

Summit School District #104

Full Service Community Schools Program: Unidos

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ABSOLUTE PRIORITY

(a) How the Project Addresses the Absolute Priority:

Introduction: Summit School District #104 (south of Chicago)--in collaboration with Opportunities for All (OfA), Learning Dimensions, the LeaderShop, the Warehouse Project, Argo Community High School, Families and Schools Together, Pillars Community Health, Lyons Township Mental Health Commission, and Medina-Ramos Global Education Group--proposes a five-year *Full-Service Community Schools (FSCS) Program*, entitled as *Unidos* (a Spanish word that signifies something done together, a bond), for three schools; namely, Graves Elementary School (Grades Pre-K-4), Wharton Elementary School (Grade 5), and Heritage Middle School (Grades 6-8).

As the eligible LEA entity, Summit School District will meet the absolute priority by serving three full-service community schools, all of which meet Section 1114(b) in that the three following project schools have low-income percentages of Graves (88%), Wharton (82%), and Heritage (86%). See Table 1 below for the source of these statistics from the Illinois State Board of Education 2017-18 statistics. The full-service strategies used in this project are district and community-wide in their scope and involve 9 community agencies in the Unidos project, thereby transforming these three schools into vibrant hubs of community engagement in teaching and learning. Through Unidos, multiple community resources from the above partners will be uniquely combined and integrated so that a culture can be created for community schools to become systemic vehicles for the cross-fertilization of ideas and catalysts for classroom and community change among teachers, students, and families as well as their partners.

Accordingly, collaboration and sharing will be integrated into all professional development activities so that a culture supporting joint work can be fostered.

Summit School District will marshal the resources of the above 9 community agencies as a consortium to address the five pipeline FSCS services. Based on up-to-date research and effective practice, this Unidos FSCS program will focus on three existing pipeline services at the

three public schools: (1) high quality in-school and out-of-school programs and strategies; (2) family and community engagement, and supports; and (3) high quality early childhood education programs. In addition, Unidos will provide two additional pipeline services; namely, (1) social, health, nutrition, and mental health services and supports, and (2) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.

COMPETITIVE PRIORITIES AND APPLICATION REQUIREMENTS

1. Priority 1— Rural Districts-Small and Rural or Rural and Low-Income. (0 or 2 points)

2. Competitive Preference Priority 2-- Broadly Representative Consortium. (0 or 1 point)

Nine community partners will constitute a broadly representative consortium in that these partners provide services for all of the five pipeline service areas. These community partners, are broadly representative in that they all contribute in a variety of ways to the accomplishment of the project's six objectives and its five core program services. This broadly-based consortium of partners includes: (1) *Opportunities for All*, (2) *Learning Dimensions*, (3) *Medina-Ramos Global Education Group*, (4) *the LeaderShop*, (5) *the Warehouse Project*, (6) *Argo Community High School*, (7) *Families and Schools Together*, (8) *Pillars Community Health and* (9) *Lyons Township Mental Health Commission*. Section B2 and C1 (Tables 3 and 4) provide a detailed description of all of the broadly representative services for these community partners.

3. Competitive Preference Priority 3— History of Effectiveness. (0 or 1 point)

A History of Effectively Impacting Students' Cognitive Academic Development, and Students' Non-Academic Social and Emotional Development: Summit School District and their community partners has established a history of effectiveness in implementing a full-service

community project, which included school and out-of-school-time services, early childhood programming, family services, and health, nutrition, fitness, and social-emotional community agency interventions. This full-service school project also addressed teacher professional development on integrating the arts into authentic teaching and learning to improve student academic achievement in reading and mathematics. The Unidos project is modeled after this Summit community school initiative undertaken in Summit School District south of Chicago.

A Community Schools Program with a History of Impact on Student Academic Cognitive

Development: The tables below demonstrate how a pre and post quasi-experimental design in Summit School District was able to have a statistically significant impact on student achievement in reading and mathematics. The project undertook steps to identify comparison schools in support of the project’s quasi-experimental design, comparing equivalent Summit School District treatment and Maywood comparison student scores, which in this case was Maywood/Melrose district that has a very similar ethnic population (mostly Latino) and with a history of similar standardized achievement score levels in reading and mathematics. A statistical analysis of these pre-post quasi-experimental results from the Summit and comparison schools were used to determine the extent to which the Summit community schools project had an impact on student achievement in the Summit School District, using the NWEA MAP assessment of standardized student achievement in reading and mathematics. The first set of tables below demonstrates that the Summit students at all reading and mathematics grade levels had statistically significant increases (with $\alpha=.001$) in their mean achievement the scores from the fall to the spring. Moreover, those Summit scores revealed substantial mean increases for all grade levels, with some pre and post mean gains as high as 17 points. Finally, the last tables in this sub-section showed that Maywood Melrose also had mean improvements in their reading and mathematics scores. However, when Summit project scores are compared to the Maywood Melrose increases, Summit had higher mean scores in mathematics at all grade levels than did Maywood. Summit also had higher mean scores for reading at four grade levels; namely, 3, 4, 5, and 7, whereas Maywood only had slightly higher increases at three grade levels. Overall, Summit had

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increases in reading and mathematics at 8 grade levels versus 3 for Maywood. This contrast in scores provides evidence that the Summit full-service community schools project was largely responsible for the mean impact for grade level increases, given that the only major difference between the two districts was that Summit had a full-service community schools program and Maywood Melrose did not have such a program.

Math - Summit Participants					
		Achievement Norm Means			
Grade	n	Fall	Spring	t test	Mean Increase
2	22	173.32	190.41	t(21) = -7.67, p = .001	17.09
3	23	183.39	200.00	t(22) = -9.49, p = .001	16.61
4	65	197.77	209.57	t(64) = -10.18, p = .001	11.80
5	23	199.70	216.96	t(22) = -8.76, p = .001	17.26

Reading - Summit Participants					
		Achievement Norm Means			
Grade	n	Fall	Spring	t test	Mean Increase
2	22	168.64	183.77	t(21) = -9.09, p = .001	15.14
3	23	176.70	188.17	t(22) = -7.02, p = .001	11.48
4	65	194.66	204.71	t(64) = -10.85, p = .001	10.05
5	23	196.30	206.30	t(22) = -4.37, p = .001	10.00
6	68	209.31	215.25	t(67) = -6.29, p = .001	5.94
7	71	214.73	219.55	t(70) = -6.71, p = .001	4.82
8	66	216.06	218.76	t(65) = -3.43, p = .001	2.70

Comparison District Mathematics and Reading Mean Scores – Maywood Melrose

Mathematics - Maywood Melrose			
	RIT Norm Means		
Grade	Fall	Spring	Mean Increase
2	167.40	183.10	15.70
3	181.10	193.00	11.90
4	193.10	204.50	11.40
5	202.20	212.10	9.90

Reading - Maywood Melrose			
	RIT Norm Means		
Grade	Fall	Spring	Mean Increase
2	165.10	181.00	15.90
3	179.90	190.60	10.70
4	190.70	199.50	8.80
5	198.80	206.60	7.80
6	203.00	209.40	6.40
7	208.90	213.30	4.40
8	213.80	217.40	3.60

Summit vs. Comparison School Means for Mathematics and Reading Scores

	Mathematics	
Grade	Summit Mean Increase	Maywood Melrose Mean Increase

2	17.09	15.70
3	16.61	11.90
4	11.80	11.40
5	17.26	9.90

	Reading	
Grade	Summit Mean Increase	Maywood/ Melrose Mean Increase
2	15.14	15.90
3	11.48	10.70
4	10.05	8.80
5	10.00	7.80
6	5.94	6.40
7	4.82	4.40
8	2.70	3.60

Opportunities for All (OfA) and Summit School District Community Partners, History of Effectiveness on Student Participants' Non-Academic Social and Emotional Behavioral Improvement: Elementary Comparison of Pre-Post Student Positive Social and Emotional Behaviors and Mean Increases for Each Set of Items: To assess the impact of the Summit School District's history of community schools on student non-academic behavior and establish its history of effectiveness, paired t-tests for the 2017-2018 school year were run for Summit elementary school students outcomes using a social and emotional survey, which was administered as part of a federally-funded Carol White Fitness and Nutrition grant. The results of that survey showed that on nine major non-academic social and emotional variables, had statistically significant pre and post gains (see table below) based on student participation in this after-school community schools project, on a range of variables assessing how students coped

with their emotions and social group interactions.

Pre and Post Assessments of Elementary School Students' Social and Emotional Growth

Student Social and Emotional Development (n = 58)	Means		
	Pre	Post	Change
1. I know what makes me feel happy, sad, or angry	4.24	4.41	0.17
2. I understand how my family, school, and others in the community help me with school	4.16	4.22	0.06
3. I can explain what I need to do to reach a goal	4.03	4.30	0.27
4. I try to understand other people's feelings	4.07	4.12	0.05
5. I work well in groups with people who are different from me	3.82	3.82	0.00
6. I know different ways to make and keep friends	3.98	4.58	0.60
7. I figure out different ways to work well in groups	3.95	3.96	0.01
8. I understand that I am responsible for my own actions	4.26	4.51	0.25
9. I figure out different ways to solve personal problems	3.91	3.96	0.05
The average increase from pre to post on this scale was statistically significant, $t(57) = -2.87, p = .00$.	4.04	4.21	0.17

4. Competitive Preference Priority 4— Evidence-Based Activities, Strategies, or Interventions. (0 or 5 points)

Introduction: Studies Approved by What Works Clearinghouse and Other Promising

Evidence-Based Research and Evaluation Studies As defined by the RFP. Unidos provides evidence-based activities, strategies, and interventions that will include the project’s key components included in its objectives and their associated activities, all informed by research and evaluation findings that are likely to improve its relevant outcomes. For each of the objectives cited below demonstrate that the Unidos model employs evaluation results, which have been approved as interventions by What Works Clearinghouse (WWC). Each of the cited WWC

studies (with links to the research) indicates whether the design was experimental or quasi-experimental and that it met WWC standards with no reservations or with some reservations. Additional studies of promising evidenced-based practices, although not officially approved by WWC, are included because they do meet standards of being either experimental or quasi-experimental designs, thus meeting the “promising evidence” threshold as defined in the RFP. Accordingly, Unidos’ programming throughout will be supported by moderate to strong research evidence that demonstrates clear theoretical linkages between its inputs, intermediate outcomes, and final outcomes, and is aligned with the project’s six objectives (See Section A.1 for a complete statement of the project's objectives). Unidos’ rationale for promising evidence-based practices has been aligned with the ESSA’s (Every Student Succeeds Act) Tiers of Evidence I-III, as described in detail under 34 CFR 771(c), which demonstrate statistically significant effects on improving student outcomes or other relevant outcomes, ranging from strong evidence to promising evidence. The evidence provided below is consistent with ESSA Tiers 1, II, and III, which are defined by statistically significant effects based on strong (experimental study), moderate (quasi-experimental study), and promising (correlational study with controls) evidence, respectively. In this manner, in adherence with these standards, Unidos has employed evidence-based interventions into its design and its project components that will improve relevant outcomes.

1. Evidence-Based Practices to Support A Systemic Culture of Collaboration, Including WWC Approved Research for the Objective 1 project component relevant to its outcomes:

The Unidos’ plan to develop a system of collaboration among administrators, teachers, families, and community partners is informed by a WWC approved study, *The Urban Advantage: The Impact of Informal Science Collaborations on Student Achievement*, conducted by New York City's Urban Advantage (UA) program (Weinstein, M.G & Shiferaw, M., 2017), a collaboration between the New York City Department of Education and 8 informal science education institutions intended to improved science education in middle schools. That study investigated whether the UA system of collaboration led to increases in students' science achievement in New

York City public schools. Using a quasi-experimental design, with unique teacher-student linkage data from the school years 2012-2013 to 2015-16, the study found that having a UA collaborative teacher increases student performance on New York State's standardized eighth grade science exam by 0.07 standard deviations (an increase from the 62nd to the 64th percentile). Moreover, the study found evidence that students also benefitted from being taught by a teacher who was collaborating in the UA program. An informal partnership between schools and external institutions became common, and it was concluded that evaluations such as those in this study can be used to guide collaborative changes in program implementation and education policy. This study, approved by WWC, employed a **quasi-experimental design and was accepted by WWC with reservations as moderate evidence with a potentially positive effect, which had a statistically significant and positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in August 2018:

<https://ies.ed.gov/ncee/wwc/Study/86087>.

Additional Promising Research: Drawing upon additional evidence-based recent research, consistent with the FSCS RFP standards for promising research, on how schools can improve student achievement, the Unidos model, also has been informed by the quasi-experimental study of Bryk et.al. (2010) for integrating the arts into core curricula, has been designed so that it views the school as an organizational system composed of five essential supports; namely, effective school leadership, the development of teacher professional capacity, strong communities, a climate for authentic student learning, and standards-based curricula. Bryk et al's seminal research, which has informed the theory of action behind the project's logic model, is a groundbreaking seven-year research study that identified key predictors for accelerated student learning and public-school success. Under Bryk's research, 100 elementary schools in Chicago that had substantially improved in terms of student achievement in reading and mathematics and 100 that had not. Their statistically significant findings (with effect sizes of at least .25SD) provide valuable evidence on what factors are critical for schools to accelerate learning. Bryk *et al's* findings, as well as those described for the professional development below persuasively make

the case that for schools to have the most effective impact on student learning all of the above essential supports need be included in a collaborative system, which is true for Unidos' project model and its rationale.

2. Evidence-Based Strategies to Support High-Quality Early Childhood Education

Programs, Including WWC Approved Research for the Objective 2 project component

relevant to its outcomes: The Unidos model implements high-quality, evidence-based early childhood education activities, strategies, and interventions, particularly those that help parents to become involved in preparing their children for success in school, including their non-cognitive behavioral development. The WWC approved study entitled *Reducing Behavior Problems in the Elementary School Classroom* (2008) recommends that early childhood projects function best when they draw on relationships with professional colleagues and students' families for continued guidance and support in addressing student socio-emotional behavior. Social relationships and collaborative opportunities can play a critical role in *supporting teachers in managing disruptive behavior in their classrooms*. **This WWC approved research** report recommends that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support for cognitive growth and how it interacts with non-cognitive dimensions of a child's development in the early childhood years. The panel rated the level of evidence supporting this recommendation as moderate. Two randomized controlled trials [Ialongo et al. (1999); Webster-Stratton et al. (2004)] evaluated interventions specifically aimed at establishing positive teacher-parent relationships, with one study demonstrating decreases in problem behaviors. **This experimental study meets WWC standards without reservations as strong evidence with a positive effect, which had a statistically significant and positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in September 2008:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf

Additional Promising Research: The Unidos model also draws upon additional promising research that meets the above standards for promising research, and thereby implements high-quality, evidence-based early childhood education programs, particularly those that help parents effectively assist their children with learning. For example, additional current research (Bierman et al., 2015) shows that support provided to children in the pre-K classroom involving the use of curricular strategies to aid in the acquisition of pro-social skills, emotional understanding, self-regulation, and social problem-solving skills helps children both in later academic achievement, and in the development of social-emotional skills. The Unidos model uses strategies such as games to promote phonological sensitivity and letter acquisition to increase achievement in language and literacy. More importantly, this quasi-experimental research using comparison groups shows that parental engagement in behaviors such as interactive reading, rich language use, and positive interpersonal support are positively correlated with positive child cognitive and socio-emotional development (Bierman, 2015; Bierman & Mathis, 2014; Reese et al., 2010).

3. Evidence-Based Strategies to Support High-Quality School and Out-Of-School-Time Programs and Strategies, Including WWC Approved Research for the Objective 3 project component relevant to its outcomes: Professional development activities focused on inquiry-based and constructivist learning are central to achieving this objective, both during school time and during out-of-school-time. In this regard, ***WWC approved findings*** from a quasi-experimental study, *Impact of Achievement of a Five-year Intensive Professional Development Program in Elementary Science (2017)*. examining the relationship between professional development and the reformers' vision of teaching practice indicate that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture (Nedley, 2016). **This quasi-experimental study meets WWC standards with reservations as moderate evidence with a potentially positive effect, which had a statistically significant positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in September 2017:

<https://ies.ed.gov/ncee/wwc/Study/84079>.

Moreover, the culture arts of the Americas integration treatment model like Unidos, enabling students to use digital tools in critical thinking to construct knowledge within the context of a relevant, authentic, and meaningful arts curriculum, can have an impact on student academic achievement. Supporting this perspective is a WWC approved randomized field trial of a summer enrichment program in literacy and the fine arts, Borman, G., Goetz, W., & Dowling, M. (2008) found that treatment effects were of both practical and statistical significance on the Developmental Reading Assessment (DRA) and the Word List A assessments. **This experimental study meets WWC standards without reservations as strong evidence with a positive effect, which had a statistically significant effect on the relevant outcomes.**

WWC Report Reviewed and Approved in July 2009: <https://ies.ed.gov/ncee/wwc/Study/74071>

Additional Promising Research: Other promising studies meeting the RFP standards for interventions include a meta-analysis of arts integration interventions, Ludwig, Boyle, & Lindsay (2017) reviewed 27 well-designed studies (i.e. capable of producing strong to promising evidence) and found average effect sizes ranging from -.90 to +.86 on student outcomes, with 8 of the studies having effect sizes greater than .25. These outcomes included academic achievement in English language arts, mathematics, science, social studies, general achievement, achievement in arts, attitudes towards the arts and school, critical thinking, and socio-emotional learning. Based on the average effect size, the authors concluded that one can expect an average child participating in an arts integration intervention to gain four percentile points in achievement. Their findings also suggest that these effects may be magnified for students from racial/ethnic minority groups, low-income families, and urban settings, all targeted by Unidos. The theory and research of *Different Ways of Knowing*, an arts program in Kentucky and a model also used in the Unidos design, employs treatment and comparison groups as part of a quasi-experimental design, which showed statistically significant improvement in reading scores on standardized tests at the .05 level, with an effect size of up to 0.28SD for 7th-8th grade students

when contrasted with comparison schools (Munoz, Ross, & McDonald, 2007). Drawing upon these rigorous studies, Unidos' model of arts integration in both school and out-of-school-time learning strategies and instruction is well-suited to yield positive and significant student achievement outcomes.

Unidos' PD practices and strategies are supported by moderate to strong evidence. The project's theory of action reasons that centralized and school-based PD within a professional learning community (of fifty Pre-K through 8th grade teachers in Summit schools) will develop knowledge and attitudes supportive of standards-based arts instruction in dance, music, theater, visual arts and media arts as well as arts integration with reading and mathematics, and the use of digital tools. Yoon's et al.'s 2007 meta-research provides strong evidence, based on experimental and quasi-experimental research, of support for this logic model, which analyzed over 1,300 studies on the impact of PD on student learning. Nine studies emerged that met promising evidence standards with an average overall effect size of .54. The authors concluded that sustained and intensive PD was related to student achievement gains. Meeting the ESSA promising evidence standard of Tier III, additional research demonstrates that sustained and intensive PD in the arts can result in teachers having a major impact on student achievement. In an experimental treatment/control group design study of 1,140 students across 14 schools, Walker, McFadden, Tobone, & Finkelstein (2011) found that the integration of arts into curricula via teaching artists and sustained PD was positively linked with academic performance and more positive attitudes towards the arts. Specifically, this randomized controlled study linked improvements in language arts performance, pro-social and precognitive development, and beliefs about the arts with the integration of the arts into social studies and language arts, in contrast to direct instruction. In another recent quasi-experimental study by Palmer-Wolf, Holochwost, Bar-Zemer, Dargan, & Selhorst (2014), student participants in Nations in Neighborhoods (a program of traditional arts instruction that integrates PD, resident artists, and arts-drive curriculum) demonstrated significantly higher literacy development among mostly

low-income English language learners. Both of these studies examined the effects of this intentional arts-drive PD on students in same grade levels targeted by SPARK.

In a randomized field trial of a summer enrichment program in literacy and the fine arts, Borman, G., Goetz, W., & Dowling, M. (2008) found that treatment effects were of both practical and statistical significance on the Developmental Reading Assessment (DRA) and the Word List A assessments.

4. Evidence-Based Strategies as Supports for Children’s Transition from Elementary School to Middle-School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce, Including WWC Approved Research

for the Objective 4 project component relevant to its outcomes: This fourth objective focused on supporting children's transitions from elementary school through the work-force is supported by an approved WWC study and additional promising research listed below.

Specifically, in the transition from high school to postsecondary education, in a randomized controlled trial study, Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015) found promising evidence from a program supporting high school students’ transition to postsecondary education. *This approved experimental WWC study, entitled, *Smoothing the Transition to Postsecondary Education: The Impact of the Early College Model*, meets WWC standards without reservations.* This study presents results from a longitudinal experimental study comparing outcomes for students accepted to an early college through a lottery process with outcomes for students who were not accepted through the lottery and enrolled in high school elsewhere. Results show that treatment students, which received post-secondary readiness programming while in high school attained significantly more college credits while in high school, and graduated from high school, enrolled in postsecondary education, and received postsecondary credentials at higher rates. **This experimental study meets WWC standards without reservations as strong evidence with a positive effect, which had a statistically significant positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in September 2017:

<https://ies.ed.gov/ncee/wwc/Study/82192>.

Additional Promising Research: Unidos’ pipeline support system is aligned with the above WWC study and is also based on developmental research into the ways in which the transitions to elementary school, from elementary-school to middle-school, from middle-school to high-school, and from high-school to post-secondary education and into the workforce can be made more successful through the use of bridge programs. First, Unidos’ model uses evidence-based strategies in the realm of early-childhood support, described in more detail under Objective 2 above, which support children’s transition to elementary school. According to Bierman, et al.’s 2015 study, which was well-designed and used an experimental method with a randomized controlled trial, meaning that it exceeds the RFP guidelines for promising evidence, children in families receiving home visits to increase parent engagement in addition to early-childhood programs performed better on emergent literacy tests ($d = .25, p < .05$), and were better at self-directed learning ($d = .28, p < .05$). Both of these outcomes serve as markers for student preparedness for elementary school.

Second, Unidos’ pipeline services for supporting children’s transition from elementary to middle-school and from middle-school to high-school are also supported by current research. In addition to the curricular enhancements, discussed above under Objective 3, which will help children manage the aforementioned transitions, Unidos also addresses the social-emotional and non-cognitive learning needs of students. To this end, Unidos provides a more holistic system of supports which include strategies such as cooperative learning and motivational interviewing. A number of quasi-experimental studies have shown that cooperative learning, which is used in this project to improve students’ collaboration and mutual respect, contributes to students’ ability to work together in cohesive groups to achieve shared learning objectives (Slavin, 2011; Johnson & Johnson, 2008; Van Dat Tran, 2014). Additionally, a review by Macgowan and Engle (2010) reports that Motivational Interviewing (MI) has met the American Psychological Association’s criteria for promising treatments of adolescent personal development. Other research (Naar-

King & Suarez, 2011) concluded in their study that motivational interviewing led to high levels of decision-making skills in students. Finally, Barnett and her colleagues in a review published by the National Center for Biotechnology found that there was substantial quasi-experimental evidence supporting the use of motivational interviewing in enhancing non-cognitive skills (Barnett, et al., 2012).

5. Evidence-Based Strategies to Support Family and Community Engagement and Supports, Including WWC Approved Research for the Objective 5 project component relevant to its outcomes:

The continuation and expansion of the family learning environment outside of the classroom to support home learning in coordination with school instruction is a key part of the Unidos model and is supported by the following evidence-based WWC approved study. In randomized controlled trial review, which has been reviewed and approved by WWC, Neville, H. J., Stevens, C., Pakulak, E., Bell, T. A., Fanning, J., Klein, S., & Isbell, E. (2013) found in *an approved WWC study*, entitled, *Family-based training program improves brain function, cognition, and behavior in lower socioeconomic status student*, that a family-based training program targeting child attention using a model involving children and their parents, was highly effective in changing children’s neuro-cognitive function as well as their parents’ care-giving behaviors in the relatively short timeframe. The evidence presented suggests that programs that target multiple pathways, including parents and the home environment, have the potential to narrow the large and growing gap in school readiness and academic achievement between higher and lower SES children. **This experimental study meets WWC standards without reservations as strong evidence with a positive effect, which had a statistically significant positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in March 2013:

<https://ies.ed.gov/ncee/wwc/Study/80698>; <https://www.pnas.org/content/110/29/12138>.

Additional Promising Research: Recent research has also shown that the involvement of parents in particular is critical in ensuring the success of students. Specifically, the Unidos model seeks to develop and implement parent engagement strategies which will change the

educational culture within the family. Quasi-experimental research (Leithwood & Patrician, 2015) has demonstrated that students who are struggling academically, are less engaged in school, or come from disadvantaged backgrounds can attain statistically significant gains in these areas compared to a control group after parents have received tools to help them become more engaged in their children's education.

Unidos' strategies will be aligned with evidence-based practices that demonstrates that students have also shown significant increases on four different measures in early reading, with a medium to large effect size according to a recent study using a quasi-experimental one-group pretest/posttest design (Mitchell & Begeny, 2014). This study engages parents with children who are struggling with reading by providing parent workshops on helping children with reading, followed by one on one parent-child reading sessions in the home. Afterwards, children who had received this treatment were assessed using several literacy assessment instruments, including the DORF (Dynamic Indicators of Basic Early Literacy Skills Next Oral Reading Fluency), and GORT (Gray Oral Reading Test) both Fluency and Comprehension. On the DORF, the effect size of the achievement was 2.09 ($p < .001$), while on the GORT Fluency and Comprehension tests, the achievement effect sizes were 1.3 and .9 ($p , .01$) respectively.

6. Evidence-Based Strategies to Support Social, Health, Nutrition, and Mental Health Services and Supports, Including WWC Approved Research for the Objective 6 project component relevant to its outcomes:

As was the case for Unidos' third objective describing how Unidos is employing sustained and intensive professional development (PD) in its interventions, the 6th objective also is aligned with this same research on PD. Findings from *a WWC approved quasi-experimental study* examining the relationship between professional development and the reformers' vision of teaching practice indicate that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture (Nedley,2016). **This quasi-experimental study meets WWC standards with reservations as moderate evidence with a**

potentially positive effect, which had a statistically significant positive effect on the relevant outcomes.

WWC Report Reviewed and Approved in January 2017:

<https://ies.ed.gov/ncee/wwc/Study/84079>.

Moreover, in another evaluation of a program providing childhood mental health consultation, employed in the design of Unidos and *a study approved by WWC* without reservations, children who received services focused on their social, emotional development, health, and nutrition, as is the case with the Unidos project, had significantly lower ratings of hyperactivity, restlessness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group even after controlling for gender and pretest scores (Gilliam, W., Maupin, A., & Reyes, C., 2016) WWC Report Reviewed and Approved in February 2018: <https://ies.ed.gov/ncee/wwc/Study/84106>.

Moreover, Davis, C. L., Tomporowski, P. D., McDowell, J. E., Austin, B. P., Miller, P. H., Yanasak, N. E., Allison, J. D., & Naglieri, J. A. (2011) in *an approved WWC study*, entitled *Exercise Improves Executive Function and Achievement and Alters Brain Activation in Overweight Children*, found that an exercise program at home, which will be employed under Unidos for teachers and students had a specific improvement on executive function and mathematics achievement. Preliminary evidence of increased bilateral prefrontal cortex activity and reduced bilateral posterior parietal cortex activity attributable to exercise was also observed. Besides its importance for reducing health risks, after-school physical activity may prove to be a simple, important method of enhancing aspects of children's mental functioning that are central to cognitive development. **This experimental study meets WWC standards without reservations as strong evidence with a positive effect, which had a statistically significant positive effect on the relevant outcomes.**

WWC Report Reviewed and Approved in January 2011:

<https://www.ncbi.nlm.nih.gov/pubmed/21299297>.

Application Requirements: The following requirements are from section 4625(a) of the ESEA.

Unidos Full-Service Community Schools Program—Summit School District #104

In order to receive funding, an applicant must include the following in its application:

(a) A description of the eligible entity. The eligible entity, Summit School District #104, is an LEA that provides programs to improve instruction in schools and assists parents in becoming engaged with the learning of their children and improving children's social, physical, nutritional and social and emotional well-being. Summit School District #104 LEA serves 1,250 students in two elementary and one middle school. Over 85% of the students at these three schools are from low-income backgrounds.

(b) A memorandum of understanding among all partner entities in the eligible entity that will assist the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume. **This MOU is provided in the appendix for this application.**

(c) A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full- service community schools: Summit School District #104 has the full capacity to develop, coordinate and provide pipeline services as defined by full service community schools as evidenced by its 30 plus year history implementing major state and federal grants in collaboration with a variety of community partners. Summit School District has administered multi-million dollar local, state grants, and federal grants.

(d) A comprehensive plan that includes descriptions of the following:

(i) The student, family, and school community to be served, including demographic information. This demographic information is provided in detail in Section A2.

(ii) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. The project's needs assessment addressing the aforementioned needs is provided in detail in Section A2.

(iii) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are— The project's objectives and outcomes for the items below are addressed in Section A1.

Unidos Full-Service Community Schools Program—Summit School District #104

(A) Prepared for kindergarten;

(B) Achieving academically; and (C) Safe, healthy, and supported by engaged parents.

(iv) Pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of—

(A) Why such services have been selected; These services have been selected and targeted based on the needs described in Section A2.

(B) How such services will improve student academic achievement; and

(C) How such services will address the annual measurable performance objectives and outcomes described above. Points B and C above are addressed in detail in Section B1

(v) Plans to ensure that each full- service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

As the budget narrative states positions for three full time site coordinators have been established to ensure the successful implementation of the Unidos project. Applicable funding sources include the in-kind contributions listed on the budget narrative in the amount of approximately \$230,000 per project year. Project partner Learning Dimensions will provide two hours per month of PD for key personnel and relevant partner liaisons.

The plans for joint utilization and management of school facilities.

School District as the LEA for Unidos and 9 community partners will contribute extensive facilities, equipment, and supplies to the project as described in detail below:

Facilities, Equipment and Supplies: Since most of the program activities will occur at the three project school sites, the project schools also have agreed to support the project with appropriate

Unidos Full-Service Community Schools Program—Summit School District #104

facilities and equipment during after-school hours and on Saturdays if necessary; including: multipurpose rooms for meetings, workshops and after-school classes; meeting rooms for staff meetings and professional development; libraries; storage space; computer labs with 30 computers per lab; auditoriums or large performance/activity spaces akin to an auditorium; gymnasiums; courtyards for assemblies; access to smart-boards, projectors, and screens; access to lunchroom areas, sharing of basic supplies, copiers, computer networks, and parent communication media. In addition, counselors, teachers, and school administrators at each school will assist with: needs assessments, the identification of students with special needs, and assistance with implementing tutoring activities. Summit will provide access to its main office meeting and computer room, and to its school-based offices at each partner school site; as well as storage space; printers, photocopiers, file cabinets, desks and office supplies; and the sharing of office and computer supplies; and computers. Moreover, Summit project schools 100% accessible for physically handicapped students and close to all modes of public transportation. Finally, school-based staff also will have appropriate work areas, meeting space, and storage at the schools.

(vi) Plans for annual evaluation based upon attainment of the performance objectives and outcomes described above. Plans for an annual evaluation are provided in Section E.

(vii) Plans for sustaining the programs and services described in the application after the grant period. Plans for sustaining the programs and services are described under Section B.1 (vi), impact aligned with the project's first objective.

(e) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a school-wide program under section 1114(b) of the ESEA. As the eligible entity, Summit School District #104 will meet the requirement schools eligible for a school-wide program by serving three full-service community schools, all of which meet Section 1114(b) in

that the three following project schools have low-income percentages exceeding the minimum of 40%; namely, Graves (88%), Wharton(82%) and Heritage(86%).

SECTION A: QUALITY OF THE PROJECT DESIGN

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The objectives below are clearly specified and measurable in that they meet the SMART standards of being specific, measurable, achievable, relevant, and time-related. In the evaluation section the methodologies and assessments for measuring the specific outcomes and objectives within specific time periods are described in depth, using behavioral language, specific targets, and time frames.

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among Unidos' Project Partners.

By September 30, 2024, a system of collaboration and culture supporting the capacity of Summit's high-poverty elementary and middle-schools will be established to support the implementation and evaluation of full-service community schools program at the three project schools.

Outcomes for the first objective (See pages 139-141 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes):

(a) By September 30th of each project year, the Unidos Project Leadership Team (EPLT), the Management Team (MT), the Teacher Teams (TT), & the Parent Leader/Mentor (PLM) will have been established and meeting at least monthly.

(b) By December 15, 2019, Unidos' pre/post evaluation instruments will have been designed,

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reviewed, and assessed for their reliability and validity with consistency coefficients of at least .80.

(c) By September 30th of each project year, collaborative community learning community partners will have quantitatively rated the partnerships as functioning effectively.

(d) By September 30th of each project year, planning for the institutionalization of Unidos' full-service community schools services project will have been undertaken plans to raise at least \$400,000 in reallocated, foundation, and governmental agency funding over the course of the 5 years of the grant.

SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs.

By September 30, 2024, 1,000 students will be adequately prepared for entrance into kindergarten at Unidos' Graves Elementary School and satisfactorily complete the academic requirements of kindergarten.

Outcomes for the second objective (See pages 141-143 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes):

(a) By December 15, 2019, Summit's current early childhood program will have been assessed and rated, including its birth to five year-old programming, Pre-Kindergarten screening, parent workshops, and home visits.

(b) By September 30th of each project year, Unidos' 10 early childhood educators and 10 parent leader/mentors will have participated in 30 hours of intensive and sustained professional development (PD) focused on delivering the early childhood education programs, and implementation of the early childhood activities.

(c) By September 30th of each project year, 10 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.

(d) 150 parents will have participated in monthly two-hour workshops on early childhood education in the home, and have increased their ability, at a statistically significant level, to provide early childhood education in the home.

(e) Early childhood visits will have increased the ability of parents, at a statistically significant level, to provide effective early childhood education in the home.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.

By September 30, 2024, at the community two elementary schools, Grave and Wharton and the Heritage Middle School in the project, there will have been an increase in the academic performance of students who have participated in the project’s after-school programming, such that those students will be performing at grade level in reading and mathematics, at a rate of achievement greater than in comparison schools.

Outcomes for the third objective(See pages 143-146 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes):

(a) By September 30th of each project year, Unidos’ teachers at the three project schools will have acquired authentic teaching and learning skills using the arts to increase those skills, at a statistically significant level, in their teaching to increase student achievement in reading and mathematics.

(b) By June 30th of each project year, students at Unidos’ three project schools will have increased their academic achievement in reading and mathematics, at a statistically significant level.

(c) By September 30th of each project year, Unidos’ after-school instructors at the three project schools will have acquired authentic teaching and learning skills using the arts to increase those

skills in their teaching to increase student achievement in reading and mathematics, at a statistically significant level.

(d) By June 30th of each project year, students at Unidos' three project in and out-of-school-time programs will have increased their academic achievement in reading and mathematics , at a statistically significant level.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children's Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.

By September 30, 2024, students from the three project schools will successfully advance from second grade to third grade, from elementary school to middle school, and from high-school to post-secondary school and eventually into the workforce.

Outcomes for the fourth objective(See pages 146-147 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes).

(a) By September 30th of each project year, an early warning system and academic and supporting of students at risk, and tracking the percentage of students making progress through each level of education and into the workforce will have been implemented.

(b) By September 30th of each project year, transition pipeline services from Pre-K to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce will have been effectively implemented, and rated by students as having been highly successful.

FIFTH OBJECTIVE—Developing and Implementing Family and Community Engagement and Supports.

Outcomes for the fifth objective(See pages 147-149 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes):

(a) By September 30th of each project year, parents will have improved their ability, at a statistically significant level, to support the development of their children both at school and at home in the subjects of reading and mathematics.

(b) By September 30th of each project year, parents will have improved their ability, at a statistically significant level, to support the social-emotional, physical, and nutritional development of their children.

(c) By September 30th of each project year, there will have been an increase in the ability of project school parents, at a statistically significant level, to acquire competencies in ESL and GED attainment and computer skills to support the academic development of their children both at school and at home in the subjects of reading and mathematics.

SIXTH OBJECTIVE—Developing and Implementing Social, Health, Nutrition, and Mental Health Services and Supports.

By September 30, 2024, 2,500 students will have increased their social, health, nutrition, and mental health in alignment with Illinois state standards of social, health, nutrition, and mental health standards, at a rate of achievement greater than in comparison schools.

Outcomes for objective six(See pages 149-150 for a list of quantitative performance measures, indicators, and assessments for each of these outcomes):

(a) By September 30th of each project year, Unidos' teachers at the three project schools will have increased their ability, at a statistically significant level, to assist students in improving their socio-emotional skills, health, fitness, and nutrition, and mental health.

(b) By September 30th of each project year, students at Unidos' three project schools and in the our-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health.

(c) By September 30th of each project year, a referral system for mental health Services for Students at the three project schools will have been implemented and rated as highly successful by program students and families.

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. To identify the needs of the target population as well as other identified needs, a comprehensive needs assessment of the three project community schools and their partners was undertaken, based on 2018 Summit LEA statistics; student, parent, school administrator and teacher quantitative and qualitative surveys; interviews and focus groups with key participants; school and partner documents; and meetings with Summit's community school partners.

(a) Student and family, and communities to be served, including demographic information about student, family, and community needs:

Summit School District plans to serve 1,250 students in grades Pre-K - 8, and 1,000 parents each year of this project at Graves and Wharton Elementary Schools, and Heritage Middle School. Table 1 below provides demographic data on these three schools, which demonstrate a very pressing need for this Full-Service Community Schools grant. All three schools, which have over 89% of their students from either Latino or African-American backgrounds, have over 85% of their students from low-income backgrounds. The two elementary schools also have large percentages of students who are Limited English Proficient (from 15% to 81%), which exceeds the state average of 11%, and significant percentages of students who have academic disabilities, from 10% to 12%. Classroom size at the three schools also indicates a need for supplemental after-school classes because class sizes range from 24 to 27 students, which is well above the state average class size of 20. Finally, the elementary schools, Graves and Wharton, have from 63% to 82% of their students performing below state standards in reading. Heritage Middle School has 74% of its students performing below standards in reading. The elementary schools have from 78% to 87% of students performing below standards in math, while 83% of middle

school students are performing below state standards in math (Source: Illinois State Board of Education Report Cards, 2018).

TABLE 1: Descriptive School Statistics

(Source: Illinois State Board of Education Report Cards, 2018)

School Name	Graves Elementary School	Wharton Elementary School	Heritage Middle School
# of Students in Project Schools	518	186	557
# of Students to be Served	518	186	557
Grades to be Served	PK - 4 th	5 th	6 th -8 th
Racial/Ethnic Background of Students	92% Latino 2%=% African- American 3% White 1% Asian 1% 2 or more races 0% Native Hawaiian/Pacific Islander 0% American-	86% Latino 2% African American. 9% White 1% Asian 2% 2 or more races 0% Native Hawaiian/Pacific Islander 0% American-	82% Latino 4% African- American 9% White 2% Asian 3% 2 or more races 0% Native Hawaiian/Pacific Islander 0% American-

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	Indian	Indian	Indian
Low Income	88%	82%	86%
Limited English Proficient	81%	37%	15%
Attendance	97%	96%	96%
Mobility Rate	4%	7%	4%
Individual Education Plan	12%	12%	10%
Chronic Truancy Rate	2%	1%	2%

Table 2: PARCC Academic Performance by School

(Source: Illinois State Board of Education Report Cards, 2017)

Project Schools	% Below State Standards in Reading			% Below State Standards in Math		
Graves Elementary School	3 rd	4 th		3 rd	4 th	
	85	79		83	91	
Wharton Elementary School	5 th			5 th		
	63			78		
Heritage Middle School	6 th	7 th	8 th	6 th	7 th	8 th
	78	68	76	86	81	80

(b) Addressing the Needs of the Target Population for the Project’s Community School Sites and Other Identified Needs:

See Section B1 for more detailed descriptions of Unidos activities.

(i) A Lack of a Systemic Culture of Collaboration in The Summit Community: The Needs:

Although there currently are four community services providers focused on the arts, fitness, health, nutrition, and early childhood development, the existing partners largely work independent of one another, and as a result there is a lack of a continuum of coordinated supports, services, and opportunities. For example, interviews with partners revealed that there is little collaboration where partners can share implementation needs and discuss data that have been collected on community school effectiveness. Moreover, the partners do not meet regularly with one another to develop effective strategies for addressing student, family, and teacher needs. Current partners, in focus groups, also expressed the need to have opportunities to work together on teams to deliver services more effectively, and to add partners to be able to provide a more comprehensive system of supports for the community schools. **How the Needs Will Be**

Addressed: The Unidos project will address this need for collaboration in the community by forging partnerships between the schools, families, and community services providers in order to better be able to target services to those in the community who need them, as well as forming a continuum of coordinated supports for program services and student, teacher, and family opportunities, for growth and improvement from early childhood through the workplace. To accomplish this goal, 5 new community partners will be added to the current four partners. In addition, four teams will be established to foster a more comprehensive systemic culture of collaboration, including: a Leadership Team, A Management Team, a Teacher Team, and a Parent Leader/Mentor Team. In concert, these teams will: (1) develop data-driven decision-making processes; (2) fine-tune the evaluation plan, including providing input on the design of assessments and indicators, and ensuring that all instruments meet high standards for validity and reliability; (3) share data assessments based on evaluation outcomes; and (4) and mutually adjust and revise program strategies in order to develop a system of continuous program improvement for all project components. Finally, the Leadership Team will take steps to create a detailed plan

to reallocate funds and to raise additional grant monies to sustain the Unidos project after federal funding ends.

(ii) A Lack of High-Quality Early Childhood Education Programs: The Needs: A

documented review of early childhood programming, including focus groups, interviews, and surveys, have demonstrated that there are currently some early childhood education programs in the Summit community, offered through Graves Elementary School, but not at the other two community school sites. Parent interviews revealed a need for new skills in learning how to support the social and emotional development of their children and how to be less socially isolated. Parents have expressed a desire that more workshops with coaching and follow-up support be added, which are focused on how to develop effective learning environments in homes. Additionally, there are large numbers of families who have incomes below the federal poverty level who do not receive any community support services because current resources do not allow for it. Moreover, there are limited opportunities for parents take on leadership and mentoring roles in the services that they are receiving. There is also a need to have parent programming where early childhood educators and families can collaborate on how programming is offered in the Summit School District. Although there are currently home visits provided to families, it was also mentioned that the number of those visits needed to be expanded. Finally, parents also indicated that they are not confident that they have enough food for daily living.

How the Needs Will be Addressed: Unidos will address the needs, described above, for more high-quality and innovative early childhood education at the three project community schools in a number of ways. *Professional Development (PD) for early childhood educators and parent leader/mentors:* First, a collaborative team of early childhood educators and parent leader/mentors will provide a new form of leadership for the development of a culture focused on educator and parent partnerships through a minimum of 30 hours of professional development for the educator/parent teams. This PD will provide the educators and parent leader/mentors with a variety of new skills, including: (1) fostering for mother-child and father-child

attachments, (2) creating a social network among parents to reduce social isolation that is most common in recent immigrants and families below the poverty line, (3) helping parents learn to play with their children and modeling developmentally appropriate discipline practices such as school site place-based playgroups and culturally responsive expertise based on Moll's (2005) funds of knowledge. The PD will also be designed to teach early childhood educators and parent leader/mentors how to address children with the development of responsive cognitive and social and behavioral skills, and self-regulatory processes. ***Workshops and coaching for 150 parents provided by early childhood educators and parent leaders/mentors:*** The early childhood educators and the parent leaders/mentors will provide monthly two-hour workshops for 150 parents (50 per school) at the three project community schools where families, the early childhood educators, and parent leader/mentors who have transitioned from the Summit early childhood program, come together as partners, a community of learners, sharing ideas and receiving follow-up support and coaching. The workshops will also include services as deemed necessary through home visits and coaching to the 150 parents who have children in Unidos' pre-K and Birth-3 programs during each project year. Families will also acquire new skills, as described above, in fostering positive parent and child attachments, creating parent/family networks, and facilitating playgroups with children, including those focused on parenting skills.

These workshops will also consider how parents can develop other new parenting skills by fostering rich learning environments at home aligned with Illinois early childhood standards, using a variety of learning supports such as using labels and signs in the home environment, using digital photos, creating reading areas, creating rhyming schemes, responding to questions about reading materials and using scribble to approximate written language, and drawing upon children's prior knowledge. Families will also learn how to collaborate on how to develop strategies for creating opportunities for group play learning. ***Having expanded early childhood home visits:*** Summit School District currently provides home visits to 185 families per year to parents of children from birth through four years old. Under Unidos those home visit each project year will be expanded to 65 additional families. Visits will follow a well-specified

curriculum manual targeting the two domains of early childhood social-emotional and language-literacy skills. To support social-emotional skill development in a new and innovative manner, the Unidos home learning curriculum will include activities such as "compliment lists" and the use of "feelings faces," as well as interactive stories for parents to read with their children featuring familiar characters. Unidos' early childhood educators and the parent leader/mentors will also provide families with learning games and pretend play activities that teach letters and letter-sound recognition.

(iii) A Lack of High-Quality In-School and Out-Of-School-Time Programming and

Strategies: The Needs: The statistics in the tables above clearly demonstrate the challenges that the project schools have in that they have a lack of high quality in-school and out-of-school programming, and thus would benefit from the type of services that the Unidos project can provide. For example, Graves Elementary School has over 84% of students below grade level in the core subjects of English Language Arts and Math. At Wharton Elementary and Heritage Middle School over 74% of students are below grade level in these same areas. These statistics indicate that many students are unable to make the transition from elementary to middle to high school successfully and that there are likely to be large declines in the reading and mathematics performance by the time those students reach the 11th grade. Teachers in focus groups indicated that after-school programs at the three schools do not include sufficient technology, team-building, inquiry-based and authentic instruction, or multi-arts activities to ensure that high quality instruction is offered. Principals in interviews reported that they have had to cut programming and that existing after-school programs need additional resources. The three Summit schools, for example, currently only provide one to two days of after-school programs, and only for an hour per day. On average only about 30% of the students from the project schools reported that they attended after-school programs on a regular basis.

How the Needs of the Regular School-Time and Out-of-School Programming will be

Addressed: *For the regular school-day programming*, Unidos will provide 30 hours of sustained and intensive professional development (PD) each project year to 50 teachers at project

schools in order to provide inquiry-based standardized academic and arts PD program for deeper learning. This PD will have increased their ability to implement inquiry and constructivist and critical thinking forms of learning, all aligned with standardized-based academic and arts programming and arts integrated curricula in dance and music to increase student reading and mathematics achievement, and as appropriate, theater and visual arts to augment the teaching of dance and music, all of which address will rigorous academic standards (including Common Core state standards) and state and national standards in the arts, at a rate greater than teachers in comparison schools. ***Out-of-School-Programming:*** Each project year of Unidos, 300 students (100 students from each project school who have the need for supplemental academic support) will be given the opportunity to attend after-school cultural arts and academic enrichment programming, led by Teaching Artists (drawn from Opportunities for All and the project's community partners who have specialties in the art forms of dance, theater, music, and visual arts) and teachers from the three project schools from 3:00 p.m. to 5:00 p.m. on Mondays and Thursdays of each week for 28 weeks, divided into two 14 week blocks. Each class will have from 10 to 15 students, depending on the activity. Because teachers from the project schools will assist with instruction during these after-school programs, these out-of-school-time sessions will be closely coordinated with classroom instruction so as to remediate and enrich student learning.

Unidos staff and partners will offer classes in the art forms of dance, theater, the visual arts, and music. In each out-of-school-time class, Teaching Artists and instructors also will help students become invested in inquiry-based arts project, which are aligned with Common Core standards. These inquiry-based projects, based on the Harvard Project Zero Artful Thinking program (2008), will demonstrate how such critical habits of mind as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed. Such constructivist and critical thinking approaches will focus on students' deeper inquiry into the arts and content disciplines.

(iv) A Lack of Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce: The Needs:

Also, as the table above shows, Wharton Elementary School has a high mobility rate of 7.3%. Equally troubling are the three sites low college readiness rate of 30%. Data from Argo Community High School, where Summit elementary school students attend, show that once students graduate, the college enrollment rate within 12 months of graduation is 60%, compared to a city and statewide rate of 70% and 73.2%. In addition, early involvement of mentors is very much needed, given that once students enter Argo Community High School, the ratio of students to mentors/Counselors is 200 to 1

(Illinoisreportcard.com, 2018). **How the Needs Will be Addressed:** In order to help students to manage the transitions between levels of their education and into the workforce, Unidos will employ several strategies. The first of these is the creation of an early warning system which will identify students who are at risk for absenteeism and low academic achievement, so that the appropriate interventions, including mentorship matching, can be employed to help them as early as possible. Unidos will also provide services in academic monitoring, counseling, and support, which will help students to increase their chances of academic success. For the transition from pre-K to elementary school, Unidos will promote children’s language skills, increase children’s focused attention, manage behavior using positive strategies, and increase interactive book-reading both in school and at home. For students making the transition from elementary school to middle school services are provided to apprise students of the academic and social and emotional expectations that middle school students need to meet, and to bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school. These services draw upon research that has identified schools that have implemented successful transition programs. To support students’ readiness for high-school, post-secondary education and the workforce, Unidos will employ a multi-faced approach tailored to Argo High School. The strategies used here will include helping students to acquire high school and college prep skills, including: study skills, work habits, time management, help-

seeking, and social/academic problem-solving skills, which are critical at this stage in students' lives. This part of the Unidos program will focus on: (a) Aligning community, culture and family values to the educational aspirations of youth; (b) Guiding youth in creating life plans focused on future education and career goals; (c) Providing parents and students the tools and information needed to make informed decisions about school and career choices; and (d) Leveraging partnerships to create a larger network of student support for transition. It also provides opportunities for students and their families to explore and build relationships with local post-secondary institutions.

(v). A Lack of Family and Community Engagement and Supports: The Needs: Over 85% of all children at the three schools come from low-income families. A majority of these students (over 86%) also come from families where the parents or guardians know little to no English. Moreover, 79.8% of the parents (per the 2010 U.S. Census) in the target school communities have only a high school education (higher than city and lower than the state averages of 72% and 82% respectively) and over 6.0% of minorities are unemployed (2017 HomeFacts.com) well above the national average of 4.8%. Given these percentages, parents in the project's three school communities have requested family supports, support in developmentally and culturally responsive parenting skills as well as ways to inspire their children to achieve strong social-emotional skills, high educational and occupational levels. Eighty percent of the parents, in surveys, indicated that they needed assistance in providing support for students' at home learning, including learning how to use hands-on instructional materials at home. In addition, Community Needs Assessment results demonstrated that 47% of Summit residents needed help with: (1) how to set goals and plan for their families' health and personal development, (2) financial planning, (3) workplace English, and (4) job readiness. Sixty percent also stated that they needed guidance on how to discipline their children more effectively. Amongst only Spanish speaking respondents, 40% said that they need more effective communication skills. Finally, over 50 percent of Summit family members stated that having enough food and affordable care was a major concern. **How the Needs Will be Addressed: *Offering Weekly***

Activities to Foster Family Involvement in Children’s Learning: A weekly schedule of activities will be offered at each school focused on various child related issues, such as the mother's and father’s roles in child development, arts-integrated family literacy activities, volunteer opportunities and coordination, health and social service supports, presentations by community organizations who offer resources to families, workshops demonstrating activities that can be done at home to support children’s academic and developmental progress. Weekly workshops will be held on such home learning support topics as: strategies for reading to or with their children, strategies for talking about school work, systems for monitoring student learning, approaches to TV, cell phone and computer use, and the creation of home learning centers.

Establishing Family Resource Centers at each community site: The creation of Family Resource Centers at the three community schools will provide a psychologically and culturally respectful safe and welcoming space to families to collaborate with teachers, school officials, Community Organizations and service providers. The Resource Centers, staffed by parent leader/mentors and project site teachers, will be located within each school and will be open a minimum of 20 hours per week for parents to “drop-in” for parent involvement, family literacy, leadership activities, and collaboration with teachers. “Hands-On” resources in the Family Resource Room will include a lending library, resource kits, “manipulatives” and other learning tools that families can take home to support their children’s academic and social development.

Supporting Leadership Development for Families: To develop the leadership and advocacy skills of parents a Parent Leader/Mentoring Team of 10 parents from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities. Parent leader/mentors, and project staff in collaboration with Families and Schools Together will offer a series of monthly two-hour workshops for groups of 10-15 parents and teacher teams at each partner school on developing practical strategies that parents can employ at their home schools, including how to: increase family involvement in school events and involve families in planning school events, collaborate with other families, and become advocates for their children.

Providing Family Nights Focused on: Family and Parent Engagement and Education to Enhance Family and Parental Development: Additionally, workshops and services specifically requested by families will included be include: Financial Planning, Workplace English, Job Readiness, Family Goal Setting, a “Parent and Teacher Together” Homework Development Corner, developmentally appropriate discipline, instruction and materials to families on matters pertaining to executive functioning and social skills, academic success, health, nutrition, and mental health strategies and services provided on the school site as well as available in the community. A Family Food Pantry will be established by Unidos, which will be located at one school Resource Center, and by Year 5 Pillar Community Health would have established a full service health clinic for families in one of the projects schools.

Academic Support Classes: for English as a Second Language (ESL), GED Attainment, and Computer Skills to Support Parents in Assisting Families with Engaging Their Children with Learning at School and Home: Under Unidos 90 family members per project year, 30 per school from each of the program sites, will have the opportunity to take ESL, GED attainment and computer skills classes. Each course (with 15 family members in each class) will be offered for a total of 16 weeks twice a year and will meet for two hours two times a week with additional open hours for extra support from instructional staff. Each class will include assessments to align programming with family needs and their current level of competencies.

(vi) A Lack of Social, Health, Nutrition, and Mental Health Services and Supports: The Needs: The Social, health, nutrition, and mental health needs of students in the Unidos project schools are of special importance to school and district leaders. ***Social Needs:*** Principals and teachers in interviews at the three schools have rated the schools' ability to meet counseling needs as very low. The schools currently offer some workshops for parents that speak to social-emotional needs, but the number of sessions is limited due to funding. Further, and of strong note, the recent arrival of new students from central American countries has created a level of anxiety in these students and their families that is only minimally addressed. Further, substance abuse has also been described as a problem by Argo High School administrators, which needs to

be addressed by strong, early, and impactful programming at Summit schools. Another cause for concern is that there are nearly 500 births to teenagers in the Summit Community each year, which is the leading cause of High School drop-outs (TeenParentConnection.org, community non-profit agency). Further, as part of the Community Needs Assessment residents were asked which areas did they believe that youth needed more information, education guidance, and/or assistance. The top responses were mentoring/leadership/volunteering (62.3%), affordable school/community activities (56.4%), after school supervision (55.9%), and substance abuse/tobacco (52.9%). Collectively, these areas demonstrate the enormous need to provide students with the services such as those proposed by the Unidos project. **Health Needs:** Additionally, as cited in Summit community needs assessment, in the area of health, 60% of residents stated that they are in need of affordable health care options. The gap in services for these residents include primary care, vision, dental, and more general health and fitness needs. **Nutrition Needs:** In the area of nutrition, access to healthier food options and maintaining proper health were identified as areas of concern by parents and families within Summit. Specifically, 50% of Summit parents and family members stated that having enough food at home was a major concern. 55% of those surveyed also expressed the need to learn more about how to shop and cook for healthy eating. Further, there is insufficient access to healthier food options in the Summit area to residents of moderate means. **Mental Health Needs:** The Summit community needs assessment also shows that 35% of students in project schools are dealing with some type of stress, depression and anxiety. **How the Needs Will be Addressed: Social Needs:** Unidos will employ a number of evidence-based strategies and activities in order to address student socio-emotional needs. Among the program components that will be offered are: Adventure Education, which will improve students' self-concept, decision-making and their ability to function effectively within groups, Cooperative Learning, which is used in this project to improve students' collaboration and mutual respect, and Motivational Interviewing, which aids in the development of decision-making skills in students and enhances non-cognitive skills.

Health Needs: Unidos will design and use a health survey to identify the need for health services in such areas as primary care, vision, dental, nutrition education, and physical fitness, all of which have the potential of undermining students' academic performance at school. This survey will allow Unidos to connect students to available services provided by project partners such as Pillars Community Health, and Families and Schools Together, and high school health mentors, all linking after-school physical activities with nutrition.

Nutrition Needs: By partnering with the Pillar Community Health, project school families are able to not only obtain free healthier food options, but receive quarterly workshops on purchasing lower cost healthy foods, growing their own fruits and vegetables, and informing them of the ingredients in their daily food intake that may be harmful to their health. Via the Unidos project, a more in-depth partnership will be established that will include monthly sessions and create a cross-school collaborative that will lead to such resources such as a healthy foods recipe book created by families and that takes account their cultural culinary heritage, but blends it with new and healthier substitutes, such as olive oil instead of corn oil.

Mental Health Needs: The Unidos project will connect students with health partners, such as Lyons Township Mental Health Commission, and Pillars Community Health that can help provide them with mental health screening, resources, information, and referrals.

SECTION B: QUALITY OF PROJECT SERVICES

Ensuring Equal Access and Treatment for Eligible Project Participants Who are Members of Groups Who have been Traditionally Underrepresented: Summit's School District #104 Full-Service Community Schools project complies with the General Education Provisions Act (GEPA), local, state and other related federal policies and regulations. The project also meets anti-discrimination policies for student, parent, teacher, and employee services and participation. The project's guiding principle is to promote equitable participation and access to services regardless of race, color, national origin, religion, creed, gender, age, sexual orientation, or disability. Summit School District's commitment to diversity has always been of great

importance not only in the project it carries out, but in the partnerships it engages in.

Affirmative and proactive steps, as described below, will ensure diversity among project participants and equitable participation in all services provided by Summit School District.

Participating project schools serve traditionally underrepresented groups and low-income minority children who reside in at-risk communities. Religious and ethnic diversity is present in all of the school sites. Grant funds for the project will give parents and students in the project schools, communities, and partner organizations, including English Language Learners and special needs students, access to instructional strategies, services, programs and materials, assessments, school leadership, and well trained teachers and instructors.

Strategies that the project will utilize to address barriers to students of diversity and special needs and provide equal access and treatment for underrepresented groups including: (1) aggressive recruiting of students with special needs as well as ethnic/racial/economic diversity; (2) providing an environment where participants feel safe and comfortable; (3) providing program materials and information that is accessible to students; (4) offering flexible opportunities for involvement; and (5) addressing any other barriers to participation.

In addition, services to be provided to parents/families from traditionally underrepresented groups and will be open to all parents of participating students, regardless of gender, race, national origin, color disability, and age. Further, as the program is free to all student and parent participants, it does not limit based upon socioeconomic status either.

Professional development (PD) provided by the project and its partners to teachers, instructors and staff will ensure that appropriate instructional programs, materials, and assessments are provided. The three school sites will publicize PD opportunities to teachers, instructors and project staff to ensure equitable access for all, regardless of gender, race, national origin, color disability, and age.

(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services. As described in the following sub-sections, the Unidos project has

been designed so that it will likely have a major likely impact on: (1) students; (2) teachers; (3) families; and (4) schools.

(a) The First Major Impact of Project Services on the Intended Recipients—Having Developed and Implemented a Systemic Culture of Collaboration and Evaluation Among Unidos' Consortium of Project Partners to Have an Impact on Project Recipients.

By September 30, 2024, a system of collaboration and culture supporting the capacity of Summit's high-poverty elementary and middle-schools will be established to support the implementation and evaluation of full-service community schools program at the three project schools.

(i) Having Developed a Collaborative Implementation System Among the Consortium of Community Partners. Components or Activities Supporting the First Objective Focused on the Development of a Collaborative Implementation System: By November of 15, 2019, a 24 member Unidos Project Leadership Team will be established that will be composed of: the Project Director, 9 community partners, three teachers, three family members, three Site- Coordinators, three school Principals, and the External Evaluator. This team will meet monthly to ensure that a system of on-going support and coordination has been developed for the Unidos project. The conceptual design of this proposal--focused on developing a hub of community partners supporting teacher, student, and family performance --has been heavily influenced and inspired by the concept of *a community of learners*. Such a concept, articulated by recent research on best educational practice, places an emphasis on the importance of breaking down hierarchy in educational organizations so that all members of the professional community -- be they community-based agencies, parents, teachers, school administrators, and School-Site Coordinators -- contribute ideas and learn from one another (Bryk, 2010; Fullan, 2015; Newman *et.al.*, 2010; Senge, 2015). Through dialogue on professional teams, participants will create a culture of mutual learning at the Summit school and classroom levels.

(ii) Having developed a collaborative culture of support for the Unidos project:

The Unidos project will be guided in the development of a collaborative culture by the research of Winer and Ray (2011), Bryk (210), and Senge (2015). Accordingly, Unidos will develop a system of collaboration by employing the following: (a) *Agreeing Upon Results*: Leadership Team members will be brought together to share knowledge, disclose self-interests, forge trust among the participants, determine that all stakeholders' needs are met and inform others that their participation is justified by the outcomes they produced. A shared vision statement will also be developed defining how Unidos is to proceed forward. (b) *Creating a Jointly Empowered Venture*: Roles within the team are clarified, and commitments are made, and work expectations are clarified. When conflict occurs there is the expectation that a process will be in place to resolve and to clarify issues, focus on exploring alternatives. Such joint team work will be organized by: (1) Forming structures where roles, staffing and resources are defined; (2) Establishing decision-making protocols and plans for regular communication; and (3) Developing plans for regularly recognizing and rewarding team member contributions. (c) *Defining ways to ensure that the team is successful*: Work will be managed by setting policies to define how joint work can best be undertaken. In this way the collaborative team will remain flexible and be willing to adapt to changing conditions. (d) *Affirming the continuity of work*: The outcomes of the Unidos team work will be made publicly shared through the project's website. Periodically, the team will reassess its mission and vision and will jointly consider how diverse sources of future funding can assure that the Unidos project is sustained in the long-term.

(iii) Having A Fine-tuned Project Evaluation in the First Year: In the first year, the Management Team and the External Evaluator in collaboration with the Unidos Project Leadership Team will undertake fine-tuning of the project's evaluation, in line with the evaluation described in Section E by December 2019, which will include reviewing the project's performance measures, the development of assessments for those measures, and establishing that the measures have a high level of validity and reliability.

(iv) Having Acquired Principal and Family Support Programming: Because of the pivotal role that principals play in any school improvement project, the Unidos Project Leadership Team in conjunction with the Management Team will conduct monthly meetings with principals to plan with them how they can provide project support and update them on Unidos' progress. Families will be included by holding quarterly two-hour after school meetings each project year where they will be provided with strategies to support their children's learning

(v) Having Developed Data Driven Decision-Making: The Unidos Project Leadership Team will assist School Site Coordinators with planning how to effectively collect and use student needs assessment data to improve instruction in the Unidos project .

(vi) Having Developed a Plan for Sustaining the Full-Service Program After the Grant Period
The Unidos project will build capacity and yield results beyond the period of the grant, as follows.

Building Project Capacity and Reallocating Resources for Sustaining the Project: Building project capacity will be successfully undertaken because funds received from the U.S. Department of Education to launch programming will be conceived of as seed monies. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures and capacities (e.g. the Teacher Leadership Teams, the Professional Development Teams, and the Parent Teacher/Mentor Teams) will have been established to continue the project. After the grant ends, the district staff, along with project teachers and partners, will continue their participation as part of their regular professional assignments. Accordingly, monies required to sustain the Unidos project will be substantially less than yearly grant awards. It is estimated that once the federal grant ends, approximately \$400,000 will be needed to sustain the project. It is anticipated that about \$160,000 will be reallocated by the District, \$80,000 by the project's schools, and \$60,000 between the other major project partners. In addition, the District's plans to raise \$100,000 from private foundation funds and fundraising efforts. These funds will enable the project to institutionalize or build capacity for the Site Coordinators, Out of School Time/Family Community Engagement Coordinator,

Partner/Transition Supports Program Coordinator, and Early Childhood/Wrap-around Services Coordinator.

Setting the Stage for External Funding to Extend the Project: Since the District and its other partner organizations have already received close to \$500,000 in funding from the Illinois State Board of Education, the Illinois Department of Health and Human Services, and private foundations and other local funding sources in support of student and teacher programming in high need schools, the stage has been set to acquire state and private funding that could support this project once federal funding ends. All project partners have an established record of receiving funding from local foundations such as the Chicago Community Trust, the Polk Brothers Foundation, the McArthur Foundation, the Joyce Foundation, the Fry Foundation, the Field Foundation, the Toyota Foundation, and many others. As a result, the District and its project partners will apply to these foundations as well as others locally and nationally to continue the Unidos project. The fund-raising plan sets grant targets totaling \$50,000 in grant years 1 and 2 and \$100,000 in years 3 to 5.

A Commitment to Institutionalization: First, the project partners have indicated that they are committed to the institutionalization and to use their own resources, while at the same time building school resources and capacity, to continue the project. Principals of target schools indicate that improving schools through integrating standards-based arts education into the curriculum, for at-risk students, is a long-term priority. ***Having Established On-Going***

Organizational Teams: Second, the project will establish organizational units in the form of leadership, management, teacher, and parent teams through seed funds under this grant that will build school capacity and sustainability for this community school project. The Unidos Project Leadership Team and the Management Team also will develop detailed plans on how the partnership can be sustained through appropriated school funds, private grants, and reallocation of funds. ***Having Planned for the Institutionalization of the Unidos Project:*** Third, the 12

Teacher Leaders will play a critical role in the development of the project because they will have learned how to organize, develop, and facilitate PD sessions and follow-up, and collaborate with

community organizations, work effectively with their teacher colleagues on arts integration projects, thus providing each school with teacher leaders who have the skill sets to continue the project after funding ends. It is anticipated that these new instructional skills will be a permanent part of their teaching repertoire. ***Having Planned for Continued Funding to Support Arts Programming:*** Fourth, during years 4 and 5, specific plans will be developed to identify how funds can be allocated within the partner institutions to support the work of Unidos.

Specifically, (1) Project personnel will collaborate with schools to include program components into their yearly discretionary funds budget; (2) Funding via state's 21st Century Community Learning Centers Program, the Illinois Arts Council, the Illinois Department of Human Services, and private foundations will also be targeted; (3) It is anticipated that due to the project's work products (e.g. manuals, tool kits, websites, and lesson and unit plans) finances needed for program continuation through resource re-allocation or fund-raising will be minimal and will mainly consist of funding for on-going community agency collaboration at an average cost of \$15,000 per agency, per school year.

(b). The Second Major Impact of Project Services on the Intended Recipients: Having Developed and Implemented High-Quality Early Childhood Education Programs.

By September 30, 2024, 1,000 students will have been adequately prepared for entrance into kindergarten at Unidos' Graves elementary school and have satisfactorily completed the requirements of kindergarten.

(i) Having Assessed Summit's Current Early Childhood Program

As a first step in further developing and expanding, early childhood programming in Summit, Families and Schools Together will assess scope and intensity of Summit School District's current program from October 2019 through December 2019 in order to plan how Unidos' project can best be aligned with the most recent evidence-based research. The current Summit early childhood program has the following mission and activities.

1. Early Childhood Mission: The mission of Summit School District 104 Early Childhood Program is to build a collaborative partnership with the families Summit services to instill

lifelong learning for themselves and their children. The purpose of District 2's Early Childhood Program is to: (a) Assist families in understanding how to provide for the basic needs of their children;(b) Provide safe, nurturing, and stimulating environments for children and their families so that they will develop and thrive;(c) Develop a child's sense of self, interaction with others, and social cooperation;(d) Encourage experimentation, exploration, risk-taking, and pursuing individual interests; (e) Establish the importance of the home-school family connection by demonstrating and modeling how the parent is the child's first teacher; and (f) Challenge children's complex intellectual capabilities

2. Summit Birth-to-3 Early Childhood Programming

The first three years of life is a period of incredible developmental growth. The experiences a child has during this time help to build life-long skills such as language, self-regulation and social/emotional competency. Summit School District 104 understands the importance of quality educational experiences and the effect it has on academic success. Through an evidence-based program approach, Summit School District offers a Birth-to-3 Program that nurtures healthy parent-child relationships during the critical years, and facilitates quality activities that strengthen the parent/child relationship. The current Summit program offers the following activities: (a) Home visits with targeted educational supports based on family need; (b) Age appropriate educational activities that promote healthy brain development and self-regulation skills; (c) Developmental assessments; (d) Referrals to community resources; (e) Monthly educational workshops in the areas of child development, nutrition, discipline and literacy; (f) Weekly outings to the local libraries that build literacy and social skills; and (g) Free lending library. Finally, the Summit's Birth-to-3 Program operates year-round and is free to all participants. Summit School District offers morning and afternoon sessions, Monday through Friday and follow the school district calendar. The program is held at Graves Elementary School.

3: Pre-Kindergarten Screening

The Early Childhood Team provides play-based assessment screenings throughout the year.

Those children who demonstrate possible developmental delays will have the opportunity to become part of District 2’s Early Childhood Program. Children entering the program must be between 3 and 5 years old.

(ii) Having Offered Professional Development (PD) for Unidos Early Childhood Educators and Parent Leader/Mentors, Delivering the Early Childhood Education Programs, Based on the Above Assessments and Aligned with the Latest Evidence-Based Research on Early Childhood Programs

Ten early childhood educators and 10 parent leaders/mentors will participate in 30 hours of PD, including two hours of monthly workshops from August through May of each project year and one hour monthly follow-up sessions for coaching from September through June provided by the staff from the Families and Schools Together, and Learning Dimensions. Additionally, twice a month “dialogue sessions” for the parent leader/mentor teams from each school (60 total educator and parent mentors) will be provided to support a collaborative learning culture, joint dialogue and problem solving both at school and in the homes of the children, during October through September of each project year.

Teachers and families as partners working together in support of several aspects of young children’s development are of special interest for the Unidos project. These domains of development include: cognitive skills, social and behavioral skills, and self-regulatory processes. Cognitive skills entail oral language and early literacy (e.g., letter knowledge, phonological awareness) skills, while social and behavior skills will include behaviors such as cooperation, social engagement, and comfortableness with new situations. Self-regulation skills will involve children in sustaining attention towards goal-directed activities, resisting interference from competing sources of stimulation, regulating their emotions, and responding effectively to situations that are motivationally significant (Garon, Bryson, & Smith, 2008). Children from low-Socio-Economic Status (SES) homes often show difficulties developing these skills (e.g., Noble, Norman, & Farah, 2005).

Early childhood educators from Summit in collaboration with the parent leader/mentors and

other participating parents will place a major focus on supporting preschool children's cognitive skill development by providing a stimulating environment (as described in detail below) with engaging, playful learning activities (Burns et al., 2000). Educators with parent leader/mentors will work with parents to show how they can foster social, behavioral and self-regulation skills focusing children's behavior and developing age-appropriate communication skills keeping in mind the history and values of the family. The early childhood educators in collaboration with the Parent Leader/Mentors will also learn how to help in identifying how children can have a regularized experience of achieving their age-appropriate learning goals (e.g., Bernier, Carlson, Deschenes, & Matte-Gagne, 2012). Educators and Parent Leader/Mentors will also learn how they can assist parents in being responsive in creating developmentally appropriate social and self-regulation skills, including tasks that require inhibiting a response when problems are emotionally frustrating (Bernier et al., 2012; Sroufe, Coffino, & Carlson, 2010).

Research to be employed by Unidos will examine the separate and interactive benefits of classroom, parent leader/mentor and teacher teaming and teaching together in classrooms and workshops, school-based play groups, Caregiver and Tot and parent interventions for preschool-age children in early childhood programming.

The framework for PALS includes four specific areas of responsiveness in the home environment documented to be important for promoting growth in cognitive and social skills: (1) maintaining vs. redirecting children's attentional focus and interests, (2) contingent responsiveness, (3) rich language input, and (4) warm sensitivity (Landry et al., 2008). Research on Playgroups and parent leader/mentor participation, reduction in parent isolation, increase in friendships and social networks, show an association leading to learning competence and social emotional well-being of children. [Hancock K. et al. 2012].

(iii) Having Provided Workshops and Follow-Up Coaching to Parents As Necessary on Early Childhood Education in the Home, and Playgroup Activities.

Each project year 150 parents who have children in Unidos' pre-K and Birth-3 programs will

participate in 15 two-hour workshops for a total of 30 hours per project year, where families, the early childhood educators and parent leader/mentors come together as partners, a Community of Learners, sharing ideas and receiving monthly follow-up support and coaching as deemed necessary through home visits. Those workshops, offered by Families and Schools Together, Summit Early Childhood staff with parent leader/mentor teams, and Learning Dimensions will focus on how parents can provide developmental supports for their children.

These workshops will consider how parents can better foster rich learning environments at home by employing Illinois early childhood standards. For example, the language arts benchmarks are: understanding that pictures and symbols have meaning and that print carries a message; identifying labels and signs in the environment; identifying some letters, including those in own name; making some letter sound matches; predicting what will happen next using pictures for a guide; reading a story and predicting what will happen next; developing phonological awareness by participating in rhyming schemes; recognizing separable and repeating sounds in spoken language; retelling information from a story; responding to simple questions about reading material; demonstrating understanding to literal meaning of stories by making comments; understanding that different text forms are used for different purposes; showing independent interest in reading related activities; using scribble to approximate written language; using drawing and writing skills to convey meaning and information; listening with understanding and responding to directions; communicating needs, ideas, and thoughts; seeking answers through active exploration; and relating prior knowledge to new information.

In addition, parents will learn how to provide opportunities at home through inquiring into the world around them by taking digital photos, drawing and talking about what they have seen, and representing their observations in developmentally appropriate ways. The parent would then build upon those experiences by: reading to the children, filling the home with a child's writing, exploring new sounds, having reading areas which have books which address what they have been observing, creating dramas around those experiences, recording their memories of their observations, creating stories about their projects, singing songs, and playing music following

Gardner's (1983) 9 intelligences (verbal/words, existential, visual/art, music, interpersonal, intrapersonal, logic/math, kinesthetic/drama/dance, naturalist) and the cultural backgrounds and personal histories of students. Infant Playgroups, Mom (Caregiver) and Tots and the Fathers Matter groups will provide children with opportunities to play and interact with their parent or primary caregiver and when developmentally ready to play and interact with other children.

While the Infant, Mom and Tot and Fathers Matter Parenting group activities will be planned in advance they will be flexible enough to meet the needs of the children and families that attend.

Participating parents will be invited to plan with the teachers and Parent Mentors, help determine what topics are covered in parent workshops and discussions, decide on special activities, toys, music, crafts and supplies and snacks for the children and the social time for the parents.

(iv) Having Expanded Early Childhood Home Visits.

Summit currently provides home visits to 185 families per year to parents of children from birth through four years old. Under Unidos those home visits from November through June each project year will be expanded to 65 additional families each project year by early childhood staff and specially trained Parent Mentors together at Summit in collaboration with Families and Schools Together, and Pillars Community Health. These visits will provide the following types of supports to parents in preparing their children for kindergarten.

To strengthen the impact of the classroom program, Unidos will use the HIPPIY Model (Home instruction for Parents of Preschool Youngsters) that focuses on parent involvement in parent-involved early learning. The model consists of four distinct features: (1) developmentally appropriate curricula, (2) home visits and group meetings, (3) use of role playing as a method of instruction, and (4) the provision of home visitors from the community that is served and culturally sensitive professionals. Following that approach the home visits component has been designed to increase parent support for learning at home as children navigate the transition into kindergarten. Visits will follow a well-specified curriculum manual and will be coordinated with curricula targeting the two domains of child social-emotional and language-literacy skills. To support social-emotional skill development, the Unidos home learning curriculum will include

activities such as compliment lists and the use of feelings faces, as well as interactive stories for parents to read with their children featuring familiar characters and teaching basic social-emotional skill concepts. Unidos will also provide parents with learning games and pretend play activities that teach letters and letter-sound recognition. These learning games will be sequenced developmentally, and adjusted to a child's skill levels, to help children progress from naming letters to recognizing letter-sound associations, blending sounds, recognizing phonetic word families, and reading simple sight words. To make instructional materials culturally responsive and accessible for parents with limited educations and Limited English Proficiency, activities will be streamlined and ready-to-use, and available in English and Spanish, with embedded guidelines and illustrations that minimize literacy demands. In addition to providing learning materials, home visitors will review positive parenting strategies using role play, Staff and Parent Mentor modeling behavior, and simulation videos [Brazelton, TouchPoints Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series] and other supports, emphasizing the provision of learning support, conversation, joint planning, and problem-solving dialog. Three times during the program, home visitors will document parent and child interactions with the learning materials, and will review these notes with parents to encourage optimal use. Each parent will be visited from 6-10 times depending on home assessments and parental based on the quasi-experimental research of Bierman et al., (2008, 2015).

(c) The Third Major Impact of Project Services on the Intended Recipients: Having Developed and Implemented High-Quality School and Out-Of-School-Time Programs and Strategies. By September 30, 2024, at the community two elementary schools, Graves, Wharton and Heritage Middle-School in the project, there will have been an increase in the academic performance of students who have participated in the project's after-school programming, such that those students will be performing at grade level in reading and mathematics, at a rate of achievement greater than in comparison schools.

(i) Having Provided Sustained and Intensive Professional Development to School Teachers at the Three Project Schools to Assist Them With Improving the Quality of School and Out of School Strategies and Instruction.

By September 30, 2022, 50 teachers in Unidos' three FSCS project schools in Summit will have increased their ability to implement inquiry and standardized-based academic and arts programming and arts integrated curricula in dance and music to increase student reading and mathematics achievement, and as appropriate, theater and visual arts to augment the teaching of dance and music, all of which address will rigorous academic standards (including Common Core state standards) and state and national standards in the arts, at a rate greater than teachers in comparison schools.

Components Supporting the Third Area of Major Impact Focused on Teacher Professional Development:

(a) Overview of Professional Development having been offered in years one through five –

During the first through the fifth years the 50 project teachers (augmented by 6 Teacher Artists and three Artists-in-Residence) will participate each year in 30 hours of sustained and intensive inquiry-based standardized academic and arts PD program for deeper learning. Twelve of these teachers will function as leaders of Teacher School-Based Teams (TST) to provide on-going coordination and support for the PD workshops and coaching. Accordingly, all teachers will participate in 20 hours of PD workshop sessions each year, two-hour workshops August through May. The PD sessions will be led by 9 teaching artists from Opportunities for All, The Warehouse Project and Learning Dimension as well as subject matter specialists in reading and mathematics and a school technology specialist from the Learning Dimensions.

(b) Follow-up PD and Mentoring having been offered in Years 1- 5: Unidos's 6 Teaching Artists, and 3 Artists-in-Residence, in collaboration Opportunities for All and The Warehouse Project, and Learning Dimensions specialists in reading, writing and school digital technology specialists will provide 10 hours of on-going monthly one hour follow-up coaching sessions at

the classroom level from September through June. That follow-up will include observations, coaching, reflection sessions, data collection and analysis, the development of case material, and collaborative strategy sessions to review how to apply concepts and skills from PD. *(c) The Focus of PD Programming in Years 1- 5:* During the PD sessions teachers will develop foundational knowledge in the cultural arts of the Americas with an emphasis on how dance and music in these cultures can support students' developing the skills in creating, performing, and responding to the arts. In addition, teachers will consider how the cultural arts of the Americas can be integrated into the teaching of standardized-based arts and Common Core reading and mathematics, while assisting students with special needs and English Language Learners. Unidos, through its PD, will fundamentally transform how teachers instruct their students by engaging students in thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others, all enhancing students' critical thinking and academic engagement.

(ii) Having Developed Inquiry-based Instructional Materials: The above PD sessions will also place a focus on how teachers can develop instructional materials that foster authentic teaching and learning, which employ the cultural arts of the Americas dance and music, and theater and visual arts supporting the teaching of those two art forms. Under the sections below for each of the activities aligned with the cultures of the countries of the Americas, extensive examples are provided to illustrate the types of instructional arts materials that will be employed to teach dance and music and their integration with authentic learning approaches to reading and mathematics.

(iii) Having Employed Arts and Rigorous Academic Standards Focused in Cultural Arts of the Americas and Students with Limited English Proficiency and Special Needs: In all of the arts programming focused on the Americas, the project will address local, state, and national arts standards (including the **Consortium of National Arts Education Association Standards**) in the following ways: **Dance:** identifying and describing the elements of pathways, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic

form, contrast and repetition; and the expressive qualities of mood and emotion; **Music:** identifying elements and expressive qualities such as tone color, harmony, melody, form (theme and variation), rhythm/meter and dynamics in a variety of musical styles; **Theater:** understanding the connections of the following elements to music and dance: acting, scripting, speaking, improvising, gesture, and picturization (shape, line and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics; **Visual Arts:** identifying and describing the connections of the following elements to music and dance: two and three dimensional space, figure, ground, value, and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.

To prepare teachers with the knowledge and skills they will need to employ dance and music arts in their classrooms, in the PD sessions, teachers of 3rd through 5th grade students and teachers of 6th through 8th grade students, will focus on different sets of major dances and music, and their connections to theater and visual arts as follows: Third through Fifth grade teachers will focus on: the Huayano of Peru, the Bomba of Puerto Rico in the Caribbean, and the Samba of Brazil. Sixth through Eighth grade teachers will focus on: the traditional Folklorico of Mexico, African influenced dances from Haiti, and the Charleston and the Lindy of the jazz age in the United States. Each of these dances and their connections to other arts forms is described in detail under the Third Objective.

(iv) PD having been focused on digital tools in the classroom: In all of the PD described below, School Technology/Digital Media Specialists from Learning Dimensions will assist project teachers in learning how to use a wide range of digital tools to advance the learning of the arts in the cultures of the Americas.

(v) Having developed an On-line learning community: An online learning community will be created including a facilitated blog for teachers to share reflections and post their lesson plans; including a resource bank of lesson plans and instructional materials.

(vi) Having Implemented Authentic Teaching and Learning Provided to Project Students in School and Out of School Programs with an Emphasis on Integrating the Arts Into Classroom Instruction and Out-of-School Instruction.

(a). Regular School Day Programming and Strategies

Students Having Been Engaged in Inquiry-Based, Constructivist, Authentic Teaching and Learning:

Student learning under Unidos, in collaboration with Opportunities for All, The Warehouse Project and Learning Dimensions, The LeaderShop, Families and Schools Together will place a major emphasis on becoming immersed in Common Core standards-based authentic teaching and learning where students conduct deeper inquiry into the arts and content disciplines (as described in detail in the sub-sections below) through deeper learning through thinking about their thinking (Brouillette, 2014; Wilhelm, 2016; Duma & Silverstein, 2014). Recent research demonstrates how authentic learning emphasizing the construction of knowledge and critical thinking and deeper engagement in learning supports rigorous academic standards (Whitaker, 2015; Horn, 2015; Pacansky, 2013; Allen, *et al.* 2014). This type of learning takes into account that reasoning needs to be made visible to students. The Visible Thinking approach makes thoughts an overt part of classroom discourse, setting the stage for the internalization of powerful practices of critical reasoning. Through an engagement with the cultural arts of dance and music (augmented by theater and the visual arts), research indicates that teachers are most successful when their students heuristically build on their cultural backgrounds, tap into prior knowledge, and grasp how learning can have deeper personal meaning (Daniels, 2017; Fisher & Frey, 2017; Vega, 2012). Cultural performances and displays that celebrate learning with peers and parents under Unidos also will further intrinsically motivate students to learn (Deal, 2016).

Having Addressed English Language Learners and Students with Special Needs: This project also will provide specific techniques, described in the arts and academic content connections below, for using the arts to increase vocabulary, comprehension, fluency, and writing for LEP students, and for students with special needs.

Having Taught the Cultural Arts Using Digital Tools in Classrooms: This project in its design draws upon research that demonstrates how digital media and tools can enhance student learning, especially in the case of the arts (Partnership for 21st Century Skills, 2009; Schwarz & Brown, 2005; the National Center on Education and the Economy, 2006; and Magana & Marzano, 2013). Those digital tools, as appropriate, will include: photography, film, video, audio recording equipment, animation, sound and video editing, iPads, photo editing, media arts production such as scriptwriting, cinematography, photography, graphic design, info-graphics; and software/tools such as Adobe Photoshop and Illustrator, GIMP, Sketch, Pictaculous, Lightshot, Adobe InDesign, PowerPoint, Preziweb design tools (e.g. Adobe Dreamweaver, Balsamiq), and Final Cut Pro. In fact, 10 iPads will be purchased for teacher and student use at each school to facilitate digital media playing a central role in the development of the cultural art instruction to enhance their understanding of the four art forms and their integration into reading and mathematics, with students being progressively introduced to digital media and the arts.

Having Developed Specific Components or Activities Supporting the Student Achievement

Third Objective:

A year-end culminating performance and parent night: In June of each project year, all of the students who have studied the dances and music will perform them for their schools during assembly times, thus learning how to collaborate in learning groups. Also, each spring, there will be a parent night where students will demonstrate to their parents their learning in that year.

Field Trips to live performance for 3rd through 8th grade students: To further motivate students, they will attend performances of dance, theater, or music at Chicago theaters.

(a) Having integrated the arts into core curricular areas in the first through the fifth years:
For grades K-2nd grades: Students in grades K-2 will engage in introductory arts and authentic teacher and learning activities, which highlight the visual arts, literacy through readers theater, and basic dance and movement classes. Activities as described below for grades 3-8 will be modified to meet the developmental needs of younger students. ***For 3rd-8th grades:*** In September through June each year in the 1st through 5th years, the SCTs and their students will

learn a different art form of the Americas every trimester or 9 weeks. The cultural dances and music, augmented by the visual arts and theater, will become a catalyst to support students' development of arts learning, reading and mathematics skills.

3rd-5th Grade Students: Third through fifth grade students in years 1 through 4 will focus on the Huayano of Peru, the Carnival of the Caribbean, and the Samba of Brazil.

The First Trimester of Each Project Year: the Huayano of Peru: Students will learn about the choreographic process by focusing on the patterns that emerge in a group of dancers. They will draw graphs that depict the relationships between the position of each dancer, and note the geometric forms that arise. This will serve as an introduction to two things: (1) an examination of tessellations – the collections of plane figures that fill an area with no overlaps and no gaps, as in a mosaic. The number of sides of each tessellating tile will be likened to the limbs of the dancers which interlock in regular geometric forms as if they were ‘meant to fit together’; and (2) a discussion of angles, introducing the students to the concepts of right angles, acute and obtuse angles, the number of degrees in a circle, and the total number of degrees found when adding together each point of various polygons.

All of the school authentic teaching and learning activities through the arts described below will be provided in collaboration with Opportunities for All, Instituto Grafico de Chicago, and the Daley College (Teacher Preparation Program).

The Second Trimester of Each Project Year: The Bomba and the Carnival of the Caribbean In the Caribbean, dance is an integral part of culture and life. Each island has its own particular rhythms, but the result is the same: dance. Some of these styles fuse to become new styles, but many of their Basic elements remain the same. **Bomba: Bomba** is one of the folk musical styles of Puerto Rico. A highly-improvised style, the percussion, played on hand drums, maracas and guiros, has a sophisticated complementary relationship with the dancers’ gestures. Students will be encouraged to make connections between this and the hip hop and break dancing. **RaRa as a form of Carnival:** Rara season overlaps with Carnival season, and so Rara activity begins on January 6th, known on the Christian calendar as Epiphany. Rara bands usually

parade as small carnival bands, and then continue to parade after Carnival during Lent, until Easter. The "tone," or "ambiance," of Rara parading is loud and carnivalesque, with performance traditions like Junkanoo, Capoeira, Calypso, Black Indians' parades, Reggae, and Hip Hop.

Caribbean Art Forms and Examples of Their Connections to Academic Subjects: Both the Carnival and Bomba provide students with opportunities to explore the history of the Caribbean. Students will develop books on these dances and explore the concept of celebrations, parades, and pageantry, discussing their social and cultural meaning. Students will benefit from the rich reservoir of poetic and rhetorical vocabulary associated with the dances. Charts and graphs will also be employed to document dance moves in just the way that graphs are used in mathematics. Musical rhythms will provide an opportunity to explore mathematical fractions, and the relationship between time signatures and even/odd numbers. For visual arts, students will design and create masks out of paper mâché, all of which will be featured as examples of folklore, myths, and legends in theater and their connections to storytelling.

The Third Trimester of Each Project Year: The Samba of Brazil: Samba – an old Brazilian style of dance with many variations – is African in origin, performed as a street dance at carnival for almost 100 years. Many versions of the Samba (from Baion to Marcha) are danced at the local carnival in Rio. ***The Samba as an Art Form and Examples of Its Connection to Academic Subjects:*** The Samba provides an opportunity to read about the connections between the influences of one culture on another, e.g. African culture on Brazil through the writing scripts and performing them, as well as studying the visual arts associated with carnival, from costumes to visual depictions of dances. The rhythm of the Samba will provide an opportunity to compare the beats within music with patterns in mathematical times tables.

6th-8th Grade Students: Dances for 6th-8th graders in the 1st through the 4th years will include the following dances and their arts forms: the Folklórico of Mexico, the Charleston and the Lindy of the United States, and the African-influenced dances of Haiti.

The First Trimester of Each Project Year: Folklórico of Mexico: The folkloric dance traditions of Mexico will introduce students to regional dances and enable them to understand the

subtext of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion.

The Second Trimester of Each Project Year: Charleston and Lindy Dances of the Jazz

Age: In studying the Charleston, students will learn the frequencies of these beats by drawing bars, students will learn the value of a digital graphic depiction of such data, thus paving the way for a discussion on percentages, and for calculating averages (means and medians). In visually depicting the dances, students will learn about color and the use of ratios when mixing colors.

The Charleston and the Lindy as Art Forms and Examples of Their Connections to Academic

Subjects: Analyzing rhythm in more detail, students will be introduced to the mathematical concept of lowest common denominators (LCDs). LCDs are required in order to calculate the lower figure of a musical time signature, e.g. whether the music is in simple duple, or simple triple time. Music thus provides an enjoyable way to study fractions and the underpinnings of the concept. The Charleston and ragtime are rich in syncopation, and in particular hemiolas – the metrical pattern of music where groups of three and groups of two are superimposed. As a means of employing the visual arts, sets will also be designed as visual backdrops to the performance of these of these musical and dance productions. ***The Third Trimester of Each***

Project Year: African style dances from Haiti: Haitian dance is unique in its melding of diverse African styles and cultural traditions, evolving and mixed with elements of Arawak (Arawak (indigenous Haitian Indian and French culture to form a new, uniquely Haitian dance

expressions. ***Haitian Dance Art Forms and Examples of Their Connections to Art Forms and***

Academic Subjects: Haitian dance is unique in its melding of diverse African styles and cultural traditions. Many different African ethnic groups crossed paths on the island of Hispaniola (Haiti and the Dominican Republic) when brought there as slaves by the French centuries ago. Old traditions, songs and dances (mostly of Congolese and Beninese origin) evolved and mixed with elements of Arawak (indigenous Haitian) and French culture to form a new, uniquely Haitian dances.

Haitian Dance Art Forms and Examples of Their Connections to Academic Subjects:

Alongside the common French créole, the Taínos, one of the ethnic groups of the Haitian people (dubbed the "Arawak" by the first Western explorers), speak a Maipurean language. Via Spanish, English has absorbed a number of words of Maipurean origin, including: *barbacoa* ("barbecue"), *hamaca* ("hammock"), *iwana* ("iguana"), *Juracán* ("hurricane"), *zabana* ("savannah"), and *papaya* ("papaya"). From the study of Haitian arts and the lyrics sung to Haitian Rara dances, students will learn the rudiments of lexical assimilation (borrowing within language), morphophonotactics (how letter-combinations within words vary from one language to another), and how language evolves. Learning about word-borrowing, students will develop an awareness of the external cultural influences on their own, as well as a fascination with language and how words are more than just abstract concept. To better understand Haitian dances, students will also study how one culture can have an impact on another, and how one society can borrow customs from another. Musical rhythms again will provide an opportunity in another context to explore mathematical fractions, and the relationship between time signatures and even/odd numbers.

A year end culminating performance and parent night: All of the students who have studied the dances and music during the school day and in the out-of-school program will perform them for their schools during assembly times in June of each year for parent nights. ***Field Trip to live performance for 3rd through 8th grade students:*** To motivate students in their appreciation of the arts, all students will attend a live performance of dance, theater, or music at professional theaters in Chicago each year.

(b). Out-of-school-time programming and strategies.

TABLE 5: Unidos Activities, Rationale, Description, Frequency, Sessions, Length, & Target Group

Activity	Rationale	Description	Frequency	Sessions	Length	Target Group

Unidos Full-Service Community Schools Program—Summit School District #104

<p>Academic Enrichment : Literacy, Math and Science</p>	<p>Academic support activities provided by teachers and instructional specialists in core content areas to increase achievement grades, test scores, and overall academic performance .</p>	<p>Standards and evidence based and school curricula aligned instructional, learning, and academic support activities driven by visible and critical strategies via “thinking routines” and inquiry and project based learning, including homework/academic support via an “Academic Power Hour”.</p>	<p>2 days per week</p>	<p>Year-round (56 sessions)</p>	<p>2 hours</p>	<p>Students in K-8th grades</p>
<p>Arts Integration</p>	<p>Integrating the arts in core content areas of literacy, math, and science to increase</p>	<p>A host of curricula aligned arts (visual art, dance, music, drama & digital media) classes, workshops, and activities provided by arts specialist</p>	<p>2 days per week</p>	<p>Year-round (56 sessions)</p>	<p>2 hours</p>	<p>Students in K-8th grades</p>

Unidos Full-Service Community Schools Program—Summit School District #104

	student motivation & academic achievement	teachers and partner subcontractors.				
Technology	The continued promotion of technology, internet and digital media to strengthen student academic success across all school and project content areas.	Technology specialists integrate technology into student learning enabling them to use software, applications, websites, learning games, and digital tools (such as Try Science, Math Playground, Visible Earth, etc.) to enhance their learning.	2 days per week	Year-round (56 sessions)	Integrated across all program areas	Students in K-8th grades
Social-Emotional Learning	Support student development in which students	The integration of cooperative learning into all after-school learning in literacy,	2 days per week	Year-round (56 sessions)	Infused through -out program	Students in K-8th grades

	<p>apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and accomplish positive goals, feel and demonstrate empathy for others, develop and maintain positive relationships, and make responsible decisions.</p>	<p>math, and science. The Chicago based Collaborative for Academic, Social, and Emotional Learning (CASEL) assisting students in addressing social and emotional issues in their lives to develop such personal skills as: goal setting, conflict resolution, anger management, trust-building, effective decision-making.</p>			<p>ming</p>	
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(a) Offering Out-of-School-Time Learning Classes with a Focus on the Arts and Technology:

Unidos Full-Service Community Schools Program—Summit School District #104

Research has found links between the arts and digital tools, and academic achievement with even greater effects for students from low socio-economic backgrounds (Garet, 2010). The after-school instructional design of this Summit project, collaboratively supported in its implementation by Opportunities for All, The Warehouse Project, Families and Schools Together, and Learning Dimensions, is likely to improve student achievement because it will place an emphasis on students thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others. Digital tools, supporting the learning of the arts and academic content, will also be used in after-school instruction and will be grouped into 8 categories; namely, on-line, virtual depictions, visual, audio, graphic, software, textual, and editing digital tools. Within each category students in after-school classes will use digital tools in ways that bring enhance and enrich after-school learning in the arts and the subject areas of reading and mathematics, and increase students' motivation to learn.

Accordingly, each year of Unidos, 300 students (100 students from each project school who have the need for supplemental academic support) will be given the opportunity to attend after-school cultural arts and academic enrichment programming, led by Teaching Artists (drawn from Opportunities for All and the project's community partners who have specialties in the art forms of dance, theater, music, and visual arts) and teachers from the three project schools from 3:00 p.m. to 5:00 p.m. on Mondays and Thursdays of each week for 28 weeks, divided into two 14 week blocks. Each class will have from 10 to 15 students, depending on the activity. Because teachers from the project schools will assist with instruction during these after-school programs, these out-of-school-time sessions will be closely coordinated with classroom instruction so as to remediate and enrich student learning.

Unidos will offer classes in the art forms of dance, theater, the visual arts, and music. For example, students will learn from teachers and the teaching artists about musical structure from its pentatonic scale to its relationship to measurement and geometric forms. Students will also have opportunities to read and develop books and theater scripts based on their lives and explore the concept of celebrations and cultural pride, discussing the rich reservoir of poetic and

rhetorical vocabulary associated with the arts. Digital charts and graphs will also be employed to document dance moves in just the way that graphs are used in mathematics. A wide variety of dances (e.g. ball-room and break-dancing) will provide an opportunity to learn about the connections between the influences of one culture on another through the writing scripts and performing them, as well as studying the visual arts associated with different cultures, from costumes to visual depictions of dances. The Folkloric dance traditions of Mexico introduced during the school day will be expanded to include other regional dances and enable them to understand the subtext of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion.

In each out-of-school-time class, Teaching Artists and instructors also will help students will become invested in inquiry-based arts project, which are aligned with Common Core standards. These inquiry-based projects, based on the Harvard Project Zero Artful Thinking program (2008) will demonstrate how such critical habits of mind as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed. Such constructivist and critical thinking approaches will focus on students' deeper inquiry into the arts and content disciplines.

(b) Providing Tutoring and Academic Support to Students: A core of 6 trained high school and 6 college tutors will be an integral resource for the students participating in the Unidos out-of-school-time programming. The tutors, who will be selected by the participating schools and Learning Dimensions, will take on this role as part of their service and community learning projects, and will undertake a leadership role in the after-school inquiry-focused coaching sessions. By having four senior high school students and two college students at each school join the artists during the third hour in the afternoon in an Open Studio, the students will be more likely to make connections with the inquiry-based arts projects that preceded the academic remedial tutoring. Participating students and these academic coaching/tutoring teams will meet after school on Mondays and Thursdays to focus on the rich study materials that cover such core

curricular areas as: social studies, English/language arts, the sciences, and mathematics, and provide support for student arts projects, and model positive social behaviors. Work in each of these subject areas will be complemented with the application of Basic study skills and note-taking, time management, goal-setting, and test-taking strategies. Ten hours of training will be required for the tutors prior to the school year and continuing training will be offered monthly in one-hour follow up sessions. The tutors will also develop personal relationships that reliably model commitment, encourage success, and positive social behaviors, and even assist with college readiness.

(c) Providing Students with Cultural Experiences for Academic Enrichment: To further motivate students in the after-school sessions, they will attend theatre productions, concerts, dance performances, and art exhibitions in Chicago, all of which will be focused on celebrating the role of the arts in life and society, which they have been learning about in their after-school classes. Prior to these productions, the Teaching Artists will provide background information on what they will be observing or hearing, and the students will meet afterwards to discuss how the arts productions enhanced their understanding of content knowledge.

(d) Fostering Teamwork through the Arts: During the out-of-school-time sessions, students will be organized into learning teams. One of the two-hour after-school sessions will be devoted to assisting these student teams each project year with developing authentic inquiry-based arts projects. Assisted by the Teaching Artists, each student cohort team will undertake at least two inquiry-based art projects each year that require students to research cultural and family histories to present proposals for public art displays. Discussion material will be broad, interdisciplinary, and culturally relevant to the lives of students.

**(d). The Fourth Major Impact of Project Services on the Intended Recipients:
Having Developed and Implemented Supports for Children’s Transition to Elementary
School to Middle School, from Middle-School to High-School, and from High-School to
Post-Secondary Education and Into the Workforce.**

By September 30, 2024, students from the three project schools will successfully advance to elementary school from Pre-K, from elementary school to middle school, and from high-school to post-secondary school and eventually into the workforce.

(i) Early Warning System and Academic Monitoring and Supporting Students at Risk, and Tracking Their Progress from Each Level of the Educational and Workforce.

(a) Early Warning System and Tracking of Students Summit School District will use its existing data systems that record attendance, grades and behavior referrals from elementary school to identify student from Pre-K through 8th grade, and in collaboration with Argo Community High School for grades 9th through 12th that are at risk for absenteeism and low academic achievement as a result of a lack of preparedness or social and emotional issues. Ongoing monitoring of attendance, including an automated notification system that informs Unidos Site Coordinators who will alert teachers and parents about counseling students into the project's out-of-school programming at the project's elementary and middle schools, and counselors and student advisors at Argo Community High School.

To assist Unidos with providing support to students as they proceed from grade level to grade level, and from post-secondary education and eventually into the workforce, Summit school District in collaboration with the LeaderShop, Learning Dimensions, Argo Community High School and Families and Schools Together will develop a system for tracking students. That system will engage students' families in keeping in contact with students through a variety of vehicles, including: contacts with parents, student email addresses, and a variety of social media used by students to communicate with one another. Once students enter high school, Summit project staff and its above partners will collect a range of contact information so that the district can remain in on-going contact with students as they graduate from high school and post-secondary education institutions, and when they enter the workforce.

(b) Academic Monitoring, Counseling, and Support

Academic Path Monitoring- Research suggests intervening at key transition points and creating multiple paths to adult success contribute to decreased dropout and increased high

school completion (Rosch and Owen 2008 by Center for Child and Family Policy http://familyimpactseminars.org/s_ncfis04report.pdf). Metropolitan Family Services and Medina-Ramos Global Education Group in collaboration with the Unidos Site Coordinator, school staff, and parents will respond early warning signals when students are at risk will develop an action plan for improving students' academic performance and if necessary making referrals to the DuPage County Health Department for counseling.

(c) Credit Recovery- In high school, the College and career counselors will review the student's transcript with to identify credits needed to graduate and direct to credit recovery opportunities provided by district in evenings and during the summer. Students will be advised to enroll in credit recovery classes if necessary to meet their academic needs. During the school year, students will be given the option to use the districts online course completion website in cohorts after school with support from a teachers or College of DuPage student mentors.

Course Selection Counseling- Transcript review by Argo High School Career counselors will assist students with course selection that matches their college and career goals, including two years of math beyond Algebra I. Unidos interventions to impact this outcome begin through work with parents in understanding college entrance requirements through the Family College Awareness Sequence. Partnership work with mathematics teachers and targeted student academic support described above will also contribute to student preparation for math beyond algebra.

(ii) Transition from Pre-K to Elementary School

A central focus of the Unidos project is that children benefit from the interactive effect of providing both high quality, responsive instruction in preschool and a responsive parenting intervention. Under Unidos teachers in Pre-K through 2nd grade will implement organizational strategies, activities, and responsive interactions with children that promote language development, pre-literacy skills, and self-regulation. As part of parent monthly workshops, conducted by the LeaderShop, Families and Schools Together, and Argo Community High School, parents will simultaneously learn how to apply related skills at home, including how to

promote their children’s language skills, increase children’s focused attention, manage behavior using positive strategies, and increase interactive book-reading. In this way, the project is placing an emphasis on teachers and parents collaborating so that children receive more exposure to activities that promote language, literacy, and attention-focusing skills than they would if only the home or school environment were receiving intervention (i.e., additional dosage). Another reason to expect an enhanced effect of this transitional intervention model is related to increased alignment between home and school expectations and practices, which is essential for preparing early childhood students for elementary school with greater consistency for children. Unidos in its transitional program design draws upon the research of Churchill (2003) who examined the concept of “goodness of fit” between the alignment of parents’ and teachers’ expectations of children and parenting behaviors, and found that the fit between parent and teacher was significantly positively correlated with children’s observed social skills.

Unidos in preparing children for the transition to elementary school will employ dialogic reading interventions, programs that train adults to do shared book reading to support children’s language development (see Mol, Bus, de Jong, & Smeets, 2008). Dialogic reading studies have produced positive results when examining a parent-plus-teacher approach. One study reported better language outcomes for classroom only and classroom-plus-home interventions relative to a control group (Whitehurst et al., 1994), while another study found effects were largest for a home only condition, not a combination of a home and classroom intervention (Lonigan & Whitehurst, 1998). Unidos in providing professional development for teachers and workshops for parents will highlight the advantages for the implementation of more global parent responsiveness interventions versus one specifically targeting one home activity (e.g., shared book reading). A recent study on early childhood programs combined a classroom enrichment program with a parent program that extends from preschool through the transition to kindergarten (Bierman, Welsh, Heinrichs, Nix, & Mathis, 2015). Home visits trained parents to use responsive interactions, dialogic reading and various language and literacy activities. Relative to a comparison group, effects were found for literacy skills and teacher-report of

academic and social skills but not for vocabulary or reading fluency. Other parent programs that target a broad range of responsive parenting behaviors through home-based coaching have been shown to impact children’s learning in multiple contexts (e.g., everyday activities, play, book reading, independent play, and interactions with unfamiliar adults) and their language, social, and emotional skills (Guttentag et al., 2014; Landry et al., 2008; Van Zeijl et al., 2006). The addition of a coach working with families, as will be implemented under the Unidos project will support the use of new behaviors across everyday activities may have the added benefit of enhancing parent implementation compared with programs that target one specific activity (e.g., book reading).

Under Unidos, parents and teachers will support of several aspects of young children’s development are of interest because they are all required for school readiness. These domains include cognitive skills, social and behavioral skills, and self-regulatory processes. Cognitive skills include oral language and early literacy (e.g., letter knowledge, phonological awareness) skills, while social and behavior skills include behaviors such as cooperation, social engagement, and comfort with new situations. Self-regulation skills involve children’s ability to sustain attention to goal-directed activity, resist interference from competing sources of stimulation, regulate their emotions, and respond effectively to situations that are motivationally significant (Garon, Bryson, & Smith, 2008). Children from low-SES homes often show difficulties developing these skills (e.g., Noble, Norman, & Farah, 2005).

(iii) Transition from Elementary School to Middle School

Families and Schools Together and Medina-Ramos Global Education Group will collaborate on implementing this transition component. In order to address the specific issues related from elementary school to middle school, teachers as part of their professional development will be introduced to the expectations that middle school students need to meet, bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school, and consider the procedural, social, and academic changes that young adolescents face when transitioning (Cauley & Jovanovich, 2006; Schumacher, 1998). Unidos in

the design of its elementary to middle school programming will draw upon research that has identified schools that have implemented successful transition programs. For instance, in Spokane, Washington, a middle school administration found that too much time was being spent establishing rules and procedures at the start of the school year (Fields, 2002). To address this problem, the middle school personnel initiated communication with the feeder elementary schools to gain information from the teachers about students through meetings and from students through a survey. Using this information, Unidos will create a program that features: (a) a shadowing experience in which one fifth grader spent the day with a sixth grader and reported back to his/her fifth grade class about his or her observations, (b) school tours, (c) parent and student meetings to discuss the differences between elementary and middle school, (d) question and answer sessions, and (e) open house activities such as: opening lockers, practicing lunch room procedures, walking through the student's schedule (Fields, 2002). After getting background information and ideas, parents and students will be invited at two two-hour out-of-school-time sessions in April and May of each project year to share their issues and concerns about the middle school transition (see Watson, 2004). Improvements will also include having elementary school counselors meeting with middle school counselors at two two-hour sessions in January and February of each project year to discuss the needs of the upcoming middle school students, having meetings with the students and parents to discuss their questions and concerns, touring the middle school, shadowing a sixth grader and reporting back to his/her fifth grade class about his or her experience, holding parent-to-parent meetings where parents could discuss their concerns with each other and network, and constantly evaluating the transition program so that changes could be made. Without this open communication with all stakeholders, an effective and collaborative program could not have been developed to meet the needs of the upcoming students.

Extended Transitional Support

In its professional development sessions and workshops with parents, Unidos will address the misconception that once the students have entered into the middle school, the transition is

over (Akos, 2002). In line with Arowosafe and Irvin (1992) and Schumacher (1998) Unidos' transition program will be ongoing, including in December of each project year surveying the students to see what concerns they still have and addressing these concerns through activities and meetings; continuing activities that focus on communication between parents and student, parents and school, and building rapport with teachers and students. Continuing to support transition issues across the school year allows students opportunities to be included in the transition process, especially since some of them may not have felt comfortable with participating and giving their input at the beginning of the transition process. Continued transition activities will also allow for an open dialogue among teachers, parents, and students involved in the transition process and offer additional assistance to students who may struggle with transitions (Akos, 2002; Anderson, et. al, 2000).

(iv) Transition from Middle School to High School and High School to the Post-Secondary Level

a. A program providing academically college and career readiness skills: To support students' readiness for post-secondary education and college, Unidos will employ a multi-faced approach tailored to Argo High School. **First, Learning Dimensions, the LeaderShop and Medina-Ramos Global Education Group will partner with Unidos project staff** to help students to navigate the transition into high school and to build relationships between after-school students and local colleges and universities such as the City Colleges of Chicago, Morton College, Northeastern Illinois University, the Illinois Institute of Technology, Columbia College, the University of Chicago, and the University of Illinois at Chicago. **Second, each project student will develop individualized high school and post-secondary plans aligned with Illinois Learning Standards**, which will be reviewed throughout the school year, which will include acquiring high school and college prep skills, including: study skills, work habits, time management, help-seeking, and social/academic problem-solving skills, which Heckman and Krueger(2010) have found are critical to career advancement. Unidos' College Passport initiative

was developed to create fluidity in the transitions from middle school to high school and high school to postsecondary. Objectives include: (a) Align community, culture and family values to the educational aspirations of youth; (b) Guide youth in creating life plans focused on future education and career goals; (c) Provide parents and students the tools and information needed to make informed decisions about school and career choices; and (d) Leverage partnerships to create a larger network of student support for transition. It also provides opportunities for students and their families to explore and build relationships with local post-secondary institutions. Middle school students participate in year-round College Passport activities. During the school year, students who are planning to attend Argo Community High School are able to develop connections before they graduate. During high school visits, they learn about how the school functions and familiarize themselves with the building. They engage with panels of high school students, often alumni from their schools, who share their experiences with transition to high school. Eighth graders are introduced to staff at the high-schools and learn about the Community Schools programs available; this supports them in getting engaged during their freshman year. Parents also receive tools and information so that they can support their children in making informed decisions about school and career choices that best fit their goals. During spring break, participants take full-day trips with their parents to visit a community college, a four-year public university and a four-year private university. **Third, a culture of high school, college, and career readiness will be developed** through student internships. **Fourth, other academic readiness skills** of positive youth development will include: collaborative learning, trusting teacher-student relationships, investment in learning, problem-based learning, and rigorous and critical thinking. **Fifth, students will use on-line resources** such as: the State of Illinois on-line college and career planning tool, Career Finder, College Matching Assistant, and Scholarship Finder. High school students also will learn how to: complete college applications, including writing a persuasive essay; identifying financial aid; and completing FAFSA forms. **Sixth, project staff will** simulate college visits on-line for students and project staff will plan with local universities how college visits can be arranged to provide students with first-hand

experiences of college life. **Seventh, students' families will be provided with strategies to assist their children** in pursuing their careers and attaining their post-secondary aspirations.

(vi) Transition from Post-Secondary Level to the Workforce. Families and Schools Together, Learning Dimensions, and the LeaderShop will assist the Unidos project with enabling students to make a smooth transition from post-secondary institutions to the workforce. The tracking system described in point (a) above will enable the project to communicate with students in ways that will enable the project to assist post -secondary students in making the transition into the workforce. In the final year of their post-secondary level schooling, Unidos will offer three webinar seminars in the fall, winter, and spring, which will focus on issues related to effectively transitioning into the workforce. Issues to be considered and discussed during these webinars will include: (1) developing a career networking plan; (2) learning how to write high quality résumés and letters of inquiry; (3) tips for successfully interviewing; (4) how to maintain on-going contacts with career networks, including peers, post-secondary alumni, recruiters, business organizations, on-line professional networks; (5) learning how to manage your time in a social setting that is different than the one experienced in a post-secondary institution; (6) how to create a personal budget and manage your finances; (7) keeping in touch with the latest job trends in the field of your career or our prospective job market; (8) developing a professional demeanor as required for your new career position; (9) considering your first job as the stepping-stone or first step in your career path; (10) being psychologically aware that your first application might not lead to employment; (11) being prepared for how to deal with job offers and salary negotiations; and (12) how to cope with job stress and continuing one's physical fitness.

(e). The Fifth Major Impact of Project Services on the Intended Recipients: Having Developed and Implemented Family and Community Engagement and Supports.

By September 30, 2024, there will have been an increase in the ability of project school families to support the development of their children both at school and at home in the subjects of reading

and mathematics and an increase in families' knowledge about their personal, social, and academic development, and health.

Introduction: The Unidos project staff, in collaboration with Families and Schools Together, the LeaderShop, Medina-Ramos Global Education Group, Argo Community High School, and Pillars Community Health, will increase family and parent engagement at the three project schools through five strategic programs, described in detail below.

(i) Offering Weekly Activities to Foster Family Involvement in Children's Learning: A weekly schedule of activities will be offered at each school. Project staff in collaboration with the Leader Shop, and Medina-Ramos Global Education Group, and Families and Schools Together also will work with families to create, find, and offer activities to deepen family engagement and involvement with the school and the learning of their children, foster effective communication, development of social networks and provide peer collaboration and support, based on an on-going assessment of family needs. The weekly groups of 10-15 parents, who will meet two hours each session and up two times per week, will discuss various child related issues, father's role in child development, arts-integrated family literacy activities, volunteer opportunities and coordination, health and social service supports, presentations by community organizations who offer resources to families, workshops demonstrating activities that can be done at home to support children's academic and developmental progress. Weekly workshops will be held either during the day, some evenings and/or on Saturday, which will be focused on such home learning support topics as: strategies for reading to or with their children, strategies for talking about school work, systems for monitoring student learning, approaches to TV, cell phone and computer use, and the creation of home learning centers. Additional detailed academic support activities for families are under Section (v) below focused on family literacy.

(ii) Establishing Family Resource Centers: The services offered at the Family Resource Centers will be expanded at each partner school by the LeaderShop and Learning Dimensions. The Center will be designed to support the acquisition of direct services and resources for families and provide a welcoming meeting place in the school for families. Resource rooms will

be located within each school and will be open a minimum of 20 hours per week for teachers, parent leader/mentors and parents to “drop-in” for family involvement, literacy, family leadership, and the development of a culture for teacher and family collaboration. Specific resources will be provided to address needs expressed by the families served by each school site. “Hands-on” resources in the Family Resource Room will include a lending library, learning resource kits, “manipulatives” and other learning tools that families can take home to support their children’s academic and social development and increase their ability to help their children with homework. In each of these rooms, a Family Resource Leader, who is a trusted parent trained as a parent leader/mentor in the school and peer, will be present to answer questions and provide information for families. The Family Resource Leader will also work with families, teachers, and the entire school-community to continually assess needs and offer resources and activities that are uniquely tailored to the needs of project families. In response to needs for a reliable source of food and affordable health services expressed by more than 50% of parents, Unidos staff will work with officials to expand a school garden program at all three schools and a Food Bank in at least one Family Resource Center which will be coordinated by the Family Resource Leader of that school and the Unidos staff. By year 5 Pillar Community Health will have established, a school Family Health Center based in one Family Resource Center, with on school site medical and dental services.

(iii) Supporting Leadership Development for Families: To develop the leadership and advocacy skills of parents a Parent Leader/Mentoring Team of 10 parents from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities. Parent leader/mentors, and project staff in collaboration with Families and Schools Together will offer a series of monthly two-hour workshops for groups of 10-15 parents and teacher teams at each partner school on developing practical strategies that parents can employ at their home schools, including how to: increase family involvement in school events and involve families in planning school events; for families to become advocates for their children.

(iv) Providing Family Nights Focused on: Family and Parent Engagement and Education to Enhance Family and Parental Development: At each school, Family Nights for families (including parents and their children) will be offered by Families and Schools Together, Pillars Community Health, and Argo Community High School, weekly on Fridays for two hours to foster parent engagement with their children on a number of dimensions of personal academic, health, dietary, and social development. These sessions will place a premium on: (1) creating optimal challenges for families and students, e.g. personal agency, self-efficacy, and home learning; (2) developing strategies for conflict resolution and collaborative problem-solving, financial planning, the use of workplace English, and job readiness skills; (3) setting personal and family goal setting, in the areas of academic, personal, and social; (4) learning how to set up visits to libraries, computer facilities, museums; (5) developing learning centers and quiet spaces for learning at home, (6) understanding how to purchase educationally productive learning games; (7) comprehending how the body functions (including describing and explaining the structure and functions of the human body systems and how they interrelate); (8) explaining the effects of health-related actions on the body systems; and (9) describing factors that affect growth and development; (10) learning ethnic dances and other forms of exercise to set the stage for aerobic family physical activity; (11) adopting optimal eating habits including the consumption of vegetables and fruit; (12) learning about the food groups, portion control, how to read food labels, and the importance of eating breakfast; (13) acquiring healthy eating habits and providing useful tips to supporting a healthier lifestyle; and (14) making traditional recipes with healthier and food substitution suggestions.

Interactive Family Activities: All of the above activities will involve interactive activities that families and children can undertake at home, with tips for parents to foster with their children literacy and reading, and as well as other ways to support their children's social development, health, and nutrition. Moreover, during these Family Nights, parents, teachers' administrators, parent leader/mentors and school personnel will have the opportunity to interact and see one another as part of a community of learners far beyond the traditional report card pick up or

discipline related intervention.

(v) Academic Support Classes: for English as a Second Language (ESL), GED Attainment, and Computer Skills to Support Parents in Assisting Families with Engaging Their Children with Learning at School and Home

A comprehensive program of ESL, GED Attainment and computer skill services will be provided to families at the project's three schools.

Family Academic Support Overview-- Under Unidos 90 family members per project year, 30 per school from each of the program sites, will have the opportunity to take ESL, GED attainment and computer skills classes. Each course (with 15 family members in each class) will be offered for a total of 16 weeks twice a year and will meet for two hours two times a week with additional open hours for extra support from instructional staff.

(a) Computer and Literacy Skills

Assessments: Candidates will complete a self-assessment of their computer literacy skills in Microsoft Word, Excel, PowerPoint and multimedia software and their application to work settings. In addition, they will have a brief written assessment that asks them to define basic vocabulary and terminology, as well as basic computer functions.

- BASIC: Candidates in this course will learn the basic vocabulary and terminology related to word processing, the Internet, web search, and email. They will also be introduced and create documents and presentations in Word, Excel, and PowerPoint. Candidates, who successfully complete this course, will be ready for the advanced course.
- Advanced: Candidates in this course will focus on keyboarding, information literacy, and further develop their word processing skills. They will also attain advanced skills in Word, Excel, and PowerPoint, and create multi-media presentations. In addition, candidates will learn about Internet safety, cyber-bullying, and social, legal and ethical issues related to the use of technology, including acceptable use and copyright.

Candidates, who successfully complete this course, will be ready to continue computer courses through Learning Dimensions.

(b) Component Two: English as a Second Language Literacy (ESL)

Assessments: The BEST Plus and BEST Literacy tests are Adult English Proficiency Assessments. BEST Plus measures listening and speaking skills and the BEST Literacy measures reading and writing skills. Candidates will receive both assessments prior to being enrolled in a course. They will also take the tests again once they have completed the courses. There will be three different levels offered:

- Initial: Candidates who place into the Initial ESL course function minimally, if at all, in English. They typically communicate through gestures and a few isolated words. Some candidates may not have the necessary literacy skills in their native language to begin coursework in and ESL coursework. These candidates will be placed in an initial level course, where they will learn the foundational literacy skills that they will need to begin the ESL course. Gaining these foundational skills is essential because they will be transferable to their studies of the English language.
- Level 1: Candidates who place into Level 1 function in a very limited way in situations related to their immediate needs. They can ask and respond to basic learned phrases spoken slowly and repeated often. They may recognize and write letters and numbers, and read and understand common sight words and they can write their own names and addresses. At the end of Level 1, candidates who successfully complete the course will be ready for Level 2. They will have basic communication skills using simple phrases or sentences. They will also be able to read and write letters and numbers. Candidates will also be able to complete basic information on forms.
- Level 2: Candidates who place into Level 2 function with some difficulty in situations related to their immediate needs. They may have some simple oral communication abilities using basic learned phrases and sentences. They might be able to read and write

letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. They might also be able to write basic personal information on simplified forms. Candidates, who successfully complete this course, will be prepared to take a more advanced ESL course at Daley College or begin an entry-level job that requires basic English skills.

(c) Component Three: General Education Diploma (GED)

Assessments: TABE (Tests of Adult Basic Education) Diagnostic Assessments will be given to any RISE adult candidate who has not earned a high school diploma. This test will determine whether a candidate will enroll in the Pre-GED or GED course.

Pre-GED: Any candidate who tests at a first through eighth grade level. Students will further develop their basic skills in Reading, Math, Language, Language Mechanics, Vocabulary, and Spelling to prepare them for the GED course.

GED Math & Science: Candidates who test above the eighth-grade level will begin the GED course to prepare them for the Math & Science sections on the GED test.

GED Reading Language Arts & Social Studies: Candidates who test above the eighth-grade level will begin the GED course to prepare them for the Reading, Language Arts, & Social Studies sections on the test. Candidates who place out of the courses offered through RISE will be immediately referred to Daley College to pursue more advanced courses.

(f). The Sixth Major Impact of Project Services on the Intended Recipients: Having Developed and Implemented Social, Health, Nutrition, and Mental Health Services and Supports.

By September 30, 2024, 2,500 students will have increased their social, health, nutrition, and mental health in order to meet Illinois state standards of social, health, nutrition, and mental health.

(i) Providing Teacher Professional Development and Parent Workshops to Support Student Social, Health, Nutrition, and Mental Health.

(a) Overview of Professional Development offered in years one through five supporting the social, health, nutrition, and mental health well-being of students – The 50 project teachers will participate each of the five years in 30 hours of sustained and intensive programming on how to address students' social, health, nutritional, and mental health needs, with individual sessions focused on modules for these respective areas. Twelve of these teachers will function as leaders of School-Based Teams to provide on-going coordination and support for the PD workshops and coaching. Accordingly, all teachers will participate in 20 hours of PD workshop sessions and ten hours of coaching each year, beginning with two two-hour monthly workshops in August through May and one hour of coaching each month. Twenty hours of workshops (one two-hour workshop per month) parent workshops parent workshops will be provided to support student social, health, nutrition, mental. Coaching for parents will be offered as part of the workshop sessions. The above Teacher and Parent PD workshops and follow-up coaching (below) will be provided by professionals from Opportunities for All, Pillars Community Health, Argo Community High School, Learning Dimensions, and Medina-Ramos Global Education Group.

(b) Follow-up PD and mentoring having been offered in Years 1- 5 supporting the social, health, nutrition, and mental health well-being of students: Unidos' social, health, nutrition, and mental health partners will provide on-going monthly one-hour follow-up coaching sessions at the classroom level for teachers. The follow-ups will include 10 hours from September through June of observations, coaching, reflection sessions, data collection and analysis, the development of case material, and collaborative strategy sessions to review how to apply concepts and skills acquired from the PD sessions.

(c) Having Utilized A Research-Based PD Approach that Up-Dates and Enhances PE and Nutrition Instruction and Curricula for Continuous Improvement: The instructional and curricular design of this project that will be infused throughout the PD sessions are based on cutting edge research in PE and nutrition. This PD approach will demonstrate how critical it is to: (1) assess student physical and health needs on an on-going basis *with an understanding of*

procedures for obtaining parent permission; (2) provide optimal physical and health challenges matching a student's capabilities; (3) create a mastery motivational climate promoting personal agency where mistakes are viewed as part of the learning process; (4) understand how physical activity can be enjoyable and meaningful; and (5) provide teachers expertise on how to teach physical and nutritional skills that appeal to the ethnic backgrounds of students, e.g. folk and ethnic dances (the Zumba of Columbia, the Samba of Brazil, the Folklorico of Mexico, and the theHuyayano from Peru), soccer, and diets that take into account their ethnic heritage.

Accordingly, the design of the nutrition strategies used in this project as described in detail in Section B2, which include experiential learning and cross-curricular instruction in nutrition, is supported by extensive research. A meta-analysis of quasi-experimental research on school-based nutrition instruction, published in *the International Journal of Behavioral Nutrition and Physical Activity*, was used as a guide to develop the project's nutritional strategies (Dudley et al.,2015). Forty-nine quasi-experimental studies provided evidence for the design of the project's nutritional activities. Three of those research projects highlighted by Dudley in his meta-analysis included: (Edwards & Hermann, 2011; Morgan et al., 2010; Fahlman et al., 2008); **(4)**

Employing social and emotional strategies based on up-to-date research: (a) Adventure

education: This project will employ adventure education in its design as an approach to improving students' self-concept, decision-making and their ability to function effectively within groups. Recent research has demonstrated that adventure education can have these types of positive effects. A quasi-experimental study by Baena-Extremera and his colleagues (2012) found improvement in social functioning through adventure education. In the *Journal of Adolescence*, Mutz and Muller (2016) reported that adventure education fosters positive mental health among teenagers. **(b) Team Learning:** The project's use of mixed ability teams through Teams, Games, and Tournaments(TGT), which encourages cooperation and competition to achieve physical fitness and improved nutrition, is supported by several quasi-experimental research studies, and will be integrated into instruction both during school hours and in out-of-school-time programming activities. In studies reported in the *Journal of Social Sciences*, Van

Wyk (2011) discovered in a quasi-experimental study of TGT that treatment subjects had acquired more positive attitudes towards cooperation and academic achievement. Likewise, Gaikwad (2012) discovered in a quasi-experimental study that students improved their abilities to be cooperative and use critical thinking skill sets when engaged in TGT. In the *Journal of Educational Technology*, Salam and his colleagues (2015) confirmed in an experimental study of TGT that treatment students involved in TGT had more positive attitudes towards learning and achieved at higher levels than the control students. **(c) Cooperative Learning:** A number of quasi-experimental studies have shown that cooperative learning, which is used in this project to improve students' collaboration and mutual respect, contributes to students' ability to work together in cohesive groups to achieve shared learning objectives (Slavin, 2011; Johnson & Johnson, 2008; Van Dat Tran, 2014). **(d) Motivational interviewing:** A review by Macgowan and Engle (2010) reports that Motivational Interviewing (MI) has met the American Psychological Association's criteria for promising treatments of adolescent personal development. Other research (Naar-King & Suarez, 2011) concluded in their study that motivational interviewing led to high levels of decision-making skills in students. Finally, Barnett and her colleagues in a review published by the National Center for Biotechnology found that there was substantial quasi-experimental evidence supporting the use of motivational interviewing in enhancing non-cognitive skills (Barnett, et. al., 2012).

(ii) Conducting Programs to Enhance Student Social and Emotional Learning.

Student programming for social and emotional learning will comply and be modeled after the State of Illinois' Social and Emotional Learning (SEL) standards. Those state goals and their standards include the following:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Standard 1: Identify and manage one's emotions and behavior.

Standard 2: Recognize personal qualities and external supports.

Standard 3: Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

Standard 1: Recognize the feelings and perspectives of others.

Standard 2: Recognize individual and group similarities and differences.

Standard 3: Use communication and social skills to interact effectively with others.

Standard 4: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Standard 1: Consider ethical, safety, and societal factors in making decisions.

Standard 2: Apply decision-making skills to deal responsibly with daily academic situations.

Standard 3: Contribute to the well-being of one's school and community.

Students Having Increased Their Ability to improve their mastery of non-cognitive skills through Team-building for positive social & cooperative skills: Introduction:

Both cooperative learning and Teams, Games, and Tournaments (TGT) approaches to teamwork, and motivational learning and adventure education below are exceptional in the way they will be innovatively integrated into all of the programming for fitness and nutrition activities describe above. Team-building will be facilitated by PE teachers, The District instructors, and staff from Families and Schools Together, Pillars Community Health, and Medina-Ramos Global Education Group to assist cooperative learning students working together in cohesive groups to achieve shared learning objectives. In the process, students will take on responsibility for their own learning and group learning. Under TGT students are placed in these teams to compete in a game-based style of learning. TGT encourages competition and cooperation to promote peer group rewards for achievement.

Promising new non-cognitive or social-emotional strategies:

(a) Adventure education: Three-hundred students in the out-of-school-time program will participate in an Adventure Education field-site programs in November, February, and April of each project year. Key components of this activity are group processing and conflict resolution skills when the team gathers to discuss the effectiveness of the group's decision-making, and the development of future alternative approaches to meeting group challenges. Adventure education is a strategy for groups of students that includes activities designed so that students must confront and meet physical challenges at school and field sites where they overcome physical barriers, move from one place to another while being physically encumbered, or climb walls. **(b) Team building:** Through Teams, Games, and Tournaments (TGT), students will participate in fitness and nutrition activities where the teams are organized into mixed ability development groups during the regular school day instruction, and in out-of-school-time program activities. The team structure encourages competition and cooperation to promote peer group rewards for achievement as well as social responsibility. In the case of physical fitness and nutrition, it creates an opportunity for students on each team to inspire one another to do better. **(c) Cooperative learning:** Under cooperative learning students work together in cohesive groups to achieve shared learning objectives. In the process, students take on responsibility for their own learning and the learning of group members. Under cooperative learning, students listen attentively, raise questions, resolve conflicts or negotiate outcomes to help the group reach agreed upon outcomes. In the process, students begin to trust each other, communicate more clearly and unambiguously, accept support from one another, and make decisions about what to change in the future. **(d) Motivational Interviewing (MI):** Groups of 6-10 students, based on student socio-emotional needs, will participate in the project's Motivational Interviewing (MI) program once a week during the after-school sessions, led by Families and Schools Together and Medina-Ramos Global Education Group. MI is a client-centered counseling style program directed at analyzing and resolving ambivalence about changing personal behaviors. Rather than just imparting information, it emphasizes exploring and reinforcing individual and group motivation toward positive physical and nutritional behaviors while supporting their autonomy.

This approach has been found to be an especially good fit for pre-adolescents or adolescents who need to exert their independence and make decisions for themselves. ***(d) Non-cognitive skills developed by the above strategies:*** These strategies include those related to self-factors (e.g. self-management, self-awareness, responsible decision-making, and self-development) and social factors (having the ability to develop and maintain healthy relationships through empathy and appreciating diversity, and utilizing resources at the family and community levels, including working effectively with peers and in groups).

(iii) Having Offered Programs to Improve Student Physical Health, Fitness, and Nutrition.

(a) Having Assessed student health and nutritional needs at the school level and targeting the most at-risk students for referrals to physicians and dentists: A staff member from Pillars Community Health will work with the project's schools to assess students' needs, using a health survey to identify the need for health services in such areas as primary care, vision, dental, nutrition education, and physical fitness, all of which have the potential of undermining students' academic performance at school. This assessment process will provide valuable data for the design of the Unidos health component. This needs assessment process will be used to design the health and home fitness programs described below. Based on the schools' health surveys the Pillars Community Health will collaborate with the Site Coordinator and Assistant to implement a school-wide referral system to link students identified with physical needs to services provided by Families and Schools Together, which can take the first steps to address these concerns. The surveys will also identify students who are out of compliance with immunization requirements and in need of yearly physical examinations, and who were consequently in need of additional health services to bring their physical and nutritional functioning to an optimal level to support academic achievement.

(b) Having referred students at project schools to resources to address their needs:

Students who have been identified as out of compliance with immunization requirements and are in need of health physicals will be referred to local Summit physicians for primary care.

(c) Having implemented parent programming focused on improving nutrition and physical

health: Throughout each project year, monthly cooking classes will be offered for parents to improve family nutrition. In addition, parent workshops on nutritional grocery shopping on a budget will be conducted by the Pillar Community Health.

(d) Having Organized Student Activities: Three-hundred project students each year (1,500 over the five grant years), organized into 10-15member student health groups will participate three times a week for two hours in after-school programming at school sites and community health facilities (e.g. the Argo Community High School), all as part of the Schools' Health Improvement Plans. Pillars of Community Health and Families and Schools together staff with expertise in health and nutrition, and the 50 teachers participating in the project's PD will lead these sessions, under the supervision of the Site Coordinators. During these activities, students will learn how to develop plans for after-school physical activities associated with health and nutrition, e.g. biking, hiking, walking, swimming, and dancing.

(e) Students Having Acquired Healthy Eating Habits and Good Nutrition: During each school's weekly after-school session and in their classrooms, the project's teachers will implement integrated curricular lessons in collaboration with the Families and Schools Together to support healthy nutrition habits by combining human anatomy and physiology with proper dietary guidelines to support healthy development. In addition, nutrition strategies that will be presented in the after-school sessions include: experiential and inquiry-based learning cross-curricular instruction, and having students set nutritional goals and documenting the results of those nutritional changes. As with fitness, students will be organized into diverse teams to support one another in meeting their goals. This project will utilize the services of Argo Community High School students to serve as on-site mentors/coaches to project students, and also to support instructors in carrying out program activities as a part of their required service-learning hours. Mentors will participate in PD components to prepare them to work with students in implementing the after-school research-based fitness/nutrition activities.

(f) Having developed and implemented promising new physical fitness strategies that build on, or are alternatives to existing strategies. *Introduction:* All of the strategies below meet the Department of Education's definition of "evidence of promise" since they are supported by either quasi-experimental or experimental research with citations as described in detail under Competitive Priority 4. The project's promising new strategies will build upon existing strategies, and they will be presented to students in an integrated manner. In addition, the non-cognitive activities described below, in collaboration with Argo Community High School, will provide an effective means through which students can not only acquire knowledge, but practice in groups and understand through motivational interviewing how their physical and nutritional needs as whole persons can be met.**(1) *Promising new physical fitness strategies:*** The after-school physical fitness strategies taught to students under this project have been chosen from what recent research has demonstrated are effective approaches to engaging students in physical activities aligned with good nutrition. The project has identified a number of strategies from three well-researched physical activity models and combined them into an adapted model for this project. These research studies include: for BMT, studies in *Preventive Medicine Reports* describing that BMT has a positive impact on student resilience and executive functioning in after-school physical activities (Dalziel, et al., 2015) and in *Educational Psychologist* (Yeager and Dweck, 2012); for SHARP PRINCIPLES research showing that this model increased levels of physical activity in *Preventive Medicine Reports* (Powell, 2015) and in *Research Quarterly on Exercise* (McKenzie, 2012); and for SPARK, evidence for increased after-school physical activity and self-management in the *American Academy of Kinesiology* (McKenzie, et al, 2009) and in the *Procedia of the Social and Behavioral Sciences* (Rengasamy, 2012). **From BMT**, the project will utilize activities that emphasize the relationship between physical movement, thinking, nutrition, and social-emotional development. This research strategy focuses on the association between physical activity and executive functioning or higher-order processes that direct both thought and action. The key themes in BMT include the development of physical literacy, while at the same time coupling that literacy with thinking and the establishment of

personal qualities that are essential for learning, e.g. perseverance, resilience, tolerance, and determination. From **SHARP PRINCIPLES**, Fitness Culture focuses on how to increase students' moderate to vigorous after-school physical activity (MVPA) by emphasizing setting tasks that are appropriate to students' physical, cognitive, and social development (accessibility through differentiation) by providing immediate feedback or questioning on how to remain active, and promoting physical activity integrated with nutrition. **From BASIC**, the project will employ such strategies as: after-school behavioral self-management of physical activity; appropriate progression of physical activity in intensity and duration; offering abdominal and upper body strength activities; and teaching students the behavioral change skills necessary for self-monitoring, behavior contracting, self-reinforcement, scheduling, and decision-making, all with on-going weekly follow-up support. *(2) Promising new nutrition strategies:*

Introduction--Nutrition strategies that are promising include experiential and inquiry-based learning (e.g. trying new and more nutritious diets, developing school gardens, food preparation activities, and exploring alternative diets, and implementing those diets and assessing their consequences), cross-curricular instruction (having nutrition taught across the curriculum in such subjects as mathematics, science, reading, art, and writing), and having students set nutritional goals and documenting the results of those nutritional changes. The project will also work to adapt school policies to support nutritional lunches and offerings in vending machines used by students.

During each school's weekly after-school session and in their classrooms, the project's teachers will implement integrated curricular lessons to support healthy nutrition habits by combining human anatomy and physiology with proper dietary guidelines to support healthy development.

In addition, nutrition strategies that will be presented in the after-school sessions include: experiential and inquiry-based learning cross-curricular instruction, and having students set nutritional goals and documenting the results of those nutritional changes. As with fitness, students will be organized into diverse teams to support one another in meeting their goals. This project will utilize the services of Argo Community High School students to serve as on-site

mentors/coaches to project students, and also to support instructors in carrying out program activities as a part of their required service-learning hours. Mentors will participate in PD components to prepare them to work with students in implementing the research-based fitness/nutrition activities.

(iv) Implementing A Teacher, School Staff, and Parent Referral System for Mental Health Services for Students at the Three Project Schools. Families and Schools Together, Medina-Ramos Global Education Group, and Pillars Community Health will conduct three two-hour workshops in the fall, winter, and spring of each project year to increase teachers, school staff, and parents' ability to understand and utilize what local mental health agencies and facilities are available in the Summit community, and how to make referrals. During these sessions, these participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)* that will assist them in identifying individuals in need of psychological intervention. These workshops will provide participants with an elementary understanding of the criteria needed to identify a range of disorders such as, depression, anxiety and trauma and stress related symptoms, bi-polar and psychosis. Based on these understandings, workshop participants will also learn proper referral procedures in alignment with State and Federal laws. Finally, participants will learn what the signs are for individuals who may be exhibit suicidal ideation, be victims of sexual or physical abuse, or be engaged in self-harming behaviors.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

To maximize the effectiveness of project partners on the project's five pipeline services, individual partners who have been aligned with a particular activities under a pipeline service as demonstrated by Table 3 below. In addition, within each pipeline service program the partners will meet monthly for two hours at each project school under the leadership of the Pipeline Site Coordinator to jointly plan, coordinate, and assess the quality of the services that those partners are having in order to maximize collaboration within pipeline area. In addition, the Unidos

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Project Leadership Team, composed of the 9 community partners, three teachers, three Site- Coordinators, and three school principals, will meet every other month for two hours to review the overall effectiveness of partner contributions based on formative and summative evaluation results to consider how partner collaboration within and across pipeline services could be improved.

Table 3		
Unidos Pipeline Services Addressed by Community Partners		
Pipeline Service Addressed and Objective	Components and Activities Under Objectives Addressing Pipeline Services	Partner Providing Services and Support
Pipeline Service #1 Objective #2 Providing High-quality early childhood education programs.	i. Will assess scope and intensity of current early childhood programming.	-Families and Schools Together
	ii. Providing PD for early childhood educators and project staff as well as follow-up coaching focused on developing and implementing high-quality early childhood education activities.	-Learning Dimensions -Families and Schools Together
	iii. Providing parent workshops focused on supporting high-quality early childhood programs as well as resources for follow-up coaching.	-Families and Schools Tog. -Learning Dimensions
	iv. Expanding the program conduct home visits to connect parents of early childhood learners and support high-quality programming.	-Families and Schools Tog. -Learning Dimensions
	i. Providing PD for school day teachers on arts programming and integrated arts curriculum to increase teachers’ ability to	-The Warehouse Project -Learning Dimensions --Opportunities for All

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<p>Pipeline Service #2</p> <p>Objective #3</p> <p>Implementing high-quality school and out-of- school-time programs and strategies.</p>	<p>implement high-quality authentic teaching and learning (20hrs/year with two hour monthly meetings Aug – May)</p> <p>- Provide follow-up coaching for school day teachers. (10hrs/year with One hour monthly meetings Sep – Jun)</p>	
	<p>ii. Employing arts and rigorous academic standards in arts of America’s.</p>	<p>-The Warehouse Project</p> <p>-Learning Dimensions</p> <p>--Opportunities for All</p>
	<p>iii. Providing PD focused on digital tools in the classroom</p>	<p>-Learning Dimensions</p>
	<p>iv. Implementing authentic teach and learning to project students for in school and out-of-school-time programming emphasizing integrating the arts.</p>	<p>-Argo Community H.S.</p> <p>-The LeaderShop</p> <p>-Pillars Community Health</p> <p>-Learning Dimensions</p> <p>-Families and Schools Together</p> <p>--Opportunities for All</p>

<p>Pipeline Service #3 Objective #4</p> <p>Support for a child’s transition from (1)early childhood ->(2)elementary school ->(3)middle school->(4)high school->(5)postsecondary education->(6) workforce, and including any comprehensive readiness assessment determined necessary.</p>	<p>i. Developing an academic and social and emotional monitoring system across all levels of transition to flag and address issues that will negatively affect academic achievement of students.</p>	<p>-The LeaderShop -Learning Dimensions -Families and Schools Tog.</p>
	<p>ii. Providing Pre-k to Elementary School Transition Support -Including monthly Workshops on literacy and social development</p>	<p>-The LeaderShop -Families and Schools Tog. -Argo Community H.S.</p>
	<p>iii. Providing Elementary to Middle School Transition Supports -Including monthly workshops on socially coping with change and new academic expectations</p>	<p>-Medina-Ramos Global Education Group -Families and Schools Tog.</p>
	<p>iv. Providing Middle to High to Post-Secondary School Transition Supports -Including developing individualized high-school and post-secondary plans</p>	<p>-Learning Dimensions -The LeaderShop -Medina-Ramos Global Education Group</p>
	<p>v. Providing Post-Secondary to Workforce Transition Support -Including webinars on career networking and high-quality resume construction and interviewing and job placement.</p>	<p>-Families and Schools Tog. -Learning Dimensions -The LeaderShop</p>

<p>Pipeline Service #4</p> <p>Objective #5</p> <p>Family and community engagement and supports, which may include engaging or supporting families at school or at home.</p>	<p>i. Offering programs to increase computer literacy among the families of project students</p>	<p>-Learning Dimensions</p> <p>-The LeaderShop</p> <p>-The Warehouse Project</p>
	<p>ii. Hosting and putting on family nights at school sites to foster and grow family engagement with school systems.</p>	<p>-Pillars Community Health</p> <p>-Families and Schools Tog.</p> <p>-Argo Community H.S.</p> <p>-Medina-Ramos Global Education Group</p>
	<p>iii. Offering weekly activities to foster parent involvement in children’s learning</p>	<p>-The LeaderShop</p> <p>-Medina-Ramos Global Education Group</p> <p>-Families and Schools Tog.</p> <p>-Opportunities for All</p>
	<p>iv. Establishing Family resource centers at each school site.</p>	<p>-The LeaderShop</p> <p>-Learning Dimensions</p>
	<p>v. Supporting Leadership development for Families</p>	<p>-Families and Schools Tog.</p>

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<p>Pipeline Service #5 Object #6</p> <p>Social, health, nutrition, and mental health services and supports.</p>	<p>i. Providing Teacher PD and Parent workshops to support students social, health, nutrition and mental health well-being.</p>	<p>-Pillars Community Health -Families and Schools Tog. - Medina-Ramos Global Education Group -Lyons Twnshp Mental Hlth</p>
	<p>ii. Conducting programs to enhance student social and emotional learning based on needs assessment.</p>	<p>-Pillars Community Health -Families and Schools Tog -Lyons Township Mental</p>
	<p>iii. Offering programs to improve student physical health (after-school), fitness and nutrition, including establishing a school site medical center at one project school and school-based food bank.</p>	<p>-Pillars Community Health. -Argo Community H.S. -Families and Schools Tog. -Learning Dimensions - Medina-Ramos Global Education Group</p>
	<p>iv. Implementing a teacher, school staff, and parent referral system for mental health services for students.</p>	<p>-Families and Schools Tog. -Pillars Community Health. - Lyons Twnshp Mental Hlth</p>

SECTION C: ADEQUACY OF RESOURCES

(1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project: The relevance and commitment of each community partner in the project are aligned and described in detail below in Table 4 with the project's pipeline service objectives. As this table demonstrates, each partner has the relevant experience and background to undertake the services to which they are committed. In addition, each partner has made major commitments and pledged adequate resources to support the effective implementation of Unidos.

Table 4		
Unidos Partner List on Relevance and Commitment		
(1) Partner Name	(2) The Relevance of Each Partner	(3) The Demonstrated Commitment of Each Partner
Families and Schools Together	FAST has been providing services since 1988 and has been a partner to OFA and Summit School District since that time working in its mission of empowering parents through its internationally acclaimed parent engagement program. FAST helps children thrive by building stronger, more supportive relationships at home. Built on evidence-based practices and rigorously tested, FAST consistently produces statistically significant improvements in children’s behavior, emotional well-being and academic performance while building social capital among families, schools and communities. As mentioned in the support letter and the signed MOU, WP&G will provide a liaison	i. Provide staff and expertise to assist in assessing the current state of early childhood programming. (Obj.2)
		ii. Provide technical assistance with PD for teachers and project staff as well as follow-up coaching focused on developing and implementing high-quality early childhood education activities. (Obj.2)
		iii. Provide staff and materials for parent workshops focused on supporting high-quality early childhood programs as well as resources for follow-up coaching. (Obj.2)

<p>(FAST)</p>	<p>to the project and on site services at the FSCS sites. FAST has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>iv. Assistance in expanding the program conduct home visits to connect parents of early childhood learners and support high-quality programming with staffing and best practice materials. (Obj.2)</p>
		<p>v. Provide staff and consultation on developing an academic and social and emotional monitoring system. (Obj.4)</p>
		<p>vi. Conduct parent workshops on literacy and social development for pre-k to elementary school transition. (Obj. 4)</p>
		<p>vii. Provide out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p>
		<p>viii. Conducting events and providing staff to support Post-Secondary to Workforce Transitions. (Obj.4)</p>

		<p>ix. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)</p> <p>x. Provide school and out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p> <p>xi. Offer programming and materials as supports for middle school to high-school to post-secondary student transitions. (Obj 4.)</p> <p>xii. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)</p>
	<p>Learning Dimensions has been a partner to OfA since 2009 and to the SSD since 2016 in its mission is to design innovative curriculum solutions and provide professional</p>	<p>i. Provide technical assistance with PD for teachers and project staff as well as follow-up coaching focused on developing and</p>

<p>Learning Dimensions (LD)</p>	<p>development options to create transformative learning experiences that meet the demands of the 21st century learner. Learning Dimensions provides 1) curriculum solutions (frameworks, resource guides, assessment tools), 2) teacher professional development in the areas of literacy, math, social sciences, and the common core standards, 3) cross content integration strategies, and 4) parent workshops on best practices in at-home learning. Learning Dimensions. LD has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>implementing high-quality early childhood education activities. (Obj.2)</p>
		<p>ii. Assistance in expanding the program conduct home visits to connect parents of early childhood learners and support high-quality programming with staffing and best practice materials. (Obj.2)</p>
		<p>iii. Provide staff and consultation on developing an academic and social and emotional monitoring system. (Obj.4)</p>
		<p>iv. Conduct parent workshops on literacy and social development for pre-k to elementary school transition. (Obj. 4)</p>
		<p>v. Provide staff for PD of school day teachers on integrating arts into math and literacy curriculum, as well as follow-up coaching sessions to implement high-quality school</p>

		<p>and out-of-school-time programs. Toward 30hrs/teacher/school year. (Obj.3)</p>
		<p>vi. Provide staff and consultation on developing an academic and social and emotional monitoring system. (Obj.4)</p>
		<p>vii. Provide out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p>
		<p>viii. Conducting events and providing staff to support Post-Secondary to Workforce Transitions. (Obj.4)</p>
		<p>ix. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 5)</p>
	<p>ACHS has been the Summit area high school since 1920 and since that time has been an educational and</p>	<p>i. Will provide staff, materials and space for implementing authentic learning in school</p>

<p>Argo Community High School (ACHS)</p>	<p>community partner to SSD in its mission of inspiring, educating, and empowering students to envision a positive future for themselves and their community compliments OfA’s and SSD’s goal for students impacted by the project. ACHS has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>and out-of-school-time programming that emphasize integrating the arts. (Obj.3)</p>
		<p>ii. Conduct parent workshops on literacy and social development for pre-k to elementary school transition. (Obj. 4)</p>
		<p>iii. Providing programs, staff and space for programming that improves students physical health and nutrition. (Obj.6)</p>
<p>The LeaderShop (TLS)</p>	<p>The LeaderShop has been providing community services since 1977 and to Summit School District since 2001. In its mission of empowering youth to become community-minded individuals through diverse programs that foster confidence, knowledge and leadership. The TLS provides during school, out-of- school time, mentoring, and youth and adult mental health first aid programs and services.</p>	<p>i. Will provide staff, materials and space for implementing authentic learning in school and out-of-school-time programming that emphasize integrating the arts. (Obj.3)</p>
		<p>ii. Provide staff and consultation on developing an academic and social and emotional monitoring system. (Obj.4)</p>

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	<p>TLS has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>iii. Offer space and provide resources for parent workshops on literacy and social development for pre-k to elementary school transition. (Obj. 4)</p>
		<p>iv. Offer programming and materials as supports for middle school to high-school to post-secondary student transitions. (Obj 4.)</p>
		<p>v. Conducting events and providing staff to support Post-Secondary to Workforce Transitions. (Obj.4)</p>
	<p>Medina-Ramos Global Education Group (MR) has been a partner to the SSD since 2015 by providing social-emotional learning, mindfulness strategies, and comprehensive parent, family, and teacher services with the ultimate goal of developing the whole child and</p>	<p>i. Provide school and out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p>

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<p>Medina-Ramos Global Education Group (MR)</p>	<p>creating a more effective learning environment for all. As mentioned in the support letter and the signed MOU, the organization will provide; (1) a liaison to the project and (2) on site services at the FSCS sites. (3) Medina-Ramos Global Education Group has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>ii. Offer programming and materials as supports for middle school to high-school to post-secondary student transitions. (Obj 4.)</p> <p>iii. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)</p>
<p>Pillars Community Health (PCH)</p>	<p>Pillars Community Health has been providing services since 1918 and to the Summit area since the 1920’s, through its mission of healing, caring, and educating the many communities it serves through the integration of primary medical and dental care with mental health and social services. Pillars provides health (medical, dental, mental), early childhood, social services, and parent/family services to communities and partner schools and organizations across the suburban Chicago area</p>	<p>i. Provide school and out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p> <p>ii. Offer programming and materials as supports for middle school to high-school to post-secondary student transitions. (Obj 4.)</p> <p>iii. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)</p>

	<p>has relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>iv. Provide school and out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p>
		<p>v. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)</p>
<p>The Warehouse Project (TWP)</p>	<p>The Warehouse Project and Gallery (WP&G) is relevant and committed to the project as demonstrated by its mission of delivering positive social change through the arts. The WP&G provides theater, spoken word, dance, visual art, and leadership activities through its in school and out-of-school time programming. WP&G has been providing services since 2013 and has been a partner to SSD since 2016. has relevant experience in providing</p>	<p>i. Provide school and out-of-school time monthly workshops on coping with social and academic expectation changes for elementary to middle school transition. (Obj. 4)</p>
		<p>ii. Offer programming and materials as supports for middle school to high-school to post-secondary student transitions. (Obj 4.)</p>

	staffing and resources in alignment with the related activities in column (3) of this table.	iii. Provide staff for PD and Parent Workshops for student social, health, nutrition and mental health well-being. (Obj. 6)
Lyons Township Mental Health Commission	Lyons Township Mental Health Commission is a local planning and funding body working to enhance community services since 1972 for persons with mental illness, developmental disabilities and substance abuse. The Commission identifies these needs and funds relevant services for an array of programs at multiple agencies that reach all areas of the township to fulfill their mission of developing a "Comprehensive community-based system of mental health, developmental disabilities, and substance abuse services for the community."	i. Providing Teacher PD and Parent workshops to support students social, health, nutrition and mental health well-being. (Obj. 6)
		ii. Conducting programs to enhance student social and emotional learning based on needs assessment. (Obj. 6)
		iii. Offering programs to improve student physical health, fitness and nutrition. (Obj. 6)
Opportunities for All	Founded in 2004, Opportunities for All, as an agent of community change and transformation, has created an	i. Providing PD for school day teachers on arts programming and integrated arts curriculum

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	<p>innovative learning organization enabling youth and adults alike to improve their lives, focused on community schools critical issues such as personal and leadership development, the arts, student academic advancement, health, fitness, wellness, and school community advancement. OfA works with students, teachers, principals, and parents/families and has the relevant experience in providing staffing and resources in alignment with the related activities in column (3) of this table.</p>	<p>to increase teachers ability to (??notes unclear) (20hrs/year with two hour monthly meetings Aug – May)</p> <p>Provide follow-up coaching for school day teachers. (10hrs/year with One hour monthly meetings Sep – Jun) (Obj. 3)</p> <hr/> <p>ii. Employing arts and rigorous academic standards in arts of America’s. (Obj. 3)</p> <hr/> <p>Offering weekly activities to foster parent involvement in children’s learning (Obj. 5)</p> <hr/> <p>Establishing Family resource centers at each school site. (Obj. 5)</p> <hr/> <p>Implementing a teacher, school staff, and parent referral system for mental health services for students. (Obj. 6.)</p>
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(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(1) The Reasonableness of project costs in relation to the number of persons served: The costs for the Unidos project are reasonable in relation to the 1,250 students, 50 teachers, and 1,000 family members to be served each project year under this Unidos grant over the five grant years. The project cost is approximately \$217 per students, teachers, or parents served each project year of the grant. Moreover, the Unidos project impacts the whole student population (1,250 students) of all three project schools. The District and its partners also will provide additional support for the project in the form of additional private and public sector grants, and in-kind resources from these organizations amounting about \$241,068 per year or 48% on the average in-kind match. This project cost is also reasonable because grant funds will be used as seed money to establish or develop capacity in both personnel and infrastructure (e.g. the project teams) that will have a lasting impact.

(2) Costs reasonable in relation to the anticipated results and benefits: The costs are also reasonable given the considerable breadth and scope of services to be provided and the anticipated results to be achieved under the Unidos grant project. First, the 50 teachers participating in FC will have the opportunity to receive 60 hours of PD each project year, or 300 hours over the five project years. The 1,250 students who are enrolled in at the three project schools will benefit from school and out-of-school-time programming focused on authentic teaching and learning, arts education, physical fitness and health, nutrition, social emotional and mental health services. Three hundred students in the out-of-school time programming will be offered 112 hours of academic and social supports to improve their personal and academic development, which amounts to 560 hours of instruction over the entire grant period. Second, Unidos also will have an impact school-wide on 1,250 students and 50 teachers in that the project will provide cross-curriculum instruction professional development that will have a positive impact on the whole school population and their academic achievement in reading and

mathematics, as well as their physical, social, and emotional well-being. As mentioned in Section B.1 under the first objective, Unidos will also contribute to the development of a culture supporting collaboration among 9 community partners. These community partners, whose participation and coordination will be supported by this grant, will bring substantial resources and benefits to the students, teachers, and parents at the three project schools by collaboratively addressing Unidos' five pipeline services focused on early childhood; school and out-of-school-time learning; making successful transitions from one grade to the next, and into post-secondary education, and the workforce; family community engagement and supports; and social, health, nutrition, and mental health services. Third, FC will establish an infrastructure to continue the project after federal funding ends by providing seed money for the creation of major teams for leadership, professional development, and instruction, which will create a cost-effective culture for continuing collaboration among all of the project's partners and school personnel. Fourth, the project in its design has drawn on the latest research and promising evidence to implement the best practices from quasi-experimental research for each of the five pipeline service areas. Fifth, because Unidos is a whole student project, it combines best physical fitness and health practices, and social-emotional, and nutrition policies with some promising quasi-experimental researched non-cognitive approaches to instruction; namely, Teams, Games, and Tournaments, cooperative learning, motivational interviewing and adventure education. Sixth, because the PD for the project will include teachers from across the project's three schools, there will be considerable sharing of instructional ideas and accomplishments undertaken by the grant at these schools. Seventh, by having community partners involved in Unidos, with the establishment of a wide range of teams engaging community partners, the project will have established an infrastructure for the continuing development of a community contribution to the project's five pipeline services. Eighth, the costs are also reasonable in that the project's programming will be evaluated using a high quality quasi-experimental design with comparison groups in order to rule out alternative explanations for the results achieved. Ninth, the project's evaluation through its formative assessments will also provide on-going feedback on how the project can be continually

refined and improved. Finally, a project website will enable the project to continually share the accomplishments across the schools and the community partners in order to fully engage school and community resources.

SECTION D: QUALITY OF THE MANAGEMENT PLAN

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(i) A Description of a Comprehensive Plan for the Project's Management

For Unidos, Summit School District is proposing a comprehensive plan for management of the proposed project. These organizational structures will be developed and deployed to address project leadership, planning, management, coordination, and oversight. They include: (1) the Leadership Team; (2) the Management Team, and (3) the School-Based Teacher Professional Development Teams.

(a) Leadership Team, providing overall planning and oversight: The LeaderShop Team will provide overall leadership for the project (See Section B.1 for the composition of this team). It will be composed of principals from the four project schools, plus the members of the Management Team (see below for the composition of that team). The Leadership Team will meet quarterly to: (1) set overall policies for the program; (2) monitor the implementation of the project's objectives and the eligible services, and its budget; (3) assess the adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5) provide quality control and discuss the effectiveness of the project with the Management Team; and (6) develop and monitor plans to sustain the project after federal funding ends.

(b) Day-to-Day Coordination of the project through the Project Management Team:

The Project Management Team, meeting bi-weekly, will provide day-to-day management and coordination of the project. The Management Team will consist of: the Full-Service Community

School Coordinator/Project Direct; the key project personnel; the and representatives from the community partners. This Management Team will: (1) review timelines and milestones; (2) monitor the budget; (3) define the responsibilities of all staff, (4) implement and carry out an ongoing review of the project's components; (5) modify the activities of the project based on feedback received from the project's staff; (6) collaborate with the External Evaluator (see Evaluation section) to implement the project's evaluation design, including the development of assessment measures, the collection of data, and the review and analysis of evaluation results; and (7) prepare all annual reports to the U.S. Department of Education with the assistance of the External Evaluator.

(c) School-Site Planning and Oversight through the Unidos School Site

Coordination Teams: Planning and project oversight at each school site will be undertaken by a School Site Coordination Team(SSCT) organized at each school, which will include: the school principal, the FSCS School Site Coordinator; and representative parents, teachers, students, and community partners. The School Site Coordination Teams, which will meet every other week, will: lead the development, implementation, coordination, and oversight of all school-site Unidos activities. They also will: (1) serve as the liaison between the principal, parents, school staff, project staff, and partners; (2) in partnership with the principal and school staff, ensure that the necessary scheduling, logistics and infrastructure support is provided to the project; (3) conduct a needs assessments to determine specific services and programs to meet school and community needs; (4) lead participant recruitment efforts, work with service providers on participant retention, and collaborate with all on Unidos to guarantee program equity, quality and consistency; and (5) collaborate with service providers, Unidos staff and the evaluation team to collect reporting and evaluation data.

(d) Role of the principals in project management: The Principals in collaboration with the School Site Coordinators will be responsible for recruiting teachers, students, and parents from within the school community, ensuring that the necessary logistics, school personnel,

rooms/spaces, equipment, are in place, and support for students, parents and families involvement in Unidos' activities, as well as assistance with reporting and evaluation data, and serve on the project's Leadership Team.

(e) Role of community partners in project management: The community partners will serve as a cornerstone of the project in that they will provide academic and enrichment services to students, workshops, personnel development activities, and leadership institutes to parents and families, and programming to parents and family members of students. The community partners will be responsible for the operation and management of their specific services to students, parents, family, and community members at the respective school sites.

Table 3. Management Chart Organized by Objectives (See Key Below)

OBJECTIVES, ACTIVITIES, AND MILESTONES	TIMELINES	RESPONSIBLE
<p>Key for Persons Responsible for Above Activities: Project Director(PD); Student Program and Family/Community Engagement Coordinator (SFC); Partner Leadership Coordinator and Transition Support Program Coordinator (PLC); Relevant Partner Liaisons (RPL); Early Childhood and Wrap-Around Services Coordinator (ECC); Full-Service School Site Coordinators (FSSC); Teacher School-Based Teams (TST) the Unidos Project Leadership Team (LT); the Management Team (MT); and the External Evaluator (EE).</p>		
<p><i>FIRST OBJECTIVE— Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among Unidos’ Consortium of Project Partners.</i></p>		
<ul style="list-style-type: none"> • Activity: The Unidos Project Leadership Team (UPLT) & The Management Team (MT) are established and met. • Milestones: Monthly EPLT & MT meetings are held. EPLT & MT participants will rate the partnership as functioning effectively to support effective functioning of the full-service project in Summit schools: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%) 	<p>Oct. 2019 & Monthly EPLT & MT meetings every project year</p>	<p>PD, MT, EE, PLC, LT,</p>
<ul style="list-style-type: none"> • Activity: Unidos Management Team is providing day-to-day project coordination to integrate project's five pipeline services into a full-scale community service project and to assess pipeline service needs. 	<p>Monthly MT meetings from</p>	<p>PD, MT, EE, PLC, LT</p>

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<ul style="list-style-type: none"> • Milestones: Monthly meetings are conducted and pipeline service implementation and integration are reviewed and improved each project year; 4 needs assessment surveys are administered each project year and findings are used by project teams to improve Unidos full-service pipeline programming. 	<p>Oct - Sep each project year</p>	
<ul style="list-style-type: none"> • Activity: The Project’s Evaluation Plan is fine-tuned to Provide Annual Measurable Performance Objectives and Outcomes, Including an Increase in the Number and Percentage of Families and Students Targeted for Services Each Year of the Program. • Milestones: A revised evaluation plan is written and distributed to all project staff by December 2019. 	<p>December 15, 2019</p>	<p>PD, MT, EE, PLC, LT</p>
<ul style="list-style-type: none"> • Activity: Plans for Sustaining the Full-Service Program After the Grant Period are being developed. • Milestones: First year planning process for sustaining the project is developed. Second - third years potential sources of grant and foundation funding are identified. Fourth year grant applications and preliminary proposals for reallocation of funding are written. Fifth year applications for funding and reallocation of funding are submitted to the appropriate agencies. 	<p>April 2019 - Oct. 2019 & ongoing planning each project year from Oct. - Sep.</p>	<p>PD, MT, EE, PLC, LT</p>
<p><i>SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs.</i></p>		

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<ul style="list-style-type: none"> • Activity: Summit's current early childhood program is assessed. • Milestones: A assessment of the current Summit early childhood program is conducted with recommendations for PD for early childhood educators, pre-kindergarten screening, workshops and coaching to be offered to parents, and a proposal for expanded early childhood home visits. 	<p>Oct. - Dec. 2019</p>	<p>ECC, FSSC, EE</p>
<ul style="list-style-type: none"> • Activity: Professional Development for early childhood educators is offered for delivering the early Childhood education programs and planning the implementation of early childhood activities. • Milestones: Ten early childhood educators participate in Unidos PD activities. 	<p>Oct. 2019 - Jun. 2019 & Aug. - Jun. of subsequent project years.</p>	<p>ECC, RPL, FSSC,</p>
<ul style="list-style-type: none"> • Activity: Workshops and follow-up coaching is provided to parents on early childhood education in the home. • Milestones: 150 parents participate in monthly two-hour workshops and follow-up support as deemed necessary through home visits. 	<p>Monthly Oct. - Jun. each project year.</p>	<p>ECC, RPL, FSSC</p>
<ul style="list-style-type: none"> • Activity: Early childhood home visits are expanded. • Milestones: 65 additional home visits per year are conducted at family homes. 	<p>Nov. - Jun. of each project year.</p>	<p>ECC, RPL, FSSC</p>

<i>THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i>		
<ul style="list-style-type: none"> • Activity: Sustained and Intensive Professional Development is provided to School Teachers At the Three Project Schools to Assist Them With Improving the Quality of School and Out of School Strategies and Instruction. • Milestones: 50 teachers in Unidos’ three FSCS project schools participate in 30 hours of sustained and intensive PD to enhance student school and out-of-school-time learning. 	<p>Oct. - May of each project year.</p>	<p>PD, SFC, FSSC, RPL, TST</p>
<ul style="list-style-type: none"> • Activity: Instructional inquiry-based materials are developed. • Milestones: Three sets of instructional materials are developed each project year. 	<p>Nov. - Apr. of each project year.</p>	<p>PD, SFC, FSSC, RPL, TST</p>
<ul style="list-style-type: none"> • Activity: Authentic Teaching and Learning is implemented and Provided to Project Students in School and out-of-school-time Programs with an Emphasis on Integrating the Arts Into Classroom Instruction and Out-of-School Instruction. • Milestones: 1,250 students participate in school day programming, and 300 students will participate in out-of-school-time programming two hours per day, two days per week for 28 weeks. 	<p>Oct. - May of each project year.</p>	<p>PD, SFC, FSSC, RPL, TST</p>

<i>FOURTH OBJECTIVE—Developing and Implementing Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i>		
<ul style="list-style-type: none"> • Activity: Early warning system and academic monitoring and supporting of students at risk, and tracking their progress from each level of education and into the workforce are being implemented. • Milestone: Early warning system monitoring, student support and tracking are being implemented. 	Nov. 2019 - Jan. 2019.	PD, SFC, FSSC, RPL, TST, EE
<ul style="list-style-type: none"> • Activity: Transition pipeline services from Pre-K to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce. • Milestones: Years one through four, students from the three project schools transition from level to level. In year five, at least 80 % of high-school students transition to post-secondary education. In year 9, 80 % of the college students obtain employment in the workforce. 	Transitions are completed by Jun. in the first five years, and by Oct. in the 9th year.	ECC, SFC, FSSC, RPL, TST
<i>FIFTH OBJECTIVE—Developing and Implementing Family and Community Engagement and Supports.</i>		
<ul style="list-style-type: none"> • Activity: Weekly activities to foster family involvement in children’s learning are conducted. • Milestones: 1,000 parents of students in the three project schools participate in weekly workshops to provide home learning support strategies. 	Oct. – May of each project year.	FSSC, SFC, RPL, ECC

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<ul style="list-style-type: none"> • Activity: Family Resource Centers are established, and are providing services to families. • Milestones: Family Resource Centers are established at each school, and are open for a minimum of 20 hours per week to provide resources to families. 	<p>Dec. 2019& Oct. – May of each project year.</p>	<p>FSSC, SFC, RPL, ECC</p>
<ul style="list-style-type: none"> • Activity: Family nights focused on: family and parent engagement and education to enhance family and parental development are provided. • Milestones: Weekly family nights are provided at each project school to foster parent engagement with children on academic, health, dietary, and social development. 	<p>Oct. – May of each project year.</p>	<p>FSSC, SFC, RPL, ECC</p>
<ul style="list-style-type: none"> • Activity: Literacy services for computer skills classes to support parents in assisting families with engaging their children with learning at school and home are provided. <p>Milestones: Courses are offered two times per week for 16 weeks. Each course is offered twice during each project year.</p>	<p>Oct. – May of each project year.</p>	<p>RPL, PD, FSSC</p>
<p><i>SIXTH OBJECTIVE—Developing and Implementing Social, Health, Nutrition, and Mental Health Services and Supports.</i></p>		
<ul style="list-style-type: none"> • Activity: Teacher professional development and parent workshops are provided for students' social, health, nutrition, and mental health. • Milestones: 50 teachers participate in 30 hours of PD sessions. 1,000 parents participate in 20 hours of workshops. 	<p>Oct. - May of each project year.</p>	<p>RPL, ECC, FSSC</p>

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<ul style="list-style-type: none"> • Activity: Programs to Enhance Student Social and Emotional Learning are conducted. • Milestones: 300 students participate in adventure education field-site programs. Team building and cooperative learning are integrated into school and after-school instruction. Motivational interviewing is offered based on student socio-emotional needs. 	<p>Oct. - May of each project year.</p>	<p>RPL, ECC, FSSC</p>
<ul style="list-style-type: none"> • Activity: Students' health, nutritional needs are assessed at the school level and referrals are made to physicians and dentists. • Milestones: Students are referred to physicians and dentists based on physical and health assessments. 	<p>Nov. - Feb. of each project year.</p>	<p>RPL, ECC, FSSC</p>
<ul style="list-style-type: none"> • Activity: Student health and fitness activities are conducted. • Milestones: Three hundred project students each year (1,500 over the five grant years), organized into 10-15member student health and nutrition groups will participate three times a week for two hours in after-school programming. Fitness activities are conducted at each project school for all students. 	<p>Oct. - May of each project year.</p>	<p>RPL, ECC, FSSC</p>
<ul style="list-style-type: none"> • Activity: A Referral System for Mental Health Services for Students at the Three Project Schools is implemented. • Milestones: Three two-hour workshops are conducted for teachers, school staff, and parents. 	<p>Nov., Apr. and May of each project year.</p>	<p>RPL, ECC, FSSC</p>

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The time commitments of Project Director and other key personnel are appropriate and adequate in a number of ways. First, the personnel are appropriate because each member of the key staff has been assigned to each of the project's major components. The Project Director for the **first and fourth objectives** will provide leadership in developing a system of collaboration, documentation, and dissemination among the partners and the project's teams. He will be assisted by the Partner Leadership Coordinator and Transition Support Program Coordinator under **objective four** for helping students transition between the various levels of their education. The Project Director also will be responsible for the overall management of the project, including: hiring all new staff; organizing and implementing all staff and program schedules for all of the program components; planning the project's professional development and classroom activities with the project's managers, coaches, and advisors listed below. In the case of the **second objective**, the early childhood services will be coordinated by the Early Childhood and Wrap-Around Services Coordinator at 60% time. The services under **objective three** will be coordinated by the Partner Leadership Coordinator and Transition Support Program Coordinator, three Full-Service School Program Coordinators at 100% time in the case of the in-school strategies, and by the Student Program and Family/Community Engagement Coordinator at 50% time for all of the out-of-school-time strategies. The family and community engagement services and supports under **objective five** will also be coordinated by the Student Program and Family/Community Engagement Coordinator. All of the social, health, nutritional, and mental health wrap-around services will be coordinated by the Early Childhood and Wrap-Around Services Coordinator under **objective six**. The monthly PD sessions will be coordinated by the staff member responsible for each project component which offers PD. Thus, the Early Childhood PD sessions and the social, health, nutrition, and mental health wrap-around services PD will be coordinated by the Early Childhood and Wrap-Around Services Coordinator, and the

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sessions will be conducted by relevant partners. The in-school PD will be coordinated by the Partner Leadership Coordinator and Transition Support Program Coordinator and the School Site Coordinators, with the sessions to be conducted by relevant partners. Additionally, parent workshops on social, health, nutrition, and mental health topics will be coordinated by the Early Childhood and Wrap-Around Services Coordinator and conducted by relevant partners. To ensure an effective use of time and to provide for efficient administration, the teaching artists, teachers, and the key staff have been organized into teams: the school-based SCT team and the cross-school PDST teams. In addition, one reading and one mathematics professor, four school technology specialists will attend PD workshop sessions and also visit schools four times per month for four each day, and the External Evaluator (see Evaluation Section on his role.)

Name	Grant Role/Title	Pipeline Services to be Coordinated	% Time Allocated
Jon Baricovich	Project Director	Project Director services and leadership and support across all pipeline services	50% grant (25% grant and 25% in-kind)
David Flatley	Student Program and Family/Community Engagement Coordinator	Out of school time and Family and Community Engagement	50% (25% grant, 25% in-kind)
Jesus Esquivel	Partner Leadership Coordinator and Transition Support Program Coordinator	Partner Coordinator and facilitator and Transition Supports Program	80% grant (40% grant, 40% in-kind)

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Azucena Gonzalez	Early Childhood and Wrap-Around Services Coordinator	Early Childhood and Social, health, nutrition, and mental health services and supports	60% (30% grant, 30% in-kind)
To be hired (3)	Full-Service School Site Coordinators (3)	All school-based project pipeline services	100% (grant)

The Qualifications and Experience of Key Project Personnel

The Unidos project brings together a team of experienced and qualified professionals who have spent their careers working with the target communities in the not-for-profit and educational arenas. The individuals who will serve as key personnel for the project are as follows:

Project Director(PD), (50% time, grant): Jon Baricovich holds multiple degrees from the University of Illinois at Chicago: Bachelor of Arts in Spanish, a Master of Education in Educational Leadership and Administration, and a Master of Education in Instructional Leadership. Mr. Baricovich has close to 20 years of experience with the Summit School District, having held multiple positions, including that of a teacher, program director, administrator, and currently as the Director of Curriculum, Assessment and English Language Learning. He has also worked in the higher education arenas as an Adjunct Professor at National Louis University and the Illinois Resource Center, a leading teacher professional development provider in Illinois. Mr. Baricovich also has a wealth of experience in administering grant projects, including the district’s Title and federal competitive grants, as well as developing, implementing and managing multiple programs across content areas and a variety of educational settings. He has also collaborated with organizations from across Summit and the Chicagoland area to form partnerships that have brought the school district new services in the areas of early childhood

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education, out-of-school time programming, parent involvement, and teacher professional development. Most recently, his leadership led to a four year grant from the U.S. Department of Education's Professional Development for Arts Educators grant that brought the district together with numerous not-for-profit and university partners to implement a multi-constituency project that will benefit not only teachers, but the entire school community. If funded, Mr. Baricovich would transition to the new Unidos role and would be responsible for the overall leadership and management of the project, support across the program components, and setting up the Unidos Full Service Community School model at the school sites described in this proposal. He will hire all new staff; organize and implement all staff and program schedules; lead and/or facilitate meetings with district leaders, school coordinators, principals, instructors, parent leaders, teachers, and partners; oversee program reporting and evaluation, and ensure that all Unidos goals and objectives are met in an effective, timely and efficient manner. Mr. Baricovich will also work in full partnership with all project staff and partners in the successful development, implementation, management, and sustainability of the project.

Student Program and Family/Community Engagement Coordinator (SFEC), (60% time): David Flatley holds a Master of Arts degree from the University of Wisconsin (Madison) and a Bachelor of Science in Business Administration degree from the University of Illinois. Mr. Flatley also holds a certificate from the National Arts Strategies, Chief Executive Program from the University of Michigan's Ross School of Business and successfully completed Harvard Business School's National Arts Strategies, Executive Education Program. Mr. Flatley previously served as the Executive Director for the Center for Community Arts Partnerships at Columbia College Chicago (CCAP). At CCAP, he led a team of 25 full-time staff and over 50 teaching artists in the delivery of programs across the Chicago-area with focus on community schools, arts integration initiatives, pedagogical research, service learning opportunities, digital arts and media Literacy integration, K-12 Professional and Leadership Development, and Parental/Family Engagement Programs. Mr. Flatley also served as Project Director for a previous U.S. Department of Education Parent Information and Resource Centers grant where he created

innovative parent, family and community engagement and involvement programs. While at CCAP, he also served in various leadership roles on their three 21st Century Community Learning Centers grants. Currently, Mr. Flatley is an Arts and Education Consultant where he provides school districts, arts organizations, and other not-for-profit partners with support in the areas of program development, community schools programming, arts education, grant writing, professional development, external evaluation, integrated curriculum, civic engagement, and strategic planning. For Unidos, Mr. Flatley, in partnership with the Project Director and Unidos team members and partners, will be responsible for coordinating the project's student programming and family/community engagement components; actively working with partners; assisting in setting up the Full Service Community School model at the target school sites; assisting with hiring of student and family programming team members; be an active leader in program meetings with district partners, school coordinators, principals, parent leaders, teachers, and partners to ensure that all objectives are met in an effective, timely, and efficient manner.

Partner Leadership Coordinator and Transition Supports Program Coordinator (PLC), (80% time, grant and in-kind): **Jesus Esquivel** holds a Bachelor's of Business Management from Roosevelt University, completed graduate course work (public policy/education) from the University of Illinois at Chicago, as well as having participated in leadership and academic trainings at the University of Chicago and Columbia College Chicago. Mr. Esquivel has over 18 years of experience in working with the development, implementation and management of state and federal education grants in the Chicago Public Schools (CPS) and not-for-profit sectors. He has served as Project Director for seven U.S. Department of Education grants, including a Full-Service Community Schools grant. Mr. Esquivel has also led four 21st Century Community Learning Centers grants and has advised numerous not-for-profits and school districts on best practices in community schools programming. Mr. Esquivel also served as a program coordinator, grant and project manager at the Chicago Public Schools (CPS) Office of Language and Cultural Education working in areas such as bilingual education, parental involvement, the cultural arts, the world languages, and teacher professional development. While at CPS, he also

served as Acting Director and Field Supervisor for the Office of Arts Education, where he worked with over 100 partner organizations and 1,200 teachers to provide quality and diverse arts education experiences to students across the district. Mr. Esquivel currently serves in multiple administrative roles with Opportunities for All and as a consultant.

For Unidos, Mr. Esquivel would transition for his current role to this new position and his responsibilities would include serving as the project's Partner Leadership Coordinator and Transition Supports Program Coordinator where he will help facilitate the project's partnerships, convene partner and project team meetings, align partner offerings to district curriculum, and along with the district, cultivate new partner relationships that will support the project's pipeline activities. In addition, Mr. Esquivel would coordinate the project's Transition Support Program and provide support, guidance, and technical assistance to staff, schools, and partners as they provide services at each of the crucial school transition points (early childhood to elementary, middle, high school, and post-secondary). He will also provide advice and support via participation in all leadership and project committees.

Early Childhood and Wrap-Around Services Coordinator (ECWSC), (60% time, grant and in-kind): Azucena Gonzalez holds a Master of Arts in Education from American InterContinental University and a Bachelors of Arts in Education from Roosevelt University. Mrs. Gonzalez was also selected and completed the Erikson Institute's (a national leader in early childhood education and social work) Leadership Fellows Program. She also served as an Executive Committee Member for the Chicago Coalition of Site-Administered Child Care Centers. In addition, Mrs. Gonzalez holds an elementary teaching certificate having been an elementary school teacher within the Chicago Public Schools. Mrs. Gonzalez has 19 years of experience working with children, parents, and families in the areas of early childhood education, including Head Start, Early Head Start, home-based, and Prevention Initiative programs. Her leadership roles for Chicago's Gads Hill Center have included: Associate Director of Programs, Director of Children's Services, Director of Home-Based Children's Services, and Early Childhood Home Service Manager. She currently serves as a consultant for Gads Hill Center and Opportunities

for All. For Unidos, Mrs. Gonzales will coordinate the early childhood component and the project's wrap-around services in the areas of social, health, nutrition, and mental health services and supports. She will work with all team members and partners in setting up the Full Service Community School model at the target school sites; serve as an active leader in program meetings; work with Summit district leaders on program and curriculum alignment; and, actively collaborate with all on Unidos to meet and exceed project goals and objectives.

Full-Service School Program Coordinators (FSSPC), (100% time): The individuals chosen to be FSSPCs will form the cornerstone of the project at each of Unidos partner schools.

They will lead the development, implementation, coordination and oversight of all Unidos activities within their respective school site. They will serve as the liaison between the principal, parents, school staff, project staff, and partners. They, in partnership with the principal and school staff, will ensure that the necessary scheduling, logistics and infrastructure support is provided to the project. They will lead participant recruitment efforts, work with service providers on participant retention, service delivery, and collaborate with all on Unidos to guarantee program equity, quality and consistency. They will also work with service providers, Unidos staff and the evaluation team to collect reporting and evaluation data. Minimum qualifications for the FSSPC position will include: (1) a Bachelor's Degree with an education or equivalent experience in education, student out-of-school time programming, parental involvement, or adult education, (2) at least three years of experience in successfully working within school environments leading or assisting with student, parent/family, and adult education programs, (3) demonstrated knowledge of effective strategies in working with parents and families in school community involvement and advancement, (4) proven experience in working with multiple community partners.

SECTION E: QUALITY OF THE PROJECT EVALUATION

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(a) Thoroughness of the Evaluation Methods

The purpose of this project's evaluation plan is to provide a thorough analysis of whether the Unidos' goals and objectives have been met through a summative assessment, and how the project can be improved as it is being implemented through a formative assessment. Goals, milestones, and timelines will be set annually and reviewed to gauge whether the project's activities are meeting the Unidos' Full Service Community Schools' objectives. Throughout the programs, parents, teachers, educators, principals, school staff and children's performance will be assessed using summative quantitative measures such as pre-post assessment measures, observation instruments, attendance data, and student standardized test scores. Qualitative assessments will include interviews, focus groups, electronic portfolios, written reports, journaling, minutes, syllabi, and course materials.

(i) Establishing a Central Database: A digital data capture system will be established and maintained to systematically keep track of all quantitative data on participants. Housed in the database will be baseline, and repeated pre and post assessment data on all participants, as well as achievement test scores and academic performance of pre-K and K-12 students as well as parent, and student post-secondary and workforce measures of success.

(ii) Employing Appropriate Quantitative Methods of Evaluation, Data Collection, & Methods of Analysis: To determine the degree to which the project has achieved its objectives, a wide range of quantitative and qualitative measures will be used as described in detail under each project objective below. A repeated measures design (with pre assessment baseline points in October of the first year and August of ensuing years, and post assessments in June of each project year, resulting in multiple baseline and post assessments over the project's four years) will determine the degree to which the project has had an impact on Unidos participants and the

degree to which the program's objectives have been achieved. Where appropriate, paired samples t-tests, ANOVA (analysis of variance and repeated measures analysis of variance), and regression analyses will be used to measure the significance of impact. The threshold for rejecting the null hypothesis will be set at .05 for all tests of significance, a level deemed appropriate in related research and evaluation. Appropriate effect size indices (e.g. omega square, Cohen's d) will be calculated to estimate the magnitude of program effects on the quantitative outcomes, with a effect size standard of .25SD.

(iii) Establishing a Power Analysis for School Sample Size: The power analysis for this study is based on having at least at least 2,400 students yearly in the community site schools and the same number of teachers and students in the comparison schools. Assuming that the students are the unit of analysis, along with an expected effect size of .25SD and an alpha level of .05, the power is .99 for t-tests conducted from the beginning to the end of the of the study. These values were obtained from a statistical power calculator (www.danielsoper.com)

(iv) Establishing the Validity and Reliability of Assessment Instruments: In order to establish appropriate psychometric qualities for the project's assessment instruments, previously established validity and reliability coefficients for the standardized instruments used in the project will be reported. The External Evaluator will be responsible for developing and piloting all new instruments. The psychometrics for all standardized instruments and those developed by the project will demonstrate adequate validity and reliability coefficients of at least .80.

(v) Providing Performance Feedback: To provide regular performance feedback on periodic progress in meeting Unidos' intended outcomes, a variety of formative methods of analysis will be employed. The formative elements of the evaluation design will provide on-going feedback to project personnel for timely and valid information on the management, implementation, and efficiency of the project. The External Evaluator will develop systems for providing feedback and on-going assessment as well as measures of on-going project progress. For example, the Project Director and the Management Team will receive monthly reports from the External Evaluator to ensure that timely and valid information is provided on both formative and

summative outcomes. Moreover, at the completion of program activities, the Management Team will meet to both reflect upon and provide data (including feedback or satisfaction surveys from community partners, teachers, educators, and parents) on how effectively those program components were implemented. The feedback surveys, using Likert scales and open-ended items, will include items on the effectiveness of the programming offered.

The following formative assessment strategies will be used to give performance feedback to the Management Team: (a) focus groups convened quarterly to discuss how what impact the project is having on project participants; (b) structured and unstructured interviews, and case studies administered bi-annually with representative students and parents, providing in-depth analysis of project development; (c) Unidos key personnel will regularly review evaluation data, including: teacher time series pre-post assessments, standardized student achievement results, curricula development, and sample lesson plans and units posted on the website to consider design changes; and (d) the Management Team will convene monthly to review the above data to assess how efficiently the project is being managed.

Data will be used in a variety of ways to manage progress towards meeting the project's objectives. First, the Management Team will determine during each year the degree to which performance measures and milestones have been met. The quantitative and qualitative measures and results, for both formative and yearly summative evaluations will be shared on a quarterly basis by the Management Team. Second, the Project Director will meet with project staff to share the formative and summative evaluation findings and in consultation with the Management Team determine which modifications should be undertaken. Third, after implementation of these modifications, the Management Team will determine, in collaboration with the External Evaluator, the impact and efficacy of the changes. Fourth, this process will be repeated during each project year to ensure continual progress in meeting project outcomes.

(b) Feasibility of the Evaluation Methods

(i) Management of Project's Evaluation: The External Evaluator will be responsible for managing the project's evaluation design. The External Evaluator in collaboration with the

Project Director and the Leadership Team will refine the project evaluation design and implement it.

The External Evaluator, Jerry B. Olson, who has a Ph.d in Comparative Education from the University of Chicago and has worked as an evaluation researcher for over 40 years (see Appendix for his résumé). His preparation and experience in mixed methods (quantitative and qualitative) research, in addition to evaluating community schools programming in school in the greater Chicago area, uniquely qualifies him to evaluate Unidos. Dr. Olson has conducted all of his research and evaluation work among low-income ethnic minority youth and families in metropolitan Chicago as well evaluating the work of their teachers, students, and community agencies. Dr. Olson is not an employee of Summit School District, and as a result will be able to conduct an objective of the project. As evaluator he will prepare reports periodically each year to assist the project in making adjustments in its design based on formative evaluation data. He will also provide technical assistance on the design of evaluation instruments, their administration, and the analysis of evaluation data. Assisting the External Evaluator with data collection and analysis will be the School Site Coordinators who will be responsible for statistical data collection and the returning of surveys. The Project Director and the External Evaluator will be responsible for assembling all federal accountability reports.

(ii) Objective Quantitative Performance Measures and a Timeline for Their Implementation:

The objective quantitative performance assessments in the 6 tables described below include such measures as: repeated survey assessments (multiple pre or baseline and post assessments over the five project years) will be developed, piloted, and checked for reliability and validity in the project's first year from October of 2019 through February of 2019. ***Qualitative Data:*** This quantitative component will be reinforced with periodic formative measures of project processes and perceptions of participants. Consistent with an action research perspective, the qualitative aspect of the project will involve the External Evaluator, and the participants themselves through an in-depth study of how change within the context of the Unidos project occurs. The qualitative measures will include content analysis of documents such as instructional curricula; agenda; case

studies of schools, teachers, parents, and students; meeting minutes and notes; journals; the partnership's web site; non-structured interviewing; self-assessment; and peer observations. Finally, throughout the program, such measures as questionnaires, observations, focus groups, and interviews will be used to assess program modifications to be undertaken.

(c) The Appropriateness of the Project's Evaluation Design

(i) Methods established for project objectives and their outcomes: The evaluation methods for the project are appropriate because specific evaluation strategies have been designed for each of the project's 6 objectives. These specific methods are described in detail later in this section. Moreover, in order to ensure that the outcomes can be objectively measured using both quantitative and qualitative methods, behavioral language and specific targets have been established for each goal and objective as described in Section A1. In the sections above, a comprehensive and systematic plan for collecting data under each objective has been determined, utilizing both quantitative and qualitative measures.

(ii) Employing A Quasi-Experimental Design: Unidos' External Evaluator will choose three schools equivalent to the treatment schools on major demographic variables to function as a comparison group in order to effectively rule out or control for alternative explanations for the treatment effects that the project has. That quasi-experimental design takes into account the What Works Clearinghouse (WWC) standards and criteria. First, that according to those criteria, that design will identify equivalent comparison schools for the project's three treatment or project schools. Equivalency between treatment and comparison schools will be established by identifying comparison schools that have are equivalent on both observable and unobservable characteristics. Equivalent comparison schools will be chosen by selecting schools that are observably comparable on the following traits: low-income status, low levels of academic performance in reading and mathematics, chronic truancy, ethnic composition, Limited English Proficiency, student mobility rates, teacher years of experience and degrees held, and student individual education plans. Baseline equivalence of the analytical sample will be demonstrated on observed characteristics using these WWC criteria. These include establishing that: (1) the

reported difference of the characteristics must be less than 0.25 of a standard deviation (based on the variation of that characteristic in the pooled sample), and (2) the effects must be statistically adjusted for baseline differences in the characteristics if the difference is greater than 0.05 of a standard deviation. Second, the project's evaluation will show promise because it will employ assessment instruments that meet WWC standards for reliability and validity. Third, attrition will be monitored so that it does not exceed WWC standards. Fourth, to strengthen the quasi-experimental design, a repeated series of pre-post assessments will be collected. The addition of repeated pre and post series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. Such a design will use several waves of assessments in both groups (treatment and comparison groups) before and after the introduction of the independent variables into the treatment group. Fifth, the evaluation design will use a statistical alpha standard of significance of .05 with an effect size .25SD difference between treatment and comparison groups to determine that a favorable association has occurred. This project will demonstrate evidence of promise by ruling out alternative explanations for its results.

(iii) Availability of Results, and Timelines and Reporting to the U.S. Department of Education

to Meet GPRA Requirements: The Management Team and the External Evaluator will be responsible for conducting the evaluation activities in a timely manner. Baseline and post assessment data for summative measures will be collected according the schedule described above. Formative assessments will be administered quarterly throughout each project year. To address GPRA requirements, the project will report on the percentage and number of individuals (duplicated and unduplicated) targeted for services and who receive services during each year of the project period, compared to those in treatment and comparison groups, and report those results to the Department of Education in its Annual, Ad Hoc, and Final Performance reports.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The tables and assessments below explain how the objective performance measures are clearly related to the outcomes, and how quantitative and qualitative psychometric measures will be employed.

A. Project Objectives with Objective Performance Measures Clearly Related to Intended Outcomes, and Assessment Instruments Producing Quantitative and Qualitative Data

Full statements of the objectives appear in the Project Design Section B.1.

1. Table 4 for Aligned Outcomes and Objective Performance Measures for Objective 1

<i>(a) Objective 1: Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among Unidos' Consortium of Project Partners.</i>	
Outcomes	Performance Measures
By September 30th of each project year, the Unidos Project Leadership Team (EPLT), the Management Team (MT), the Teacher Teams (TT), & the Parent Leader/Mentor (PLM) will have been established and meeting at least monthly.	By September 30th of each project year, Unidos Project Leadership Team (EPLT), the Management Team (MT), the Teacher Teams (TT), the Parent Leader/Mentor (PLM) & community partners will have, on the average, met 12 times per project year to plan, develop, and implement the collaborative partnership system.
By December 15, 2019, Unidos' pre/post evaluation instruments will have been designed, reviewed, and assessed for their reliability and validity with consistency coefficients of at least .80.	By December 15, 2019, Unidos' pre/post evaluation instruments will have been designed so that they demonstrate adequate face and construct validity and Cronbach internal consistency measure reliability coefficients of at least .80.

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<p>By September 30th of each project year, collaborative community learning community partners will have quantitatively rated the partnerships as functioning effectively.</p>	<p>By September 30th of each project community agencies, teachers, principals, project personnel, and parents will have rated on a survey that the collaborative partnership is functioning effectively to support an integrated full-service community schools project in Summit schools at the following rates: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4 and Yr.5: 85%).</p>
<p>By September 30th of each project year, planning for the institutionalization of Unidos full-service community schools services project will have been undertaken plans to raise at least \$400,000 in reallocated, foundation, and governmental agency funding over the course of the 5 years of the grant</p>	<p>By September 30th of each project year, an increasingly more detailed documented plans for institutionalizing the project and continuing Unidos will have been developed specific targets for raising funding from reallocated, foundation, and governmental agency funding. Funding Targets: (Yr.1: \$50K; Yr.2: \$50k; Yr.3: \$100k; Yr.4: \$100k; Yr.5: \$100k).</p>

Quantitative and Qualitative Assessment Instruments for Objective 1: Repeated each project year: (1) pre-post Likert surveys assessing the partnership’s collaborative functioning and the effectiveness of the project’s mentors; (2) PD sessions will be administered in October and June of each project year; (3) documents describing the detailed evaluation plan, as well as policies & practices, & organizational units in the community partnership; (4) attendance records, minutes; (5) Feedback, satisfaction, and outcome questionnaires assessing the effectiveness of the project’s programming sessions; (6) plans & reports documenting the work of the Leadership Team, the Management Team, community partners, School-Based Teams and the Arts Partner Professional Development and Support Team (APDST; and (7) Content analyses of documents produced.

2. Table 5 for Aligned Outcomes and Objective Performance Measures for *Objective 2*

<i>(b) Objective 2: Developing and Implementing High-Quality Early Childhood Education Programs.</i>	
Outcomes	Performance Measures
By December 15, 2019, Summit's current early childhood program will have been assessed and rated, including its birth to five year-old programming, Pre-Kindergarten screening, parent workshops, and home visits.	By December 15, 2019, a report will have been developed assessing the quality of Summit's current early childhood program, including early childhood educator and community partner assessments of the quality of current programming.
By September 30th of each project year, Unidos' 10 early childhood educators and 10 parent leader/mentors will have participated in 30 hours of intensive and sustained professional development (PD) focused on delivering the early childhood education programs, and implementation of the early childhood activities.	By September 30th of each project year, 80% of the 10 treatment early childhood educators will have participated in at least 30 hours of PD, as documented in a project Excel Attendance spreadsheet, over at least an 8 month period, focused on implementing the Unidos early childhood component of the program in project classrooms (including monthly follow-up coaching).
By September 30th of each project year, 10 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.	By September 30th of each project year, 80% of Unidos' early childhood educators, according to reliable and valid pre and post surveys that they will have inducted effective early childhood programming (as measured by a 5 point scale from never

	<p>using a practice to using the practice almost daily) at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>150 parents will have participated in monthly two-hour workshops on early childhood education in the home, and have increased their ability, at a statistically significant level, to provide early childhood education in the home.</p>	<p>By September 30th of each project year, 80% of Unidos’ parents, according to reliable and valid pre and post surveys that they will have inducted effective early childhood home support(as measured by a 5 point scale from never using a practice to using the practice almost daily) at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>Early childhood visits will have increased the ability of parents, at a statistically significant level, to provide effective early childhood education in the home.</p>	<p>By September 30th of each project year, 80% of Unidos parents, according to reliable and valid pre and post surveys that they will have inducted effective early childhood home support(as measured by a 5-point scale from never using a practice to using the practice almost daily) at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 2: See

Section E.a.(iv) above for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) a content analysis of the early childhood assessment report; (2) records of educator attendance at PD and follow-up sessions recorded on an Excel spreadsheet; (3) a pre-post survey assessing early childhood educators' knowledge and record in applying the PD skills that educators have acquired on assisting parents to effectively create home learning environments for their children; (4) the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a series of tests that assess early childhood (K-6) literacy such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension; (5) pre and post assessments determining the degree to which parents have acquired and implemented skills enabling them to provide home support to their children to prepare those children for kindergarten; (6) pre and post assessments measuring the degree to which parents have implemented early childhood supports based upon home visits by Unidos early childhood educators; (7) units and lesson plans of early childhood educators; (8) early childhood educators reporting on the results of their home visits to project parents.

3. Table 6 for Aligned Outcomes and Objective Performance Measures for *Objective 3*

<i>(c) Objective 3: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i>	
Outcomes	Performance Measures
By September 30th of each project year, Unidos' teachers at the three project schools will have acquired authentic teaching and learning skills using the arts to increase those skills, at a statistically significant	By September 30th of each project year, 80% of Unidos' treatment teachers according to reliable and valid pre and post surveys that they will have increased their ability to use authentic teaching and learning in their instruction, and acquired teaching skills to integrate those arts

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<p>level, in their teaching to increase student achievement in reading and mathematics.</p>	<p>into their teaching of reading and mathematics at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By June 30th of each project year, students at Unidos’ three project schools will have increased their academic achievement in reading and mathematics, at a statistically significant level.</p>	<p>By June 30th of each project year, 1,250 Unidos’ students will have performed statistically significantly higher than students at comparison schools on Illinois standardized state tests for reading and mathematics, at a .05 alpha level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By September 30th of each project year, Unidos after-school instructors at the three project schools will have acquired authentic teaching and learning skills using the arts to increase those skills in their teaching to increase student achievement in reading and mathematics, at a statistically significant level.</p>	<p>By September 30th of each project year, 80% of Unidos after-school instructors according to reliable and valid pre and post surveys that they will have increased their ability to use authentic teaching and learning in their instruction, and acquired teaching skills to integrate those arts into their teaching of reading and mathematics at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By June 30th of each project year, students at Unidos’ three project in and out-of-school-time programs will have increased their academic achievement in reading and</p>	<p>By June 30th of each project year, 300 Unidos’ students will have performed statistically significantly higher than students at comparison schools on Illinois standardized state tests for reading and mathematics, at a .05</p>

<p>mathematics , at a statistically significant level.</p>	<p>alpha level with effect sizes of at least .25SD in contract to comparison schools.</p>
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Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 3: See Section E.a. (iv) above for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) Equivalent pre-post measures will be developed and administered in October and June of each project year focused on the teacher integration of authentic teaching and learning employing the arts into core curricula: (2) subscales developed and validated will be used to measure teacher arts content knowledge about the arts and the frequency which the teacher have applied arts integration instruction into their classrooms. (3) pre and post measures of valid and reliable standardized State of Illinois Tests of student achievement in reading and mathematics; (2) a reliable and valid survey to be developed by the External Evaluator to capture students' ability to become engaged in authentic teaching and learning experiences requiring students constructing knowledge, possessing the skills to deliberate about their learning, and the degree to which learning has become relevant and meaningful for them; (4) a protocol with quantitative rubrics to interpret the quality of students' academic work and creations; (5) a reliable and valid survey to be developed by the External Evaluator to capture students' ability to think critically and become deeply engaged in learning; (6) video recordings of student performances; and documentation of student choreography and lyrics for student dance and musical productions; (7) satisfaction surveys on teacher and student programming sessions; teacher instructional units and lesson plans; (8) teacher and student attendance records for teacher PD and student out-of-school-time sessions; and (9) copies of student inquiry-based projects.

4. Table 7 for Aligned Outcomes and Objective Performance Measures for *Objective 4*

<i>(d) Objective 4: Developing and Implementing Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i>	
Outcomes	Performance Measures
By September 30th of each project year, an early warning system and academic and supporting of students at risk, and tracking the percentage of students making progress through each level of education and into the workforce will have been implemented.	By September 30th of each project year, a detailed early warning system plan, describing what strategies, information, and instructional materials of Unidos necessary to track students through Unidos ‘levels of academic transition will have been implemented and will have tracked 80% of the Unidos project students.
By September 30th of each project year, transition pipeline services from Pre-K to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce will have been effectively implemented, and rated by students as having been highly successful.	By June 30th of each project year, the effectiveness of student transitions will be determined by documenting that at least 80% of the students will have successfully been able to make appropriate academic and workplace transitions.

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 4: Collected each project year: (1) a manual describing how the Unidos transition tracking system functions; (2) academic records indicating that Unidos students have successfully progressed through transition points from kindergarten through placement in workforce positions; (3) feedback and

satisfaction surveys (with Likert-type scales and open-ended items) administered to a representative random sample of students at each transition point to determine the degree to which Unidos has been effective in supporting students in making the transition through the educational system and into the workforce; and case studies documenting how Unidos students have been able to navigate through transition points and problems encountered.

4. Table 8 for Aligned Outcomes and Objective Performance Measures for *Objective 5*

<i>(d) Objective 5: Developing and Implementing Family and Community Engagement and Supports.</i>	
Outcomes	Performance Measures
By September 30th of each project year, parents will have improved their ability, at a statistically significant level, to support the development of their children both at school and at home in the subjects of reading and mathematics.	By September 30 of each year of the project, 80% of the parents will have demonstrated a statistically significant (at the .05 level) increase in their ability to support the development of their children both at school and at home in the subjects of reading and mathematics, with an effect size of at least .25.
By September 30th of each project year, parents will have improved their ability, at a statistically significant level, to support the social-emotional, physical, and nutritional development of their children.	By September 30 of each year of the project, 80% of the parents will have demonstrated a statistically significant (at the .05 level) increase in their ability to support the social-emotional, physical, and nutritional development of their children, with an effective size of at least .25SD.
By September 30th of each project year, there will have been an increase in the ability of	By September 30th of each project year, there will have been a statistically significant

<p>project school parents, at a statistically significant level, to acquire competencies in ESL and GED attainment and computer skills to support the academic development of their children both at school and at home in the subjects of reading and mathematics.</p>	<p>increase (at the .05 level) in the ability of project school parents to employ computer skills to support the academic development of their children both at home and at school, based on pre-post assessments with a final effect size of .25SD.</p>
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Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 5: Collected each project year: (1) pre and post parent assessments determining how successful parents have been in acquiring skills to assist their children at home to succeed to school in reading and mathematics; (2) pre and post assessments determining how successful parents have been in providing support to their children's social-emotional, physical, and nutritional development; (3) Excel spreadsheets attendance records for parent workshop attendance; (4) feedback or satisfaction surveys administered to parents on how effective the Unidos' workshops have been; (5) parent instruction units and lessons plans documenting the topics that have been addressed in family workshops on parents' assisting students with home learning and family school leadership; (4) a pre-post assessment document the degree to which parents have been engaged and utilized the support of teachers at their children's schools; and (5) academic records documenting the degree to which family members have successfully completed Unidos' ESL, GED, and computer class programming.

4. Table 9 for Aligned Outcomes and Objective Performance Measures for *Objective 6*

<p><i>(d) Objective 6: Developing and Implementing Social, Health, Nutrition, and Mental Health Services and Supports.</i></p>	
<p>Outcomes</p>	<p>Performance Measures</p>
<p>By September 30th of each project year, Unidos teachers at the three project schools</p>	<p>By September 30th of each project year, 80% of Unidos teachers, according to reliable and</p>

<p>will have increased their ability, at a statistically significant level, to assist students in improving their socio-emotional skills, health, fitness, and nutrition, and mental health.</p>	<p>valid pre and post surveys, will have increased their ability to assist students in improving their socio-emotional skills, health, fitness, and nutrition, and mental health at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By September 30th of each project year, students at Unidos’ three project schools and in the our-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health.</p>	<p>By September 30th of each project year, 80% of the 1,250 Unidos’ students will have improved their social and emotional skills, physical fitness, nutrition, and physical and mental health at a statistically significantly higher than students at comparison schools on state standardized tests for reading and mathematics, at a .05 alpha level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By September 30th of each project year, a referral system for mental health Services for Students at the Three Project Schools will have been implemented and rated as highly successful by program students and families.</p>	<p>By September 30th of each project year, the Unidos mental health services referral system will have been implemented to serve the needs of the 1,250 students and the number of referrals each project year, and 80% of students will have reported the referrals as being highly successful.</p>

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 6: (1) Pre-post surveys and questionnaires assessing student daily physical activity, and physical activity

logs, and three-day physical activity recall (3DPAR) documenting the minutes of students' physical activity. provided; (2) Pre-post assessments of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. PFYP FITness Gram or Brockport Physical fitness tests will be conducted by school PE instructors, indicating the degree of attainment for such areas as curl-ups, trunk lifts, push-ups, sit and reach, the pacer, and balanced body composition; (3) Pre-post student surveys and weekly student logs with questions on the frequency of fruit and vegetable consumption. Pre and post assessments of nutrition will be evaluated using the Youth Risk Behavior Survey and the National Youth Physical Activity and Nutrition Survey; (4) A pre-post socio-emotional survey will be developed by the External Evaluator and will be administered to measure students' cooperative learning skills, ability to work effectively on teams and/social emotional skills (e.g. self-awareness, responsible decision-making, relationship skills, and social awareness); (5) pre-post multiple time-series surveys assessing teachers' acquisition of knowledge for nutrition, team building, cooperative learning, team-building, and nutrition skills; (6) feedback questionnaires on teacher PD; (7) PD curricula lesson plans; and (8) PD attendance using Excel spreadsheets.