



Full-Service Community School (FSCS) Three-Year Report

Minneapolis Public Schools – SSD #1

School Building – Richard Green Elementary School

The [2016 Minnesota Statutes 124D.231 subdivision 3](#) requires that three years after the initial grant award, “a full-service community school site must submit to the commissioner, and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the effect of the transition to a full-service community school on participating children and adults.”

INSTRUCTIONS

Your school received a FSCS grant on November 30, 2015. Please complete the three year report questions using plain and concise language in your narratives. The completed report form should be **no longer than six pages**.

- 1) You are required to make to make this report available to your school community. Please complete the requested information below:
 - a) A copy of this report is available for the public to review at the school site in the **[insert location here]**.
 - b) This report is posted on the school website at this address **[insert hyperlink here]**.
- 2) Email the completed three-year report as a Word document to [Jackie Blagsvedt](#) by **January 7, 2019**.

FSCS PROGRAM CONTACT INFORMATION AND CERTIFICATION

Name: Matthew Arnold

Position: Principal

Phone number: 612-668-3730

Email address: matthew.arnold@mpls.k12.mn.us

***Assurance notice:** By emailing this report to the Minnesota Department of Education, you are assuring that to the best of your knowledge the information provided in this report is true and accurate.*

REPORT QUESTIONS

- 1) Please describe how the school site developed and implemented the Full Service Community School (FSCS) Plan. What were the key steps and who were the key stakeholders involved? How did the district and school site leadership support the project?

We began by forming a FSCS planning committee which included the Green Central School principal, the Minneapolis Community Education (MCE) after school program coordinator, the newly hired Full Service Coordinator, the school social workers, the family liaisons and the school nurse. Meetings began immediately to direct the work and the committee met every 3 weeks. A site leadership team was also convened and included: Principal Matthew Arnold; parents Dulce de la Rosa, Mariano Marquez and Nelly Marquez; teachers Jenifer Bates, Lorena Alejandro-Matson, Joana Schmit, and Hugo Barrios; community

organization representatives, Cynthia Wilson and Soren Smogard-Ayres – Minneapolis Park and Recreation, Central Park Gym, Thaddeus Lesiak – Family Resource Center and Irene Pizana – MPS- CE Latino Outreach. This council met monthly for the duration of the grant funding.

A needs assessment began with an initial survey sent out to families in December 2014 and another more detailed survey in March 2017. During this time the FSCS coordinator also worked closely with the Green Central school administration and staff to strengthen relationships with the Minneapolis Park and Recreation Central Gym and the Southside Clinic to coordinate services for students and families within the Central complex. He met with local community organizations and organizers and fostered partnerships and strengthened relationships to better serve the Central neighborhood. Some of these partners included the Seward Coop, Sabathani Community Center, Central Area Neighborhood Association, Blaisdell YMCA, and The Family Partnership. Using the community needs assessment as his guide, he coordinated family programs including cooking, fitness, language, and computer classes as identified by families. He collaborated with school family liaisons to plan and facilitate monthly family nights and other all-school events which included a nutrition workshop by Southside Clinic staff, a family cooking demonstration and a financial literacy presentation by TCF bank. To help increase youth participation in the after school program, he supported the youth program coordinator, providing assistance with busing, food services, student behavior, and other program logistics.

The school site administration was integral to this project, supporting the FSCS project fully. The project was also supported by Nelson Inz, MPS school board member (and current chair).

- 2) How many stakeholders and institutional partners engaged in the baseline analysis and planning process? Of those that participated in the planning process, how many were new partners or stakeholders?

As stated above, the planning committee included the Green Central School principal, the Minneapolis Community Education (MCE) after school program coordinator, the newly hired Full Service Coordinator, the school social workers, the family liaisons and the school nurse. Except for the FSCS coordinator, the other committee members were already a part of the Green Central staff.

- 3) Please include details of any FSCS program design and operational challenges (including any federal, state, or local statues or regulations) that the school successfully navigated. What were the specific challenges and how were they addressed?

There weren't any significant challenges that we successfully navigated. We were successful in creating a partnership with the Southside Clinic and they brought many great workshops, services and information to the Green families.

- 4) Are there any design and operational barriers (including any federal, state, or local statues or regulations) that continue to impede the implementation of the FSCS programming? Please describe.

The short duration of the funding at Green (approximately 19 months) impeded the implementation as it wasn't enough time to get the project fully realized. The partnerships that may have kept services in play had not been cultivated enough. Some of the work with the Southside Clinic has continued but the

partnership with Central Park needed much more time to get to a place where there was a free exchange of information and programming.

5) What are the three most impactful lessons learned about the delivery of community school programming to students and families at this school? Please include any recommendations you have for other school leaders to improve the delivery of their community school programming.

1. This grant came to us without much lead time to prepare and research what the components of a full service community school were. The mid-year timing also made planning challenging as with any school, we begin so much of what happens at the beginning of the school year.
2. Get the right staff in the right positions: our initial hire for the FSCS lead struggled to understand what needed to be done and quit within 2 months of starting. See #1. We would have been better able to support the new staff if we had been better prepared.
3. Communication to the staff and community needed to be better. Again, see #1. Our messaging wasn't clear at first and took time. Support at the district level, especially the Communication Department would have been helpful.

6) Please briefly describe the *new* programs that your students and families have/had access to through FSCS programming.

As a result of this funding, Green Central was able to increase afterschool enrichment program offerings, were able to offer evening and weekend adult programming as well as some family programs. The Family Resource Center and Community Education Latino Outreach ran a parent book club, adult nutrition program, sewing and knitting classes, jewelry-making classes, computer classes, and placed a half-time MNsure Navigator at Green Central.

7) How many community agencies and private partners collaborated with the school to provide FSCS programming? Of those that provided services, how many were new collaborators?

Southside Clinic, MPRB, TCF Bank, Seward Co-op, Camp Fire Minnesota, Circle of Discipline, La Oportunidad, MacPhail Center for Music, National Karate, Revolutionary Sports, Urban Ventures, YMCA, ACES, Girls on the Run, Inner City Tennis, and Reading Partners. New collaborators are highlighted. Programming through the YMCA and MPRB were expanded under the FSCS grant.

8) Please provide the following three types of **annual** data for the base year prior to the grant award (2014-15) and the three-year period since the grant award (2015-16, 2016-17, and 2017-18). Please do not include any private student data. You may include the summary data here or you may attach it to your email submission as a separate data file.

- a. data that shows how many students were served by FSCS programming
- b. academic achievement data among students receiving community school programming
- c. data around the retention of students at this school site

There were 290 K-4 grade students in the 2016-17 SY; 219 (75.5%) were enrolled in 2017-18.

- Of those 290 students, 173 were receiving FSCS services in 2016-2017.
- Of those 219 still enrolled in 2017-18, 130 were receiving FSCS services in 2016-17 and 112 were receiving services in 2017-18.

Note that only students in grades 3-5 take the MCA test, so the N is much smaller than the total population receiving services for the academic data presented below:

Among the 94 students receiving FSCS services in the 2015-16 SY with 2016 MCA **math** scores:

- 40.4% did not meet the standards
- 19.1% partially met the standards
- 40.5% met or exceeded the standards

Among the 96 students receiving FSCS services in the 2015-16 SY with 2016 MCA **reading** scores:

- 61.5% did not meet the standards
- 19.8% partially met the standards
- 18.8% met or exceeded the standards

Among the 112 students receiving FSCS services in the 2016-17 SY with 2017 MCA **math** scores:

- 43.8% did not meet the standards
- 20.5% partially met the standards
- 35.7% met or exceeded the standards

Among the 111 students receiving FSCS services in the 2016-17 SY with 2017 MCA **reading** scores:

- 55.0% did not meet the standards
- 28.8% partially met the standards
- 16.2% met or exceeded the standards

Among the 90 students receiving FSCS services in the 2017-18 SY with 2018 MCA **math** scores:

- 45.6% did not meet the standards
- 22.2% partially met the standards
- 32.2% met or exceeded the standards

Among the 89 students receiving FSCS services in the 2017-18 SY with 2018 MCA **reading** scores:

- 56.2% did not meet the standards
- 21.3% partially met the standards
- 22.4% met or exceeded the standards

9) Have there been any documented local budget savings as a result of implementing the FSCS plan? If so, please describe.

No, this information was not obtained.

10) Has the school been able to continue the same level of FSCS programming after the state-funded grant period? If so, please describe how funding is provided to sustain the programming.

We have been able to continue the after school program with Community Education funding and by leveraging Extended Learning funds. A small grant through Allina was secured for the fall of 2017 to fund a series of family cooking classes. We have been unable to sustain the number of paid partner agencies providing programs but have added and expanded some partner programs that come to us with their own funding such as Urban Ventures, Northern Star Scouts and Girl Scouts. Some of the community work has been continued within the school budget, including SIG funding.