

**Full-Service Community Schools Program (FSCS)
Project Abstract FY 2022**

Applicant Name: Lewis University

Project Title: Lewis University Community Schools Consortium (LUCSC)

Absolute Priority the Project Addresses: (select all that apply)

- Absolute Priority 1 – Title IA Schoolwide Program Eligibility
- Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income
- Absolute Priority 3 – Capacity Building and Development Grants
- Absolute Priority 4 – Multi-Local Educational Agency Grants
- Absolute Priority 5 – FSCS State Scaling Grants

Competitive Preference Priorities the Project Addresses: (select all that apply)

- Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs
- Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Total number local educational agencies (LEAs) to be served by the project: Two local educational agencies will be served.

Total number of schools to be served by the project: Three schools will be served: Brooks Middle School (grades 6-8), Bolingbrook High School (grades 9-12), and Fairmont School (preK-grade 8).

Total estimated number of students to be served by the project: 4,298 students.

Brief description of proposed project, including project activities: Through its response to Absolute Priorities 1 and 3, the Lewis University Community Schools Consortium (LUCSC) project will strengthen the capacity of existing community partnerships working collaboratively towards educational, social, health, and economic equity for students and their families. Under the umbrella of equity, trauma-responsive approaches, and restorative practices, the project will use Multi-Tiered System of Supports to transform all aspects of the educational environment—from teacher and staff training to meaningful engagement with students and families to enhanced procedures and policies. Grounded in an understanding of trauma and its impact, the LUCSC project is designed to promote resilience, positivity, physical and emotional safety, academic achievement, health, and wellbeing to address the whole child, whole family, and whole school. Centerpiece activities include an expanded Success Academy (SA) alternative to suspension and expulsion. The SA, a physical “Center” on the Lewis University campus, will coordinate legal literacy curriculum, educational workshops, parent

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mentoring, student, family, and community mediation programming, restorative practices professional development and consultation, and community resources. A Student Academic Success Initiative (SASI) will bring Lewis University faculty, staff, and students and community partners together to provide multilingual and culturally responsive academic services, rooted in restorative methodology, to diverse students in VVSD and Fairmont. To ultimately strengthen academic success of these students, SASI will implement after-school, weekend, and/or summer activities to bridge inequitable education divides, increase feelings of school belonging, and provide academic mentoring. Programs within this initiative will include summer institute programs, English Learners (EL) support services via after-school and/or weekend programs, culturally responsive academic support for parenting students at the high school level, support for parents/families, and presentations to PTO and other family groups. This initiative is unique and significant because it will be managed, overseen, and advised by a group of faculty and staff of color, all of whom come from non-dominant cultural groups within the community. This group will work towards the goal of improving educational success for students of color, which is inclusive of English Learners. Community partners are either linked to the above two centerpiece initiatives or are otherwise contributing to the whole child approach as seen through an equity lens. This includes equitable student access to physical and mental health resources.

Summary of project objectives and expected outcomes: Seven objectives have been developed in alignment with the FSCS performance measure areas of (1) preparation for kindergarten, (2) achieving academically, and (3) safety, health, and supported by engaged parents. The outcomes study will be linked to a set of key performance indicators that will assess how youth and caregivers grow and develop over time as they participate in FSCS-related services and activities.

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Locations of implementation are the communities of Bolingbrook, Romeoville, and Fairmont located in Will County, Illinois in the suburban Chicago area.

List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable: Valley View School District 365 and Fairmont School District 89.

List all non-LEA organizations partnering with this project: Non-LEA partners include: Lewis University (lead applicant), Will County Health Department, Will County United Way, Spanish Center, SOS Children's Foster Village, H2O, White Oak Library District, Fountaindale Public Library District, Joliet Junior College, Catholic Charities, After the Peanut, Bridges to a New Day, Fairmont Community Partnership Group, Network for Undocumented Scholarship Access, and Precious Blood Ministry.