Table of Contents

Introduction & Competitive Preference Priorities……5-7

A. Quality of the Project Design……..8-24

(1) Goals, Objectives, and Outcomes……...8-12

(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…...12-24

B. Quality of the Project Services……..25-66

(1) Quality and Sufficiency of Strategies for Ensuring Equal Access and Treatment for Eligible Participants……....25-59

(2) Collaboration of Partners to Maximize the Effectiveness of Services……..59-66

C. Adequacy of Resources……..67-76

(1) Relevance and Commitment of Partners……..67-71

(2) Reasonableness of Project Cost in Relation to Benefits……...71-76

D. Quality of the Management Plan……....77-109

(1) Adequacy of the Management Plan……..77-92

(2) Key Personnel…….....93-109

E. Quality of the Project Evaluation…….....110-130

(1) Ensuring Evaluation Methods are Thorough, Feasible, and Appropriate…….....110-114

(2) Evaluation Methods/Performance Measures and Their Connection to Outcomes...114-130

Bibliography……....131-138

Table 1. FSCS Requirements Addressed within Proposal

Requirement	Where It Is Addressed
Description of eligible entity	Introduction (p. 5)
Memorandum of understanding among all partners	Other Attachments (Appendix A)
Capacity to coordinate and provide pipeline services at two or more FSCS	Introduction (p. 5-7) Section D. Quality of the Management Plan (p.75-106) Section C. Adequacy of Resources *(1) Relevance & Commitment of Partners* (p. 65-69)
Comprehensive plan that includes:	
Student, family, and school community to be served, including demographic information	Section A. Quality of Project Design *(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* (p. 12-20)

A needs assessment that identifies the needs of students, families and community residents	Section A. Quality of Project Design *(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* (p. 12-24)
Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students to be targeted for each year, in order to ensure that children are 1) prepared for Kindergarten, 2) achieving academically; and 3) safe, healthy, and supported by engaged parents	Section E. Quality of the Project Evaluation (p. 110-131)
Pipeline services, including existing and additional services, to be coordinated and provided by the entity, including 1) why services have been selected; 2) how services will impact student academic achievement 3)	Section B. Quality of the Project Services *(1) Quality and Sufficiency of Strategies for Ensuring Equal Access and Treatment for Eligible Participants*

how services address the objectives and outcomes	(p. 28-56)
Plans to ensure that FSCS site has:	
a full-time coordinator, a description of funding source for the coordinator	Budget Narrative (III. Leveraged Funds) Section D. Quality of the Management Plan, *Resource Coordinators* (p. 100)
plans for professional development of staff	B. Quality of the Project Services, *Professional Development* (p. 60-66)
Plans for joint utilization and management of school facilities	Section D. Quality of the Management Plan *(1) Adequacy of the Management Plan* (p. 77-92)
Plans for annual evaluation based upon attainment of the objectives and outcomes	Section E. Quality of the Project Evaluation (p. 110-131)

Plans for sustaining the programs and services beyond the grant period	Section B. Quality of the Project Services, *Sustainability of Services* (p. 63-66)
Assurance that the eligible entity and partners will focus services on schools eligible for a schoolwide program	Section A. Quality of the Project Design *(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* (p. 11-22)

Chicago Public Schools Community Schools Initiative Full-Service Consortium

INTRODUCTION

Chicago Public Schools (CPS) is a national leader in the implementation of community schools that provide essential services to students and families to remove barriers to learning, increase parent engagement, improve students' academic achievement, and promote healthy social-emotional development. The CPS Community School Initiative (CSI) is one of the largest community school initiatives in the nation, with over 17 years of experience collaborating with non-profit organizations and postsecondary institutions across the city to implement a proven model in community school programming that increases academic achievement and enriches the development of the whole child. Since its inception in 2002, CSI has launched more than 200 community schools, in partnership with over 50 lead non-profit organizations that serve as hubs of their communities to meet academic and non-academic needs of students, families, and communities.

The CPS CSI Team, in partnership with two local high schools - Spry Community Links and Roger C. Sullivan, Loyola University, Youth Guidance, Umoja Student Development Corporation, Enlace Chicago, and New Life Centers of Chicagoland have formed the CPS Community Schools Initiative Full-Service Consortium, to transform two high schools —Spry Community Links and Roger C. Sullivan— into Full-Service Community Schools (FSCS). This broad coalition of partners, which includes community-based organizations, citywide nonprofits dedicated to supporting youth development, a postsecondary institution, various

offices of the school district, are experienced program managers and service providers with expertise in the design and implementation of community school models; strong, established relationships with the communities to be served; and a commitment to improving student outcomes through the use of proven strategies **(Competitive Preference Priority 2)**.

Through the FSCS grant, the Consortium members build upon their existing partnership collaboratively implementing the CSI model at Spry Community Links and Sullivan high schools over the past several years. The Consortia has a history of effectiveness in improving student attendance, freshman on-track rates to graduate, and academic achievement, while reducing incidents of misconduct. From the 2015-16 to the 2016-17 school year, the number of Level 4-6 incidents of misconduct (defined as seriously disruptive and/or illegal behaviors that have associated consequences including detention, in/out of school suspensions, and in severe cases, expulsion and/or interactions with the criminal justice system) decreased by 45% at schools participating in the CPS Community Schools Initiative, while misconducts overall at CSI schools decreased by 13% during the same time.

In addition, over half of current CSI schools have a score of a 1 or 1+ (the highest two level ratings possible) on the School Quality Rating Policy (SQRP)[1] , the district's annual

[1] The SQRP is the district's policy for measuring annual school performance. It is a five-tiered performance system based on a broad range of indicators of success, including, but not limited to, student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success.

measure of school performance, based on a range of success indicators including student test scores and academic growth, closing achievement gaps, school culture and climate, attendance, graduation, and preparation for success post-graduation. Nearly 70% of the 26 Level 1 and 1+ schools in CSI's 2012-13 and 2014-15 cohorts increased their SQRP scores to achieve these ratings achieved after implementing the CSI community school model for one or more school years **(Competitive Preference Priority 3)**.

The CPS Community Schools Initiative Full-Service Consortium will incorporate multiple evidence-based practices to support students' academic achievement and social-emotional development, parent engagement in school, and the needs of the surrounding community. Key project components backed by Promising Evidence (as defined by the U.S. Department of Education in the Federal Register Notice Inviting Applications for the FSCS grant) include: (1) the use of the SPARCS group therapy intervention for traumatized youth (Layne et al., 2008), and (2) the implementation of the rigorously evaluated BAM model from Youth Guidance (Heller et al., 2013; Heller et al., 2016) **(Competitive Preference Priority 4)**, which has demonstrated through two rigorous randomized control trial studies, dramatic improvements for student participants, including previously justice-involved youth successfully avoiding recidivism as a result of BAM programming.

A. QUALITY OF THE PROJECT DESIGN

(1) Goals, Objectives, and Outcomes

To improve the life trajectories of the students at Spry and Sullivan, the Chicago Public Schools (CPS) Community Schools Initiative, in collaboration with our nonprofit partner organizations, proposes to implement the CPS Community Schools Initiative (CSI) Full-Service Consortium to provide comprehensive, coordinated services for students, families, and community members. The FSCS Consortium is designed to address gaps and weaknesses in services and infrastructure in each school's existing community school model to better meet the needs of each school community and generate improved student outcomes. New services funded through the FSCS grant will integrate with existing CSI programming at each school, including academic supports and enrichment, parent engagement strategies, and recreational activities. Key elements of the proposed FSCS model include: (1) academic programming aligned with school-day curriculum, (2) the development of a Behavioral Support Team at each school, (3) social-emotional learning (SEL) programs, (4) a Multi-Tiered System of Support (MTSS) to provide targeted SEL, behavioral health, and academic programming and interventions, (5) counseling, (6) restorative justice practices, (7) family engagement strategies, and (8) services for community members. Programming will be supported with comprehensive professional development for resource coordinators, MTSS coordinators, restorative justice coordinator, school leaders, teachers, and educational support staff.

The CPS Community Schools Initiative Full-Service Consortium grant will be rigorously evaluated by the American Institutes for Research (AIR), a third-party evaluator with experience

evaluating community schools and MTSS implementation, using a propensity score matching quasi-experimental design that meets What Works Clearinghouse Standards for 'Evidence with Reservations'. The evaluation findings, which will be shared with the U.S. Department of Education at the conclusion of the study, will contribute to the growing national body of research on full-service community schools, generating information regarding student, family, and community member participation; effective strategies; student outcomes; and lessons learned through implementation.

CPS FSCS Consortium Goals and Objectives

CPS has established the following goals for the Community Schools Initiative Full-Service Consortium:

Overarching Goal: Improve the life trajectories of the primarily low-income students in the two target high schools.

Goal 1: Improve Students' Academic Achievement

Objective 1.1: By the end of the second year of the grant, 85% of students participating in FSCS activities and services reporting a need for academic support will report receiving the assistance they needed on the student survey.

Objective 1.2: By the end of the grant, Spry Community Links High School will increase the Freshman-on-Track rate[2] by 10%.

Objective 1.3: 80% of students participating in 60 hours or more of FSCS programming during the school year that demonstrated weaker study habits in the prior year will demonstrate improvement on the Rigorous Study Habits scale of the 5Essentials survey.

Objective 1.4: 80% of students where the majority of the course grades they earned were at or below a C after the 10-week marking period that are actively participating in FSCS programming will demonstrate an overall improvement in grades at the final marking period.

Objective 1.5: 95% of students participating in 60 hours or more of FSCS programming during the school year will be promoted to the next grade level in the subsequent school year or, for seniors, graduate from high school.

Goal 2: Facilitate students' development of SEL Skills and Competencies

Objective 2.1: By the end of the third year of the grant, each school will demonstrate a positive increase of 10% overall in scores on the 5Essentials Survey in the areas of emotional health, psychological sense of school membership, student-teacher trust, and

[2] The Freshmen-on-Track rate is a research-based measure developed by the University of Chicago Consortium on School Research that considers key factors including attendance and course failure rates to predict high school graduation and identify students in need of additional supports.

school safety relative to the school year prior to the start of grant-supported MTSS implementation.

Objective 2.2: By the end of the second year of the grant, each school's behavioral health team will meet the criteria as outlined by the BHT Monitoring Tool regarding effective BHT functioning.

Objective 2.3: By the end of the second year of the grant, 85% of school staff will report increased knowledge about PD topics addressed that school year oriented at helping staff create an emotionally safe learning environments and foster the social and emotional development of students via staff surveys.

Objective 2.4: By the end of the second year of the grant, each school will be serving the targeted number of students with Tier II-III supports.

Objective 2.5: By the end of the second year of the grant, 80% of students participating in Tier II-III supports will report have benefitted from participating in such activities and services on the student survey.

Objective 2.6: Among students receiving Tier II-III supports, 50% will also be actively involved in other CSI programming, including afterschool programs by the end of the second year of the grant. By the end of the grant period, it is projected that 80% of students receiving Tier II-III supports will be actively involved in other CSI programming.

Objective 2.7: By the third year of the grant, 100% of school leaders, teachers, and staff will have received professional development in areas such as restorative practices, MTSS, and SEL.

Objective 2.8: Among students receiving Tier II-III supports, a 5% increase in school day attendance will be achieved by the end of the third year of the grant.

Objective 2.9: Among students receiving Tier II-III supports with one or more misconduct prior to the provision of MTSS services, 50% of students will not have a subsequent misconduct once they have completed participation in MTSS services by the end of the third year of the grant.

Goal 3: Increase the number of students, families, and community members participating in services

Objective 3.1: The number of students participating in FSCS activities will grow by 5% percent or more per year for each year of the grant.

Objective 3.2: The number of parents, adult family members of students, and community members participating in FSCS activities will grow by 5% percent per year for each year of the grant.

(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

Two high schools were selected to participate in the FSCS grant based on a comprehensive needs assessment of students, families and community members. The assessment

took into account school demographic and performance data; student, parent, and teacher surveys; community demographic and crime data; discussions with schools; census records, the CPS database for grades and discipline referrals; teacher recommendations; and a review of each school's strategic plan. Criteria for school selection included: (1) a large number of low-income students, (2) schools' ratings (2 or 2+) on the SQRP, the district's annual school performance measure, (3) the presence and needs of priority populations (e.g., African American males, Hispanic males, diverse learners, ELLs, and Students in Temporary Living Situations), (4) attendance problems leading to designation as an attendance priority school, and (5) the Hardship Index[3] for the communities where the schools are located. In addition to need, the schools were selected for participation based on their capacity for implementation, including strong leaders and leadership teams, existing community school partnership with an experienced Lead Partner Agency (LPA), and demonstrated record of effectiveness as a result of the partnership.

[3] The hardship index is a score that incorporates each of the six selected socioeconomic indicators: the percent of occupied housing units with more than one person per room (i.e., crowded housing); the percent of households living below the federal poverty level; the percent of persons in the labor force over the age of 16 years that are unemployed; the percent of persons over the age of 25 years without a high school diploma; the percent of the population under 18 or over 64 years of age (i.e., dependency); and per capita income.

An overview of school need characteristics compared to the district average follows below. As the data demonstrate, these school communities are in need of services that can improve the lives of students and their families.

Table 2. School Need Data

School Name	**Spry**	**Sullivan**	**District**
Chicago Neighborhood	S. Lawndale (Little Village)	Rogers Park	City of Chicago
Grades Served	9-12	9-12	PreK-12
Enrollment	110	668	361,314
% Low Income Students	96%	86%	77%
% Limited English Proficiency Students	45%	43%	19%
% Students with Individual Education Plan	29%	22%	14%
Attendance Rate	88%	84%	93%
Chronic Absenteeism	42%	63%	23%

School Name	**Spry**	**Sullivan**	**District**
Chicago Neighborhood	S. Lawndale (Little Village)	Rogers Park	City of Chicago
Truancy Rate[4]	53%	85%	31%
Homeless Rate	1%	9%	5%
Mobility Rate[5]	10%	22%	11%
Students who Feel Safe Rating (CPS 5Essentials Survey)	Weak	Weak	Unavailable
School Racial Composition			
White	2%	7%	11%

[4] Aligned with the Illinois State Board of Education (ISBE) definition, chronic truancy is the percentage of students who miss five percent or more of school days per year without a valid excuse.

[5] Aligned with the ISBE definition, mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year, not including graduates.

School Name	**Spry**	**Sullivan**	**District**
Chicago Neighborhood	S. Lawndale (Little Village)	Rogers Park	City of Chicago
Black	0%	40%	37%
Hispanic	96%	35%	47%
Asian/Pacific Islander	0%	16%	4%
Other	2%	2%	1%
School Performance			
Graduation Rate	86%	72%	78%
Freshman On Track Rate	76%	94%	89%
Dropout Rate	5%	9%	19%
College Enrollment 12 months post-graduation	50%	58%	60%[6]
Average SAT Scores	857	862	951

[6] SY16 was the most recent available at the time of submission.

School Name	**Spry**	**Sullivan**	**District**
Chicago Neighborhood	S. Lawndale (Little Village)	Rogers Park	City of Chicago
Percent of Students Meeting College Readiness Benchmarks	19%	20%	N/A

As you can see from the tables above, the schools are experiencing challenges, such as high rates of chronic truancy and absenteeism, low numbers of students meeting college ready academic benchmarks, and only little over half of the students enrolling in college. Surveys of students at Spry and Sullivan also reveal that their emotional health is weak, they don't feel safe at school, and their quality of grit/determination is low (2017-18 5Essentials student survey data).

Both Spry and Sullivan High School are rated Level 2+ according to the CPS School Quality Rating Policy (SQRP), the district's policy for measuring annual school performance based on indicators of success, such as student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. An assessment of Spry and Sullivan on these five critical indicators identified Sullivan as being "Below Expectations," and Spry as "Far Below Expectations" based on PSAT/SAT scores and graduation rates below the district average. In 2017-18, 9th-11th grade

students taking PSAT/SAT tests met their grade-appropriate college readiness benchmark at a rate of only 20% at Sullivan HS and 19% at Spry.

Since the 2016-17 school year, both enrollments and rates of misconducts at Sullivan and Spry have fluctuated. Despite only experiencing a 5% increase in 20th day enrollment numbers from 2016-17 to 2018-19, Sullivan experienced a 7% increase in misconducts during the same period (to present). Conversely, Spry's 20th day enrollment has steadily declined over the last three years, decreasing 20% between 2016-17 and 2017-18, and another 2% from 2017-18 to 2018-19. While misconducts at Spry have also decreased on the whole over this period, the school experienced a 37% uptick in misconduct incidents between 2017-18 and 2018-19 (to present), despite 20th day enrollments remaining relatively stagnant between these two years. These trends also stand in opposition of trends for all CPS high schools during the same period, where 20th day enrollments have declined approximately 3% over these three years, while misconducts have decreased 38% in the aggregate across all high schools.

Community Descriptions

Spry Community Links High School is located in The Little Village (La Villita) community, located in Chicago's South Lawndale neighborhood. Little Village is home to more than 90,000 residents and represents the largest concentration of Mexican and Mexican Americans in the City of Chicago and the entire Midwest. Little Village has a population made up of working-class, first or second-generation Hispanic residents. Little Village is the youngest neighborhood in Chicago with nearly 70% of the population under the age of 35. The majority

(78%) of South Lawndale's residents speak a language other than English; 37% report speaking English "less than well."

Nearly 60% of adults in South Lawndale have no high school degree, while another 25% the population has a high school degree or equivalent as their highest level of educational attainment. The median income for Little Village families is 32% lower than the Chicago median of $38,625, with over a quarter of the community's families living in extreme poverty (with incomes below $15,000), and the unemployment rate is 12%. Forty-five percent of households experience food insecurity and 37% are enrolled in food stamps or SNAP benefits. Crowded housing was reported by 18% of residents, and 7% report having ever been homeless. There is an elevated rate of child obesity (32%) and adult obesity (43%), and nearly a third (29%) of residents have no health insurance. Little Village ranks "Very Low" on the Child Opportunity Index and "High" on the Economic Hardship scale. The incidence of violent crime within the neighborhood was 3,148 per 100,000 people in the year 2016.

Sullivan High School is located in Chicago's Rogers Park neighborhood on the north side of the city. Rogers Park is home to a highly diverse immigrant population consisting of 55,500 residents, 26% of which were born outside the United States. Community members speak a large variety of languages. At Sullivan High School, 35 languages are spoken among the student body. 16% of Rogers Park residents speaking a primary language other than English at home. Less than half of adults in Rogers Park have attained a college degree, 19% have a high school degree or a GED equivalent, and 15% did not graduate high school. While there is income diversity amongst Rogers Park's residents, 27% of individuals live below the poverty threshold, 20% of households

receive SNAP/food stamps, and the area unemployment rate is 9%. 29% of Rogers Park residents are enrolled in Medicaid; 17% of residents have no health insurance. Compounding this, the prevalence of chronic conditions including asthma (7%), child obesity (22%) and adult obesity (34%), may be long term health risks. Furthermore, the prevalence of violent crime in Rogers Park puts residents' physical and mental health at risk. Crimes classified as homicides, non-fatal shootings, violent crime (other), property crime, weapons crimes, and drug crimes are 1,649 per 100,000 people in Rogers Park to date this year.

Both the Rogers Park and South Lawndale community areas of Chicago are high-need community areas. This also translates to high crime rates, for which both communities have experienced historically and at present. As of 2019 (at present), considering crimes per/100,000, South Lawndale ranks 30th among Chicago's 77 community areas, while Rogers Park ranks 40th (lowest crime per capita to highest). Specifically, South Lawndale ranks in the top 30% of communities with drug-related crimes, while Rogers Park is in the top 65%, Because of this, it is likely that students living and attending school in these community areas experience significantly elevated exposure to general criminal activity, as well as instances of violence.

Gaps and Weaknesses in Current Programming

Spry and Sullivan have demonstrated their capacity to implement community schools programming. Both schools currently implement academic supports, enrichment, and recreational Out of School Time (OST) programming that are supported through an Illinois State Board of Education 21st Century Community Learning Centers (21st CCLC) grant. These activities focus on: (1) academic programs aligned with school-day curriculum delivered through

an MTSS model, (2) health and wellness activities, (3) youth/character development addressing social-emotional learning standards, (4) enrichment and recreational activities, and (5) family programming. Individual strategies within each of CSI's five core focus areas are tailored to meet the specific needs of each school. These activities also support the Illinois Learning Standards for academic content area instruction, social-emotional learning (SEL), health and wellness, and physical activity.

Despite the range of services provided through the 21st CCLC grant, student attainment remains low at both schools, as does the schools' overall performance. To establish a comprehensive model that meets the range of needs experienced by students at Spry and Sullivan, additional strategies must be implemented. The 21st CCLC Grant provides OST programming, including on evenings and weekends; however, limited funding restricts the scope of services to academic support, enrichment, and recreational activities. A significant gap, therefore, is the integration and provision of critical SEL, behavioral supports, counseling, and mental health services to students within the school day. The FSCS Consortium will increase SEL and behavioral supports during the school day to complement existing academic programming to provide students at Spry and Sullivan with the support they need to participate and be successful in their core classes and during OST.

Many CPS schools use teaming structures to provide SEL supports during the school day. Behavioral Health Teams (BHTs) are designed to put a team of professionals together to coordinate and structure referrals and services for students during the school day and OST. While both Spry and Sullivan currently have BHTs, the team's lack formal training, operate

without formal processes and protocols, and have limited access to appropriate Tier I-III interventions.

Being able to connect the dots between a student's SEL needs to an activity taking place during OST will foster the student's sense of connectedness and enable them to see the school environment as a safe place to experience positive peer to peer and adult interactions.

Both schools also identified a gap in the availability of much-needed group and individual mentoring for students. While Spry receives individual counseling support from its partner Enlace Chicago, and Sullivan is provided with similar services through Loyola's School of Social Work, neither school has sufficient counseling opportunities to serve the full caseload of students who could benefit from the interventions.

Sullivan partners with Youth Guidance for the group based Becoming a Man (BAM) mentoring program. BAM utilizes a blend of clinical theory and practice and men's rites of passage work to guide students as they build social skills, make responsible decisions, and become positive members of their school and community. Through the Full-Service Consortium, Youth Guidance will address a gap in group counseling services for male students at Spry through implementation of the BAM program, and introduce mentoring services for female students at Sullivan by adding Working on Womanhood (WOW). WOW is a school-based clinical mentoring and counseling program designed to reach young women who have been exposed to violence and trauma as a result of the economically and socially distressed conditions present in their community.

Day-time Restorative Justice for all SEL Tiers is a gap for Spry. While there are staff members trained in Peace Circles, a full-time Restorative Justice (RJ) Coordinator is needed to support students and families on a day-to-day basis. The RJ Coordinator will be the first contact for intervention. The CPS Office of Social and Emotional Learning will provide professional development to ensure staff is fully trained in Restorative Practices. As identified through partner/principal meetings at Spry, the school is also in need of conflict resolution mediation, specifically for students who are connected or associated with gangs in the community.

Sullivan currently has a day time peace room staffed through Consortium partner, Umoja Student Development Corporation. A Peace Room serves as a hub for restorative practices and interventions including Peace Circles, Mediations, Restorative Chats, and Re-entry Circles. Current Restorative Practices training at Sullivan only includes staff, but through this project, Umoja will expand training for staff and include families. With Restorative Justice already in place, Sullivan is in need of a MTSS Coordinator. The MTSS Coordinator will support in driving MTSS (Multi-Tiered System of Supports) initiatives at the school level and serve on the school's Behavioral Health Team (BHT). The coordinator will use information garnered from the BHT to coordinate related OST activities and supports.

In addition, there is currently a gap at both schools in extending SEL and related approaches and supports outside of school and into the home by providing training for parents and community members. This is a critical gap, as parents and community members, like the students, also experience trauma. Coping mechanisms are important for parents' and community members' health and wellbeing, as well as that of the students who they interact with. Enlace

will implementing a train-the-trainer model at Spry, empowering parent leaders to educate their peers on the five core competencies of SEL (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) and the development of a growth mindset.

Through the infusion of these behavioral health and mentoring supports, schools will be transformed into SEL- and trauma-informed environments where students can fully reap the benefits of existing community schools services, and succeed academically.

B. QUALITY OF THE PROJECT SERVICES

(1) Quality and Sufficiency of Strategies for Ensuring Equal Access and Treatment for Eligible Participants

It is the Chicago Public Schools (CPS) mission to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life. In the CPS Five-Year Vision 2019-2024, the district restated its commitment to promoting equity of opportunity for all students as the driving goal, as it strives to eliminate barriers to success among students of different races, ethnicities, socioeconomic status, gender identities, and learning paths, as well as to reduce the gap for schools in the most underserved neighborhoods. Particular focus will be on two priority groups of students, African American and Latinx males, who are the most likely to drop out and not complete a postsecondary degree.

In compliance with the general Education Provision Act (GEPA), section 427, CPS assures that participants in all proposed project activities will be selected without regard to gender, race, national origin, color, disability, or age. Qualifications for participation are based on the need for services, or in the case of service providers, on their capacity to supply the necessary services. CPS has identified potential barriers that potentially have the ability to hinder or prevent the participation of some people in the FSCS, and has worked with the Consortium members to develop solutions to overcome them (See GEPA Attachment for additional information).

Student Participation

The CPS Community Schools Initiative Full-Service Consortium is designed to support Spry and Sullivan in meeting the varying needs of the student populations and families they serve in improving outcomes. In order to ensure all students receive the appropriate level of support, FSCS services will be delivered through a Multi-Tiered System of Supports (MTSS). The MTSS provides a framework for delivering high-quality, differentiated instruction, targeted support, and critical interventions to meet the academic, social and emotional, behavioral, and mental health needs of all students in every type of school and classroom setting.

To implement MTSS, principals, Behavioral Health Teams, teacher leaders, MTSS Coordinators, Restorative Justice Coordinators, counselors, Resource Coordinators, and external partner staff receive ongoing training on how to identify, support, and monitor student achievement and adjust systems, structures, protocols, and content according to individual student needs. Tier 1 (Universal) contains universal and differentiated instruction in the core curriculum for all students. Tier 2 (Group) provides additional targeted, small group academic and behavioral supports where needed. Tier 3 (Individual) refers to deep and intense supports based on individual and small group needs. Rather than a one-size-fits-all approach, the MTSS facilitates an equitable and strategic approach to the delivery of services. (Averill & Rinaldi, 2011. District Administration Magazine). MTSS is a proven strategy promoted by the U.S. Department of Education.

Dissemination and Outreach

The CPS Community Schools Initiative Full-Service Consortium will also be supported by a multifaceted dissemination and outreach plan to ensure information regarding the program is regularly shared with students, families, and the community. This effort will be led by the Resource Coordinator (RC) at each school using a variety of communication methods. In addition to social media, partners will work with schools to produce printed materials that can be easily distributed, posted, carried, or mailed home. RCs will also attend ongoing meetings and events at the school, including Report Card Pick-up Day, Parent-Teacher Conferences, and Open Houses, where they will engage parents to provide information regarding the services provided through the Full-Services Community School program and answer questions. Partner and school staff will post flyers around the school, and at nearby parks, libraries, churches, social service agencies, and alderman's offices. Grant activities are designed for communities with high immigrant and refugee populations; therefore, having materials and advertisements available in the students' native languages will be essential in engaging with them. Program staff will coordinate with district staff and partners through an established process to ensure that translation and interpretation services are available as needed.

The RC will also hold a series of informational meetings to promote program activities at various times to accommodate differing schedules. Securing students' regular participation relies strongly on relationships built with program staff. As a result, program staff from the school will attend these events to build rapport with students and recruit leaders who can help build traction for the program. Programs will be designed to connect with the academic school day, align with

the Instructional Leadership Teams, and incorporate student interests. By offering programming for students before, after, and during school, the schools will provide safe, productive environments for students while parents are at work, maximizing participation and retention while maintaining flexibility for the schedules of students and families.

(1a) Describe the Likely Impact of the Services to be Provided by the Proposed Project on the Intended Recipients of Those Services

Proposed pipeline services are likely to positively impact the target populations because they: (1) are based on the needs assessment of students, families, and community members; (2) incorporate key program services based on research and promising evidence that demonstrates their effectiveness with high-need populations similar to those served by Spry and Sullivan; (3) deliver services targeted to student need through an three-tiered MTSS model; and (4) are supported by a comprehensive professional development plan for all key stakeholders.

Each proposed strategy has been selected by the Consortium based on the specific needs of students, families, and community members as supported by data and the on-the-ground experience of the Community Based Organization (CBO) partners and educators in the schools and communities, and based on research demonstrating the effectiveness of these approaches on the target populations (Learning Policy Institute, 2017; Bryk et al., 2010).

The Consortium will provide new and existing programs within each of the four pillars identified by research on Full-Service Community Schools as being critical to improving student outcomes, as described below.

Pillar 1: Integrated Student Supports.

To address barriers to learning, CPS Full-Service Consortium will coordinate behavioral health and social service partnerships focusing on social-emotional learning, conflict resolution training, trauma-informed care, and restorative justice practices that consider student mental health and seek to lessen conflict and bullying and decrease suspensions and other punitive disciplinary actions. The Consortium proposes to implement integrated Restorative Justice Practices, Behavioral Health and Trauma-Sensitive Care, and Tiered SEL services at Spry and Sullivan, in support of all objectives associated with the Consortium's Goal 2: Facilitate students' development of SEL Skills and Competencies.

Restorative Justice Practices

Restorative justice practices are designed to address disciplinary issues by working through the causes and repairing harm through conflict resolution, meditation, or community service, and may employ classroom circles to form classroom community and build shared goals. These interventions and trainings will be provided through the CPS Office of Social Emotional Learning, and by Consortium partner agencies. Some key restorative discipline practices that will be provided are described below:

Guided Discipline provides a systematic approach to organizing classrooms for student success, reducing behavioral problems through strategic intervention and support, maximizing opportunities to learn, and responding to behavior in corrective, instructive, and restorative ways.

Restorative Mindsets and Language are the core components of Restorative Practices. A restorative mindset describes how a person understands community and one's role in the

community. Restorative language encourages positive interaction through empathetic listening, "I" statements, and restorative questions.

Talking Circles proactively build relationships among a classroom or team through a structured process. Talking circles may be used as daily check-ins, and to set classroom norms and agreements, teach social and emotional skills, provide feedback, and discuss pertinent issues and topics.

Peace Circles are a planned, structured meeting between a person or people who caused harm, the person or people who were harmed, and both parties' family and friends, in which they discuss the consequences of wrongdoing and decide how to repair harm.

Peer Conference is a voluntary, student-led process in which a small group of trained Peer Conference members provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused.

Alternatives to Expulsion Behavior Intervention include programs from a range of community partners that provide complex interventions for students referred for infractions related to gang involvement, substance abuse, conflict-resolution, self-regulation, or decision-making. Participating students are able to continue to attend their home school while completing an intervention program. The intent is to select an intervention that best matches the cause or function of the misconduct in order to meet the academic, social, emotional and behavioral needs of referred students.

Umoja Restorative Justice Practices (Existing Service) currently offered at Sullivan High School include Peace Room, social emotional skill building, restorative justice professional development, strategic planning meetings with key stakeholders, in-school suspension programming and support, and customized restorative justice coaching and technical assistance.

Urban Life Skills (NEW) Urban Life Skills staff and mediators will provide conflict resolution and restorative justice services at Spry on an as-needed basis, specifically for students who are connected or associated with gangs in the community. These sessions could be comprised of intensive mediation services and/or restorative justice Peace-Circles. When working with identified students, Urban Life Skills mediators may take steps such as an assessment stage, preliminary contact, individual debrief and information gathering with all parties, and collaborative mediation. Steps can be combined or re-ordered as necessary, depending on nature and depth of conflict and parties involved. If a conflict is between youth and Spry staff (including counselors, teachers, security, etc.), all invested parties will participate until all parties determine the conflict is resolved. Urban Life Skills will provide staff training or support in gang conflict, mediation practices, other relevant topics, or targeted conflict resolution services for youth.

A **Restorative Justice Coordinator (NEW)** will be hired to coordinate restorative justice practices at Spry Community Links High School.

Behavioral Health and Trauma-Sensitive Care

To meet the mental health needs of students, the CPS Full-Service Consortium will provide targeted services to identified at-risk students, supported through a comprehensive

professional development plan for all staff, as described below. Central to this work will be the schools' Behavioral Health Teams.

Fully Trained Behavioral Health Teams (Existing, to be improved). Behavioral Health Teams are collaborative-problem solving teams that support the identification, support, and monitoring of students with social, emotional and/or behavioral needs through a multi-tiered approach (MTSS). Behavioral Health Teams work to establish criteria for providing supports, referral, and screening protocols, and a menu of social, emotional and behavioral interventions for students. While both Spry and Sullivan have established BHTs, significant training will be provided such that these teams can implement behavioral health interventions and referrals effectively.

Additionally, an **MTSS Coordinator (NEW)** will serve as a new key member of the BHT at Sullivan High School. The coordinator will use information garnered from the BHT to coordinate related Out-of-School Time (OST) activities and supports and drive the implementation of tiered SEL supports and services.

Check-In/Check-Out is a school-based, targeted intervention, which provides daily support and monitoring for students who exhibit low-level problem behaviors across multiple settings and/or have few positive connections with staff. It is based on a daily check in/check out system that provides students with immediate feedback on their behavior and increased positive adult attention via a teacher rating on a Daily Progress Report.

Impact of Exposure to Trauma on Students, Staff and the School Community trains all school staff to increase awareness about the impact of trauma exposure on students'

development and learning. The training supports school staff to adopt a "trauma lens" to be better able to recognize signs of trauma as well as develop effective schoolwide and classroom-based strategies for creating an environment that is supportive of students.

Youth Mental Health First Aid is an eight-hour training designed to support any adult who spends time with adolescents. Participants review typical adolescent development, are introduced to the signs of common mental health challenges (e.g. depression, anxiety, eating disorders, suicidal ideation, non-suicidal self-injury, psychosis, ADHD) for youth, and learn a five-step action plan for helping students in both crisis and non-crisis situations.

Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) is a skill-building program geared towards adolescents (grades 6-12) who have been exposed to chronic stress or trauma who may still be living with ongoing stress and are experiencing problems in several areas of functioning. In this intervention, students learn to recognize the impact of trauma/stress on one's functioning, create meaning for one's life, increase communication and connectedness with others, and improve coping skills. SPARCS uses school-based group psychotherapy, which has promising evidence of effectiveness for students like refugee students, who have been exposed to war (Layne et al., 2008) **(Competitive Preference Priority 4).**

Individual Counseling (Existing) is offered at both schools, although in a limited capacity. At Spry, Enlace Chicago, the lead nonprofit partner agency, provides a part-time school-based counselor two times a week. The school-based counselors are master's level clinical social workers that provide comprehensive, de-stigmatized mental health services to

youth and families, with a focus on addressing risk factors and enhancing coping, problem solving and communication skills. They work with teachers, administrators and other school staff, as well as parents and other family members to build support networks that are key for long-term youth development. The counselors primarily focus on 10 to 20 Tier II or Tier III students.

Sullivan has similar supports through Loyola's School of Social Work. They currently place two year-long social work interns at Sullivan to support the work done by full-time CPS school social workers with the large number of immigrant and refugee students attending the school. The expansion of this critical service through the FSCS grant will allow for the placement of additional social work interns to assist in case management and facilitate small group, Tier II interventions. The interns can also be tasked with connecting students to needed SEL and clinical supports available through Loyola University and partnerships in the community.

***SEL Services*.** Finally, students will build social and emotional skills, competencies, and intelligence integrated in the classroom, at home, and in mentoring groups with their peers.

Integrating SEL with Academic Instruction is a workshop designed for teacher teams who plan lessons and units together. In this workshop, teachers will learn to recognize what they are already doing to teach SEL, and how they can be more explicit and mindful in planning academic instruction that provides clear opportunities for students to practice social and emotional skills.

Seminar class for 9th , 11th, and 12th grade Students (Existing) At Sullivan High School, Umoja's seminar class will guide students through content preparing students with practical postsecondary knowledge on the college selection and application process, career research, as well as SEL competencies including restorative justice, growth mindsets, identity exploration, and community building. Umoja's seminar includes five units for each grade level: How to Do School, College and Career, Winning Behaviors, Healthy Choices, and Service Learning and Social Justice. The seminar class is taught by a CPS teacher identified by the school.

Umoja staff support the implementation of the course and further teacher's professional skills through up to 10 hours of weekly on-site coaching. Coaching of seminar teachers includes, but is not limited to: postsecondary content and senior year benchmarks; student engagement academic coaching; and classroom management. Seminar teachers will receive bi-weekly, hour-long coaching meetings. Additionally, Umoja staff will be present in the classroom on a daily basis to model pedagogical principles and confer with teachers. Separately, Umoja provides three annual coaching cycles totaling over 12 hours of coaching and quarterly professional development meetings totaling 12 hours.

Cultivating SEL for Adults is a section of the CPS Office of Social and Emotional Learning website that contains ideas, resources, professional development activities, and a literature review focused on building positive relationships and strengthening social and emotional skills among school staff. Resources are broken out into six categories: strengthening staff connectedness, staff recognition activities, practices for school/network/central office

leaders, self-care and re-energizing, reflecting on personal SEL skills, and building staff SEL skills/buy in for SEL.

Enlace's SEL@Home (New) At Spry Community Links High School, Enlace will begin implementing an innovative train-the-trainer model to support the development of parent leaders who can facilitate and promote SEL@Home practices. Enlace will train three parents, one parent coordinator and two SEL@Home parent leaders who will complete the SEL training module. Enlace will provide two sessions focusing on establishing a foundational understanding of SEL, one session on curriculum development and one session on logistics planning. This training will empower and equip parent leaders to begin working with other parents, school administration and school counselors to identify top SEL learning priorities, and with Enlace's to design tailored SEL workshops that address these specific issues. Workshops or support group sessions are co-facilitated by parent leaders.

Enlace's SEL Coordinator will work with parent leaders to ensure that each workshop/support group session that they develop and co-facilitate touches on the five core competencies of SEL (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making).

Youth Guidance Mentoring School Day Interventions: WOW & BAM (New)

Working on Womanhood (WOW) - At Sullivan High School, WOW will be delivered by a masters-level Counselor who will deliver WOW to a maximum of 55 girls across four to five groups beginning in September 2019. WOW is an in-school clinically-based mentoring and counseling program designed to reach young women who have been exposed to violence and

trauma as a result of the economically and socially distressed conditions present in their community. WOW provides girls in 7th-12th grades with the safe space and supportive structure to address anxiety, trauma, self-esteem, and depression. Through weekly small-group counseling sessions around five core values - Self-Awareness, Emotional Intelligence, Healthy Relationships, Visionary Goal Setting, and Leadership - WOW participants increase their school engagement and achievement, decrease aggression, and improve their psychological well-being by moving through the 24-lesson WOW curriculum.

Each WOW session is designed around one of the program's core values. The students begin by "checking-in" with their counselor and the group, allowing them to know how their peers are feeling that day, mentally and physically. The group then focuses on the content of the session with a combination of journaling, reviewing vocabulary and context for the information that they are learning, and participating in group discussion with the helpful prompts of the counselor. Each session encourages girls to complete a committed action before their next meeting, allowing them to apply the skills learned outside of the group. In addition to the weekly groups, the WOW Counselor reaches out individually to students as needed, providing individual counseling and referrals to other services for students and family members. To reinforce competencies through experiential learning, WOW students also participate in field trips and events that include cultural experiences, team building challenges, recreational activities, and service learning projects.

Becoming a Man (BAM) - At Spry Community Links High School, BAM[7] will be provided to a minimum of 55 students by a BAM Counselor beginning in September 2019. BAM is designed to serve young men of color who are at highest risk of becoming a victim or perpetrator of violence due to school dropout, poor academic performance and engagement, and previous involvement with the criminal justice system. BAM utilizes a blend of clinical theory and practice and men's rites of passage work to guide students as they build social skills, make responsible decisions, and become positive members of their school and community.

The program's model follows a 30-lesson curriculum that guides participants as they learn, practice, and internalize six core values: Integrity, Accountability, Self-Determination, Positive Anger, Expression, Respect for Womanhood, and Visionary Goal Setting. Each BAM lesson is delivered by BAM Counselors in weekly circles of up to 15 students each. Lessons include a clear learning objective achieved through structured activities that include a check in, stating of group mission, facilitated discussion, skills-building activities, and homework that reinforces skills beyond the group. BAM also incorporates individual services, field trips, and special events to reinforce competencies beyond the circle. Brief encounters enable BAM Counselors to monitor participant progress and hold them accountable to skills or goals expressed in group. These encounters also lead to more intensive support, including individual counseling, meetings with parents or teachers, and referring participants and families to wraparound services. Field trips incorporated into the curriculum include college tours and

[7] BAM is already provided at Sullivan High School.

cultural events that expose youth to new opportunities and enable them to practice skills in a supportive setting.

Youth Guidance's BAM program was evaluated by University of Chicago Urban Labs researchers using randomized control trials in 2009-10 and 2013-15 to assess programmatic outcomes including crime involvement and academic engagement. This study showed promising results; a 50% decrease in violent crime arrests and 30% decrease in arrests for other crime, along with positive education outcomes such as school attendance, persistence, and GPA achievement, and increased graduation rates by 12-19%. (Heller et al., 2013; Heller et al., 2016) **(Competitive Preference Priority 4).**

SEL Supports within the MTSS Framework

CPS will implement the SEL supports described above within the MTSS Framework in order to strategically provide targeted support to the appropriate students. The Tiers of the SEL MTSS focus on referrals based on the individual students and their identified Tier of support.

- **Tier I (Universal Supports)** aims to provide staff with knowledge around how to do preventative trauma screenings which will encourage linkage to referrals and services to reduce gaps in treatment.
- **Tier II** referrals take place either via universal screening or staff / parent referral. The BHT will recommend a plan of treatment which may include both Tier II and Tier III interventions. These interventions may happen simultaneously, but generally increase in intensity (i.e. a student will usually first receive a Tier II intervention). If satisfactory progress is not achieved at the conclusion of services, the student will be reassessed and

considered for Tier III (individual) treatment either through a school based counselor or external mental health professional. The highest priority cases will automatically receive Tier III counseling either alone or in concert with Tier II. The BHT serves a critical role in this process and carries out the following duties: notifying the student's parent/guardian post-referral, performing student in-take, securing parental/guardian consent, coordinating scheduling with the student (in case of pull-out sessions), alerting CBOs providing the Tier II intervention, and monitoring student progress.

- **Tier III** interventions take place towards the conclusion of Tier II services, a student will have the option to receive Tier III individual counseling. Students will be identified based on pre-post assessments, as well as a rescreening of the TESI. Facilitator / co-facilitator recommendation will factor into the decision for additional treatment.

Tier I supports will involve professional development widely across school teachers and staff. Trainings such as Youth Mental Health First Aid will help all staff recognize and respond to common youth mental health challenges and help transform schools into more SEL focused environments. Tier II & III supports rely on heavily on Behavioral Health Teams at Spry and Sullivan. The role of the BHT is to develop systems and protocols for referrals, best practices for communication to parents, staff, and community partners, expanding the number of interventions at the Tier II/III level, progress monitoring, and using data to drive decision-making in supporting students with additional needs. The table below describes the tier at which SEL, Restorative Justice, and Trauma-Informed Behavioral Health interventions will be delivered.

Table 3. SEL Project Services within the MTSS Framework

Supportive Learning Climate and Universal SEL Instruction (Tier I)	● Cultivating SEL for Adults ● SEL@Home ● Guided Discipline ● Integrating SEL with Academic Instruction ● Restorative Mindsets and Language ● Talking Circles ● Umoja Seminar Class ● Youth Mental Health First Aid
Targeted Supports for Some Students (Tier II)	● Behavioral Health Teams ● BAM and WOW Mentoring Groups ● Check-In/Check-Out ● Impact of Exposure to Trauma on Students, Staff and the School Community ● Peace Circles ● Peer Conference ● Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)

Individualized Supports for a Few Students (Tier III)	● Alternatives to Expulsion Behavior Intervention ● Individual Counseling ● Urban Life Skills Gang Intervention

The Need for SEL, Restorative Practices, Behavioral Health, and Trauma-Sensitive Care

As described in Section A. Quality of the Project Design, Spry and Sullivan have high rates of chronic truancy and absenteeism, below average academic attainment, and low postsecondary enrollment. CPS and school leadership believe the prevalence of trauma, or other mental and behavioral health needs of the students, who may be at-risk due to their experiences as refugee or immigrants, or due to exposure to violence, is a contributing factor to this poor performance.

Risk for Refugee & Immigrant Students and Families. Many refugee students have fled violence, famine, oppression, or war, and face associated traumas and stresses in addition to the work of adjusting to a completely new environment (Betancourt et al, 2017). A white paper from the National Child Traumatic Stress Network indicates that the incidence of post-traumatic stress amongst refugee children occurs at rates as high as 75%. Compounding this, refugee students' past traumas may be aggravated by the stress of resettlement and refugee students face specific challenges adjusting to new school environments. Furthermore, The U.S. Department of Education's "Newcomer Tool Kit" states that for refugees and for all immigrants, there is a risk of stress from cultural changes and acculturation, of feelings of alienation, and of experiencing bullying (Birman, 2002; Berry & Vedder, 2016) while establishing a secure identity amidst

competing social pressures (Chiu et al., 2012; Suárez-Orozco, Rhodes, & Milburn. 2009; Suárez-Orozco & Suárez-Orozco, 2001; Bal & Perzigian, 2013; Ladson-Billings, 1995; Suárez-Orozco & Suárez-Orozco, 2001). This Toolkit cites SEL, practices that build student resilience, and recognize student strengths as essential strategies to support these students (Birman, 2002; Center for Mental Health in Schools at UCLA, 2011; Gonzalez, Eades, & Supple, 2014; Suárez-Orozco, Rhodes, et al., 2009).

Exposure to Violence. As previously discussed, students at both schools are likely to have been exposed to violence and may be at risk. Research shows that both primary and secondary exposure to trauma have a wide variety of impacts on youths as they attempt to develop a set of coping skills to mitigate its harmful effects. The Treatment and Services Adaptation Center identifies several symptomatic behaviors that are likely to occur in youths after experiencing or witnessing a highly traumatic event, including (1) re-experiencing the event (flashbacks, nightmares, etc.), (2) avoidance (heightened attempts avoid thinking about the event; general disengagement in social settings), (3) negative mood (blaming others and themselves for event, diminished interest in activities), and (4) arousal (constant state of fight-or-flight, increased sense of dread or worry). Additionally, the Child Mind Institute further suggests that children who have experienced high degrees of trauma often struggle with executive functioning and self-regulation. These various responses to trauma commonly manifest in ways that are deemed disruptive for school-day learning.

Research suggests Restorative Justice, Trauma-Informed Care, and SEL reduce suspensions. Based on previous success in CPS and other large urban school districts, SEL,

Mental Health Services, Restorative Justice, and Trauma-Sensitive Care are demonstrated strategies to decrease suspensions, chronic truancy, and absenteeism.

Restorative Justice disciplinary practices have already led to CPS' tremendous success in reducing suspensions. Since 2012, CPS was able to reduce the number of out-of-school suspensions by 76%, and in-school suspensions by 40%. The district attributes this transformative reduction to SEL supports and the widespread use of restorative justice practices, using the MTSS to guide delivery and monitoring. Studies show restorative justice programs and practices reduce suspensions and violence (Dignity in Schools, 2012). Evidence that speaks to restorative justice's powerful role in reducing suspensions can be seen in school districts such as Denver Public Schools, where since adopting restorative justice discipline policies there was a 68% reduction in police tickets in schools and a 40% reduction in out-of-school suspensions, and West Philadelphia High School where suspensions decreased 50% and serious incidents or violent acts fell 52% after one year of implementation, demonstrate the potential impact of this intervention (Dignity in Schools, 2012).

SEL & Trauma-Informed Care is another promising practice. CPS recently implemented tiered SEL supports and trauma informed care including universal trainings such as Youth Mental Health First Aid, SPARCS group interventions, and individual student counseling at ten high schools where students are frequently exposed to violence. These schools created Behavioral Health Teams (BHTs) to deliver SEL services within the MTSS Framework. A quasi-experimental design study of this program's effectiveness revealed a statistically significant

reduction in in- and out-of-school suspensions as compared to a control group of similar schools (AIR, 2019).

Restorative Justice, Trauma-Informed Care, and SEL can Improve Academic Outcomes

Reducing suspensions may be particularly valuable at Sullivan and Spry where chronic truancy and absenteeism rates are high. Research shows that suspensions contribute to chronic absences, poor academic performance and consequently greater chances of dropping out and becoming implicated in the juvenile justice system (Justice Center, 2014; Advancement Project, 2010). Even 1 suspension reduces a young person's likelihood of graduation by 12% (Alliance for Excellent Education, 2016). The inclusion of SEL at every level of the MTSS is based on evidence of positively impacting student success, including increasing academic achievement and attainment (Durlak et al., 2011; Osher et al., 2016; Taylor et al., 2017), as well as improving students' attitudes and behaviors toward themselves and others (Durlak et al., 2011; Jones et al., 2017; Yeager, 2017).

Finally, building students' SEL skills and competencies, and working to reproduce safe and supportive school environments may also be a strategy to drive long-term gains in academic attainment. Research shows that social-emotional competence and academic achievement are closely interconnected (Schonfeld et al., 2015. *School Psychology Quarterly*), and that coordinated instruction in both areas maximizes students' potential to succeed in school and throughout their lives (Payton et al., 2008. *CASEL*; Jones, Greenberg, & Crowley, 2015. *American Journal of Public Health*). Studies also suggest that the pairing of intensive academic interventions with SEL and behavioral supports can lead to significant improvements in behavior

and academic performance. (Cook et al., 2014. *National Bureau of Economic Research*). These findings suggest that a wraparound model that addresses students' needs from various points of intervention may have the greatest likelihood of sustained positive outcomes. One study on social-emotional learning, which included an analysis of SEL programs that served over 270,000 students in kindergarten through high school, found that participants improved not only in soft-skill areas, but also showed an 11% increase on academic performance measures (Durlak et al., 2011. *Child Development*). The CPS Full-Service Consortium therefore considers developed SEL competencies as a lever to achieve improved grades and test scores, in addition to fewer instances of misconduct, more positive social behaviors, and healthier peer relationships.

Health and Wellness Activities

In addition to a new infusion of programs and practices to develop social-emotional competencies, CPS cannot ignore the significance of physical health. A student cannot learn if they are absent from school due to illness or chronic health conditions, or if existing conditions prevent students from fully focusing and learning. To this end, Spry and Sullivan will continue to offer expanded learning time activities related to fitness and nutrition in conjunction with partner agencies.

Sports and Fitness Clubs (Existing) encourage students to develop skills they need to engage in health enhancing physical activity. They provide an outlet for students to achieve and maintain a health-enhancing level of physical fitness by using continual self-assessment, and help students develop team-building skills. In the indoor Soccer Club, students play timed tournament-style matches in teams of 5 students. This activity also builds SEL skills and fosters

teamwork between students with different backgrounds. Sullivan and Spry also offer a variety of after school sports.

Nutrition-Related Clubs (Existing) promote a focus on healthy eating and food preparation. In the Garden Club, students participate in planning, planting, caring for (weeding, watering, etc.), and harvesting fruits and vegetables in the school garden, plus regular garden-related field trips (e.g., to the Gethsemane Garden Center, Uncommon Ground). At the same time, students undertake related cooking projects, such as preparing a variety of dishes, pair foods, use utensils and measurements, understand recipes and basic vocabulary, utilize safe cooking methods, and exploring what foods/recipes promote healthy living.

Sullivan clubs inspiring healthy nutrition habits include the Cooking Club, the Cosmos Culinary Club, and the Garden Club; Spry will continue to host the CO-Garden Colloquium, CO-Cooking Class, Culinary Arts, and the *Jardincito* Garden Club.

Health Services and Referrals for Students and Families (Existing) Community schools programming emphasizes physical health and wellness as a gateway to being present in schools and feeling well enough to learn. CSI community schools provide health and wellness services to students and families in various ways. CSI collaborates with the CPS Office of Student Health and Wellness (OSHW) to provide students with vision, dental, and hearing screenings. In partnership with OSHW, Walgreens may provide free on-site flu vaccines. Additional services include immunizations, physicals, dental exams, and diabetes, cholesterol, and heart health screenings through mobile healthcare units or referrals to school based health

centers. RCs also draw on relationships with local medical centers or clinics to promote preventative care and wellness for students and families.

The Need for Health & Wellness Activities

Health, wellness, and enrollment services are needed to support students, families, and community members in the prevention and management of chronic health conditions and assisting uninsured residents in Rogers Park and Little Village to enroll health insurance. Students who are not healthy may be less able to focus in school or have to miss school entirely. Illness contributes to student absence from school, and increased coverage may enable students to receive care to prevent or mitigate the seriousness of minor illness to stay healthy and able to learn. Furthermore, based on the incidence of obesity in these communities, students and families may benefit from activities centered on nutrition and exercise. Some evidence also suggests that overweight and obese adolescents have more annual sick days on average than students who are not (Pan, Sherry, Park, & Blanck, 2013).

Pillar 2: Expanded learning time and opportunities.

The integration of SEL supports (Pillar 1) will enable students to take full advantage of existing academic enrichment activities that incorporate project-based learning, academic interventions, educational field trips, and recreational activities offered during out of school time (OST). These activities will support all Objectives associated with CPS FSCS Consortium Goal 1 as well as Objectives 2.1 and 3.1.

OST Activities Aligned to the Academic MTSS

Programming and services during OST extend, enhance, and align with school curriculum and follow the district's MTSS model. By implementing activities directly linked to school day curriculum and aligned to the Illinois Learning Standards, OST programs extend instructional time for students who face barriers to learning, reinforce educational concepts and ensure that OST activities support each school's academic program. Using the MTSS, this program extends instructional time in a targeted way by selecting at-risk students to participate in the program academic interventions directly tied to the content with which they are struggling.

Table 4. Academic MTSS Activities

Project-Based Learning (PBL) (Tier I)	Resource Coordinator works with teachers to design and implement Project-Based Learning (PBL) projects that are aligned with topics, knowledge, and skills learned during the school day.
Educational Field Trips (Tier I)	Educational field trips aligned with the curriculum are offered for students and families. Parents are invited to support their child's learning.
Academic Enrichment (Tier I & Tier II)	Supplemental courses tailored to students' interests that complement the school curriculum are offered.
Academic Interventions	Academic interventions are provided based on assessment of need. Academic supports are provided to students who are identified for MTSS

(Tiers II & III)	Tier II and III interventions. Interventions include one-on-one and group tutoring sessions, reading circles, and mathematics camps.

Project-Based Learning (Existing) is linked to the school day curriculum and Illinois Learning Standards, implemented during after-school, and designed to significantly increase college readiness and decrease high school dropout rates. PBL is engages students in complex, real-world problem-solving through which they use inquiry, research, planning, reasoning, and critical thinking skills. Projects originate with a student-generated inquiry on an issue that is meaningful to them and activities that lead to a product and/or presentation. PBL paves the way for increased opportunities in college and future careers in science and engineering (STEM), by providing multiple opportunities to build on the knowledge and skills gained during each grade. A literature review of Project-Based Learning concludes that there is promising evidence of the effectiveness of this strategy--but that it is not yet proven due to the rigor of previous evaluation designs and variation in implementation of PBL in different studies. (B. Condliffe et. al., MDRC, 2017).

Enrichment and Recreational Activities for Students (Existing) Sullivan and Spry are able to offer after school and summer enrichment and recreational activities related to arts & music, physical fitness, and other recreational activities to improve student academic performance, attendance, and school connectedness. During the summer, schools offer summer programing for students and families. CSI Summer of Learning provides schools with frameworks to tailor programming to meet their needs and tie activities to the ILS around arts integration, health and

fitness, and academics. Sullivan and Spry will continue to offer cultural and recreational activities that support arts integration and other core subjects, foster student leadership, and overall contribute to increasing students' sense of belonging.

Academic Interventions (Existing) such as tutoring and homework help students make sense of problems, understand key skills and competencies, and apply ideas taught during the school day. During before or after school time, target students receive the support and individualized attention needed to succeed and not fall behind in their classes.

Other Targeted Supports: English Language Learners (Existing) One group targeted for additional support through enrichment activities is English Learners. For example, to help students understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations, the Discover Chicago Club brings students to places in the city they have never been to before. Newcomers and Chicago natives alike have the opportunity to learn about different landmarks and neighborhoods and more fully understand and access their city. Clubs supporting ELLs include: Anime/Gamers Club, Summer Gaming Club, Discover Chicago Club, Garden Club, Library Tutoring, Math Tutoring, Credit Recovery, Homework Help, Hubbard Street Dance, Jardincito Garden Club, Technology Maker Lab, Volleyball Fitness Fun, Yollocalli Camera & Film, and Yollocalli Radio & Journalism clubs. A parent Fan Club is also offered at Sullivan with a target audience of supporting students with IEPs.

Table 5. OST Enrichment, Recreational, and Intervention Activities by School

Sullivan	Anime/Gamers Club; Digital Media Club; Discover Chicago local history & field trips; Dome Aduna Traditional Malian Folk Music and Theatre; Gay Straight Alliance (GSA); HOSA health field career and technical education; College Prep; Math Team; Math Tutoring; National Honors Society (NHS); Pep Band; Rock Band; Rock Out With Reading, Poetry Club, Student Council; Studio Lessons (Art & Music); Library Tutoring; Tech Crew; Travel / German Exchange Club.
Spry	After School Matters (ASM) Graffiti Mural Art; ASM Louder Than A Bomb Slam Poetry Club; ASM Teatro Americano Theatre; Camera and Film Club; Chicago City Programs & Job Application Open Lab; Crafty Crew Arts Colloquium; Electronic Colloquium; Mixed Media Class; Yearbook Colloquium; Credit Recovery; Girl Talk Counseling/Mentoring Group; Homework Help; Hubbard Street Dance; Sci-Fi & Horror Club; Student Voice Committee Youth Leadership; Expanded Technology & Maker Lab; Yollocalli Radio & Journalism.

Loyola CFS Expanded Freshman Transitions Program (Existing, to be expanded) In June of 2018, Loyola launched a unique freshman transitions program that provided support for students transitioning to Sullivan High School from elementary schools in Rogers Park. The project focused primarily on making students more comfortable in the new school they will call home for the next four years, but also provided opportunities for students to work on social and

emotional development, community building, and service projects. In the CPS FSCS Consortium project, Loyola CFS would expand the Freshman Transitions Program to include more students for a longer period of time. Additional funds will also allow the incorporation of more academic instruction in Math and English/Language Arts. Transitions seminars for parents of students transitioning into and out of high school could also be added to help ensure parents have the tools they need to help guide their students though these transitions.

The Need for Enrichment and Recreational Activities. The benefits of expanded learning time opportunities touch on some of Sullivan's and Spry's significant student needs. OST programming shows promise as a means of fostering positive school culture to increase attendance, and developing key skills and competencies for target groups such as English Language Learners, and students who are performing below average academically.

Chronic Truancy and Absenteeism. As previously stated, both schools have high rates of chronic truancy and absenteeism. With high mobility rates, in addition to the fact that many are moving into the United States for the first time, it may be hard to feel connected to school culture. Additionally, if students aren't succeeding academically, they may become disengaged and not see the value in attending classes. After school programming is an appropriate lever to drive improvements in attendance, as well as producing positive effects on safety/supervision and academic achievement (Devaney et al., 2015; Naftzger et al., 2015).

Low Student Attainment. Many students require additional academic support to master material taught through classroom instruction. The inclusion of academic enrichment, tutoring, and course recovery may be essential for students at these Level 2+ schools. Given the low levels

of academic attainment for adults in Rogers Park and South Lawndale, parents may be unable to assist students with challenging coursework, especially if they are unfamiliar with the language themselves. By offering enrichment aligned to school day coursework, these students can receive academic supports they may not be able to receive at home.

English Language Learners. Furthermore, afterschool enrichment and recreational activities may be a strategy to assist the high numbers of English learners at both Spry and Sullivan with language acquisition. The Department of Education's Newcomer Toolkit advises including opportunities for informal language use as well as formal academic instruction. This guide cites evidence suggesting that newcomers who engage in informal social interactions in English develop higher English language proficiency (Carhill, Suárez-Orozco, & Paez, 2008).

Pillar 3: Family and Community Engagement

Finally, engagement activities are a necessary component of a program that truly considers the needs of the community. Parent and community engagement activities will contribute to the success of CPS FSCS Consortium Objectives 2.1, 3.1, and 3.2. CPS will continue to offer parent and community activities at Spry and Sullivan, described below.

Parent ESL Classes (Existing) One key service at both Sullivan and Spry will be English classes offered through the schools. The Spry Summer English as a Second Language Links courses for parents are designed to teach English language conventions and grammar, as well as civics skills to foreign born community members and non-native English speakers. This course teaches reading, writing, listening, speaking and grammar at all levels of instruction.

Other Community Activities (Existing) Schools will also offer a Parent Workshop, which provides opportunities for parent community engagement, and Parent Zumba & Yoga at Spry and Adult Open Gym at Sullivan will be open to community members who may need more opportunities to engage in physical activity, and to be involved in the school community. Parents and community members can then model healthy behaviors for students.

Enlace Counselor Cafe (Existing) advising outreach activities will increase knowledge related to college transition, retention and graduation in Little Village. Counselor Cafe streamlines collaboration between advisors at Little Village elementary, middle and high schools and at the top 5 colleges and universities attended by Little Village students to improve outreach, high school enrollment and college retention. At the same time, this service increases parental engagement in high schools by promoting knowledge about postsecondary opportunities and addressing the specific concerns of immigrant and first generation college families.

Parent Mentor Cohort (NEW). Following the model developed by the Logan Square Neighborhood Association, Loyola Community and Family Services will recruit parents from Sullivan to provide volunteer supports in the school as well as receive job training from partners like ONE Northside and Howard Area Community Center. The goal of the Parent Mentor Cohort is to build family connections with the school while also providing parents the opportunity to sharpen their job skills while working to support Sullivan High School. The program will specifically target parents who are in need of work experience to make them more attractive hires for future employers.

SEL for Adults (NEW). Finally, parents and community members will benefit from the Adult SEL online toolkit and SEL@Home professional development sessions offered at Spry, as described in Pillar I (above).

The Need for Family & Community Programming

Research demonstrates the powerful influence that families have on their children's achievement. Schools with high rates of parent involvement were nearly 10 times more likely to see improvements in math-related outcomes than schools with lower rates (Bryk et al., 2010. *Consortium on Chicago School Research*). Building trust among school stakeholders is essential to advancing the academic mission of CPS. Studies find that students with involved parents are more likely to earn higher grades/test scores, pass their classes and earn credits, attend school regularly, have better social skills and behavior, and graduate and go on to postsecondary education (Henderson & Mapp, 2002. *National Center for Family & Community Connections with Schools*; Bryk et al., 2010. *Consortium on Chicago School Research*). Programs that engage families in supporting their children's learning at home, such as those to be implemented through the parent mentor program, are linked to higher student achievement (Sammons et al., 2015. *Journal of Children's Services*).

<u>Pillar 4: Collaborative Leadership and Practices</u>

Collaborative Leadership as a Key MTSS Feature

CSI recognizes that the needs of students are impacted by school culture, as well as the development of each individual child. All programs are ongoing and will incorporate culturally and developmentally relevant teaching strategies. While services will be tailored to the needs of

each site, all schools will provide programs in the following categories: (1) academic programs, (2) health and wellness activities, (3) youth/character development addressing social-emotional learning standards, (4) enrichment and recreational activities, and (5) family programming.

The MTSS Framework includes a structure for delivering high-quality, differentiated instruction and targeted support for students' academic, behavioral, and health/wellness needs in all school and classroom settings. The framework includes both SEL instruction and interventions with targeted supports for those students who require additional, explicit, and more focused instruction to meet the academic and behavioral standards. MTSS is based upon providing increasing instructional time and intensity for academic and/or behavior supports as identified by students' needs. The specific needs of all learners are identified, supported early and effectively.

Shared leadership is key to implementation of MTSS in schools. Creating a culture and climate that supports risk taking, adult learning, and the use of data to drive instructional decision making is critical for successful MTSS implementation. Collaborative leadership ensures that the academic and the behavioral/social emotional needs of all students are the highest priority, for all students, including English Learners (EL), students with disabilities, gifted students, immigrant populations, off track students, minority males, and or students experiencing trauma.

The MTSS model embraces the importance of engaging families and the community in collaborative partnerships. Leadership that fosters effective partnerships with students, parents, families, community members, and educators is important to inclusive implementation of MTSS.

A positive and welcoming school environment that fosters family engagement, improves student outcomes, and is conducive to accelerated learning starts with effective shared leadership.

School-Based Behavioral Health Teams

Following, the SEL Multi-Tiered Systems of Support model, the consortium will engage Spry and Sullivan in developing their Behavioral Health Team (BHT). BHTs are an evidence-based behavioral practice that entails making decisions about how to promote healthful behaviors, integrating the best available evidence based interventions with practitioner expertise, and other resources. The field of mental health has demonstrated that there is consistent scientific evidence that some specific practices work well in improving outcomes in the lives of individuals. Increasing the access to integrated care improves consumer outcomes. BHT's are an example of Assertive Community and Integrated Treatment, both which are widely recognized evidenced based practices.

Each BHT is a school based group comprised of (but not limited to) administrators, social workers, physiologists, counselors, special educators, general educators, and community health providers. The focus of the team is to promote student well-being and address individual student –level social, emotional and/or behavioral needs. Specifically, BHT have the following objectives:

- Convene a multi-disciplinary team of school and community behavioral health personnel to meet weekly for the purposes of collaboration and coordination of services and supports within MTSS.

- Utilize a data sharing platform to promote data sharing among school behavioral health members
- Apply the MTSS problem-solving process to assess students' academic, social and emotional strengths and needs to match them to the most appropriate intervention or support
- Monitor the implementation and effectiveness of Tier II/III (Targeted and Intensive) interventions; make system level data driven decisions based on ongoing progress.

By collaborating as a BHT, there will be early identification and intervention of student needs for success, increased student success social-emotionally as well as academically through targeted supports, the ability to advocate for students and their needs while monitoring their progress in the identified targeted interventions and provide comprehensive and differentiated support according to the students' needs. The BHT at each school will meet weekly for approximately 60 minutes per week, with additional time dedicated to implement individual or group interventions.

(2) Collaboration of Partners to Maximize the Effectiveness of Services

Partners in the CPS FSCS Consortium have strong well-established relationships with the schools and communities they serve, making them sensitive to their needs, desires, strengths, and interests. To support implementation of the Full-Service Community Schools model, both schools have formed an Advisory Committee to ensure the inclusion of student, parent, and community voices when identifying and implementing offerings aligned to their needs. Prior to the start of programming each year, the school's Advisory Committee will collaborate with their

community school Partner Agencies (PA) to implement the needs assessment tool and ensure services are tailored to the community's needs. RCs at each school have access to the CPS AspenData Dashboard, which houses real-time data (e.g. on-track rates, attendance rates, and grades) that can inform programming decisions. Collaboration with partners, school leaders, community members, and project stakeholders during Advisory Committee meetings helps ensure project services are aligned to the needs of the community, thus maximizing service effectiveness.

The Advisory Committee will play a role in supporting the school in creating an environment that fosters a message of shared mission and vision. Prior to the start of programming each year, the school's Advisory Committee will collaborate with their PAs, key stakeholders, parents, students and community members develop, evaluate and improve their community school through the use of shared decision making. In the developing stages of an AC, meetings are held monthly until a defined calendar is created.

Resource coordinators, school principals, BHT members, and other key personnel will be supported in carrying out grant goals and activities through robust professional development. Some of these trainings are referenced in the above section. The complete schedule for ongoing professional development is documented below.

Table 6. Comprehensive Professional Development Plan

Audience	Frequency	Provider	Topics
SEL Professional Development & Training			
All adults in building	3 hours, Year 1 or 2	OSEL	Cultivating SEL for Adults
All teaching staff	3 hours; Year 2 or 3	OSEL	Integrating SEL with Academic Instruction
All school staff	7 hours; Year 1	OSEL / Umoja	Restorative Mindsets & Language
All school staff	8 hours; Year 1	OSEL	Youth Mental Health First Aid
BHT members	Ongoing - 3hrs 4x annually; Years 1-5	OSEL	Professional Learning Community Meetings
Check In/Check Out Coordinator or BHT members	3 hours; Year 1	OSEL	Check In/Check Out
All school staff & community partners	Year 1	OSEL	Impact of the Exposure of Trauma

Audience	Frequency	Provider	Topics
Counselors, Restorative Practices school leaders	7 hours; Year 2 or 3	Umoja / Other	Peace Circles
Counselor / Clinician	7 hour trainings x 4; Year 1	OSEL partner	Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
Dean of Students, Counselors, alternative suspension leaders	7 hours; Year 1 or 2	OSEL / Umoja	Alternatives to Expulsion Behavior Intervention
Other Professional Development			
Resource Coordinator; Partner Agencies; Principals	Years 1-5	CSI Team, National Center for Community Schools (NCCS-CAS),	Background on the Community School Model including the Full Service Community Schools and 21st CCLC grants; Requirements

Audience	Frequency	Provider	Topics
		Center for Urban Education (CUE) at DePaul	and responsibilities; Key resources.
Resource Coordinators; Partner Agencies; Principals	1 full day & 2 half-day sessions, 3x annually; Years 1-5	AIR, CPS CSI Team	Needs & resource assessment. Student recruitment & retention; Delivery of integrated services; CSI Self-Assessment Rubric; Youth Program Quality Assessment (YPQA); Cityspan Reports, Dashboard, & evaluation data to inform programming.
Resource Coordinators; Partner Agencies; Principals	Monthly	CUE DePaul	Linkage from classroom to home, Project Based Learning, CSI Impact on CIWP and SQRP

Audience	Frequency	Provider	Topics
			scores, SEL, Art and STEM Resources.
Resource Coordinators; Partner Agencies; Principals	Annually	ISBE	Spring Conference.
Resource Coordinators; OST staff	Annually	OCCS	College and career readiness; Learn. Plan. Succeed (CPS initiative ensuring seniors graduate with a postsecondary plan such as a job offer, college enrollment, apprenticeship, etc.)
RC OST staff	TBD	OCCS – OSEL, Illinois Caucus for Adolescent Health (ICAH),	Restorative Practices, Peace Circles, Social service referrals / linkages, Sexual Abuse and Prevention Education, Youth Mental Health First Aid.

Audience	Frequency	Provider	Topics
		Illinois Balanced and Restorative Justice (IBARJ), Resilience (formerly Rape Victim Advocates)	
Resource Coordinators; Partner Agencies; CSI Staff	Annually (Fundamentals) and every two years (National Forum)	NCCS, CAS	NCCS, CAS Community Schools Fundamentals and Practicum, National Forum for Community Schools

CSI will utilize the *You for Youth* curricula, which is provided online through the U.S. Department of Education, for PBL, STEM and parent engagement. Courses will be offered bi-annually by CSI to RCs, OST staff and PAs, and online curricula can be used as follow-up. In partnership with the ACT Now Coalition, RCs and PAs will participate in ongoing training on how to use the Illinois Quality Statewide Afterschool Standards to improve OST program design

and support family collaboration. Professional development will enable CSI schools to build their capacity to implement effective programming and to build a community school infrastructure. It will also provide a platform through which PAs, principals, and RCs can collaborate, exchange effective practices, and develop multi-year plans for program improvement.

C. ADEQUACY OF RESOURCES

(1) Relevance and Commitment of Partners

CPS Community Schools Initiative (CSI) is one of the largest community schools initiatives in the nation. It began as a district initiative with 36 schools in 2002 and has since launched more than 200 schools in partnership with nearly 50 lead nonprofit organizations. At these schools, CSI has worked with community groups to connect students and families to a range of services that foster individual and economic well-being, and with school leadership to extend the hours schools are open, enabling buildings to serve as the centers of their communities, open 7 days a week and during the summer. CSI selects schools, connects them with CBOs, guides partners to arrive at a shared vision, and oversees the implementation of services and process for continuous improvement for all schools. CSI has formed over 700 partnerships with local community organizations and government agencies to provide a range of services to students and families through its well-established community school model. In the Full-Service Community Schools Consortium Project, CPS will partner with the following five organizations.

Loyola Community and Family Services is a community mental health agency that has been established by Loyola University Chicago, in collaboration with Loyola University's School of Education and School of Social Work to serve the mental health needs of children and families residing and connected to the Rogers Park and Edgewater communities. Loyola CFS provides individual, family and group counselling, psychological assessments of children and adolescents, outreach, and case management services, psychoeducational services to families and

communities, and school based services at local schools. The Loyola CFS mission is to collaborate with residents and community partners to strengthen and enhance quality of life through holistic, culturally relevant, and interdisciplinary services supporting family, community, and social justice. They provide services in both Spanish and English.

Loyola Community and Family Services is deeply rooted in the Rogers Park community with many connections to local agencies, including Sullivan High School, at which it has been a Lead Partner Agency delivering 21st Century Community Schools Grant project services since 2016. As such, Loyola CFS has a familiarity with school leadership and systems, and an understanding of who Sullivan students are and how to support school needs.

Through the CPS CSI Full-Service Consortium, Loyola Community and Family Services would be able to add, strengthen, and expand the range of student, family, and community programs already offered at Sullivan. Loyola will also help provide referrals and logistical support necessary to improve access to the clinic for students and families at Sullivan High School.

Youth Guidance creates and implements school-based programs in the City of Chicago that assist youth in overcoming challenges and enable their focus on education, in order to foster their success in school and life. Founded in 1924, and partnered with CPS since 1962, Youth Guidance envisions a bright and successful future for every student and operates on the theory that facilitating an environment that truly engages students in the learning process and offering careful guidance can enable students to realize their full potential, graduating with a meaningful plan for successfully managing life. Youth Guidance offers programming in Counseling and

Prevention--including the evidence-based and widely praised Becoming a Man (BAM) program--Workforce Development preparation, and Community and Afterschool enrichment.

Youth Guidance currently offers services to more than 8,000 students in Chicago's schools, especially African-American and Hispanic/Latino students living in low income communities, and has partnered with Spry Community Links High School for 5 years as its Lead Partner Agency in the 21st Century Community Learning Centers grant project. Youth Guidance has developed a strong relationship with the school, its leadership, the CSI team, and the district. As a CPS CSI Full-Service Consortium partner, Youth Guidance will continue to offer highly effective BAM and WOW programming at Spry Community Links High School and introduce these programs at Sullivan High School.

Umoja Student Development Corporation has 20 years of experience as a relationship-centered partner in Chicago schools, especially focusing on under-resourced schools and students. Umoja operates on the belief that education is the great equalizer, and that it is therefore imperative to educate each and every one of Chicago's youth. Through uniting an active network of schools, families, and community partners, Umoja equips low-income youth with the resources they need to thrive in college and career. Umoja programs are designed with a commitment to a holistic, youth-centered model including purposeful relationships with young people, high expectations for students, as well as their teachers and administrators, and improving adult knowledge and engaging the business community as levers to drive measurable student outcomes. Founded in 1997, Umoja has been invited to replicate its successful models across Chicago including its Student Development seminars, Umoja University knowledge-

sharing, and Restorative Justice Peace Rooms. The implementation of Umoja's Restorative Justice Model has contributed to decreasing suspensions across partner schools by an average of 42%, which created an additional 15,834 instructional hours for Chicago students.

Enlace Chicago is dedicated to positively impacting the lives of the residents of Little Village by fostering a safe and healthy environment, and by championing opportunities for educational advancement and economic development. To this end, Enlace convenes, organizes and builds capacity for stakeholders in Little Village in order to confront the systemic inequities and barriers its residents may face. Since 1990 when community and civic leaders first convened this organization, Enlace has grown and adapted to meet the needs, priorities, and interests of the community it serves.

Enlace's current focus area of education includes community schools as a key strategy and provides wraparound family programming and services for youth and adults at nine schools across South Lawndale. Programming and services focus on a wide range of topics, including academic acceleration and intervention, summer youth employment and internships, performing, visual arts and cultural enrichment, healthy living and physical activity, mental and behavioral health, and immigration. These activities are aimed at promoting academic achievement, building social-emotional learning skills, and leadership development.

New Life Centers of Chicagoland offers the Urban life Skills Program, an intensive gang intervention program in Chicago's Little Village community based on a mentorship model. Providing comprehensive services, Urban Life Skills' holistic approach also includes gang intervention counseling, substance abuse classes, art therapy, job readiness training, tutoring,

GED classes, court advocacy, social activities, and family activities. In combination with mentoring, these services enable youth to flourish. Over the past two years, their program has served over 75 gang-involved youth who are wards of the Cook County Juvenile Court. From data in 2013-14, youth involved in this program had a 33% recidivism rate, which is well below the national figures for similar populations. Of those eligible during the data period, 75% of youth successfully completed probation without reoffending.

The program is founded upon mentoring. Each one of the youth that enter the program are assigned a mentor and then brought into the full array of services provided by the program. This gang intervention model is a comprehensive model based on a variety of key components. These components include mentoring, gang intervention counseling, substance abuse classes, art therapy, job readiness training, tutoring, GED classes, court advocacy, social activities, family support, and more.

(2) Reasonableness of Project Cost in Relation to Benefits

The total federal request per participant is $639.61 per year, based on a combined total of 777 students, to be matched by a total of $279.34 per participant per year. These funds will reach beyond simply the student population at each school, however. Community School programming will also reach approximately 80 parents, families, and community members per project year.

In considering the reasonableness of project costs, CPS and its partners propose to provide $1,368,339.91 in matching funds to support grant programming at Sullivan and Spry. The Office of Social and Emotional Learning will provide professional development to Spry and Sullivan staff in-kind, for a total of $33,078.41 over five years. Umoja will contribute an in-kind

match of $625,000.00 in SEL services over the project period. Loyola will contribute a range of student support services in-kind for a total of $320,760 over the life of the project. Youth Guidance will provide essential equipment, supplies and support for the implementation of BAM and WOW for a total of $97,350 over the five-year grant period. Enlace will offer SEL@Home training and Counselors Cafe programming at a value of $250,000 in total. Urban Life Skills will provide oversight, grant management and implementation support in-kind, for a total of $42,151.50 over five years. Additionally, Spry and Sullivan school leadership and counselors will contribute time toward the implementation of grant activities at their schools.

Furthermore, CPS will supplement FSCS grant-funded services by leveraging funds from a 21st Century Community Learning Centers grant from the Illinois State Board of Education (ISBE). Sullivan and Spry were selected from the FY15R Cohort of 21st Community Learning Centers (21st CCLC) funded CPS Community Schools that are Level 2 and 2+ schools, and that also have strong LPAs and strong school leaders/leadership teams in place. If successful, the FSCS grant would align with the five renewal funding for the FY15R Cohort of 21st CCLC CSI schools beginning with FY20. In addition to looking at SQRP scores, CSI reviewed priority populations (STLS, AA Males, DLL, ELL), off-track rates, FRL, Attendance Priority, and the Hardship Index for the communities where the schools are located.

Sustainability of Services

The impact of the CPS FSCS Consortium will extend beyond the five-year grant period, increasing the value of this programmatic investment. By building the capacity of school staff through trainings, professional development, and teaming structures, staff and BHT members

will be well-equipped to continue providing essential SEL and behavioral health interventions. The abundant SEL supports introduced and integrated during this grant will transform school cultures and shift mindsets, such that school environments are transformed and there is a cultural shift in communities toward embracing SEL competencies and opting for restorative practices over merely punitive ones.

Furthermore, the CPS FSCS Consortium project will be rigorously evaluated. Results demonstrating a positive impact of grant services will be valuable to other schools attempting to implement this type of program, and may also spur additional district investment, or be used to secure external funding. The aims of CPS FSCS Consortium are directly tied in to District goals, including two of the major priorities: securing more equitable outcomes for students for whom there exist historic opportunity gaps, and increasing school SQRP ratings.

Finally, the Community Schools Model contains guidance for integrating community schools services into their school process for continuous improvement. By communicating a shared vision and encouraging school and community leaders to identify prospective funders or community partners, this guidance empowers community schools stakeholders to take steps toward developing program sustainability. Simultaneously, when school leaders engage in CPS's regular cycles of continuous improvement, they will be able to connect community schools programs and activities to their school strategic priorities, and institutionalize SEL and community schools elements based on program success. CSI's suggested timetable for sustainability planning is as follows.

Table 7. Sustainability Planning Guide

Sustainability Planning Guide Year 1	Vision	Develop and communicate a shared vision for the Community School among stakeholders.
	Program Summary	Obtain, communicate and use information from a comprehensive needs and resources assessment to guide Community School programs and services. Be sure to align program summary with your school's goals as listed in the Continuous Improvement Work Plan (CIWP).
	Partner Agencies	Establish and maintain an advisory committee with representatives from the school, LPA, community partners and the community at large. List all agencies, stakeholders, community members, subcontractors and staff that are providing activities or services to students and adults. This will also include people participating in your Advisory Council.
	Current Funding Sources	Provide comprehensive information regarding all funding sources supporting services at your school.

+ **Year 2**	Potential Funding Sources	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. In identifying resources, think beyond grants. What small businesses in the community may support the programs through small donations or in-kind services? Are there churches that may have volunteers to help lead programming once the grant ends?
+ **Year 3**	People Responsible for Securing Resources	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. Establish and maintain relationships with stakeholders to sustain services. Who are the individuals, organizations, and partners responsible for securing resources and funding?
+ **Year 4**	Newly Identified and Secured Resources for End of Grant	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. List all secured funds.

+ **Year 5**	Programs and Staff that will be Sustained Beyond Year 5 of Grant	Establish and maintain Community School programs and services. Determine the Role of the Resource Coordinator after phase 5. Provide information regarding all staff, program instructors, activities, and services that will be sustained. Please include adult and student activities and services.

D. QUALITY OF THE MANAGEMENT PLAN

(1) Adequacy of the Management Plan

CSI has a well-established readiness, planning, and implementation process already in place, which will be followed for this program and modified as needed. The process has proven successful in the implementation of the model in new schools.

Figure A. CSI Readiness, Planning, and Implementation Cycle

Readiness Phase

1. Principal Commits to Community School Model. The principal has reflected upon, understands and believes in the value of the Community School model as a framework for school-wide improvement and change. The principal is prepared to engage in a comprehensive partnership with the LPA and is committed to community schooling through their actions, policies, and relationships with stakeholders.

2. Designate School-LPA Collaboration. The school and LPA engage in a mutually beneficial partnership facilitated by frequent and open communication between the school and LPA. Ideally, as the partnership matures, the shared leadership, trust, and rapport between the school and the LPA will improve.

3. Develop a Shared Vision Statement. The school and LPA develop the shared vision statement based on knowledge of the school and surrounding community. It simultaneously represents the interests of the school and the LPA, as well as details the goals and expectations of the partnership. Ideally, the shared vision statement is revised over time to ensure it remains consistent with the goals of the partnership and the needs of the community.

Planning Phase.

4. Identify and Acclimate Resource Coordinator. The school and LPA collaborate to identify, select and train the RC. Once hired, the school provides the RC with opportunities to gains knowledge of the school's current programs, in addition to forming meaningful relationships with school staff and students. The RC is then able to act as a liaison between the school and the LPA to ensure that the partnership is mutually beneficial.

5. Form Advisory Committee. The RC, school and LPA share information about the Community School model to engage key stakeholders including, teachers, student support staff, parents and community members. The advisory committee subsequently participates in developing, evaluating and improving community school programming through the use of shared decision-making.

6. Conduct Needs and Resources Assessment. The RC, school, LPA and advisory committee assess the needs and resources of the school and community. The assessment also includes financial and logistical resources (i.e. building space). It informs the decision-making of the Community School model to improve the planning and implementation of Community School programming. Ideally, it is ongoing and comprehensive.

The Consortium will allocate up to the first quarter of the grant period for planning purposes in order to: ensure the alignment of all consortium member expectations; establish clear, well-defined roles and responsibilities for each partner; collectively review the goals, objectives, and outcomes; collaborate with the external evaluator to plan for evaluation activities and communicate the evaluation requirements and timeline with all parties; establish or update any contracts; and recruit, interview, and hire project personnel. During this time, the Advisory Committees will meet twice monthly.

Implementation Phase.

7. Develop and Organize CS Activities. The Needs and Resources Assessment is used to inform the development and organization of Community School related programming and activities. Services related to the specific needs of the community are found, quality instructors

are identified, and a strategic program schedule is created. Additionally, Community School instructors are made aware of specific school policies and practices to maximize consistence with the regular school day.

8. Conduct CS Activities. Community School related activities begin, providing services to students, parents, and community members. Community School staff are managed, and attendance information is recorded.

9. Revisit and Adjust CS Activities. Community school staff compare initial program goals to existing program outcomes. Ideally, any evaluation data is shared with the advisory committee and a collaborative decision is made about making programmatic changes to improve program quality. If necessary, programs are adjusted based on a variety of factors including attendance, participant feedback, and available funding.

Resource Coordinators will be integral to the successful coordination of the Consortium's work. They are at the school during and after the school day and act as liaisons between the principal, teachers, school staff, families, participating students, and other partners and service providers working in the school. RCs embed themselves within the school culture by attending Instructional Leadership Team (ILT) and grade-level staff meetings, sponsoring student activities, working in conjunction with teachers and school staff to discuss student referrals, interventions and progress-monitoring, coordinating CSI AC meetings, collaborating with stakeholders to design CSI programming aligned to ILS, and communicating with the principal to review progress, make decisions, and allocate resources.

Project Timeline

The five-year management timeline for the CPS FSCS Consortium Project follows below. Project goals and objectives will be achieved through the aligned contributions of committed, experienced consortium members; expert program management and coordination provided by experienced community schools practitioners; and the implementation of a well-structured, frequent, research-based continuous improvement process.

Table 8. Timeline

OVERARCHING GOAL: To improve the life trajectories of traditionally underserved, underrepresented students at two high-need high schools.

Key Project Management Tasks																					
Key Activities	**Year 1**				**Year 2**				**Year 3**				**Year 4**				**Year 5**				**Responsible Individuals**
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	

Key Project Management Tasks																					
Intensive Project Planning	X																				CPS CSI, Consortium Members
Establish Advisory Committees	X																				RC, PAs, and Principal?
Hold Advisory Committee meetings	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	RC, PAs and Principal?
Recruit, interview, & hire school-based staff (Resource Coordinator, MTSS Coordinator, and Restorative Justice Coordinator)	X																				Lead Agency Partners, Principals

Key Project Management Tasks																					
Establish contract with external evaluator	X																				Project Director
Monitor project budget/expenditures	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	Project Director, Grants Manager, Budget Operations Coordinator
Provide internal and external stakeholders with a formal report on project progress				X				X				X				X				X	CPS CSI Team
Submit annual grant progress reports to ED				X				X				X				X				X	Project Director

Key Project Management Tasks																					
Submit final evaluation report to ED																				X	Project Director, AIR
Goal 1: Improve students' academic achievement																					
Strategy 1.1: Ensure students receive the appropriate academic supports																					
Key Activities	**Year 1**				**Year 2**				**Year 3**				**Year 4**				**Year 5**				**Responsible Individuals**
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	
Continue to provide academic supports currently being offered at the schools.	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	RC, Principal
Provide academic programming through MTSS	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	School Staff, RC

Key Project Management Tasks																						
Targeted academic tutoring																						RC
Implement project-based learning (PBL) during the school day and in OST																						RC
Target and monitor academic interventions for off-track students																						RC
Strategy 1.2: Remove barriers to learning																						
Ensure student access to vision exams and work with partner to provide eyeglasses.																						RC

Key Project Management Tasks																					
Increase trauma-informed interventions and supports for students exposed to trauma	→	→	→	→																	MTSS Coordinator, BHT
All-staff professional development (PD) on trauma informed practices					→	→	→	→													OSEL, CSI Team
Targeted supports for students in high risk priority groups, incl. African-American and Latinx males, ELLs, Diverse Learners, STLS students)	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	BHT, MTSS Coordinator

Key Project Management Tasks																					
Restorative justice interventions to prevent suspension																					BHT
Strategy 1.3: Build teacher capacity to provide academic enrichment programming with the curriculum.																					
Implement project-based learning (PBL) school day and OST projects																					All
Increase opportunities for teachers to participate in OST																					RC
Take students on academic field trips																					RC, Teachers

Key Project Management Tasks						
Supplemental course offerings tailored to student interests that complement the school curriculum						Teachers, Principal
MTSS Coord. supports SEL interventions, giving teachers more capacity to provide academic enrichment						MTSS Coordinator
Goal 2: Facilitate students' development of SEL Skills & Competencies						
Strategy 2.1: Create a positive school environment (culture and climate)						
Key	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Responsible**

Key Project Management Tasks																					
Activities	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**Individuals**
Focus groups with key stakeholders on MTSS implementation and youth surveys for students receiving MTSS services					→	→	→	→					→	→	→	→					AIR Evaluation Team
	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
Train staff to implement restorative justice practices as an alternative to punitive disciplinary actions	→	→	→	→	→	→	→	→													OSEL, CSI Team
Comprehensive SEL PD for principals, program staff,																					OSEL, CSI Team
	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	

Key Project Management Tasks																						
teachers, counselors, and school staff																						
Strategy 2.2: Provide students with targeted supports based on level of need.																						
Develop BHT with lead MTSS Coordinator	→	→	→	→																		CSI Team
Implement targeting mentoring programs (WOW, BAM, counseling)	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	BHT, Partners
Ongoing assessment and tracking of student data to determine interventions	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	MTSS Coordinator, BHT

Key Project Management Tasks																					
MTSS-based programs provided by partners in the schools	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	MTSS Coordinator, BHT
Goal 3: Increase the number of students, families, and community members participating in services																					
Strategy 3.1: Increase awareness of program availability and benefits.																					
Key Activities	**Year 1**				**Year 2**				**Year 3**				**Year 4**				**Year 5**				**Responsible Individuals**
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	
Outreach and marketing campaign, activities	X				→	→	→	→	X		X		X		X		X		X		RC, Principal
Parent and community informational meetings	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	RC, Principal

Key Project Management Tasks																					
Focus groups to generate feedback for continuous improvement					→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	RC, CSI Team
Advisory Committees operating with fidelity	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	RC, Principal

(2) Key Project Personnel. The project is comprised of experienced professionals who will be responsible for various aspects of the project. Their wealth of knowledge in their respective fields will ensure the successful attainment of the proposed goals. As demonstrated by Figure B, the CPS FSCS Consortium Project will be overseen by leadership from the CPS Community Schools Initiative and the Office of Social Emotional Learning, and managed in collaboration between the District, school leadership, and consortium partners Loyola University, Youth Guidance, Umoja, Enlace, and New Life Centers.

Figure B. Chicago Public Schools Community Schools Initiative Full-Service Consortium

District-Level Program Staff:

Executive Advisor (5% In-Kind). Molly Burke, CPS Executive Director, Student Support and Engagement, Office of College and Career Success, will serve as the Executive Advisor of the project, devoting 5% time in-kind to the project. As Executive Advisor, Ms. Burke's responsibilities will include: providing oversight of program operations, supporting the Project Directors as needed, leveraging and coordinating with other district-wide initiatives as appropriate to support and promote project activities, liaising with district and city leaders to provide frequent updates regarding project progress, and collaborating with the Children First Fund: The Chicago Public Schools Foundation and CPS External Affairs Office to identify and support the pursuit of additional funding opportunities and partnerships to support the project during the grant period and beyond.

Project Director (10% In-Kind). Adeline Ray, Senior Manager, CPS Community Schools Initiative, will serve as Project Director, devoting 10% time in-kind to the project. As Project Director, Ms. Ray will manage the day-to-day implementation of the project, including collaborating regularly with CPS departments and external partners to coordinate, oversee, and monitor the school-based service delivery and establish contracts as needed; providing support to the Advisory Committees and attending regular meetings; working closely with the external evaluator, district- and school-based program staff, and consortium members to facilitate the evaluation and ongoing continuous improvement process; developing and monitoring the program budget; and ensuring compliance with grant guidelines.

Adeline brings 29 years of experience in education and the design and implementation of Community Schools to this project. As Senior Manager of the CPS Community Schools Initiative, she manages one of the largest community schools initiatives in the country, overseeing 213 community schools and 66 partner organizations, and managing a staff of six. In her service in this role over the past 15 years at CPS, she has been awarded and managed the implementation of multiple 21st Century Community Learning Centers grants from the Illinois State Board of Education worth a total of over $145 million dollars. Ms. Ray was awarded the Community Schools Initiative Leadership Award in 2016 from the National Coalition for Community in national recognition of her contributions to and accomplishments in community schooling. Prior to this role, Ms. Ray was Interim Executive Director of the Beverly Area Planning Association, and a School Support Coordinator who developed and managed programs strengthening academic achievement at 18 schools and 16 preschool programs. She holds a Bachelor's degree and a Master's in Geographic Information Systems from the University of Illinois at Chicago. As Project Director, Ms. Ray will utilize this significant expertise in education management and community schools to ensure the effective planning, management, implementation, evaluation, and sustainability of the project.

Program Manager/Coordinator (2%). Autumn Berg, CPS Community Schools Initiative Grants Program Manager, will serve as the Program Manager/Coordinator, providing 10% time in-kind to the project. As Program Manager/Coordinator, she will be responsible for managing grant deliverables, budgets, and grant reporting. In her current role as the CSI Grants Program Manager, Autumn supervises, coaches, and supports all CSI Program Coordinators to ensure

project implementation fidelity to the CPS Community Schools model. She coordinates all applications, deliverables, and project budgets related to the 21st Century Community Learning Centers grants associated with over $40 million grant funds. This role requires communication with a wide range of stakeholders, fostering and negotiating partnerships with community organizations, and supporting school leadership and partner agencies with program implementation. She synchronously holds a CSI Program Coordinator position, wherein she provides support and guidance for the 100 participating schools. Prior to coming to CPS in 2010, Autumn held a position as a Child Care and Physical Activity Trainer for Illinois Action For Children. She holds Bachelor's degrees from Chicago State University and the Urban Ministry Institute in Sociology and Urban Theological Studies, respectively, and certifications for Youth Program Quality External Assessor, Youth Mental Health First Aid, and Restorative Justice and Peace Circles.

Data Evaluation Analyst (2%). Erin Barry, CPS Community Schools Initiative Data Evaluation Analyst, will provide support in data tracking and analysis for the project. She joined the CPS CSI team in 2016 and serves as a liaison with American Institutes for Research evaluators to inform their ongoing analysis of community schools implementation outcomes and impacts, and to support outcome and output data tracking for 65 CPS school recipients of the 21st Century Community Learning Center grant as required for the completion of federal and state grant reports. Her qualifications include proficiency in data systems including district data dashboards, basic SQL, SAS, Cityspan, and SPSS; and previous experience in program evaluation as a Research Assistant at the University of Chicago and a Management/Program

Analyst intern in the Government Accountability Office of the United States. Erin holds a Master's in Social Service Administration from the University of Chicago and a Bachelor's degree from Drury University.

Business Operations Coordinator (2%). Emily Lau, Community Schools Initiative Business Operations Coordinator, will monitor grant spending and assist with the completion of required reports. As the Business Operations Coordinator within CSI, Emily manages the business operations for 15 local and state grants with a budget totaling $20 million. She insures the preparation of financial reports and tracks grant spending to maximize the impact of resources and keep projects on track. Previously, Emily has served as a budget analyst for the CPS Office of College and Career Success. She has also participated in an evaluation of the CPS budget through a Civic Federation internship. Emily has received a Master's of Public Affairs from Indiana University, as well as a Bachelor's Degree in Education from the Ball State University Teachers College.

Community Schools Initiative Coordinator (2%). Nicole Grangruth has been working with Community Schools since 2012, and has been with the CSI team since February 2019. As the Community Schools Initiative Coordinator she is responsible for the development, coordination and implementation of programming in CPS schools under the community schools initiative in partnership with various community organizations and institutions. She has experience developing, managing and assessing partnerships with community organizations and institutions to provide and implement extended learning opportunities for CPS students, administration, families and community members. Ms. Grangruth has a Master of Fine Arts from

Columbia College Chicago and a Bachelor of Arts from Saint Olaf College. She has over six years of experience in developing, coordinating, and facilitating programs in partnership with Chicago organizations and institutions and nine years of experience in instruction and curriculum development for K-20 and adult learners. She is proficient at collaborating with communities and stakeholders to create responsive learning opportunities for diverse audiences through culturally aware and responsive pedagogy.

School-Based Staff:

Sullivan High School Principal, Chad H. Adams. Chad Adams, Principal of Sullivan High School in Rogers Park, has dramatically transformed the lowest performing high school on the north side of Chicago into a flourishing neighborhood high school in his first 3 years. Sullivan had been on academic probation for 13 years when he took over the school in July of 2013, and now has moved up 2 levels to become a level 2+ school on the verge of level 1, the highest level in Chicago Public Schools. Through Chad's leadership, the school has seen a graduation rate rise from 47% to nearly 80%, and Freshmen On-Track rate from 65% to 90%. The drastic improvements have also brought community students and families back to Sullivan with over 225 freshmen enrolled this year (the highest mark in over 15 years), and almost 100 refugee students enrolling since September. Sullivan is one of the most diverse high schools in Chicago with over 50 languages spoken, and 80 students in the homeless program. Chad Adams started his teaching career in an alternative school in Indiana and was awarded the southern Indiana Wal-Mart teacher of the year in 2001. Shortly after moving to Chicago he became a Nationally Board Certified English and reading teacher at Farragut H.S. Later he served as an

instructional coach at Fenger and Dyett for the high school transformation project. Three years later he became one of the founding teachers at Talent Development Charter High school in the west Garfield neighborhood. In 2011, he made his transition to leadership serving as assistant principal of Harper high school where he became a nationally certified "New Leader", a national leadership training program for principals, and was part of the Chicago Leadership Collaborative before receiving the contract to be the Principal of Sullivan.

Spry Community Links High School Principal, Francisco A. Borras, PhD. Dr. Borras, has been working at Spry Community Links High School since 2005 where he was initially a Principal in Residence for the New Leaders for New Schools program. Over his tenure at the school, he has been able to oversee the development and sustainability of an innovative, three-year, year-round high school model that integrates college preparation, work internships, and community work into a rigorous course of study. He has also maintained the school in Good Standing (Level 2+) for each of the past fourteen years, leading the District in many metrics including graduation rates, Freshman On-Track, and attendance. Additionally, he has successfully advocated for and implemented various programs at the school and around the community: online learning platform in partnership with Illinois Virtual Schools; Junior Reserve Officer's Training Corps program; high school athletics and intramural program for Boys and Girls Soccer, Boys and Girls Basketball, Boys and Girls Bowling, and Boy and Girls Volleyball; Parent University program in partnership with GEAR UP; a community garden (El Jardincito) in partnership with NeighborSpace and the Trust for Public Land; and a community-based school health clinic within the school in partnership with Alivio Medical Center, among others. As a

New Leaders for New Schools alumni, he has mentored principal candidates as well as school administrator candidates through the University of Illinois, Concordia College, and Chicago State University. He has almost 20 years of experience in Education and holds a Masters of Education in Educational Leadership from the National Louis University. He is also a doctoral candidate at the same university and is expected to complete his degree by June 2019.

Resource Coordinators (1.0 FTE per school). Resource Coordinators collaborate with the school Principal and CSI Team to collectively manage all aspects of the FSCS strategy in their school. Resource Coordinators identify, secure, coordinate, and promote school programs, services, and resources, with particular focus on making resources accessible to students and families. The Resource Coordinator is the primary liaison between the school, CSI Partner Agency, and other community partners. The Resource Coordinators are hired through a collaborative process between the LPA and principal, and are housed 100% of their time at the school. The LPA conducts initial screening of the candidates and shares a list of qualified candidates with the Principal. The lead agency and Principal then co-interview and select the individual to be hired. Each Resource Coordinator is then managed by the partner and the principal and reports to both. One position is currently hired and the other one will be hired during the program's planning phase.

The hired Resource Coordinator is Leonor Guzman who works at Spry High School and is experienced in Motivational Interviewing, health promotion, social justice, and empowerment. Leonor has a Bachelor of Arts in Intercultural Communication and one in Community Psychology from DePaul University.

WOW Counselor (1.0 FTE per school). The WOW Counselor is responsible for providing school-based group counseling and direct service to girls in 7th-12th grade to ensure they develop positive decision making skills, self-awareness, emotion regulation and healthy relationships. This Counselor will use their clinical expertise and student engagement skills to build confidence in girls helping them to become successful in school and life. The ideal candidate will have a Master's degree in Social Work, Counseling, or a related human service field from an approved accredited university and, at least, 2 years of experience providing supervised group counseling. They will have the following responsibilities: Provide individual counseling for WOW students as needed; Participate on a team and helps formulate team programs and special event programming; Facilitate 4-5 weekly WOW counseling groups during the school day; Perform all necessary functions to develop WOW program in assigned schools. Provide clinical assessments of each client, as needed; Provide individual, family and crisis intervention work, as needed; Participate in staff development programs; Participate in teacher training and school in-service presentation; Perform required functions (statistics, record keeping, research, etc.) and special administrative assignments; Participate and provide in-service training to the school community; and Collaborate and/or coordinate services with the LSC, Parent Programs and the Pupil Personnel Support team.

BAM Counselor (1.0 FTE per school). BAM Counselors are responsible for guiding young men in 7th-12th grade to learn, internalize, and practice social skills, make responsible decisions for their future, and become positive members of their school and community. The ideal candidate will have, at a minimum, a Bachelor's degree from an accredited university is

and/or a Master's Degree in Social Work, Counseling or a related human service field from an approved accredited university. The BAM Counselor will also have, at least, 2 years of experience providing supervised group counseling. They will have the following responsibilities: Lead and facilitate 4 – 5 weekly BAM groups during the school-day, utilizing youth engagement, clinical counseling and men's rites of passages skills; Provide individualized supports to all BAM participants, and provide individual, family and crisis counseling sessions to students on an as needed basis; In collaboration with BAM Supervisor manage an annual program budget to plan and execute field trips and special events for students throughout school year and summer; Participate in monthly staff development trainings and team meetings on the evidence-based BAM curriculum and other topics relevant to working with youth; Collaborate with school administration, teachers, and other Youth Guidance programs to provide, and participate in, professional development sessions; and Collaborate and/or coordinate services with the Local School Council, Youth Guidance Parent Family Engagement team, and school parent engagement team.

MTSS Coordinator (1.0 FTE). The MTSS Coordinator will support in driving MTSS initiatives at the school level and serve on Sullivan's BHT. The Coordinator will use information garnered from the BHT to coordinate related OST activities and supports. This position will be responsible for coordinating high-quality academic and social emotional interventions and services at the school and ensuring equitable student access to those services and supports. To achieve this, the Coordinator establishes relationships with school staff, community organizations and professional institutions to provide sustainable programs and services for

relevant tiers of students. A primary function of the role is to determine strategic interventions for students to address social, emotional, behavioral, and academic needs, including group and individual counseling, mentoring, behavioral interventions and academic supports. The MTSS Coordinator will provide ongoing assessment and evaluation or MTSS strategies and services, as well as monitor progress of students. The Coordinator also designs and documents differentiated instruction and progress monitoring tools to track students needing special services. Additionally, the coordinator assists in the development and implementation of social and emotional learning services for parent and adult participants.

Restorative Justice Coordinator (1.0 FTE). The Restorative Justice Coordinator will work at Spry Community Links to implement consultation, training, and coaching projects to develop the mindsets, practices, systems, and structures that schools need to effectively implement Restorative Practices within the school. This position will report to the School Principal. The Coordinator will collaborate with school leadership to meet the project objectives, model relationship-building practices, and provide feedback and recommendations for continuous improvement. The Coordinator will regularly document and share progress towards meeting objectives. Ongoing support for Coordinators will be provided by the Office of Social Emotional Learning through a comprehensive orientation, and regular check-ins. The ideal candidate will have a deep understanding of Restorative Practices and restorative discipline models, and experience in using and coaching others to use restorative mindsets, restorative language, talking circles, restorative conversations, peace circles, and peer conference as well as experience working in schools (a background in social service, student support, or community

organizing will also be considered). The candidate will have knowledge of adult learning principles and ability to deliver engaging and clear staff professional development, ability to assess existing school structures and policies with a restorative lens and coach school teams in areas needing improvement.

Consortium Partner Organizations:

Loyola University, Jon Schmidt and Mitch Hendrickson (Sullivan)

Jon Schmidt is an Associate Clinical Faculty in the School of Education at Loyola University Chicago. He teachers in the undergraduate and graduate teacher preparation programs in addition to directing two university/school partnership initiatives (Senn and McCutcheon). Jon is currently completing his dissertation toward his Doctor of Education degree. Before joining the SOE faculty, Jon coordinated academic service-learning for Loyola University through the Center for Experiential Learning, where he launched numerous place based initiatives that engaged the university with Rogers Park, Edgewater, and Uptown organizations in sustainable university/school/community partnerships. Prior to his work at Loyola, he served as the Director of Civic Education and Service-Learning at Chicago Public Schools from 2002–2014. Jon founded and directed BOLD Chicago Institute, a non-profit dedicated to developing young leaders and engaging them in their communities from 1996-2001. Jon has years of experience working with university and school faculty, students, and community organizations, congregations, governmental entities, civic associations, and institutions to connect their

academic work to the exciting and innovative work in our schools and communities across the city.

For the last two years, Mitch Hendrickson has been coordinating Loyola University's support for Chicago Public Schools in the Rogers Park Neighborhood through Loyola's Schools 2020 initiative. Schools 2020 focuses on supporting teaching and learning, creating post-secondary pathways and improving civic engagement. Before joining Loyola University, Mr. Hendrickson worked with Youth Guidance, a Chicago area non-profit, supporting community schools work throughout Chicago and managing the organization's advocacy work with state and local elected officials. Mr. Hendrickson worked in the City of Chicago Department of Law prior to shifting focus to support public education.

Youth Guidance Executive Director, Michelle A. Morrison, MSW. (Sullivan & Spry)

With more than 25 years of experience in management and program development, winning the 2018 Illinois NASW's Social Worker of the Year award, Michelle Adler Morrison champions Youth Guidance's mission to help youth in under-resourced communities overcome obstacles, focus on their education and succeed in school and life. Her expertise includes child and adolescent growth and development, evidence-based approaches to addressing youth violence and trauma, resiliency, nonprofit leadership and educational reform. Under her direction, the agency has expanded its programs and garnered national support. Mrs. Adler Morrison holds a bachelor's degree in psychology from the University of Illinois at Urbana-Champaign, a master's degree in social work from the University of Illinois at Chicago and is a Licensed Clinical Social Worker. She is also a devoted wife and mother of three children.

Umoja Acting Executive Director, Ilana Zafran Walden (Sullivan)

Ilana joined Umoja in 2006, serving a year-long Avodah fellowship. After completing her fellowship, Ilana stayed with Umoja, working with students in academic, leadership and service learning programs. Prior to assuming the role of COO, Ilana led the development, implementation and expansion of Umoja's restorative justice programming.

She has extensive experience implementing restorative practices with students and adults, training adults in restorative justice, and partnering with schools to set up systems and structures which support restorative practices and reduce suspensions. Ilana has a deep passion for restorative justice and social emotional learning and in her role as Acting CEO and COO is committed to ensuring that Umoja staff have the tools and resources they need to do their work effectively.

A graduate of the College of Wooster, Ilana has served as a member of the Chicago Freedom School's Board of Directors the Editorial Board of Catalyst Chicago, an independent education reporting organization. She currently sits on the Avodah national board of directors as well as. Ilana was also selected as a 2014 American Jewish World Service Global Justice Fellow as well as a 2016/2017 Allstate Greater Good Fellow.

Enlace Chicago Executive Director, Katya Nuques (Spry)

Katya is the Executive Director at Enlace Chicago. She was born and raised in Guayaquil, Ecuador. She received an MSA in International and Community Development from Andrews University after completing an internship with the United Nations Sustainable Development Division in New York. After graduation, she moved to Lima, Peru to serve as the

Project Coordinator for the Adventist Development and Relief Agency in Peru. Her enthusiasm for community involvement drove her to promote participatory approaches in processes such as strategic planning, grant writing and evaluation. She was able to diversify and substantially increase partnerships with multilateral and bilateral cooperation agencies, resulting in a much more diverse project portfolio.

Katya began her career at Enlace in 2005 as the Director of Community Schools. She played a substantial role in the expansion of Enlace's Community Schools network, significantly increasing staff and funding levels and diversifying revenue sources. As Director of Education, a role she assumed in 2007, she expanded the organization's involvement in teacher preparation programs, internships and post-secondary access, and led Enlace's participation in coalitions such as the Illinois Federation for Community Schools. In 2011, Katya became Associate Director, overseeing programs in the areas of immigration, education, economic development, health and community engagement, and providing direct support to department directors. In 2014, Katya led the process to develop a partnership with CALA, the Community Activism Law Alliance. Through this partnership, community residents from Pilsen, Little Village and Back of the Yards receive free legal services. This clinic has been a huge success, as there is a very high need in these communities.

In 2015, Katya became Executive Director of Enlace; in this role, she has focused on reinforcing organizational structure, high-quality programming and financial sustainability. She is a member of the Board of Directors of the Illinois Coalition for Immigrant and Refugee Rights, the Chicago Thrive Leadership Council, the Latino Policy Forum and its Illinois Latino

Agenda, the Second Federal Bank Advisory Council, and the Board of Directors of Sinai Health System. She is also a Leadership Greater Chicago fellow, and she dedicates her personal time and resources to support undocumented students' education.

New Life Centers, Urban Life Skills, Matt DeMateo (Spry)

Matt is a graduate from Moody Bible Institute with a degree in Evangelism and Discipleship, and a University of Chicago Leadership Academy Fellow. He has been a youth pastor since 2006, actively mentoring youth for 18 years, and is the founder of the Urban Life Skills program. Living in the Little Village community with his wife and 4 children, he is President of the Ortiz local school council and the Little Village Little League. He is also actively involved on several citywide Leadership tables including Lurie's Children's hospital Juvenile Justice Collaborative, Community Restorative Justice Hubs Leadership Circle, Little Village Violence Prevention Leadership Team, Non-Profit Learning Community, Illinois Juvenile Justice Commission Executive Committee, Communities Partnering 4 Peace Executive Committee, and others. He was also recently recognized as an International finalist for the Beyond Sport Award for Courageous Use of Sport.

Evaluator: American Institutes of Research (AIR), Principal Investigator, Neil Naftzger, PhD.

Dr. Naftzger is a principal researcher working on afterschool and expanded learning initiatives at AIR. An experienced evaluator and researcher within the field of afterschool programs, Naftzger has spent more than a decade designing and conducting evaluations and research studies in the after-school and extended learning time arena that involve the collection and analysis of data in various forms, particularly in relation to the 21st Century Community

Learning Centers (21st CCLC) program. Naftzger studies both the impact of youth-serving programs on various outcomes and the role program quality plays in this process. Naftzger has been the principal investigator on research grants from the Charles Stewart Mott and William T. Grant Foundations and on statewide evaluations of the 21st CCLC programs in New Jersey, Ohio, Oregon, Texas, and Washington. Naftzger also is leading a multi-year evaluation of the Community School Initiative administered by Chicago Public Schools and a study funded by the National Science Foundation to study how youth interest and engagement develop in STEM-oriented summer learning programs.

E. QUALITY OF THE PROJECT EVALUATION

(1) Ensuring Evaluation Methods are Thorough, Feasible, and Appropriate

American Institutes for Research (AIR) will design and conduct the evaluation of the implementation of Multi-Tiered Systems of Support (MTSS) to meet the social and emotional needs of students during the grant at Spry and Sullivan High Schools and the impact these supports have on students' social and emotional and academic outcomes. The project evaluation plan described below meets the project evaluation criteria for the Full-Service Community Schools Program.

The proposed evaluation is made both more thorough and feasible by AIR's extensive knowledge of the Community School Initiative administered by Chicago Public Schools given that it has served as the Initiative's evaluator since 2011. AIR's extensive understanding of how community schooling is currently being implemented at district schools and how the inclusion of MTSS supports will complement and extend these efforts will ensure the evaluation effectively capitalizes on the data collection and evaluation infrastructure that is already in place and expands on it to address the specific evaluation needs of the grant. More specifically, AIR has worked with the district's CSI service and youth outcome data during the span of the past 8 years to:

- Inform the development of a self-assessment tool and process aligned to the Community Schools Implementation Framework to help schools understand how well they are implementing the community school model, identify areas of strength and weakness, and target key facets of implementation for improvement;

- Develop a series of key performance indicators related to CSI implementation and youth progress on key outcomes derived from data housed in the district's data warehouse and in systems designed to collect data on student participation in CSI activities and services;
- Conduct rigorous impact analyses exploring how CSI implementation is contributing to youth outcomes.

This knowledge will ensure the evaluation methods and analyses reflect the realities of current CSI operation and are optimally aligned with the complementary goals and objectives of expanding community school operation to include a focus on SEL-focused MTSS. AIR also has extensive experience providing MTSS technical assistance and studying the implementation and impact of MTSS-related initiatives, including an impact study funded by the National Center for Education Evaluation (U.S. Department of Education) which involves a randomized controlled trial in a sample of 90 elementary schools nationwide of the impact of training in MTSS on school climate, school staff practice, and student outcomes. In addition, AIR is conducting the evaluation of CPS's Healing Trauma Together (HTT) pilot to expand implementation of MTSS frameworks to respond more effectively to the social and emotional needs of youth, particularly those having experienced trauma, in 10 of the district's schools.

Building from this knowledge of community schooling and MTSS implementation by CPS, the evaluation plan is based on measurement and data collection strategies that will allow for a targeted assessment of how Spry and Sullivan implement MTSS and what impact it has on student outcomes. The evaluation design will enable an assessment of (a) how MTSS supports youth outcomes over and above existing CSI services and activities provided at each school

(business as usual) and (b) the combined impact of existing CSI programming plus MTSS on youth outcomes.

The evaluation will assess both MTSS implementation and impact employing a rigorous quasi-experimental design (QED). The implementation study will document and monitor implementation fidelity and identify areas where implementation needs improvement and factors that may hinder or facilitate implementation. The outcome and impact studies will assess how youth grow and develop over time as they participate in MTSS and CSI-related services and activities and how this compares to students attending schools that lack access to this unique set of supports. Below we articulate the plan for collecting valid and reliable implementation, performance, and outcome data on key project components and targeted outcomes.

Evaluation Questions. Evaluation activities will answer the following set of implementation- and impact-related questions:

Implementation

AIR will assess the following set of implementation questions on an annual basis during the grant period to document if MTSS is being integrated into the broader community school strategy with fidelity at Spry and Sullivan High Schools.

- What training was provided to staff at each school to support MTSS implementation (Implementation Question 1)?
- To what extent did MTSS training participants perceive the training to be relevant, useful, and actionable in supporting their work to implement MTSS (Implementation Question 2)?

- What processes were used to identify youth in need of MTSS supports, enroll them in services, and monitor student progression (Implementation Question 3)?
- What did each school do to integrate MTSS activities with the broader array of CSI programming it provides (Implementation Question 4)?
- What Tier I, II, and III MTSS activities occurred at each school; how many youth received these supports; and why did schools opt to focus on these activities (Implementation Question 5)?
- How helpful did students and their families report their schools' Behavioral Health Team was in helping to address student needs and resolve problems youth were experiencing? What were their experience like (Implementation Question 6)?

Outcomes and Impact

We hypothesize that student exposure to current CSI programming and additional SEL-related supports provided through MTSS will lead to (a) student improvements in key outcomes, including school-day attendance, grades, cumulative GPA, misconduct referrals, grade promotion, and responses to the 5Essentials survey over time and (b) better outcomes among program participants relative to similar students attending comparison schools where these supports are not available. More specifically, Outcome Question 2 will explore the impact of SEL-focused MTSS implementation in combination with the other services and activities provided by each high school as part of the broader implementation of community schooling relative to similar non-CSI schools without this set of services and activities. The goal in answering this question is to demonstrate the potential value of a full-service community school

based on the implementation framework adopted by Chicago Public Schools for the provision of these services compared to when these supports are completely absent. Outcome Question 3 seeks to understand the added benefit of incorporating SEL-focused MTSS into the CSI implementation framework in supporting the achievement of desired student outcomes. The goal here is to understand how adding MTSS to the existing CSI model may further enhance the achievement of desired youth outcomes.

- To what extent do schools and individual youth demonstrate improvement on key outcomes (Outcome Question 1)?
- What is the impact of MTSS activities combined with existing CSI programming on student outcomes compared to students attending similar schools where CSI and SEL-focused MTSS activities and services are not available (Outcome Question 2)?
- What is the impact of MTSS activities on student outcomes compared to students attending other CSI schools where SEL-focused MTSS activities and services are not available (Outcome Question 3)?

(2) Evaluation Methods/Performance Measures and Their Connection to Project Outcomes

Design Overview. Like most new programmatic efforts, each school's implementation of MTSS practices will require a period of start-up, so we have first structured the implementation evaluation to follow the expected development and evolution of MTSS implementation. Year 1 evaluation efforts will focus on developing and preparing to use data collection protocols and on understanding the progress each school makes in developing and using the MTSS infrastructure. Year 2 will focus more on the experiences of school staff, youth, and parent/guardians based on

MTSS implementation, with the goal of identifying facets of implementation that can be improved on. In year 3 and 4, we will begin to focus more heavily on identifying practices that appear to be effective in supporting both implementation and the perceptions of school staff, students, and parents of MTSS and the differences it may be making in the lives of youth. In Year 5, we will conduct the impact evaluation to understand further the relationship between MTSS implementation and the achievement of desired student outcomes by assessing how youth participation in MTSS and CSI programming in years 2 to 4 is related to youth outcomes.

Assessing Training Provision. Support for effective school implementation of MTSS practices begins with training provided to school staff, particularly members of each school's Behavioral Health Team. AIR staff will work with the OSEL to identify what MTSS-related trainings were provided at each school and the school staff participating in those trainings (Implementation Question 1). AIR will use this information to conduct an online survey with school staff in years 1 to 4 of the grant. The goal of this survey is to assess how relevant, useful, and actionable they found training content to be and how they report using what they learned in supporting their role in addressing the social and emotional needs of the school's student population (Implementation Question 2) The survey will also ask questions about where they've encountered challenges in trying various approaches or strategies, what has worked well, and where more support and information may be needed.. A primary goal of the analysis of survey data is to describe how staff are using what they have learned from the trainings and to identify where school staff, particularly the Behavioral Health Team, need further training to implement MTSS.

Interviews. Successful implementation of MTSS with fidelity at Spry and Sullivan will require a common vision for implementation and shared leadership, a willingness by staff to learn and try MTSS-related strategies, a dedication to collaboration among members of the Behavioral Health Team, and the development of processes and procedures that enable effective identification and monitoring of at-risk students in need of aligned and targeted services and interventions to meet those needs (Implementation Questions 3 and 5). The interviews will also ask about how schools have taken steps to integrate MTSS activities with the broader array of CSI programming it provides (Implementation Question 4). In order to document the progress in achieving these critical implementation milestones, each member of the Behavioral Health Team, the principal, and CSI resource coordinator will be interviewed during the spring semester of years 1-4.

We will use the interviews conducted during the initial two years to document how each school is putting the MTSS infrastructure in place (e.g., referral and screening procedures, processes and procedures to use data to monitor youth response to services, processes for ensuring multiple staff working with a youth are collaborating on approaches, etc.). The interviews will also be used to identify successes and challenges, and focus on the identification of areas where additional training and support may be needed to effectively implement the full complement of MTSS components. The Behavioral Health Teams are expected to play an especially central role in developing and putting this infrastructure in place. An existing tool, the

BHT Monitoring Tool[8], which contains criteria for effective implementation of the MTSS strategy will be used to inform and structure interview questions. Topics addressed in these interviews would include the following:

1. How often do members of the Behavioral Health Team meet to discuss MTSS supports for youth, what is discussed in these meetings, and the effectiveness of these meetings in supporting goals related to MTSS implementation;
2. How student and school data are being used to inform the design and delivery of MTSS supports and services;
3. How willing are school staff to learn and try various Tier I-related supports and approaches;
4. What decision rules have been created to determine how students are connected to the menu of MTSS-related services and activities, including if and how any specific screening tools are being utilized and when youth are moved into Tier II and Tier III supports;

[8] The BHT Monitoring Tool is an instrument used by a school-based team to evaluate whether they have current systems and structures in place to have an effective Behavioral Health Team within their school. There are 23 items that assess the following components: Administrative Leadership and Prioritization of Behavioral Health, Tier I Supports, Collaboration with School Staff, Referral and Screening Procedures, Team Meetings among Behavioral Health Staff, Tier II Interventions, and Tier III Interventions.

5. What procedures have been adopted to ensure students in need of MTSS-related services and activities are correctly aligned with and benefitting from the menu of MTSS-related services and activities in the manner envisioned;
6. What are the decision rules for when students will be transitioned out of select MTSS-related supports and services;
7. What are mechanisms are there for coordinating MTSS-related support and services with other activities and services provided under CSI.
8. In years 3 and 4, the interviews will transition toward focusing on describing the key features of MTSS implementation that seem to be driving especially effective approaches and services and perceived impacts on the needs of at-risk students.

Synthesize Data on Service Provision / Key Performance Measures. A key facet of documenting implementation is quantifying the degree to which students are involved in and receiving MTSS-related supports and activities (implementation evaluation question 5) and how they are showing signs of improving and having their needs met. AIR, working with CPS, will develop and refine a series of key performance indicators to describe the extent to which youth are involved in or receiving MTSS-related activities and services. Those indicators constructed at this point in the process to guide and assess the progress of program implementation can be found below.

Goal 1: Improve students' academic achievement.

Objective 1: Ensure students are receiving the necessary and appropriate academic supports.

- By the end of the second year of the grant, 80% of sampled students participating in FSCS activities and services reporting a need for academic support will report receiving the assistance they needed on the student survey.
- 80% of students where the majority of the course grades they earned were at or below a C after the 10-week marking period that are actively participating in FSCS programming while taking those courses will demonstrate an overall improvement in grades at the final marking period for the courses in question.
- 80% of students participating in 60 hours or more of FSCS programming during the school year that demonstrated weaker study habits in the prior year will demonstrate improvement on the Rigorous Study Habits scale of the 5Essentials survey.
- 90% of students participating in 60 hours or more of FSCS programming during the school year will be promoted to the next grade level in the subsequent school year or, for seniors, graduate from high school.

Objective 2: Remove barriers to learning.

- By the end of the second year of the grant, 50% of sampled students participating in FSCS activities and services reporting having one or more barrier to learning will report having those barriers addressed based on responses to the student survey.

Objective 3: Build teacher capacity to provide academic enrichment programming with the curriculum.

- By the end of the second year of the grant, 50% of school staff will report having taken steps to offer more enrichment offerings to their students based on responses to the staff survey.

Goal 2: Support students' social-emotional development

Objective 1: Create a positive school environment (culture and climate)

- By the end of the third year of the grant, each school will demonstrate a positive increase of 10% overall in scores on the 5Essentials Survey in the areas of emotional health, psychological sense of school membership, student-teacher trust, and school safety relative to the school year prior to the start of grant-supported MTSS implementation.

Objective 2: Provide students with targeted supports based on level of need

- By the end of the second year of the grant, each school's behavioral health team will meet the criteria as outlined by the BHT Monitoring Tool regarding effective BHT functioning.
- By the end of the second year of the grant, 80% of school staff will report increased knowledge about PD topics addressed that school year oriented at helping staff create an emotionally safe learning environments and foster the social and emotional development of students via staff surveys.
- By the end of the second year of the grant, each school will be serving the targeted number of students with Tier II-III supports.

- By the end of the second year of the grant, 80% of sampled students participating in Tier II-III supports will report have benefitted from participating in such activities and services on the student survey.
- Among students receiving Tier II-III supports, 50% will also be actively involved in other CSI programming, including afterschool programs by the end of the second year of the grant.
- Among students receiving Tier II-III supports, a 5% increase in school day attendance will be achieved by the end of the third year of the grant.
- Among students receiving Tier II-III supports with one or more misconduct prior to the provision of MTSS services, 50% of students will not have a subsequent misconduct once they have completed participation in MTSS services by the end of the third year of the grant.

Goal 3: Increase the number of students, families, and community members participating in services

Objective 1: Increase awareness of program availability and benefits

- The number of students participating in FSCS activities will grow by 5% percent or more per year for each year of the grant.
- The number of parents, adult family members of students, and community members participating in FSCS activities will grow by 5% percent per year for each year of the grant.

These indicators will be folded into the existing key performance indicator system developed by AIR for the broader Community School Initiative. Additional data will be compiled on the number of service referrals, the level of youth enrollment in services, the length of time referred youth receive services, and the number of youth exiting from services and the reason for that exit, including successful intervention completion or premature exit do to youth non-participation.

AIR will work with CPS to explore how existing data collection systems used for CSI, including the Cityspan data collection system, will be modified to collect these data. In addition, members of the Behavioral Health Team will be asked to maintain logs on interactions with students receiving tier II and tier III supports, including dates met with students, how long they met for, services provided, and any possible referrals. Information will also be provided on the extent to which youth are involved in both MTSS-related activities and services and afterschool programming provided through normal CSI operations.

Data on key performance measures will be compiled at the end of each school year as part of the evaluation. The goal in providing this information is to help CPS understand how well schools are connecting youth to MTSS services and activities and keeping them engaged in these efforts until desired outcomes are reached.

Focus Groups. We will conduct focus group with key stakeholders on MTSS implementation in years 2 and 4 to address both Implementation Questions 2 and 6. We will conduct focus groups with school-day instructional staff and with parents/guardians of youth receiving MTSS-related supports and services. The goal of these focus groups will be to

document what seems to be working well with MTSS implementation, where things could be better, and where representatives from each of these groups have seen positive impacts on youth. Each of these pieces of data will be important for better understanding implementation fidelity. The year 4 focus groups will focus more on documenting perceived outcomes of MTSS supports and services and isolating supports and services that seem especially effective in supporting the positive development of youth. The findings will inform sustainability efforts and identification of continued resource investment foci.

Youth Surveys. In years 2 to 4 of implementation, a random sample of up to 50 youth per school receiving MTSS services and interventions, stratified by type of service received, grade level, and school, will complete a brief, paper and pencil survey about their experience with MTSS services and how they perceived they may have benefitted from their participation in such efforts (implementation question 6). The goal of the survey, developed by the evaluation team, will be to gain an understanding of how satisfied youth are with the services they received, how they may have been impacted by their participation, and where they perceive there to be opportunities for improvements in services. Results from the youth survey will be an important source of information in understanding both the quality of MTSS service provision and implementation fidelity.

Analysis and Reporting. At the conclusion of each school year, AIR will synthesize the full complement of data collected about MTSS implementation and provide a detailed report to CPS summarizing key themes and findings and offering suggestions about how implementation efforts can be improved. Interview, focus group data, and open-ended questions from the youth

survey will be analyzed qualitatively using NVivo to identify key themes relative to how implementation is progressing as anticipated, where there are challenges, and what implementation has meant to youth and their parents/guardians. Survey data, data on service provision, and key performance measures related to MTSS implementation will be analyzed descriptively to determine the range of participation and responses and analyze how these data change over time. Table 9 shows the data collection approaches used to address the implementation questions.

Table 9. Summary of Implementation Evaluation Questions by Data Source

Implementation Question	Staff Survey	Interviews	Focus Groups	Youth Surveys	Service Provision Data
1. What training was provided to staff at each school	X				
2. To what extent did training participants perceive the training as relevant, useful, and actionable	X		X		
3. What processes were used to identify youth in need of MTSS		X			

Implementation Question	Staff Survey	Interviews	Focus Groups	Youth Surveys	Service Provision Data
supports, enroll them in services, and monitor student progression					
4. What did each school do to integrate MTSS activities with the broader array of CSI programming it provides		X			
5. What Tier I, II, and III MTSS activities occurred at each school; how many youth received these supports		X			X
6. How helpful did students and their families report their schools' Behavioral Health Team was in helping to address student needs			X	X	

(3) Outcomes and Impact

In order to understand how the provision of MTSS-related activities and services may be supporting the positive development of students attending Spry and Sullivan, the evaluation will undertake a two-pronged approach:

1. Monitor youth's social and emotional and academic outcomes over time using descriptive approaches (e.g., school day attendance, misconduct referrals, etc.);
2. Assess the potential impact of MTSS-related activities and services on youth social and emotional and academic outcomes using a quasi-experimental research design predicated on the use of propensity score matching.

Descriptive Monitoring. This set of analyses will explore how students enrolled at Spry and Sullivan are doing from one school year to the next on a series of social and emotional and academic outcomes. AIR will examine levels of school-day attendance, grades, misconduct referrals, and responses to the 5Essentials survey administered to assess issues related to emotional health, psychological sense of school membership, student-teacher trust, and school safety. These data will be obtained from the district's data warehouses.

In examining how youth are developing on these outcomes, AIR will examine key subgroups, including youth that have received tier II and III services as part of MTSS and youth that received these services as well as participated in afterschool programming as part of the broader array of CSI activities and services provided at each school. The analysis will show how different groups of students participating in different components of the full-service community school are developing across key social and emotional and academic outcomes over time.

Multiple regression will be used to conduct these analyses, enabling an exploration for how different student-level service profiles may be related to improvements in each of these areas. For some outcomes like attendance, misconducts, and grades which are collected more frequently or are event-based, it will also be possible to explore how youth may respond more immediately to involvement in tier II and tier III supports. Data on youth participation in MTSS services and activities will be used to create distinct service episodes with begin and end dates. Steps will then be taken to explore how students were performing in these areas prior to a given service episode and then after. This will allow for a more careful examination of how youth are functioning on key outcomes just before and after the receipt of MTSS-related services. AIR will present results from this set of descriptive analyses in each annual evaluation report provided to CPS.

Assessing Impact

As noted previously, there are two important questions that the evaluation will answer pertaining to how implementation of MTSS services and activities serve to impact student outcomes. Student outcomes to be examined will include school-day attendance, grades, cumulative GPA, misconduct referrals, grade promotion, and responses to the 5Essentials survey, including in the areas of emotional health, psychological sense of school membership, student-teacher trust, and school safety.

1. What is the impact of MTSS activities combined with existing CSI programming on student outcomes compared to students attending similar schools where CSI and SEL-focused MTSS activities and services are not available (Outcome Question 2)?

2. What is the impact of MTSS activities on student outcomes compared to students attending other CSI schools where SEL-focused MTSS activities and services are not available (Outcome Question 3)?

In order to answer these questions, AIR will undertake a quasi-experimental design called propensity score matching to select similar CPS schools and similar students in those schools that are comparable to the student population being served through the implementation of MTSS and CSI services and activities at Spy and Sullivan. This approach will allow the evaluation team to explore more carefully how participation in MTSS and CSI programming may impact school-related outcomes by controlling for sources of selection bias that otherwise may conflate analysis results. Propensity score matching is a two-stage process designed to address the problem of selection. In the first stage, the probability that each student will participate in the program is estimated using observable participant characteristics (e.g., demographics, prior achievement, etc.). By modeling the likelihood that youth will participate in MTSS and CSI programming, this approach will allow AIR to compare program participants with comparison students who would have had a similar propensity to participate in this set of services and activities. In the second stage, the predicted probability of being enrolled in MTSS and CSI services will be used to model changes in direct program outcomes. In this way, random assignment between participating and non-participating groups can at least be approximated. Outcome differences observed between the two groups can then be ascribed to participation in MTSS and CSI services with a higher degree of confidence. However, given the small number of schools receiving the intervention, we acknowledge that the robustness of this approach will be contingent on the

identification of CPS comparison schools that are as similar as possible to Spry and Sullivan and that only large effects will likely be detectable.

One set of comparison schools will not offer CSI and MTSS services (question 1), while the second set will be comprised of other high schools implementing business as usual CSI programming (question 2). To allow for some time for each school to get MTSS processes up and running, the treatment period to be examined will encompasses years 2 to 4 of MTSS implementation. AIR will perform the actual impact analyses during the fifth and final year of the grant.

In conducting these analyses, individual students in the two treatment schools will be matched with similar students in 8 to 10 comparison schools in answering each evaluation question. Student characteristics will be used to generate a predicted value (a propensity score) for each student's likelihood of enrolling in a treatment school given background characteristics and prior achievement. AIR will use nearest neighbor matching (Rubin, 1973) to create a matched comparison sample of students who did and did not enroll in the treatment schools but share similar propensities to do so—minimizing self-selection bias and maximizing internal validity. Matching students in treatment schools with similar counterparts in comparison schools will allow for efficient analysis of student-level treatment vs. comparison in outcomes as a proxy for school-level intervention, given that a school-level QED or experiment meeting evidence standards would be inadequately powered and cost-prohibitive. AIR has conducted similar matching studies with CPS and produced comparison samples matching more than 95 percent of treatment students, using calipers of 0.10, and that produced no differences at baseline exceeding

0.25 standard deviations (therefore meeting WWC criteria). A regression model will estimate the relationship between treatment status (enrollment in a treatment school) and each outcome while controlling for school and student characteristics allowing for residual covariate (beyond matching procedures).

Ensuring Valid and Reliable Evaluation Data

Table 10 provides a summary of what data will be collected and analyzed during each year of the project. To ensure the data collection activities outlined in Table 10 produce valid and reliable data, AIR will undertake a careful process in the design, testing, and refinement of each data collection protocol. In constructing the staff and youth experience surveys, the evaluation team will consult with a survey methodologist and psychometrician to ensure question format and wording are aligned with best practices. Each of these surveys will also be pilot-tested during year 1 and refined based on pilot results before used to collect data from targeted respondents. Interview and focus group protocols will be designed in close consultation with the CSI team at CPS to ensure both the appropriate breadth of issue coverage related to MTSS implementation and proper use of terminology to avoid confusion in respondent responses.

In analyzing qualitative data, a codebook will be developed for each source and a portion of transcripts will be initially double-coded to both ensure codebook adequacy and to assess interrater reliability. Procedures used to conduct all descriptive analyses and file preparation tasks for the key performance indicators and impact analyses will be saved to syntax and reviewed by a second analyst to ensure they were performed correctly.

All analyses and reports developed as part of the evaluation will go through AIR's extensive quality assurance process to ensure analyses were done correctly, results are described accurately and are easy to interpret, and report findings and summaries are clear and concise.

Table 10. Summary of Data Collected and Analyzed by Grant Year

Data Source	Year 1	Year 2	Year 3	Year 4	Year 5
Implementation Evaluation	■				
Staff surveys	■	■	■	■	
Interviews	■	■	■	■	
Focus groups		■		■	
Youth experience surveys		■	■	■	
Service provision data	■	■	■	■	
Outcome Evaluation	■	■	■	■	■
District outcome data		■	■	■	■

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