

DCSC Strategic Planning Round 1 Engagement Results: Compilation

6 October 2022



Table of Contents

Introduction	1
Overview.....	1
Glossary	1
Results: DCSC Staff and Board, School Community	2
Process and Questions.....	2
1 Program: School-day support.....	3
2 Program: After-school	5
3 Program: Summer	8
4 Programs: Food pantry / backpack program, clothing closet	10
5 Programs: Medical or dental services or referrals	12
6 Program staff: Community School site leadership team	14
7 Program Staff: Community School Coordinator.....	16
8 Other thoughts, ideas on existing Community School programs, services	18
9. Thinking about ways for your school community to better support student and family success, what are your ideas for new or different programs or services the Collaborative could offer?.....	19
10. Thinking beyond specific programs and services, what should DCSC change or do differently to better advance student and family success?	21
Results: Partners	22
Process and Questions.....	22
Contributions	22

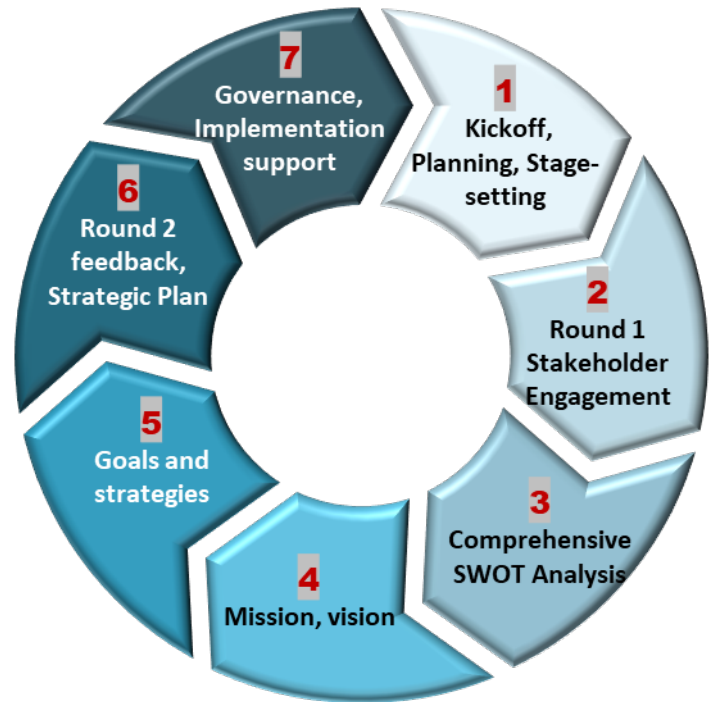
Introduction

Overview

DCSC's strategic planning process began in 2022 and has progressed methodically to accommodate the complex challenges faced by DCSC staff, school communities, and partners during this time period. Work paused over the summer and restarted this fall as key stakeholders were once again available to participate.

Round 1 engagement concluded at the end of September, and results will shape all subsequent work. This **Compilation** includes complete results; also see the summary Analysis.

Information about methodology and participation is included with the results below. Responses to each question are presented alphabetically and sometimes by school, and generally remain as written by the contributor or documented by a facilitator. Minor edits were made to correct obvious spelling or punctuation errors that affect clarity.



Glossary

- BSA (Denfeld): Black Student Association
- DASH: Denfeld After School Happenings
- DCSC: Duluth Community School Collaborative
- DYAC: Duluth Youth Agency Coalition
- FFVP: Fresh Fruits and Vegetables Program
- FQHC: Federally Qualified Health Center
- HOPE: Health Outcomes from Positive Experiences
- Howlin' Hoops (MW): Afterschool Basketball Program
- Hunters Hut (Denfeld): Food, Hygiene, and Clothing Pantry
- LPMS: Lincoln Park Middle School
- MW: Myers-Wilkins Elementary School
- MW Second Harvest Backpack Program: Weekend Shelf-Stable Meal Program
- OST: Out of School Time
- SALF Camp: Scott Anderson Leadership Forum
- SEB supports: Social-Emotional Behavior
- UMD SCSE: University of Duluth Swenson College of Science and Engineering

Results: DCSC Staff and Board, School Community

Process and Questions

DCSC staff and board were convened virtually in spring 2022 to respond to the questions below for each of the programs/services and staff; they used a Jamboard to share their individual ideas.

Family members, students, and school staff were invited to contribute via an online survey with the same questions, formatted slightly differently. There were 7 school staff or administrators and 7 family members who contributed.

- What improvements or benefits has this program / service brought to your overall school community? How do you know?
- How could it be improved

Programs, services

- School-day support
- After-school
- Summer
- Food pantry / backpack program, clothing closet
- Medical or dental services or referrals

Program staff

- Community School site leadership team
- Community School Coordinator

Other

- Other thoughts, ideas on existing Community School programs, services
- Thinking about ways for your school community to better support student and family success, what are your ideas for new or different programs or services the Collaborative could offer?

1 Program: School-day support

1.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- A place to go where you need additional resources, eye glasses, pantry items, internships, etc.
- Check & Connect- Providing alternative space for students who struggle in classes and have a person assigned to supporting specific students
- Check and connect is a new opportunity
- Conflict Resolution Center partnership at Denfeld for Mn Model of restorative practices for co-occurring disorders is providing students and families with alternatives to punishment
- CTE classes at Denfeld are hands-on learning and community partners have interest in these. Provide students with free certification and job skills out of high school
- Denfeld Black Student Association: Creating a safe space for individual young people, while creating a pipeline of student leaders who identify as Black/African heritage for change
- families stayed connected at DCSC schools during pandemic - stronger connection when there were gaps
- Focus room- PBIS
- GSA group to support our schools queer community
- have heard directly from teachers and administrators that resources are helpful
- individualize supports
- Introduces resources to the building, the programs that have been created. Pop up Produce, dental care, etc.
- Kids and families feeling that they "belong" at school.
- Kids build trusting relationships with staff
- LPMS food pantry: Beginning to create a framework for provision of services by centering youth leadership around other stakeholder identified needs
- Mental Wellness WIN- check in with students and help reset in middle of school day
- MTSS at all sites is great because it helps provide those wraparound services within a framework that can be known to everyone in the building
- Myers Wilkins 4th&5th Leadership Teams: increasing belonging in the school, while informing future programs and partnerships and family engagement
- Northwood Children's Services day treatment programs at all schools are helpful partners for youth and families- communicate well with social workers to address needs
- outside guests such as speakers and hands-on activities. We have a social worker dedicated to Kid's Closet referrals, we have the backpack program.
- Partners involved and supporting during and out of school (example: Farm to School with garden Family and Consumer Science classes)
- PBIS at Denfeld- it's working toward a positive culture shift for behavior at the school and includes stakeholders
- resources directly for students and families in need
- Restorative Practices-building community, repairing harm. Helpful for staff, students, and overall school community
- Right now, there is an idea that MW has its own imbedded school-day supports, outside of the Collaborative's support. We have staff coordinating field trips, incorporating social justice standards, bringing in outside guests such as speakers and hands-on activities. We have a social worker dedicated to Kid's Closet referrals, we have the backpack program.
- School therapist- breaks down barriers for students who need a therapist/don't have to leave school for appointments
- Strong community partnerships
- TAP- provides check-ins based on students' needs
- Teachers and staff invested and committed to providing programming
- WIN (What I Need) advisory has been more intentional and organized with a structured rhythm and schedule this year.
- Youth voice and leadership with school pantry

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: We have not had school-day programming in the recent past. It would be difficult as we have so many interventions seeking time with students during the day.
- Lincoln Park Parent, guardian, or other family member: We haven't yet.
- Lincoln Park School staff or administrator
 - Ability to work with these partners. Tutoring has been particularly helpful.
 - Connections with positive adults outside of school staff, and who have a focus outside of education
 - I think it has been great when there have been opportunities for them to come in and share with staff and also support students.
 - Our ARC - which supports kids who need that extra help, has been great
- Denfeld Parent, guardian, or other family member: Haven't heard much about them.

1.2 How could it be improved?

Board and staff

- always more \$ for more staff!
- CRC partnership at Denfeld can improve by being more well-known and utilized during after school and with community more often- as well as across schools (one staff at MW trained)
- Denfeld BSA: Hire staff to run the program, get some funding to support its progress. Saraiya and partners are establishing frameworks- support those moving forward.
- Denfeld PBIS: More transparency in the integrated vision and progress from the coordinator to stakeholders
- expand services, mental health, mentorship, parent mentorship
- get the new health coordinator hired
- hiring of health coordinator will be helpful
- Incentives/programs created for students who struggle the most
- LPMS pantry: could be improved by having a staff person to run it, and allowing more time for FSCS coordinator to solidify, research, and communicate the framework and results
- More integration/alignment of community partners with academics
- MTSS at all sites can improve by being more transparent and having our DCSC/FSCS leaders involved in the process and ensuring our continuum of SEB supports is appropriate
- MW 4th&5th Leadership Teams: Document this as a program for outside partners to understand and for us to support more as DCSC
- MW school day supports: Get list from Amy of "who does what" to illustrate all these supports for partners and families, and to ensure not overlapping services or programs
- Need more community partners in the building
- We could improve our snack pantry that the Collaborative provides so that teachers and staff don't provide their own snacks. Incorporating the FFFVP program into that pantry.
- Work on the messaging that we are a Community School, even if the support doesn't come directly from the Collaborative, it's still part of the model and a benefit.

Family members, students, school staff via online survey

- Lincoln Park School staff or administrator
 - It would be great if they could come more frequently
 - Maybe look at adding partners for tutoring, especially for reading
 - More of them! More time with tutors, more time for MEGA. Time for community partners and school staff to build relationships and collaborate/plan collaborations together in support of students.
- Denfeld Parent, guardian, or other family member
 - Communicate; Ask for parent involvement
 - Need to have face to face tutors for all students, even the students without learning disabilities. This online tutoring with the college kids is not beneficial
 - So many students need services, please increase

2 Program: After-school

2.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- After School programs is the flagship of the community school work at MW and something that the community identifies as the strongest need.
- Art Club field trips-connection to colleges and broader community
- At DASH, community partner connections with youth is a strength- students are exposed to many opportunities in the community without leaving their home-school.
- Clubs suggested by and sometime led by/with youth
- Creates access to education support, transportation, and positive adult-student relationships.
- Creates opportunities for students who may not have had these otherwise
- DASH is a space for students to be at school where they are safe, even if they don't feel as safe during the school day. They can connect with peers there in a supervised environment. It's free.
- DASH provides unstructured safe space with Lifehouse partners who are also risk-reduction focused, to provide more of a safety net for youth who struggle most
- DASH- tutors, social opportunities, community connections, a safe place to be, food, transportation
- Denfeld Youth Leadership Team- keeping students engaged in school while learning the data side of programming
- Hoops provided venue for engagement with families who are frequently contacted for behavior issues basketball game built dual capacity for authentic family-school engagement
- Howlin' Hoops-students worked with volunteers who looked like them. Their families got to see them being included at the school and getting to engage in an activity they enjoyed.
- I know because I still see students and they have the greatest feedback!
- LPMS provides transportation via school bus for its afterschool program and anyone can attend- teachers leading clubs helps increase engagement and relationships
- Opportunity for youth to build relationships with each other and caring adults
- Opportunity to connect, be active, creative, explore interests
- Partners have supported and supplemented teacher/staff-led offerings (UMD SCSE, Farm to School, Shoot for the Stars)
- the family events facilitate an open and welcoming school environment - remembering the Powwow from the past and how powerful it was to see the MW packed gym!
- Theater, open gym, sports, drama, sewing, robotics, band etc., keeps students engaged in school and builds positive experiences
- UMD SCSE has provided support for LPMS after-school homework club
- Variety of clubs and activities for students to explore and participate in
- Youth report experiencing developmental adult relationships at our programs, promoting resilience

Family members, students, school staff via online survey

- A safe place for kids to be after school.
- Every kid has found a fit specific to their interests.
- It has been great to have snacks organized as well as have a place for students to be after school. I love that we have a good variety.
- Lincoln Park School staff or administrator
- Myers-Wilkins School staff or administrator: Howling Hoops and Men as Peacemakers seemed to be successful in that targeted students participated and were engaged. Based on observation, families appreciated the culminating game.
 - We had a good deal of offerings this year

- Word of mouth from kids I know and see throughout the school day.
- Denfeld UMD professor in Early Childhood Education After school: DASH
- Denfeld \Parent, guardian, or other family member
 - Haven't been involved in these
 - Meals after school
 - My oldest was not able to attend any of the after-school support. Not sure if it's changed or not.

2.2 How could it be improved?

Board and staff

- A safe, supervised hangout space option
- affordable and sustainable transportation options
- All afterschool programs be more integrated with our school improvement teams so they're seen as a strategy toward goals and invested in appropriately/collaboratively
- Better system for tracking attendance/participation
- Clear directions on how to start a program for students who want to advise a new one
- DASH needs staff support and more structured programs moving forward to increase the youth development & academic outcomes we hope to see from the program
- excited to see what happens with new partnerships to come
- Find different funding outside of EXCEL/Targeted Services to support teacher-led after school clubs.
- LPMS afterschool could have more support and structure around outcomes and improvement to achieve those outcomes
- More capacity (staffing, coordination, data, etc.)
- More field trips- connecting students to their community regularly and intentionally
- More racially & ethnically diverse staffing
- More support/supervision for students attending games/events later in the day
- More teacher involvement and support after school
- More transportation (later activity bus, transportation for field trips)
- MW- bring in more partners to offer after-school opportunities. More after school programs to represent our kids.
- Need outcomes for OST that are realistic to our overall mission and that are scaffolded across K-12
- program topics
- review potential duplication of services with other youth serving nonprofits
- Teachers need support understanding the purpose of DASH and the value of restorative practices/mindsets so that they feel more supportive of the program and are more likely to engage in it
- We could start measuring other resilience factors in our afterschool programs including engagement, environment, and emotional growth (from HOPE)

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: I don't think the model last year is sustainable (cost per student) and we need more offerings.
- Lincoln Park School staff or administrator
 - An opportunity for kids to gain experience or support in an area not typically covered in the school day. Builds stronger connections around shared interests.
 - Ask kids what they're looking for (which is on staff) and then see what club leaders may need- right now, I've got what I feel I need, but it'd be interesting to hear from other leaders
 - Expansion of interest clubs- need to seed this with the kids and see what they think
 - I had a lot of students ask about when and what [is available] after school, so there it generated interest
 - in process - sometimes crowded and kids sometimes are floating instead of going straight to their club; longer time / later bus for sports. More drop-in club opportunities - a sport and a non-sport drop in every M/W/Th would be great.
 - It would be awesome to have Girl Power back and Men in Ties type of group as well

- Periodic (quarterly?) review of expectations and process for students, staff, and club leaders could help check in issues. Clarity for how after-school program participation is impacted by in-school behavior and a process to hold kids accountable if they have to miss clubs due to behavior.
- Denfeld Parent, guardian, or other family member
 - Healthier choices
 - More detailed communication; Ask for parent involvement

3 Program: Summer

3.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- Continuity! We know because we see families we work with throughout the year utilizing summer programming as well.
- incentive for attending summer school
- keep up with the consistency that neighbors and families have come to trust. Summer programming has meant a place that kids can expand arts ed, STEAM activities
- Keeping youth engaged during the summer in structured activities helps encourage connection with school
- LPMS gardening programming (Farm to School, Northwoods, Life Science and FACS classes, school pantry)
- Native American Youth healthy Living Coalition Pilot Program- to intentionally engage our Native American families and provide culturally relevant opportunities
- On a basic level, families have free programming they can access for their kids which supports them in reducing childcare costs and in feeding their children. The kids get to have fun
- Safe place, continued support
- SALF Leadership Camp- provides in-depth leadership experiences for our students
- Shoot for the Stars STEM Camp has offered an opportunity for students to engage in hands on learning, have a positive experience with math and science, spend time on college campus, and think about future options
- Students have an opportunity to participate in an enriched summer program, free of cost, with transportation provided, at their home school.
- Summer DASH- keeping students engaged with positive experiences throughout summer. Having new experiences in their community. Building relationships with students from other schools. Works as an incentive for attending summer school
- Summer school- gives students the opportunity to make up credits
- The enthusiasm for HYT has been sustained over time.

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: Unsure how this summer's program is going.
- Myers-Wilkins Community member: The theater Program enriches lives both of participants and their audience.
- Lincoln Park School staff or administrator:
 - Love that we have summer rec but the sign-up process is unclear.
 - Reach for the stars and gardening are great in the summer.

3.2 How could it be improved?

Board and staff

- Better partnership with the district. Bring in licensed teachers.
- Black Student Association will continue throughout summer so students can experience other culturally relevant events throughout summer and support their community
- Deepen overlap with school year by considering with district leaders extended school year or school day models and steps that could lead that direction
- Earlier notification of summer programming for families to prepare and plan
- Earlier registration dates for families to plan their summers

- Expanded programming to meet different interests
- Have a summer scholarship fair in the spring. Camps/programs/orgs can come and table to provide families with an opportunity to sign up for free or reduced-cost summer opportunities.
- Hire a few full-time (or at least regular, no less than half time) youth workers to work at sites year-round to maintain quality and grow/deepen progress and relationships throughout the year.
- Last summer program seemed so short. It would be nice to have a greater variety and duration for summer programming.
- Not based on remedial academic support.
- Start planning earlier and have information out to families in a more timely manner. (this is just going to grow as we get more established)

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: Planning needs to be finalized earlier and registration needs to be available much earlier.
- Lincoln Park School staff or administrator
 - More of it - AmeriCorps or other staff support to make these solid options every year. Transportation.
 - Streamline sign up for some summer programs.
- Denfeld Parent, guardian, or other family member: Unaware of Community School activities in Summer.

4 Programs: Food pantry / backpack program, clothing closet

4.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- Alignment with community health needs assessment
- Connectedness to school; knowing that the school supports and cares about students/families holistically
- Essential service for families
- Helps support basic needs so students can focus on higher functioning tasks.
- Hunters Hut- free store for all students without questions.
- I heard from a family that felt honored to be able to provide tangible supports like this at LPMS.
- LPMS pantry has provided support for students and families, directly and through referral to other organizations
- MW- Currently school social workers can provide a referral to Kid's Closet if they have clothing needs.
- MW Second Harvest Backpack Program - Students go home with non-perished food every other Friday
- Normalizing use of Hunter Hut@ Denfeld has given students opportunities & safety on regular basis- a warm jacket during a snowstorm, tampons, etc., promote safety @ school
- Pantry - students have increased safety around food, and they can stress less about food while trying to learn in the school building. Having snacks (not just take-home food) acknowledges in-school hunger and reduces arbitrary restrictions on amount.
- reduces arbitrary restrictions on amount.
- Resilience/protective factors integrated into school pantry efforts at LPMS
- Second harvest support to have food in our room. A lot of students do not eat at school and are hungry during the day. Students cannot focus if they're hungry
- Students who are in need can go home every other Friday with a bag of non-perishables. (MW Second Harvest Backpack Program)
- Supports families, students helps them feel taken care of

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: MW does this without DCSC
- Lincoln Park School staff or administrator
 - Food pantry is a great option for students
 - has been a positive addition to LPMS. Kids can get food or clothing with no questions asked. I have been in Rachel's room when kids have come in. They are welcomed and they love Rachel.
 - Kids can get what they need anytime at school.
 - Kids' needs are being met! It's so powerful to hear stories about them, as they don't necessarily readily share.
 - Students have the ability to feel comfortable with clothes. It has also been beneficial for the students to have access to healthy snacks.
 - This has been an awesome program. I have taken many students down when they have needed clothing items or a healthy snack
- Denfeld Parent, guardian, or other family member: Not a need for our student.

4.2 How could it be improved?

Board and staff

- Access to these resources for families and during non-school hours might be beneficial in the future? Who/how/where?
- Awareness of how to access and normalizing at all schools is likely needed ongoing, and DCSC could help with that if needed
- Better integration of pantry data with other school data
- Bring the resources to them
- Clearer information to students/families - what types of supports are available, how do they access it, etc.
- I wonder if students have feedback or dreams that they could share
- More access; somebody available to bring students to hunters hut. Sometimes students can't access food or clothes depending on staff they ask and how busy everyone is.
- unclear about use/access of clothing closet at MW

Family members, students, school staff via online survey

- Lincoln Park School staff or administrator
 - A sign in process would allow us to track use overall (for grants) and to see patterns for students that may need intervention around attendance/avoidance to give them support without taking away from their learning.
 - Kids often use the pantry and closet as a strategy to avoid class; we want to meet emotional needs and address avoidance concretely instead of through student-led avoidance. More large sizes, organized by size.
 - not sure because it has improved over the past few years a lot
- Denfeld Parent, guardian, or other family member
 - Ask for parent involvement.
 - More inventory, help more students

5 Programs: Medical or dental services or referrals

5.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- Children's Dental Services has provided on-site care-access to this without leaving school for appointments
- Ease of access to onsite dental has been a benefit to students- 26 @denfeld had cleanings last round (2019 – pre-covid) & many had never seen a dentist, or not in many years- some had abscesses
- Great partnership with FQHC in Denfeld
- Happy we were able to offer services to students again.
- Health/Wellness Family Nights in the past have provided opportunities for families to connect with a variety of community organizations and health resources
- Much needed care
- MW- Dental Services are back in the building since the pandemic and seeing lots of kids.
- Northwood Children's Services, HDC, and Fond du Lac School Linked mental health provide co-located mental health support on site at LPMS-students have access to mental health resources without needing to leave for appointments
- Partnership with CTE medical careers teacher has been great when providing vaccine clinics and the like- students can practice taking blood pressures, meet partner providers, etc.
- Partnership with UMD American Indian and Minority Health has been great with bringing American Indian med student mentors to DASH- can deepen this with med services
- Smile bus (name?) coordination
- When in practice, is really helpful for meeting health needs of students and families and can remove a barrier for learning
- Zen Eye Care and Lions Club have provided support for vision care at LPMS. This has helped our school nurse and other staff be able to offer these resources when students have needed an eye exam or glasses and faced barriers.

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: MW does this without DCSC
- Lincoln Park School staff or administrator
 - In the past when we have had the dental services many students took part. I witnessed the students going to and from
 - Students have had the ability to get dental care here which for some I believe has been a way to access dental and health care. Having supports for getting students physicals has also been helpful.
- Denfeld Parent, guardian, or other family member
 - It was wonderful when they came.
 - Not a specific need.

5.2 How could it be improved?

Board and staff

- A more streamlined system for identifying eyeglass needs to getting a child glasses.
- Accessing the resource in other ways
- availability across sites, not just one school
- Continuing expanding types of services. (mental health, Safe Streets, etc.)
- Dental care for adults/families has come up as a need
- Dental services paired with long-term dental care support will benefit families and kids
- excited to hear new coordinator's vision
- Expanding access to health services at school via school-based health centers

- Free care clinics on site at schools for families at events
- Having these services in Denfeld and a referral process when we do have students who need resources that we know of.
- Health Equity Northland interested in collaborating/partnering through tabling and maybe more
- Health insurance navigators on site at open houses etc.
- I only hear from staff that work with families of young children that there is such a GIANT service gap for dental services.
- mental health supports needed
- MW- When we get a Community Health Worker this work will improve greatly.
- Need more co-located therapists to offer services during the school day- there's a shortage and Denfeld no longer allows telehealth appointments during the school day.
- Paperwork for mental health care can sometimes be a barrier
- Potential partnership with UMD multicultural pharmacy student group at Denfeld- started this pre-pandemic but lost touch with contact/not good time
- Transparency of SEB MTSS partnerships and continuum of services provided will be helpful for integration and access

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: Perhaps offering care coordination type services with transport for families with ongoing or unresolved medical needs
- Lincoln Park Parent, guardian, or other family member: Have more dates.
- Lincoln Park School staff or administrator:
 - I don't recall them coming in the building this year, but I could be mistaken
 - more info about all of this, and more access.
- Denfeld Parent, guardian, or other family member:
 - More detailed information on how to assist in these causes.
 - Parent volunteers

6 Program staff: Community School site leadership team

6.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- authentic stakeholder engagement with school improvement
- Authentic stakeholder, especially family, engagement is where I see real opportunity for change at MW -- and at all sites and district
- Different perspectives and insights of stakeholder groups (students, families, staff, community partners)
- Finishing up our Youth Leadership Team and creating a Black Student Association Leadership team have laid down the foundation to have a stronger program next year. This will provide students with leadership opportunities they may not have access to in other spaces.
- I know there has been lots of relational work between our staff and school staff and am grateful for the investments of both.
- I've noticed impactful collaboration with other places youth seek support.
- keep making sure that parents feel and are actually given the leadership for decision making!
- leadership opportunities they may not have access to in other spaces.
- LPMS youth leaders have been involved in developing and informing process with the school pantry and health/well-being efforts
- Shared leadership is an important pillar of our model and leadership teams make that happen. Shared decision making is equity.
- Sharing communication between our stakeholders and CIT at Denfeld. Meet once a month. Helps fill in the gaps between community and the school (stakeholders learning about the systems within the school) and feeling included in the process
- We have 4th and 5th grade leadership teams that are great!

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: I don't think MW has this.
- Lincoln Park School staff or administrator
 - Connections bring resources, opportunities, and relationships into our school. Grants, too
 - I believe that this is where we have seen things like farm-to-school offerings and getting the clothing closet and food support for families
 - I have been involved more in the past and I have seen our suggestions come to fruition.
 - Implementation of programs like clothing closet and expanding partnerships. It's like something in your garden that just sprouts up and you're so thankful for it.
 - Lot of good stuff working quietly and without looking for fanfare or praise.
 - This has been a great way for us to have community partners to work with. It has also been a great way to learn about the needs of our community and the amazing things partners have to offer.
- Denfeld Parent, guardian, or other family member: Unaware of Site Leadership Team

6.2 How could it be improved?

Board and staff

- By having a team at MW :)
- Chances for the board to interact with these people more often
- Clearer understanding of how this team interacts and aligns with other teams (CIT, etc.)
- communication (about and within team) in visuals and language school staff, lay-people, youth, people with mental health issues, English language learners, and disabilities can understand
- Develop an agenda of topics to tackle

- involvement of a leader from each site team on the board or welcoming to events so we can all meet one another
- measure dual-capacity 4 family/school engagement esp. w/added capacity 4teachers & school staff 2 work in partnership w/families & community regularly
- Meeting bi-weekly in the future to better align with Denfeld's CIT meetings while also sharing DCSC updates.
- Need more parents and some teachers on the Denfeld team.
- Using Reflective Practices and circle work to implement these teams could be really effective.
- youth need support to engage with this work this way, especially in partnership with adults from a range of backgrounds- invest in leadership development and practice

Family members, students, school staff via online survey

- Lincoln Park Parent, guardian, or other family member: I am not able to join the meetings during my working hours. I would love to see some after school (5:00) meetings as well. Most of you guys must remember when I was able to attend all of them after school.
- Lincoln Park School staff or administrator
 - Knowing more about the team and what exactly they do: who represents? any sort of agenda for staff to follow?
 - Meet more and provide more frequent updates to staff. Possibly gather feedback or brainstorming from staff more often.
- Denfeld Parent, guardian, or other family member: Awareness; Encourage parent involvement

7 Program Staff: Community School Coordinator

7.1 What improvements or benefits has this program / service brought to your overall school community? How do you know?

Board and staff

- A position with dedicated time for building trusting relationships with all stakeholders and for partnership development
- An additional person/support for youth and families to connect with the school
- An informed awareness of the needs of our students and families.
- Brings community (outside) perspectives into the school
- Connection to the community. Someone outside of the daily demands of staff and educators with the ability to think big.
- Make sure they have the connections with leadership and teacher to address concerns.
- One person to hold the FSCS model at the center of their work to ensure it's moving forward helps to integrate the work across teams and programs/services
- seen as integral** parts of schools
- Strong relationships with youth "inner circle" of YOUTH AS PARTNERS in the work at each school is a huge strength
- Their strengths-based mindset makes them solution oriented.
- They brings a second tier of support for out of school time
- trusted advisors and leaders in the schools and community
- we have the best coordinators!
- When treated as school staff, the FSCS coordinator able to do best work- respected in the school, given space and access to resources, lifted up as a leadership role w/admin

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator
 - Beginning to offer after school programs, family events and summer program.
 - More after-school offerings and family event offerings.
- Lincoln Park School staff or administrator
 - Creative and concrete ways to meet the full range of student and family needs. A truly compassionate human, always seeing the best in others - we are so lucky to have Rachel!
 - I believe that all of the programs that we have had to support families and students here have come about because of there being a coordinator
 - Rachel does a great job and is always working to make adjustments that will improve experiences for students and make programs more accessible and meaningful.
 - Rachel is amazing at what she does. The kids love her and she is a positive place for them to go. She is a positive presence in the school. Rachel is an integral part of our school community so the kids know her but she is not a teacher, dean etc., so I think they feel she is more of a friend/mentor. She reaches a part of our community that may be missed otherwise.
 - Rachel is great at making connections with families, students, and staff
 - Rachel's awesome- you can see her fingerprint all over everything at our school. Personal relationships with partners, soliciting feedback from school leaders and staff; She implements feedback and lets you know how she's done so. Always takes up more questions and challenges. Can't think of anything right now- she's that good.
 - She is incredible!!! She helps us stay on track with the improvement cycle and is a great connection to the community. She is also great about keeping track of our community partners and can always find resources.

- Denfeld Parent, guardian, or other family member
 - More interaction with parents; Encourage more parent involvement.
 - Uncertain

7.2 How could it be improved?

Board and staff

- board must continue to invest in training and supports for staff
- Expand youth services
- Formalizing the "youth as FSCS coordinator partners" concept to be able to tell that story and deepen the impact of that work
- FSCS portion of the district schools' webpage that highlights the coordinator and their role, contact info, and youth/family/community engagement opportunities
- Having a leadership team to guide the work and create buy-in from all stakeholders about the goals of this position. MW
- Having more than one staff at each site to split the work and support FSCS Coordinator. Too much for one person.
- Need to create standard operating structure for FSCS coordinators @district level so coordinators aren't asked to do things that aren't aligned with daily needs/model
- raise wages

Family members, students, school staff via online survey

- Myers-Wilkins School staff or administrator: More after school offerings and family event offerings.
- Lincoln Park School staff or administrator
 - An AmeriCorps assistant who is a good fit with our school and community-school program needs seemed to make this role easier at times.
 - Rachel does a great job and is always working to make adjustments that will improve experiences for students and make programs more accessible and meaningful.
- Denfeld Parent, guardian, or other family member: More interaction with parents; Encourage more parent involvement.

8 Other thoughts, ideas on existing Community School programs, services

Board and staff

- Have a plan for Family Nights again on a regular basis with intended purpose and results.
- How can we create community hubs through community schools...
- Marketing and ongoing stakeholder communication of the FSCS model and collaborative leadership structures at each school to increase authentic engagement
- need for long-term fundraising plans

Family members, students, school staff via online survey

- Myers-Wilkins classroom volunteer: I liked the idea of Howlin Hoops. Teaching team sportsmanship is important, and the kids seemed to have a great time.
- Myers-Wilkins School staff or administrator:
 - Better defined purpose.
 - Fewer DCSC meetings.
 - More after-school opportunities.
- Lincoln Park, Denfeld Parent, guardian, or other family member: I love what is happening and I really want to get involved again. Please consider a quarterly after school meeting or something.
- Lincoln Park School staff or administrator
 - Being a FSCS transformed and continues to transform what we do here at Lincoln: we're not just present for the kids during the school day for academics; FSCS facilitates and supports us in supporting and serving kids holistically. It's quite amazing.
 - I love the idea of a collaboration between the schools and the community. I would love to see more ways to get families involved in the school. I know Covid stopped a number of activities.
 - I'm so glad we have Community Schools at Lincoln!
 - We are a community school, so it is great to know that we have resources and/or people to ask about resources in our building and district
- Denfeld Parent, guardian, or other family member:
 - More parent involvement = more investment, engagement and school pride/partnership
 - There are several parents/community members who want to help. There isn't a good line of communication with Parents and LPMS leadership!

9. Thinking about ways for your school community to better support student and family success, what are your ideas for new or different programs or services the Collaborative could offer?

Board and staff

- Bi-monthly Family Nights
- Bring back Book Bingo to support literacy at MW
- community murals/street art projects
- Community Resource Spaces
- Engagement with special education classrooms
- Filter/referral system and MOU's for resources we have found this school year (eye glasses)
- FIND A WAY TO SUPPORT TUMBLING FOR YOUTH!! (YMCA has program, program up by Hermantown)
- FSCS Leadership "program" for young people at each school that build on skills and experiences
- Host partner-accessible data system that helps align partners & provide longitudinal data 2 demonstrate youth getting HOPE building blocks/Impact
- Host youth worker education and Technical Assistance opportunities- M3 facilitation, HOPE 101, YPQA training for teams, YPQA observations (external rater), school systems
- Hub system for in person community support open to everyone (Expert staff: ex. ARMHS Worker) for community and system navigation
- Integration with ISPEC and Check & Connect for home visits and connected resources
- JDAI Partnership (Juvenile Detention Alternatives and Interventions)
- k-5 Circles of Security groups for guardians
- More coordination of diverse partners for after-school and summer programs
- More opportunities for boys
- More partnerships with disability rights advocates
- no data about us without us parent/guardian fellowship cohort to learn about data use in schools and represent on school improvement teams
- Parent education offerings for guardians of secondary students
- Parent Power program (community organizing around school change training)
- Parent volunteers in the schools to support students during passing times/when they are skipping class/foster positive hallway interactions
- partner more closely with Check and Connect to build out a more intensive tutoring program at DASH
- Partnership with the YMCA for free memberships- Partnerships with YMCA overall!
- Partnerships with mentoring programs (had previous MOU with 5 points program around academics at Denfeld and Myers had managed it previously)
- Police Department Task Force preventative programming partnership- Saraiya talking to someone who is a peer recovery specialist looking to write grants
- Prioritize Steps to the Future Pow Wow happening again
- puppetry artist partnerships (Mary Plaster or Magic Smelt)
- School-Based Health Center(s)
- Ways to engage parents as adult lifelong learners, acting as models for youth.

Family members, students, school staff via online survey

The survey asked the same question but asked participants to separately enter each idea and its associated benefit, and the results were linked to school relationship and role.

- Myers-Wilkins classroom volunteer. **Idea:** After school sports clubs. **Benefits:** Build on the success of Howlin Hoops
- Myers-Wilkins School staff or administrator.
 - **Idea:** Focus on sustainable after school offerings able to serve 1/3 of student population. **Benefits:** More student engagement with the ability to create predictable programming for families
 - **Idea:** Paying teachers to lead enrichment. **Benefits:** Buy-in from staff because people want to share their passions.
- Lincoln Park School staff or administrator:

- **Idea:** After school tutoring. **Benefits:** It would just be another way to have additional students receive tutoring.
- **Idea:** Family events: Try to host family events creatively (by grade?) whenever covid rates allow. **Benefits:** Return of family events helps students and families build school connections outside of just academic-behavior focus of the school day.
- **Idea:** New program: multicultural club. After school program or WIN group of students that plans activities and initiatives to highlight the many cultural backgrounds at our school. Possibly grouped by month based on Black History Month, Native American Heritage Month, etc. **Benefits:** Builds representation across school for students and staff from different groups. Builds awareness for entire school.
- **Idea:** partial day city bus again at Lincoln Park would be great. **Benefits:** student transportation and family transportation right now it is difficult; even a few routes would help
- Denfeld Parent, guardian, or other family member
 - **Idea:** College Social Work or Psych interns to fill the void. **Benefits:** Benefits to both the school students and the college students to learn.
 - **Idea:** Encourage community engagement and volunteerism in and around Denfeld. **Benefits:** Simple yet valuable tasks can be completed by volunteers. This will help any teacher or staff member who adds something to the “Denfeld Community To Do List”.
 - **Idea:** LPMS - Parent Volunteers during school day. **Benefits:** Enhanced ownership with school community. Improvement in communication and trust. More adult supervision to assist with needed culture improvements.

10. Thinking beyond specific programs and services, what should DCSC change or do differently to better advance student and family success?

Board and staff

- Be leaders in supporting the offering of Trauma Informed Care practices to staff at our schools.
- be the community resource for news stories related to youth
- Build our website to have areas for youth, site, and community leadership team members- a public facing one and a locked one with meeting notes, trainings etc.
- BUY A VAN! (fleet)
- Buy Grant Rec :)
- Consider providing benefits to employees at 20-30 hours/week instead of 40? Thinking of providing a career ladder for long-term OST program staff.
- Disability-accessible materials/outreach as a default practice (this would make us leaders in this area)
- District contract process so our partnerships stay in place long term.
- figure out how to have young people on our board of directors :)
- Having conversations with funders about what paying and hiring staff in equity-focused manners means - more funds for pay, benefits, etc.
- Having more capacity (staff & money) to serve all students who need support and don't qualify for programs (such as ISPEC, Check and Connect, etc.) at Denfeld
- Not being afraid to openly address challenging questions and proactively and explicitly create spaces for criticism and negative feedback from students and families to reach us.
- Not being afraid to openly address challenging questions and proactively and explicitly create spaces for criticism and negative feedback from students and families to reach us.
- Policy/funding source advocacy
- Publish more "thought leader" type articles or white papers on the blog/website based on learning from FSCS coordinator PDSA cycles/action research
- Structured trainings for our staff (and accessible to other organizations), especially around DEI
- Tackle the complexity of schools' broad avoidance of liability vs. what is best for an individual student. (Continue to) have difficult, diplomatic conversations with the district around this and advocate for students
- Transparency in how funding and school/nonprofit structures work. Having resources for families to understand these structures and how they can best impact them
- Universal online program registration portal/process
- When a process or structure is a barrier for families getting what they need, being an active accomplice in changing that barrier to the full extent we can. Conveying to families experiencing this that they're valid
- Work on embedding organizational values via training and evaluation for staff
- Work to embed restorative practices into the way we operate and hold space to bring two groups together

Family members, students, school staff via online survey

The survey asked the same question, and the results were linked to school relationship and role.

- Myers-Wilkins School staff or administrator: Less pontificating and more tangible service.
- Lincoln Park School staff or administrator:
 - Data / use tracking for after school club attendance, possibly including arrival times to help address student attendance and after school 'wandering'.
 - Data / use tracking for the food pantry, tying it to intervention data for students so we can meet needs without facilitating avoidance.
 - not sure It seems to be working well, I guess just continue to stay apprised of any new resources that could be access and any new needs
 - Student voice - continue student voice in pantry/closet planning. Enlist student voice in club development and problem solving.

Results: Partners

Process and Questions

DCSC program and service partners were invited to share their ideas in response to the following questions via an online survey. There were 7 partners who responded to these narrative questions.

1. Which of the following sets of programs / services does your organization support?
2. In what ways do the programs or services you support advance your organization's strategic priorities or goals?
3. Thinking beyond specific programs and services, what should DCSC change or do differently to better advance student and family success?

Contributions

School	Program	Advance strategic goals, priorities	DCSC changes to advance student and family success
<ul style="list-style-type: none"> • Denfeld 	<ul style="list-style-type: none"> • After-school programs • Summer programs 	<ul style="list-style-type: none"> • Connecting with youth who are at risk of dropping out • Offering career exploration services • Helping students apply for jobs 	
<ul style="list-style-type: none"> • Myers-Wilkins • Lincoln Park • Denfeld 	<ul style="list-style-type: none"> • Food pantry or backpack, clothing closet • Medical / dental direct services or referrals 	<ul style="list-style-type: none"> • Providing services for those that are underserved • Health equity 	<ul style="list-style-type: none"> • Continue your efforts with meaningful and authentic engagement of students and families • Continue to listen and respond to student and family needs (obviously part of authentic engagement) • Expand on engaging students and families as leaders
<ul style="list-style-type: none"> • Myers-Wilkins • Lincoln Park • Denfeld • Our youth attend schools throughout the community 	<ul style="list-style-type: none"> • One to one connections. 	<ul style="list-style-type: none"> • Support all identities within the community • Help youth grow to their best potential • Give youth a voice 	
<ul style="list-style-type: none"> • Lincoln Park • Denfeld 	<ul style="list-style-type: none"> • After-school programs • Summer programs 	<ul style="list-style-type: none"> • Working with underserved youth • supporting STEM 	<ul style="list-style-type: none"> • Help connect families with outside programming • Help partners better understand family and community needs
<ul style="list-style-type: none"> • DYAC and DASH 	<ul style="list-style-type: none"> • After-school programs 	<ul style="list-style-type: none"> • Connection with community youth • Academic support 	<ul style="list-style-type: none"> Help connect families with outside programming

School	Program	Advance strategic goals, priorities	DCSC changes to advance student and family success
<ul style="list-style-type: none"> • Denfeld 	<ul style="list-style-type: none"> • After-school programs 	<ul style="list-style-type: none"> • referrals to YES Duluth • relationship building • access to youth 	