centers, with special emphasis on financial literacy and job/career

programming. Goodwill will provide job readiness skills and summer employment opportunities for youth and adults and, their Jobs for America’s Graduates (AG) program will provide special sessions on resume writing, mock interviews, financial literacy, and career counseling.

Nutrition/Physical Activities (to counter obesity): Indiana is the 8th “fattest state” (CDC) with the obesity rate at 36.2% (the national average is 27%; over 30 is considered “obese”); African Americans are highest risk at 47.8% of the population with Hispanics close behind. The State’s “Jump In for Healthy Kids” program to address the obese problems in schools across the state will be used in the 4 elementary schools. Jump In dovetails with the IPS building-level Wellness Councils that help build policies, practices, and programs for fitness, meeting new Federal nutritional standards. Through Indy Parks and other partners, students will be able to earn certification in CPR, First Aid, Swimming, and life guarding; also, the gym will be opened at least 1x/month for Teen Night.

Access/Use to Social Services: When families face poverty and its related barriers to success, often multiple social services are needed, from housing to food to counseling to drug/alcohol assistance. Domestic violence as well as street violence frequently occur. Children that are experiencing these hardships don’t come to school ready to learn, ready to leave their street and home lives behind. Cues for recognition of need, references, and follow-up for social services including family financial stability will be made by each neighborhood center, counselors/social workers at each school and through training to all staff from the IPS Social Work Department. Each community center is directly linked to all of the community resources of United Way of Central Indiana and the 211 24/7 help line.

Adult education and Literacy: Christamore House and Hawthorne provide extensive services in Spanish/English languages and ESL for adults and youth. Many classes are offered at all 3 Neighborhood centers, including GED, financial literacy, workforce/employment services, and parent engagement. IUPUI also provides evening classes in Spanish and English for non-native speakers, again emphasizing this FSCS focus on diversity and various cultures.

As part of the Comprehensive Plan, each School Coordinator, under the guidance of the Project Manager, will ensure that there is an overlap and coordination of services from school day to the before/afterschool and non/traditional school hours as well as coordinating and integrating programs from the Pilot and facilities open on weekends and school breaks. (MOUs in Appendix B under Optional Other Attachments [electronically below Appendix A, C, D]-due to MOUs & commitment letters from IUPUI & IPS.)

Service	Reason Needed:	Provider/LOCATION (IN CAPITOLS)	For Whom	Proposed Freq.
Extend the after school day to 7 p.m. & open on Sat’s. & during the summer with programs & activities, <u>including the following:</u>	Single parent rate Crime & gang activity Improve academic achievement	GWCS & MARY RIGG HAWTHORNE, CHRISTAMORE IUPUI & other partners	Students Grades 4-6; 7-9; 10-12	Daily 2:30- 7 p.m.
<ul style="list-style-type: none"> ▪ Early Learning 	Counter 1500 hrs pre-literacy shortage (compared to suburbs)	United Way, MARY RIGG (HEADSTART), IUPUI, HAWTHORNE, LaPlaza & CHRISTAMORE HOUSE	K-3 rd grade	ongoing
<ul style="list-style-type: none"> ▪ Parent/Family Engagement; Parent Educ; & Parent Leadership;/Advocacy Parent/Family Night 	Support academic & behavioral improvement	Parent engagement Consultant EACH SCH UW-BTS, La Plaza	Involve parents/ Benefit students	Special evening 1xea month

<ul style="list-style-type: none"> ▪ Tutoring ▪ Remedial Education & Academic Enrichment: Computer Assisted Instruction; Spanish Clubs, dance, music, Latino, ACT/SAT, etc. ENL activities & language classes 	I-STEP scores, general dropout rate & new Over/Under program High % of native Spanish spkrs; increase cultural respect/ decrease gangs	ALL SCHOOLS -IUPUI United Way--ReadUP Chapel West Church, Area Ministries IPS Professional Dev. on problem-based learning assistance La Plaza & IPS ENL Dept	Any students needing extra assistance ENL students ENL & students studying Spanish	Daily to 7p.m. 2:30-7 p.m.
<ul style="list-style-type: none"> ▪ Mentoring 	I-STEP scores, general dropout rate; support academic improvement	Lifeskills Leadership, Chapel West Church, IUPUI, Lilly volunteers & LCI—ALL SCHOOLS	200 targeted students, incl Over-aged 80-100 students 25 students w/food to take home, as needed	Daily 8 a.m.-8pm 2:30-7 p.m. 2 hrs/day
<u>Youth Development Programs</u> <ul style="list-style-type: none"> ▪ Service Learning Project ▪ Peace in the Streets project (Anti-drug/gang/ violence ATOD) lifeskills & character educ. lessons 	Build pride & sense of community service Gang recruitment Expulsions/Suspension rate	Youth as Resources; CHRISTAMORE, MARY RIGG, HAWTHORNE, ALL SCHOOLS Peace Learning Center /Act Out	Students (with parents, as possible) Identified students; students on probation; Prevention programs for all students	1 sch.wide/yr & 1 targeted project/9 wks Daily; 1x/9 wk Challenge Course
<ul style="list-style-type: none"> ▪ Career counseling Job counseling	To break cycle of dropping out/ unemployment; low paying jobs	Job clubs at CHRISTAMORE, HAWTHORNE & MARY RIGG; Goodwill	Student exploration Resumes & mock interview-parents	1x/wk 2x/ 9 wk
<ul style="list-style-type: none"> ▪ Primary Health ▪ Fitness activities, incl swimming, to combat obesity ▪ Nutritional snacks daily Dental care	Poverty/lack of employment/under-employment leads to poor health care; no insur; difficulty getting Medicaid	Learning Well & Teen clinic at GWCS; IU Sch of Nursing; IU Health;; IPS, HealthNET; GW pool UW/Bridges Dental van & PARCS at GWCS; snacks, nutrition—ALL SCHOOLS	Students & families Fitness Center & pool open for community	On-going; avail. daily snacks daily

<ul style="list-style-type: none"> Activities to Improve use of Social Services & Family Financial Stability 	Unemployment/poverty Lack of education & financial training Improve emotional stability; ATOD counseling; food banks	Centers for Working Families –ALL CENTERS Counselors/social workers at Hawthorne, Mary Rigg, Christamore, & GWCS & 4 schools & La Plaza	Families and community members	ongoing
<ul style="list-style-type: none"> Adult Educ Classes: GED, ENL, Financial literacy, home ownership/obesity/fitness/health /nutrition/cooking; lifeguard 	High ENL rate; high unemployment High rental %; high obesity-8 th worst in US	ALL CENTERS Centers for Working Families; GWCS, IPS; IUPUI; Marion Cty. libraries	Families & community members	Min 1 adult class/nite 4 nites/wk

(ii) Key Personnel Qualifications: The magnitude of this project demands a full time Project Manager (PM) who has extensive experience within the Community School framework. This PM will coordinate individual schools’ Parent/Family Engagement Educator or Community Coordinator (funded by public-private partnerships) as well as all community partners. Mr. Jim Grim of the Midwest Center for University-Assisted Community Schools and FSCS Coordinator for GWCS will serve in this position. He has extensive experience in staffing CAC meetings, ensuring that representative students, parents, and community partners are involved. He has served consistently on the school’s leadership team; supervised Community School Coordinators; presented nationally, built the reputation of GWCS; prepared publications and overall media releases; maintained and built relationships and partnerships; led the development of technical assistance workshops and professional development and been a tireless FSCS advocate. He has served in a community schools capacity at GWCS since the school opened 14 years ago, developing it into the high-profile, award-winning program that it has become. Previously he was an Area School Coordinator for Bridges To Success and was a licensed teacher; he has served as an adjunct faculty member at IUPUI for 20 years and was Assistant Director of Public Affairs at Butler

University before returning to secondary education in 1996. In 2008, he received the Spirit of Philanthropy Award from Indiana University for his community engagement work. Grim, housed at GWCS, will report to Mary Rigg Center Executive Director Clark Lienemann. Lienemann oversees a staff of 25 at this \$2.1 million annual budget NFP dedicated to improving lives, increasing independence, and strengthening community for individuals and families facing poverty in inner-city Indianapolis; previously he was Director of Development for Easter Seals Crossroads Rehabilitation Center. A full-time GWCS Coordinator will be hired (at 100% FTE) to oversee the daily operations at the high school, including management of afterschool programming; coordinate with teachers, providers, parents, and families; establish the organizational structure for extended day and ensure that all activities and programs take place in a timely and appropriate manner; establish and maintain a Project website; supervise volunteers and work-study tutors; complete reports; and work with the elementary Coordinators and external evaluation team for on-going assessment and improvement. The Community School Coordinator, the Project Manager, and/or the Evaluator and others will attend required US DOE conferences. There will also be a Finance and Data Assistant who will (1) provide fiscal/data management. (2) attend required US DOE conferences or meetings (3) prepare all US DOE data and fiscal reports (4) determine cost vs. service effectiveness. The Project Manager will work with the project Finance and Data Assistant and the Mary Rigg Center and IPS grant accounting specialists to adequately monitor project subcontracts and maintain consistent records that clearly document the relevancy of project expenses and achievements. (See Resumes in Attachments.) Fiscal and data management will include entry of purchases, line balances, grant adherence and monthly printouts listing student participation and cumulative participation to meet the **Absolute Priority**. The ability to monitor budgetary and student status daily with

monthly printouts listing activities to date enables the Project Manager to adequately manage resources. Internal procedures include information sharing (with confidentiality guidelines) between Leadership Partners and WCAC members on a quarterly basis through meetings and e-mail. Project staff will provide time and effort documentation to the Project Manager on a monthly basis. GPRA procedures will be followed, meeting EEO guidelines, with special protections for minority, ENL, and special needs students. The External Evaluator, Dr. Monica Medina, and her team will be contracted for a Formative and Summative Evaluation, data collection, initial and final climate/culture surveys, and development of any needed evaluative tools (See Evaluation Section for further information).

D. QUALITY OF PROJECT SERVICES: *(i) Scientifically-based research* on Community Schools has shown community members favor comprehensive out-of-school-hours programs and community use of school facilities as well as locating social services and programs for youth and adults at the school or accessing such services for students and families. The research is especially important as the percentage of adults with children in schools has fallen to only 20% nationally—leaving up to 80% of the public with no direct interest or connection to tax-funded schools (KnowledgeWorks Foundation, 2007). Research clearly demonstrates that community schools significantly improve student achievement, particularly in reading and literacy, as well as crucial student attendance, decreased suspensions/expulsions and discipline referrals, proper nutrition and physical exercise, and social/life skills development (CSC, *Making the Difference*, 2006; Houser, 2014). Research has consistently showed students labeled disruptive score lower academically, are less likely to participate in school activities, and are more likely to fail or drop out (Barr, Robert, 2001; Houser, 2010). With the staggering dropout rate of essentially 60-70% in IPS, GWCS is an authentic small school keeping students in grades 7-12, personalizing

teacher/student relationships, and reforming classroom instruction to be relevant and rigorous. Extensive research demonstrates improved behavior is directly linked to improved academic achievement (Barr and Parrott, *Op.Cit*; Feldman, A. F., & Matjasko, J. L. 2005; McLaughlin, M., 2000) [suspensions, expulsions]; Josephson Institute; Search Institute; Lickona and Schaps [character education, life skills]; Castelli, 2007; Ratey, 2008; Penefield, 2000; Davis, 2007 [physical activity, nutrition]). This proposal will adapt the GWCS model to the 4 feeder Westside elementary schools. The pilot GWCS Model has already been singled out as exemplary with a solid research-base and best practices within the field; it has been selected as one of the reform models to turn-around failing schools and poverty-ridden neighborhoods (Op. Cit., Officer, et al.) With strong support for this proposal PDT is pleased to have the support of the State Superintendent of Public Instruction, US Congressman André Carson, and the IPS Superintendent to expand this model to the feeder schools—for a comprehensive Promise Neighborhood-like approach to academic success in one of America’s most challenged urban school districts.

(ii) Likelihood to Improve Academic Achievement: Special programs and events will both be featured in day and extended hours. The State of Indiana has a 21st Century Scholars Program that provides college scholarships for free or reduced-lunch eligible in-state HS graduates who sign up by the end of the 8th grade, remain in school consistently through HS graduation, maintain a specific GPA, and are not arrested or expelled. GWCS traditionally has had the highest percentage of students signed up and will continue to emphasize it through teachers, staff, counselors, and service providers. Also, Service Scholars (volunteer IUPUI students) will work with all projected GWCS students and 5th and 6th graders at the feeder schools to implement a college-prep program; IUPUI Service Scholars earn education awards for each semester of service. The college-going message, notices about signing up for the 21st Century Scholars

program, and extra academic assistance will be expanded to the 3 participating anchor centers. Academic tutoring in the extended day, specializing not only on accelerated learning to catch up or homework, but also on computerized curriculum with research studies will be assisted by tutors from area churches and IUPUI students. Teachers, counselors, and university partners will provide SAT/ACT Prep classes. Every component of the FSCS is intended to assist students to overcome barriers to academic success—from starting pre-schooling in qualified centers with a set curriculum to an engaging elementary and secondary school climate that meets rigorous academic Standards leading to high school graduation and postsecondary education and careers. This will be accomplished through all the supports that a revitalized community can offer.

E. QUALITY OF THE PROJECT EVALUATION: *Evaluator and Qualifications:* The external evaluation includes Formative and Summative Evaluations to be conducted by the Center for Urban Measurement and Evaluation (CUME) at Indiana University Purdue University Indianapolis. Under the direction of Dr. Monica Medina, Assistant Director of the Center, Dr. Medina is a highly qualified and experienced researcher, who has conducted evaluations on Full-Service Communities, has published at length. Professor Medina is bilingual and has a far-reaching background in cultural competency, teacher education and teaches research and assessment and inter-professional collaboration in urban schools and communities at IUPUI. As a former executive director of a Hispanic multi-service center, she translates community action research into practice, working closely with community groups and P-16 initiatives at IUPUI.

Evaluation Design: Up-front, CUME has outlined limitations and barriers to a successful evidence-based design and structured this proposal in preparation for a rigorous evidence-based design that follows the Extended-Term Mixed-Method Evaluation (ETMM) Design (Chatterji, 2004). The approach simultaneously holds grant awardees to account for their stated outcomes,

while providing continuous formative assessment of short-term program goals for improvement.

The process is necessary to identify unforeseen challenges and to improve the likelihood of providing data to the Secretary on successful programs for replication while also aiding program sustainability. The ETMM design includes 5 inter-related principles: a long-term time-line; an evaluation guided by the program's purposes; a deliberate incorporation of formative, summative, and follow-up data collection /analysis; and rigorous quantitative and qualitative evidence. CUME worked with the PDT on specific data collection approaches and analyses to monitor implementation and measure the extent outcomes are met.

Data Collection: Types, Methods, and Instruments: Systematic data collection will begin in the first year and be on-going throughout the grant. The Evaluation Team will observe onsite samples of in and after-school activities and partner services and will develop and administer field survey instruments. The Formative Evaluation process will involve a review of the program practices, including scope and stakeholder involvement. During the first month of school, a random sample of students, parents, and community members will complete a Community Schools Climate & Culture Assessment to help schools assess themselves as caring communities. The instrument looks at the entire school community (students/staff) and differences/discrepancies between how students *or* adults feel about the school, to be used as a focus of efforts for CAC discussions to strengthen the school as a caring community. Also the CS Self-Assessment tool will be used to measure progress; all instruments will be available in dual languages. The U.S. CDC recommends school climate reform as a scientifically sound strategy that promotes healthy relationships, school connectedness and dropout prevention. The Project Manager will be responsible for collecting data and submitting to the Evaluation Team for data-driven decision making on changes and refinements to improve the Project.

Data Analysis: Pre and post data from students and staff will be tracked using a database such as Client Track or Social Solutions Efforts to Outcomes currently used by community centers.

Documentary evidence will be coded and analyzed, including evidence of club activities, use of community resources, improved academics and behaviors, field trips, community partnerships, CAC meetings, and portfolios, with materials available in Spanish/dual language or with translators, as needed. Qualitative data derived from focus groups/interviews and observation notes will be transcribed verbatim and analyzed in NVIVO©, (a data management software program for ongoing feedback to make adjustments and improvements. A comprehensive content analysis to uncover themes will be conducted using the Consensual Qualitative Research approach (Hill, Thompson, & Nutt-Williams, 1997). This will allow for the analysis of the power and relative importance and predictive value of various key characteristics, including Project and non-Project intervention elements, and demographic characteristics. This approach allows for analysis of the degree to which not only Project participation and other characteristics influence, predicting student and teacher performance, but also the impact of relevant contextual variables, such as the outcome variables. Special attention will be given to measuring the academic and behavioral impact on students with disabilities or ENL; translators and bilingual materials will be available, as needed. Multiple observations, extensive reviews of non-school hour programs, community-based assessments, interviews with day and extended day staff, pre/post surveys and focus groups will measure the extent to which the FSCS is being implemented at each school; evaluators will also examine the fidelity of implementation at each school. Contact documentation and usage statistics generated by the evaluation will also be utilized. This comprehensive approach will ensure validity and reliability of Performance Measures and Outcomes, reflecting information on the management, implementation and efficiency of the overall project.

Reporting Feedback: Formative Evaluations will examine the development, participation levels, delivery, satisfaction, use, quality of professional development training, link between school and extended-day activities, assistance to other schools, and perceptions of overall effectiveness.

Semester feedback and end-of-year reports will be provided to all partners, each school's CAC, and the WCAC, identifying areas of concern or suggestions for improvement based on data-driven decision-making. Progress will be monitored for accountability evidence at the 5 schools.

(ii) **Effective Strategies for Replication:** As requested, the Midwest Center, Mary Rigg, and GWCS will provide technical assistance and guidance on how to develop a Community School initiative with area schools and others, using the External Evaluations as guideposts. This capacity building will include recruiting community partners, communication, roles and responsibilities, parent/neighborhood engagement, leadership, service learning, recruiting tutors and volunteers, and managing multiple service providers and ensuring stakeholders' commitment. The evaluation intentionally becomes more rigorous each year. The goal of the first year, which is in part a Design Phase for the new elementary schools, is to set up the overall design of a FSCS. The evaluation goal in Years 2-4 is to examine the implementation fidelity of the core elements described in the grant and to monitor student, teacher, and family participations in program design. The final year of the evaluation employs a true Experimental Design study and statistical techniques to ensure protection against threats to reliability and internal validity and to ensure the results meet the standard for external generalization (so the GWCS/feeder pipeline model can be replicated in similar communities throughout Indianapolis and the US). Scheduled reviews include leadership use of evaluation results for conferences; workshops conducted for visitors to the schools and community centers, and making related changes for Project improvement to assist in replication. Major participants stand ready to assist other school

districts to adapt a similar initiative. The External Evaluator will comply with all requests from the Secretary, and Outcome Results and ETOs will be posted on the Project’s website. The Project will be shared at national community schools conferences sponsored by the CCS.

The Program Areas, Objectives, Performance Measures, Benchmarks, & (d.) Outcomes

are shown below. The Secretary’s GPRA Performance Indicator, showing the percentage of individuals targeted for services who receive services each year, as well as the Project’s overarching goal and objectives will be measured through Formative and Summative Evaluations.

Core Program Objectives	Performance Measurements	Benchmarks; Grant Mgr responsible for tracking data, below	Outcomes
SECRETARY’S PERFORMANCE INDICATOR (See Unduplicated Count Chart in Appendix D. (III))			
To demonstrate FSCS success	% of individuals targeted for services, receive services during each yr	70% of total # students enrolled, participate annually 80% of parents/student family members, participate/yr 5,500 adults targeted & receive services at anchors/yr	
Program Area: ACADEMIC ACHIEVEMENT			
a. To improve graduation rates;/reduce dropout rates	Annual graduation statistics	Yr 1& 2 – 3% increase; Yr 3&4 -4%, Yr 5 -5%, comparing GWCS HS prior yr rates	Graduation rates will increase by 5% by end Yr 5; Identification of risk factors associated with dropout rates will enable WCAC review graduation policies
b.To improve student academic achievement on a range of assessments	Provide tutoring to 75% of students who have failed ISTEP+/ECA exams. 90% staff will participate in in-service activities addressing teaching styles, cultural awareness, classroom management, and skills in community relations.	Annual review of students E/LA and math ISTEP test scores. Pre/post assessments of teacher competencies and classroom observations.	Academic achievement will improve by students participating in 2 or more LC academic achievement initiatives. strategies by tchrs participating in In-Service
c.To improve student attendance	Provide incentives for improved & perfect attend 100% of time Establish minm 4 early intervention measures to improve school attendance	Monthly reports of attendance for all students given to CACs. Monthly reports toCACs highlighting attendance intervention measures	Strategies and incentives will improve student attendance by at least 10%

Program Area: 2. HEALTH			
d. To increase % of pupils demonstrating well-being in a range of health indices	Increase % of students participating in the fitness and wellness program by 20%/yr overall	Reports to CBC will indicate the types of health and nutrition services and programs available to students will be collected by Project Mgr. on monthly basis.	By the end of the grant period, 75% of students will have greater access to fitness and wellness programs.
Program Area: 3. PARENT & FAMILY ENGAGEMENT			
e. To disseminate information about FSCS services to parents & community members	Present a minm 2/semester at @ sch to organizations and families about FSCS services Track inquiries made by parents about FSCS services & show 80% response rate Develop bilingual materials minm 50% of materials Maintain Standards-based student materials 85% of time	Establish a systemic process to measure FSCS services promotion at three anchor community centers. Monthly reports will be submitted to WCAC.	By grant's end, all FSCS partners will be able to report a gradual increase of the number of people knowledgeable about the services; Create a resource center where partners can obtain & distribute information about FSCS
f. To increase family involvement with their children's education	Increase parental participation by 10%/yr in afterschool initiatives Increase parent involvement in adult initiatives established by GWCS or community centers 5%/yr Distribute 5 newsletters/yr	Quarterly reports of all parent initiatives reported to WCAC. Systemic reporting process allows for demonstration of 5% increase per yr. Focus groups provide data.	Creation of a supportive service for parents, families, and mentors, interested in improving scholastic achievement.
Program Area: 4. EXTENDED LEARNING DAY			
g. To connect the school day with the extended day program	Increase % of students by 10% each yr. in extended day or summer/weekend Programs & adults by 5%/yr Add a minm of 2 academic & 2 social activities linked to school and extended day programs Increase % of teachers participating in professional development by 5% each yr	Create a systemic reporting and communication system that facilitates the expansion of the curriculum. Teachers and partners will offer remedial education and academic enrichment in at least 10 curriculum areas. At least 10 tchrs/yr will participate	Extended-day programs will enhance development of interagency partnerships across the school, community agencies, families and IUPUI by expanding the curriculum to concepts that integrate an expansive health, education, and social services initiative.
Program Area: 5. COMMUNITY NETWORK			

h. To create advocacy networks of community members	Increase % of individual and organizational participants joining network by 10%/ yr. Increase % who are involved in advocacy initiatives meetings, forums, etc. by 20% /yr	Bi-annual focus groups for community members will help identify key community issues. Spanish focus groups will help identify issues in Latinos households.	There will be a minm of 20 advocacy initiatives/yr. (Initiatives will focus on needs identified in community focus groups, assessment, and creation of WCAC Advocacy Network
i. To increase the % of families with children receiving services through the 3 Centers	Establishment of a comprehensive, systemic reporting system that includes the 3 anchors and 5 schools with an overall increase of 10% per/yr.	Systemic reporting system in place to screen students and families in need of services	Increase access and utilization of services offered by community centers by 10%.

The future of tomorrow depends upon the youth of today. Years of research show that urban youth succeed when schools, parents, and communities work together. This grant proposal allows Mary Rigg and collaborating community partners to take their emerging leadership pilot to a neighborhood-wide strategy, providing the conditions for learning at schools and strengthening supports provided through the anchor community centers and community supports to all Indy Near Westside students, pre-K up, especially focusing on the underserved Hispanic and Special Needs students. Creating a powerful combination for adaptation, a unified network emerges to synergistically meet the complex needs of between **up to 9,683 unduplicated students, parents, and community members per year** (48,415 over the life of the grant). This Project will serve as the primary framework to rescue the students enrolled in a district labeled as one of the “Dropout Factories of the Nation,” to reverse community trends and poverty barriers and to provide identified services to all students, families, and neighbors—especially to provide inclusion and equity of the marginalized communities: Hispanic, Black, Special Needs, and those living in poverty! This is truly a *unique public/private*, comprehensive “Circle City” Community Schools program of national significance.