

ABSOLUTE PRIORITY 1**(a) How the Project Addresses the Absolute Priority:**

Introduction: Frida Kahlo Community Organization (FRIDA)—in collaboration with the Field Museum of Chicago, the National Museum of Mexican Art, Esperanza Community Services, Asian Health Coalition, Gads Hill Center, Daley College, College of DuPage, Rise Up Wellness, PODER English Works, and Easter Seals (of DuPage and Fox Lake/Villa Park)—proposes a five-year *Full-Service Community Schools (FSCS) Program*, entitled *Educational Experience through Community and Healthy Opportunities (EECHO)* for four schools; namely, Gunsaulus Scholastic Academy (PreK-Grade 8) and Edward N. Hurley (PreK-Grade 8) in Chicago Public Schools; and Jefferson Middle School (Grades 6-8), and Schafer Elementary School (PreK-Grade 5) in the Villa Park School District 45.

As an eligible not for profit community agency, FRIDA will meet absolute priority 1 by serving four full-service community schools, all of which meet Section 1114(b) in that the four following project schools have low-income percentages of Gunsaulus (86.5%), Hurley (86.7%), Jefferson (55.3%) and Schafer (62%). See Table 1 below for the source of these statistics from the Illinois State Board of Education 2020 statistics. The full-service strategies used in this project are district and community-wide in their scope and involve 10 community partners in the EECHO project, thereby transforming these four schools into vibrant hubs of community engagement in teaching and learning. Through EECHO, multiple community resources from the above partners will be uniquely combined and integrated so that a culture can be created for community schools to become systemic vehicles for the cross-fertilization of ideas and catalysts for classroom and community change among teachers, students, and families as well as their partners. Accordingly, collaboration and sharing will be integrated into all professional development activities so that a culture supporting joint work can be fostered.

Frida will marshal the resources of the above 9 community agencies as a consortium to address the five pipeline FSCS services. Based on up-to-date research and effective practice, this EECHO FSCS program will focus on three existing pipeline services at the four public schools: (1) social, health, nutrition, and mental health services and supports; (2) family and community engagement and supports; and (3) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary. In addition, EECHO will provide two additional pipeline services; namely, (1) high quality in-school and out-of-school programs and strategies, and (2) high quality early childhood education programs.

ABSOLUTE PRIORITY 4

EECHO meets Absolute Priority 4 by proposing to implement and sustain full-service community schools in two LEAs, namely, two schools in the Chicago Public School district and two schools in the neighboring Villa Park School district. Both of these districts are public school districts within the Chicago Metropolitan area.

COMPETITIVE PRIORITIES 1 & 2 AND APPLICATION REQUIREMENTS

Competitive Preference Priority 1

Meeting Student Social, Emotional, and Academic Needs. (up to 5 points)

Projects that are designed to improve students' social emotional, academic, and career development, with a focus on underserved students.

Project EECHO Addressing this First Competitive Priority's Area 1: Project EECHO has been designed so that it creates education settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students from a range of racial, ethnic, low income, special needs, and low achieving backgrounds), educators,

families, and community partners. In this regard, the objectives and activities for the third, fourth, fifth, and sixth EECHO objectives support these various dimensions of the first priority (See pages 84-126 for a detailed explanation of these dimensions). ***First, the third objective's activities*** focus on how the arts can be a vehicle for developing quality instruction supporting students' emotional, social, and academic needs. In summary, under Objective Three, 80 teachers participate each project year in 30 hours of professional development (PD), involving workshops, coaching, and sharing) in collaboration with artists in residence, and project partners with expertise in the arts and their relationship to social-emotional development (including: the Field Museum of Chicago and the National Museum of Mexican Art) that will enable teachers to develop foundational knowledge in the cultural arts of the Americas to employ in their classroom teaching, which are transformed into inclusive arts studios, with an emphasis on how dance, music, theater, and the visual arts in these cultures can support students' acquiring skills in creating, performing (in yearly student productions), and responding to the arts. In addition, teachers will consider how the cultural arts of the Americas (Mexico, Brazil, Peru, the United States, and Haiti) can be integrated into the teaching of the arts and state Academic Standards-based reading and mathematics, while assisting students with special needs (or disability status) and English Language Learners. EECHO, through its PD, will fundamentally transform how teachers instruct their students by engaging students in thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others, all enhancing students' critical thinking, academic engagement, and socio-emotional development, as well as providing opportunities for students to be as interactive as possible in group learning with teachers and their peers in a supportive, positive, identity-safe, inclusive, and trusting milieu. The EECHO project under this competitive priority recognizes that for the arts to have an in-depth impact on students, it needs to recognize how students' cognitive, artistic skills, social-emotional learning (SEL), and cultural heritages are intertwined. The arts intersect with SEL and culture in a wide range of ways. By addressing those

intersections, the project is then likely to have a greater impact on how students can more deeply incorporate the arts into their lives and their learning. For example, such issues as identity, shared cultural codes and rituals, historical narratives, locus of control, cultural values, group dynamics, motivation, persistence, self-awareness, and empathy all interface with all of the arts of dance, music, theater, the visual arts, and media arts. This multiple perspective view of the arts also draws upon and involves teachers, arts educators, students, and families in the hermeneutical study of human narrative, or how one can interpret and understand narratives, whether artistically, psychologically, or culturally (Geertz, 1983; & Sweder & Good, 2003), where the whole explains the parts and the parts explain the whole. By applying narratives to an understanding and meaning of the arts and learning, it will be possible under this competitive priority to open up new avenues of perceiving and processing how one understands the interplay between student cognitive and non-cognitive growth and their development over time.

Second, the fourth objective's activities, in collaboration with the following community partners: the College of DuPage, Daley College, and PODER English Works, will focus on this first priority area 1 on how transitioning from grade to grade and into the workforce can be a vehicle for developing quality instruction supporting students' emotional, social, and academic needs. A detailed discussion of how this transitional process will function to address the first priority is found on pages 104-111. As a first step in this process the EECHO project will establish for underserved students an early warning system and academic/social-emotional monitoring and supports for students at risk, and a tracking system as students move from each level from Kindergarten through high school and into the workforce. When students move from grade to grade and into the workforce, the EECHO project will use data derived from this early warning and tracking system (e.g. attendance, academic records, and surveys of students' social-emotional progress) to identify specific academic and social-emotional programming that is needed for students to address the academic and social-emotional challenges that they will face so that a milieu for a supportive, positive, identity-safe, and inclusive with regard to race,

ethnicity, culture, language, and disability status, through developing trusting relationships between students can be established, in collaboration with EECHO's community partners, in an on-going manner. To achieve these ends, underserved students' attendance will be monitored and students will become engaged with their teachers, families, and community partners in a wide variety of interventions. These include: involving students in monthly or more frequently as needed, individual and group academic and socio-development sessions where a variety of school and community supports will be provided, including: dialogic reading interactions with teachers and families that involve shared reading among teachers, students, and families; students shadowing one another in cross-grade meetings to share how transitional hurdles from grade to grade and into the workforce can be overcome; individual and group counseling meetings where such social-emotional issues as goal setting, anxiety, depression, and locus of control issues can be addressed; family networking to support inclusive and positive learning milieu for students; assessing students with disabilities grade transition issues; cross-grade dialogue sessions among students to discuss how older peers have navigated successfully through school and the workforce; high school, college, and workplace readiness monthly family sessions, and career exploration programming to prepare students to meet the academic and social-emotional challenges they will face, e.g. having successfully mastered course material required for movement to the next academic level and acquiring social-emotional skills that will psychologically enable students to move effectively from one grade to the next or into the workforce by acquiring the ability to plan and focus on functioning effectively in new academic and work settings where they might be required to collaborate with individuals from cultures different from their own, while appreciating and celebrating their own cultural heritage and how it can enable them to serve as a positive springboard or inspiration forward in school and life.

Third, the fifth objective's activities will focus on this first priority area 1 to address how engaging families can be a vehicle for developing quality instruction supporting students' emotional, social, and academic needs. A detailed discussion of how families will function to

address the first priority is found on pages 111-117. These family supports include: (1) offering weekly two-hour sessions to foster family involvement in children's learning; (2) assisting families with acquiring leadership skills; (3) conducting monthly family night sessions to support home learning; and (4) courses to enable families to enhance their academic skills so they will be better able to assist their children with their learning. First, project staff will collaborate with the Field Museum of Chicago, the National Museum of Mexican Art, College of DuPage, Daley College and PODER English Works to deepen family engagement and involvement with the school, teachers, and the learning of their children, foster effective communication, development of social networks and provide peer collaboration and support, based on an on-going assessment of family needs. The weekly groups of 10-15 families, who will meet two hours each session and up to two times per month, will discuss various child development related issues such as separation, self-control, and the ability to function in diverse cultural and ethnic settings; the family's role in child development; arts-integrated family literacy activities (which will emphasize how the cultures of the Americas (Brazil, Mexico, Haiti, the United States, and Peru) can be celebrated; volunteer opportunities in the community and coordination of health, mental health, and social-emotional service supports; presentations by community organizations who offer resources to families; monthly family sessions demonstrating activities that can be undertaken at home to support children's academic and socio-emotional developmental progress, and how home learning can interface with be coordinated with school learning. Academic topics include: strategies for reading to or with their children, counting, sorting and other numeracy strategies, strategies for talking about schoolwork, systems for monitoring student learning, approaches to TV, cell phone and computer, social media, and the creation of home learning centers. Families will also learn how to identify and address a range of their children's social-emotional issues, such as developing skills that promote a child's autonomy, locus of control, and the ability to cope with issues of anxiety, depression, suicidal ideation, trauma, bullying, substance abuse, and cope with interpersonal conflict. Second, a team of 10 families at each

school will develop the leadership and family advocacy skills to team with teachers in classrooms and during out-of-school activities both in person and on-line. Third, weekly two-hour family nights will be offered to foster family engagement with their children on a number of dimensions of academic, social-emotional, health, and dietary development. These sessions will place a premium on: (1) creating optimal challenges for families and students, e.g. personal agency, self-efficacy, and home learning; (2) developing strategies for conflict resolution and collaborative problem-solving; (3) financial planning; (4) the use of workplace English; (5) and job readiness skills; (5) setting personal and family goal setting, in the areas of academic and social-emotional development, which build on the developmental coping skills described above in more detail; (6) learning how to set up visits to libraries, computer facilities, museums; (7) developing learning centers and quiet spaces for learning at home, (8) understanding how to purchase educationally productive learning games; and (9) learning ethnic and culture of the Americas dances and other forms of exercise to set the stage for aerobic family physical activity. Finally, weekly two-hour academic support classes will be offered to 75 family members each year for English as a Second Language (EL); GED attainment; and computer skills to support families in assisting families with engaging their children with learning at school and home.

Fourth, the sixth objective's activities, in collaboration with the following community partners: Esperanza Community Services, Rise Up Wellness, Asian Health Coalition, and Gads Hill Center, will focus on this first priority area 1 to address how the enhancement of student social-emotional development can be a vehicle for developing quality instruction supporting students' developmental needs. A detailed discussion of how programs will be offered to address the first priority is found on pages 117-126. These student social-emotional supports include offering: (1) teacher PD; (2) case study PD sessions; (3) student program building social-emotional developmental skills; and (4) establishing a school-based referral system and in external referral system to address students in need of intensive mental health and violence supports.

First, 80 project teachers will participate each of the five years in 30 hours of sustained and intensive PD (including monthly family sessions, coaching, and sharing) on how to address students' social, emotional issues. By the end of the fifth year, all 200 teachers in all four schools will have been supported through rigorous PD, which include topics such as: addressing such fundamental psychological and social issues as anxiety, stress, trauma, bullying, cyber-bullying, substance use, depression, suicidal ideation, individuation, identity, creativity, mastery, loss, locus of control, personal boundaries, conflict, emotional self-regulation, violence, defense mechanisms, and group dynamics.

Second, each semester the project will offer two-hour, once a week case study sessions for 12 teachers at each school. By the fifth year, all teachers will have had several opportunities to understand how socio-emotional and mental health issues are having an impact on the contextual psychological development of students. While discussing individual cases, teachers will delve deeply into how psychological processes unfold in the lives of their students by conducting inquiry that elucidates the meanings of family. A major emphasis will be placed on uncovering or unpacking the meaning of personal and social conflicts implicit in student interactions with their peers and authority figures, which moves beyond surface understanding into a deeper unfolding of how individual narratives play out in the day-to-day interactions, underlying how students react and are influenced by and respond to their participation in social relationships. As individual cases are being discussed, teachers will learn contextually, rather than abstractly, how students address such fundamental psychological and social issues. Teachers and students will learn how to probe into the meaning of interactions and how they view the multiplicity of meanings within their relationships. When teachers understand their own reactions to a child, they can translate those insights to develop more effective and impactful approaches to their teaching. Finally, through these case study sessions, teachers will become more aware as to when they need to make mental health referrals for more extensive psychological support.

Third, student social-emotional development programming will include how students can learn how to function within group process programming, including: adventure education; team building through Teams, and Tournaments; cooperative learning; and Motivational Interviewing. Adventure education in its design as an approach to improving students' self-concept, decision-making and their ability to function effectively within groups through group problem-solving in order to solve challenges facing a group. More specifically, **Adventure Education** is a strategy for groups of students that includes activities designed so that students must confront and meet physical challenges at school and field sites where they overcome physical barriers, move from one place to another while being physically encumbered, or being challenged to climb walls. A key component of adventure education is group processing after the challenges have been concluded, when the team gathers to discuss the effectiveness of the group's decision-making, and the development of future alternative approaches to meeting group challenges. **Teams, Games, and Tournaments (TGT)** is an approach to team learning, which encourages cooperation and competition to improve social-emotional skills, and to achieve physical fitness and improved nutrition. Under TGT students are able to acquire more positive attitudes towards cooperation and academic achievement as their mixed ability team competes against other mixed ability teams. Likewise, students improved their abilities to be cooperative, use critical thinking skill sets, and collaboratively problem-solve and develop conflict resolution skills in groups when engaged in TGT. **Under cooperative learning** students work together in cohesive groups to achieve shared learning objectives. In the process, students take on responsibility for their own learning and the learning of group members. Under cooperative learning, students listen attentively, raise questions, resolve conflicts or negotiate outcomes to help the group reach agreed upon outcomes. In the process, students begin to trust each other, communicate more clearly and unambiguously, accept support from one another, and make decisions about what to change in the future. **Motivational interviewing (MI)** is a client-centered counseling style program directed at analyzing and resolving ambivalence about changing personal behaviors.

Rather than just imparting information, it emphasizes exploring and reinforcing individual and group motivation toward positive social and emotional development. Moreover, the above social and emotional strategies include those related to self-factors (e.g. self-management, self-awareness, responsible decision-making, and self-development) and social factors (having the ability to develop and maintain healthy relationships through empathy and appreciating diversity, and utilizing resources at the family and community levels, including working effectively with peers and in groups). **Partner Support:** Team building and Motivational Interviewing will be facilitated by PE teachers, district instructors, and staff from Rise Up Wellness to assist cooperative learning students working together in cohesive groups to achieve shared learning objectives. Finally, student programming for social and emotional learning will comply and be modeled after the State's Social and Emotional Learning (SEL) standards.

Fourth, the EECHO project will establish a referral system for students in need of more intensive social-emotional and mental health supports. Asian Health Coalition and Gads Hill Center will conduct three two-hour monthly family sessions in the fall, winter, and spring of each project year to increase teachers, school staff, and families' ability to understand and utilize what school-based mental health teams, local mental health agencies and facilities are available in the immediate communities, and how to make referrals. During these sessions, these participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* that will assist them in identifying individuals in need of intensive psychological intervention. Based on these understandings, workshop participants will also learn proper internal and community referral procedures in alignment with State and Federal laws. Finally, participants will learn what the signs are for individuals who may be exhibit suicidal ideation, be victims of sexual or physical abuse or neglect, or be engaged in self-harming behaviors. Participants will also learn about resources to share with students such as peer to peer support groups, on-line, text, phone, and crisis lines for children and teens and other at risk resources.

Competitive Priority 2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change to Prevent and Treat Violence. (Up to 5 points)

Introduction: Project EECHO has been designed to take a systemic evidence-based approach to improving outcomes for all students including underserved students in coordinating efforts with community organizations and agencies as well as Federal, State, that support students, to address mental health concerns, trauma, gang and community violence prevention and intervention. More specifically to address trauma, gang and violence prevention, the EECHO project will collaborate with the federal agencies, as well as state, and local public health, law-enforcement, and other local agencies listed below: Based on the longitudinal data collected by the *CDC (Center for Disease Control and Prevention)*, the *Bureau of Justice Community Based Violence Intervention and Prevention Initiative*, *SAMSHA (Substance Abuse and Mental Health Services Administration)* and the *NCSMH (National Center for School Mental Health)* and others, EECHO approach is to provide interventions and services in three interrelated areas: Universal (all students), Individual and Family (students and families at risk) and Community. ***Universal school-based gang and violence prevention and treatment, and mental health and trauma curricula*** Each year EECHO will engage 80 teachers, 1400 families, 2300 students and four local mental health, medical and community organizations, along with specialists in curriculum design, in developing and teaching a mental health, violence prevention and treatment, and wellness and trauma school-based curriculum that is provided to all students including those who are differently abled and disabled and is equitable, age appropriate, developmentally and culturally responsive and taught in both English and Spanish. During 2004–2006, the *CDC Task Force on Community Preventive Services* conducted a systematic review of published scientific evidence concerning the effectiveness of these programs. The results of this review provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior among school-aged children. Program effects were demonstrated at all grade levels. An independent meta-analysis of school-based programs confirmed and

supplemented these findings. Specifically the Task Force found a “15% relative reduction in violent behavior among students in pre-kindergarten through high school. Using different outcome measures, the median relative reduction in aggression and violent behavior associated with universal school-based programs varied by grade level, with a 32% reduction for pre-kindergarten and kindergarten students, 18% reduction for elementary students, 7% reduction for middle school students, and 29% reduction for high school students. Researchers suggest the benefits of these school-based approaches could be strengthened if programs implemented at early grade levels are continued into the critical middle school and high school years”. These programs were effective in reducing youth violence in different types of school environments, including ones with varying socioeconomic status, crime rates, or predominant race/ethnicity of students. The mental health, social-emotional, and violence prevention curricula seeks to educate children of all ages specifically about human development, to normalize and destigmatized psychological problems, to recognize symptoms in themselves and their friends and how and where to seek help.

Building teacher capacity and infrastructure is the next step towards gang and violence prevention, positive community engagement and mental health supports. Students not only need to know where to seek help but the help has to trustworthy be there for them consistently. EECHO recognizes that not only school social workers and psychologists, but also school personnel including teachers and other adults in the school need to be prepared on how to be caring and responsive to students who seek them out, how to recognize when a student is dealing with issues and the best ways to seek the student out, how to provide caring and support and have a clear understanding of school-based process for internal referral to the school mental health staff. The EECHO project, as described under in Competitive Priority 1 will provide teachers and school staff with 150 hours, over five years, of PD workshops, case study sessions, and best practices in experiential education, and collaborative group learning (including: Adventure Education; Teams, Games, and Tournaments; Outdoor Education, Community

Engagement and Community Based Service Learning and Youth Research, cooperative learning; practices in Restorative Justice and Motivational Interviewing) to enable teachers as preventative measures for students to engage with their peers and their community in a positive way and to express themselves in groups non-violently. In addition, the project will focus on how bullying, cyberbullying, and substance abuse can be prevented and identify signs that children are being neglected, required to assume adult responsibilities that are not developmentally appropriate, or are physically or sexually abused or neglected at home or by members of their community.

To support the prevention and treatment of gang and community violence, the EECHO project will form ***Teacher Trauma Informed Collegial Inquiry Groups*** Beginning in March of Year 1, small groups of 6-10 teachers will participate in during, after and before school bi-monthly collegial inquiry circles facilitated by school licensed clinical social workers and psychologists from Asian Health Coalition, Gads Hill Center and Easter Seals. The inquiry circles will be constructed to build teachers understanding how trauma, violence, loss and mental and emotional injuries experienced by students from families or community as a result of their opiate abuse, gang involvement, or other causes, impacts behavior and learning. As a result of their experiences in the collegial circles, teachers will be better able to provide high impact trauma informed practices in teaching the children you have been so negatively affected with the added benefit of increasing their effectiveness with all students. Teachers will learn about how to collaborate with the school social workers, school mental health services and student support colleagues. These collegial inquiry circles will build the capacity for teachers to be effective, responsive and empathetic individuals with the traumatized students. The collegial inquiry circles will provide a safe space for the teachers to explore their own subjective experiences with teaching students who have experienced traumas. The teachers will increase their self-knowledge and understanding of the emotional health impact teaching traumatized students have on themselves, examine their own and their family or communities' history and experiences with trauma and how that may influence how they react toward these students. Teachers will have the

opportunity to explore their personal experiences with trauma, the effects of secondary experiences of trauma including the impact the on-going pandemic has had on their own mental health and wellness. Together they will explore ways to help themselves and each other and establish a culture of empathy, respect, and trust to support wellness practices.

As part of the **EECHO project, a family and individual students at risk program** will be formed in order to have a comprehensive understanding of students' social-emotional and mental health needs that in some cases might lead to suicide, gang membership or violence. The project will employ a variety of social-emotional and mental health and trauma assessments to set the stage for gang and other violence prevention and when necessary, interventions to address violent acts when they occur. In this regard, Project EECHO, in collaboration with Asian Health Coalition, Esperanza Community Services, Rise Up Wellness, and Gads Hill Center, will provide an on-school site and school based mental health program for students and families impacted by family or community members drug abuse, violence, trauma or loss. Teachers and staff will be prepared in process and procedures for this internal referral program so that they can be consistent in their support of students who seek or display the need for help. In addition to self-identification and referral, students who could benefit from assistance will be identified by Universal screeners, SBIRT (Screening, Brief Intervention, and Referral to Treatment) or other research-based instruments, staff observations and analysis of student's functional behaviors identified in early screening through the identification of students having been disciplined by the school through suspensions or other disciplinary actions. In addition, Childhood trauma and Post Traumatic Stress Disorders (PTSD) screening will be undertaken through the use of the Traumatic Events Screening Inventory Parent Report (TEFI-CRF-R), the Traumatic Inventory for Children (TEFI-PRR), and the Child PTSD Symptoms Scale Instrument (CPSS). Children will be referred to both schools-based and off-site services for treatment and supports according to the Public Health measures of Tiers 1, 2 and 3 based on the outcomes of these survey instruments. For example, school-based mental health professionals will provide such

therapeutic services as Behavioral Intervention for Trauma in Schools (CBITS) or Trauma Focused Therapy (TFT). These programs address treatment barriers, such as stigma and access to services, by offering treatment in the school setting. The treatment is associated with improvements in symptoms of PTSD and depression and family-reported behavioral problems. The school-based program will have six parts: universal curriculum, universal and situational supports, individual therapy and small group therapy, school based cognitive behavioral interventions for trauma and depression, and small group collegial programs for teachers with the dual purpose of building their capacity to teach traumatized students and support them in the PTSD and wellness issues that arise from being the secondary victims of the trauma or violence.

Connecting with Caring Adults to Prevent and Treat Violence: In collaboration with its community partners, EECHO will provide one on one mentoring as one way to connect students to caring adults and engaging them in activities to reduce their risk for violence perpetration and victimization. A national evaluation of school-based mentoring programs (the Center for Disease Control, 2021) found that mentored youth performed better academically, had more positive perceptions of their academic abilities, and were more likely to report having a special adult in their lives for support relative to a control group of non-mentored youth. Impacts other youth outcomes were influenced by relationship factors. Higher-quality mentoring relationships were associated with improvements in family and student-teacher relationships. These, in turn, were associated with better youth outcomes, such as increased prosocial behavior and decrease in problem behaviors such as getting into fights, vandalizing and joining gangs.

Community Based Violence Intervention and Prevention Initiative of the Bureau of Justice Assistance (CBVIP) – The Social, Health & Transition Pipeline Team will form a task force, based on CBVIP findings and protocol, to include community stakeholders such as youth, families, social service agencies, law enforcement among others who will conduct a landscape analysis to determine the strengths, resources, and needs of the community. The information gathered will be used to map the school and community's assets, needs, and aspirations. They

will also gather information about where and when violence is occurring. Plans and activities to address the violence will be responsive to community members and will be based on their discussion and analysis of the data they collect. Other Community initiatives will focus on bringing community members together and forming positive relationships through such activities as creating community murals, sculptures, and public arts performances and celebrations.

Application Requirements: FSCS grantee funds must meet the following program requirements.

These requirements are from sections 4623 and 4625 of the ESEA and the FSCS NFP. The source of each requirement is provided in the parentheses following each requirement. For FY 2022, and any subsequent year in which we make awards from the list of unfunded applications from this competition, the following requirements apply.

(1) *Matching funds.* Each grantee shall provide matching funds from non-Federal sources, which may be provided in part with in-kind contributions. The BIE may meet the matching requirement using funds from other Federal sources. (4623(d)(2)) FRIDA will be providing \$15,750 in in-kind matching support, and approximately \$214,000 in direct support from after school programming (for a total match of \$229,750 per year).

(2) *Use of Funds.* Each grantee shall use the grant funds for the following grant activities:

(A) Each grantee may use not more than 10 percent of the total amount of grant funds for planning purposes during the first year of the grant. (4625(c)) FRIDA plans to begin programming in the first year and will use minimal funds for planning purposes; far less than 10% of the total grant funds.

(B) Each grantee shall use the grant funds for the following grant activities:

(i) Coordinate not less than three existing pipeline services, as of the date of the grant award, and provide not less than two additional pipeline services at two or more public elementary schools or secondary schools; (4625(e)(1)) FRIDA will use grant funds to support the following three existing pipeline services: a) family and community engagement and supports; b) support for a child's transition to elementary school, from elementary to middle school, from middle to

high school and from high school into and through post-secondary education and into the workforce; and c) social, health, nutrition, and mental health services and supports. FRIDA has extensive experience supporting the first two pipelines through their 21st Century Learning programming, funded through multiple grants from the Illinois State Board of Education over the past ten years. And FRIDA has gained experience supporting the third pipeline listed above through their extensive work implementing a Carol M. White Physical Education grant awarded to them from the U.S. Dept. of Education from 2011 to 2014. The two additional pipeline services FRIDA will provide through this Full Service grant will be: a) high quality school and out-of-school time programs and strategies; and b) high quality early childhood services and supports.

(ii) To the extent practicable, integrate multiple pipeline services, at two or more public elementary schools or secondary schools. Under Absolute Priorities 3 and 4, to the extent practicable, integrate multiple pipeline services at two or more public elementary schools or secondary schools in each LEA; (4625(e)(2) and FSCS NFP) and

(iii) If applicable, coordinate and integrate services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel. (4625(e)(3)) FRIDA will coordinate and integrate services by the ten partners listed on page one of this proposal with two LEAs (Chicago Public Schools and Villa Park District 45) and two schools within each of those LEAs (total of four schools). FRIDA will also access and coordinate supports from governmental agencies where appropriate, including the Center for Disease Control and Prevention, the Bureau of Justice's Community Based Violence Interventions and Prevention Initiative, the Substance Abuse and Mental Health Services Administration, and the National Center for School Mental Health.

(3) *Evaluation.* Each grantee shall include an independent evaluation to do the following:

(A) Conduct an annual evaluation of the progress achieved with the grant toward the purpose described in section 4621(2) of the ESEA; (4625(g)(1) and FSCS NFP) FRIDA will employ an

independent, external evaluator to conduct an annual evaluation of this grant as described in detail in Section 6 of this proposal (pages 136-158).

(B) Use the evaluation to refine and improve activities carried out through the grant and annual measurable performance objectives and outcomes under section 4625(a)(4)(C); (4625(g)(2) and FSCS NFP) and

(C) Make the results of the evaluation publicly available, including by providing public notice of such availability. (4625(g)(3) and FSCS NFP) FRIDA will utilize the evaluation, as stated in the second section of Section 6, for formative purposes as well as summative, in order to refine and improve activities over the course of the grant period. Further, FRIDA will add a new section to their website dedicated to this project, which will share updates on activities and document and disseminate outcomes from performance measures, updated at least twice a year.

(4) *Final MOU*. At the end of the first year of the grant, each grantee must submit a final MOU among all partner entities in the eligible entity that will assist the eligible entity to plan, develop, coordinate, provide, and evaluate pipeline services and that describes the roles and responsibilities that the partners, including the broadly representative consortium, will assume. (4625(a)(2) and FSCS NFP) FRIDA will submit a final MOU, as required, at the end of the first year, with appropriate refinements and additions from the initial MOU submitted as part of this proposal. That initial MOU, signed by all partners, and letters of support, are included in the supplementary materials as part of this submission.

Application Requirements: For FY 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, the following requirements apply.

Applications for FSCS grant funds must address the following application requirements.

Applicants should respond to the requirements that correspond to the absolute priority that they are addressing. The application requirements are from section 4625(a) of the ESEA and the FSCS NFP. The source of each requirement is provided in the parentheses following each requirement. An applicant may choose to respond to each requirement separately or in the

context of the applicant's response to the selection criteria in Section V.1. of this notice. This proposal responds to the absolute priority and competitive priorities on pages 1, 2, 11 and all other sections of the RPF as follows.

SECTION 1: NEED FOR THE PROJECT

(a) A plan for conducting a needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, and definition of needs, as well as the needs of families to be able to assist the learning of their children, and the need for a collaborative system among the project's community partners to support a full-service community school.

To identify the needs of the target population as well as other identified needs, a comprehensive needs assessment of the four project community schools and their partners was undertaken, based on 2019 & 2020 Chicago and Villa Park LEA statistics; student, family, school administrator and teacher quantitative and qualitative surveys; interviews and focus groups with key participants; school and partner documents; and meetings with the proposed project's community school partners.

(b) The student, teacher, and family, and collaborative system needs identified by the project's comprehensive needs assessment.

EECHO plans to serve 2,300 students in grades Pre-K-8, and 1,400 families each year of this project at Gunsualus Scholastic Academy, Hurley Elementary, Jefferson Middle and Schafer Elementary schools. Table 1 below provides demographic data on these four schools, which demonstrate a very pressing need for this Full-Service Community Schools grant. The two Chicago schools have over 90% of their students from either Latino backgrounds, and the two Villa Park schools have over 60% of their students from either Latino or African American backgrounds; all school have a significant percentage of their students from low-income backgrounds. The two Chicago schools also have large percentages of students who are Limited English Proficient (approximately 45%), and all four have significant percentages of students

who have academic disabilities, from 12%-17%. Finally, the preK-8 elementary schools, Gunsaulus and Hurley, have from 35%-40% of their students performing below state standards in reading, and 42%-45% below state standards in math. Jefferson Middle has 23% of its students performing below state standards in reading, and 30% performing below state standards in math. And Schafer’s preK-5 has 33% of students performing below state standards in reading and 34% performing below state standards in math. (Source: Illinois Report Card, 2021).

TABLE 1: Descriptive School Statistics

(Source: Illinois Report Card, 2021)

School Name	Gunsaulus Scholastic Academy	Edward N. Hurley Elementary	Jefferson Middle School	Schafer Elementary School
# of Students in Project Schools	725	758	403	417
# of Students to be Served	725	758	403	417
Grades to be Served	Pre-Kindergarten – 8 th Grade	Pre-Kindergarten – 8 th Grade	6 th Grade – 8 th Grade	Pre-Kindergarten – 5 th Grade
Racial/Ethnic Background of Students	92.7 Hispanic 3.4% African-American 1.4% White 1.5% Asian 1% multiracial	97.9 Hispanic 2.1% Multiracial	56.6% Hispanic 9.4% African-American 27.5 White 3% Asian 3.3% multiracial	54.2 Hispanic 10.1 African American 28.3 White 4.3 Asian 3.1 multiracial
Low Income	86.5%	86.7%	55.3%	62%

Limited English Proficient	45.8%	44.2%	26.1%	24%
Attendance	96.1%	94.9%	94%	92.6
Mobility Rate	0.3%	2.5%	3%	7%
Individual Education Plan	12%	12%	14%	17%
Chronic Truancy Rate	9.8%	16.6%	16.7%	14%

Table 2: Academic Performance by School

(Source: Illinois Report Card, 2021)

Project Schools	% Below State Standards in ELA	% Below State Standards in Math
Gunsaulus Scholastic Academy	39.3%	44.5%
Edward N. Hurley Elementary	34.9%	41.6%
Jefferson Middle School	23%	29.4%
Schafer Elementary School	32.5%	33.5%

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

(i) A Lack of a Systemic Culture of Collaboration in The FRIDA Consortium: The Needs: Although there currently are some community services providers that modestly support some of the schools in this consortium focused on health, nutrition, technology, social and emotional supports, and in the case of Villa Park’s schools, early childhood development, the existing partners largely work independent of one another, and as a result there is a lack of a

continuum of coordinated supports, services, and opportunities. For example, interviews with consortium partners revealed that there is little collaboration where partners can share implementation needs and discuss data that have been collected on community school effectiveness. Moreover, the consortium partners do not meet regularly with one another to develop effective strategies for addressing student, family, and teacher needs. Current partners, in focus groups, also expressed the need to have opportunities to work together on teams to deliver services more effectively, and to add partners to be able to provide a more comprehensive system of supports for the community schools. Finally, due to the COVID-19 pandemic, the collaboration between FRIDA and its existing partners has been difficult to maintain, due to restrictions on gatherings of people and close contact.

(ii) A Lack of High-Quality Early Childhood Education Programs and How Educators, Families, and Early Childhood Children Have Been Impacted by Educational Programming Changes During the Pandemic: The Needs: A documented review of early childhood programming, including focus groups, interviews, and surveys, have demonstrated that there are currently some nascent early childhood education program supports in the Villa Park community, with the development of an early childhood center, there are none at the other two community school sites in Chicago. Families have expressed a need for new skills in learning how to support the social and emotional development of their children in normal circumstances, during the pandemic while remote and hybrid learning were in use and transitions between home quarantine and return to hybrid and in-person school, and dealing with social isolation. Families have expressed a desire that more monthly family sessions with coaching and follow-up support be added, which are focused on how to develop effective learning environments in homes and how to sustain them during times of transition between hybrid and in-person school. Families have also said that there is a need for ways to help their children deal with changes in teaching, learning and interactions with their teachers and classmates when they return to hybrid and in-person school, e.g. wearing masks, physical distancing, washing hands

and other new rules and requirements. Additionally, the large numbers of families who have incomes below the federal poverty level have increased during the covid pandemic, but do not receive sufficient community support services because demands have increased, and current resources do not allow for it. Moreover, there are limited opportunities for families to take on leadership and mentoring roles in the services that they are receiving. There is also a need to have family programming where early childhood educators and families can collaborate on how programming is offered in the FRIDA early childhood birth – 3 sessions and pre-k through kindergarten classrooms. Also, the few early-childhood services that exist in these communities have been disrupted over the past year due to the school closures that resulted from the COVID-19 pandemic. Pre-pandemic, there was no program to provide home visits to families, despite a great need for these services.

(iii) A Lack of High-Quality In-School and Out-Of-School-Time Programming and Strategies: The Needs: The statistics in the tables above clearly demonstrate the challenges that the project schools have in that they lack high quality in-school and out-of-school instruction and programming, and thus would benefit from the type of services that the EECHO project can provide. For example, Edward Hurley has over 44% of students below state standards in the core subject of math. At Gunsaulus, 42% of students were below state standards in math. At Jefferson and Schafer in the Villa Park School District, teachers reported on surveys that only 21% and 18% of their students, respectively, engage in quality discussion in the classroom (2021 5Essentials School Climate Survey). Further, 46% of teachers report a need for more rigorous and meaningful real world, project-based learning opportunities. They also expressed a similar call for more expanded and enriched learning opportunities in the areas of drama (48%), creative writing (45%), engineering (59%), science (41%), computer science (63%) and recreational programs (39%). Forty-six percent of teachers indicated a need for tutoring and homework help. This implies that there is a need for programming that increases student engagement and interest in learning in order to help students realize that learning is a holistic endeavor, which is useful

not only in the classroom, but in their lives generally. These statistics, foreseeably exacerbated by the out of school, remote and hybrid learning during the pandemic, indicate that many students continue to require additional supports in order to perform at grade level; otherwise, many students will be unable to make the transition from elementary to middle to high school as successfully as they would have, and consequently there are likely to be large declines in the reading and mathematics performance by the time those students reach the 11th grade. Teachers in focus groups indicated that after-school programs at the two schools that currently offer such programming (Hurley and Gunsaulus in Chicago) do not include sufficient technology, team-building, inquiry-based and authentic instruction, or multi-arts activities to ensure that high quality instruction is offered. Principals, in interviews, in Villa Park, reported that there is a great need for additional after-school programming, but that current funding does not allow for this. The principals at Hurley and Gunsaulus indicated that the currently existing program at their schools has had considerable trouble with recruitment and retention over the past few pandemic years, which indicates that there is a need both for strategies to get more students participating, and a need for more high-quality out-of-school programming that will attract more students.

(iv) A Lack of Supports for Children's Transition from Pre-K to Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce: The Needs: There is a need for a more extensive system to track students from grade to grade to identify problems that students might have in transitioning through the elementary grades. Data from the various feeder high schools connected to these project schools show that once students graduate, the percentage of graduates who earn a college degree is just over 50%. Twenty-seven percent of teachers indicated a need for greater transition supports across the board, and 52% reported a need for career and technical education supports (with 50% of school support staff agreeing). Over 45% of support staff and 41% of teachers said there was a need for opportunities for students with special needs. Compounding these problems is the fact that the pandemic has impacted student

achievement, social emotional development and mental health. These figures indicate that additional academic, social emotional, physical and mental health supports will be needed to support successful transitions.

(v) A Lack of Family and Community Engagement and Supports: The Needs: In the project schools, 55%-87% of all children come from low-income families. In the communities surrounding Hurley and Gunsaulus, the population at large is Limited English Proficient. Furthermore, the neighborhoods surrounding all four schools have high rental rates and significant percentage of the homes vacant. Given such transience, families in the project's four school communities have requested family supports, support in developmentally and culturally responsive parenting skills as well as ways to inspire their children to achieve strong social-emotional skills, high educational and occupational levels. Eighty percent of the families, in surveys, indicated that they needed assistance in providing support for students' at home learning, including learning how to use hands-on instructional materials at home. During the COVID-19 pandemic, family supports became impossible to deliver, demonstrating a further need to be able to help families remotely via teleconferencing software such as Google Meets. Since many families lack the technology skills to operate the hardware and software needed to receive these services remotely, additional support in technology is also needed for families. Eighty percent of school support staff and district administrators have expressed a great need for such technology classes, especially since the district wishes to maintain contingency plans to offer some instruction remotely when needed, even as the pandemic morphs and hopefully recedes into an endemic. A 2021 5Essentials School Climate Survey of families indicated that there are significant problems with families becoming involved in the schools, and with other families. In interviews, the principals at each school also emphasized that there is a significant lack of family engagement at all school sites. For example, only 30% of families at Roosevelt said that they are engaged in any way with their school. Discussions with principals and administrators has revealed that families often come to them asking for additional supports in a

number of areas, including:(1) how to set goals and plan for their families' health and personal development, (2) financial planning, (3) workplace English, and (4) job readiness. No monthly family sessions or supports of this type are currently being offered the proposed partner schools.

(vi) A Lack of Social, Health, Nutrition, and Mental Health Services and Supports: The Needs: The social, health, nutrition, and mental health needs of students in the EECHO project schools are of special importance to school and district leaders. ***Social Needs:*** Principals and teachers in interviews at the four schools have rated the schools' ability to meet counseling needs as very low and they expressed their concerns that the needs have increased as a result of the pandemic straining the resources even more. The schools currently offer no monthly family sessions for families that speak to social-mental health needs. Further, and of strong note, the recent arrival of new students from Mexico and Central American countries in Chicago's southwest community has created a level of anxiety in these students and their families that is only minimally addressed. Collectively, these areas demonstrate the enormous need to provide students with the services such as those proposed by the EECHO project. ***Health Needs:*** Additionally, district administrators have indicated that there are great difficulties for low-income families gaining access to healthcare. Many families don't know what services are available to them, and do not know how to make appointments for available services. Also, many students are missing immunizations, because their families do not know where they are available. The gap in services for these residents also include primary care, vision, dental, and more general health and fitness needs. ***Nutrition Needs:*** In the area of nutrition, access to healthier food options and maintaining proper health were identified as areas of concern by families and families within Villa Park and in the Chicago southwest community where Hurley and Gunsaulus are located. Thirty-six percent of teachers surveyed indicated a need for support around nutritional needs of their students. Families have expressed the need to learn more about how to shop and cook for healthy eating. These needs have been exacerbated by the pandemic. ***Mental Health Needs:*** District administrators have identified a great need for mental health

supports, for which there are currently no organized supports available through or in concert with the schools. Fifty-five percent of support staff at the schools and 48% of all teachers report a need for more mental and behavioral health services; 54% of teachers suggested support services are needed to address trauma. Further, national surveys such as the one conducted by the Center for Disease Control and Prevention and others have found that these problems along with suicidal ideation have increased during the pandemic.

(c) How the provided support, resources, and services will close gaps in educational opportunity or otherwise address the needs of the targeted population and the underserved populations impacted by challenges or opportunities to be addressed by the project.

(i) A Lack of a Systemic Culture of Collaboration in the FRIDA Consortium: How the Needs Will Be Addressed: The EECHO project will address this need for collaboration in the community by forging partnerships between the schools, families, and community services providers in order to better be able to target services to those in the community who need them, as well as forming a continuum of coordinated supports for program services and student, teacher, and family opportunities, for growth and improvement from early childhood through the workplace. To accomplish this goal, five new community partners will be added to the current five partner consortium. In addition, 7 teams will be established to foster a more comprehensive systemic culture of collaboration, including: a Leadership Team, a Management Team, and individual teams for each of the project's five pipeline services, and these pipeline teams include student, teacher, administrator, project staff, family, and community members. In concert, these teams will: (1) develop data-driven decision-making processes; (2) fine-tune the evaluation plan, including providing input on the design of assessments and indicators, and ensuring that all instruments meet high standards for validity and reliability; (3) share data assessments based on evaluation outcomes; (4) and mutually adjust and revise program strategies in order to develop a system of continuous program improvement for all project components; and (5) will meet weekly in two-hour sessions to conduct a needs assessment and scenario planning that considers

how the pandemic has had an impact on the functioning of the project's early childhood, in-school, out of school, transitioning, family, and social, health, nutrition and mental health activities. Finally, the Leadership Team will take steps to create a detailed plan to reallocate funds and to raise grant monies to sustain the EECHO project after federal funding ends.

(ii) A Lack of High-Quality Early Childhood Education Programs and How Educators, Families, and Early Childhood Children Have Been Impacted by Educational

Programming Changes During the Pandemic: How the Needs Will be Addressed: EECHO

will address the needs, described above, for more high-quality and innovative early childhood education at the four project community schools in a number of ways. *Professional Development (PD) for early childhood educators and family leader/mentors:* First, a collaborative team of early childhood educators and family leader/mentors will provide a new form of leadership for the development of a culture focused on educator and family partnerships through a minimum of 30 hours of professional development for the educator/family teams. This PD will provide the educators and family leader/mentors with a variety of expanded and new skills, including: (1) fostering for mother-child and father-child attachments; (2) creating in-person and on-line social networks among families to reduce social isolation that has to date been most common in recent immigrants and families below the poverty line, but as a result of the pandemic has to some level affected all families; (3) helping families learn to play with their children for neurological, cognitive and social emotional development and modeling developmentally appropriate discipline practices; (4) establishing school site place-based playgroups and developmentally appropriate “play dates”, (or in the case of a remote learning situations, synchronous on-line if needed); and (5) developing expertise and practices that are culturally, ethnically, racially and linguistically responsive and address current and historical inequities. The PD will also be designed to teach early childhood educators and family leader/mentors how to address children in the classroom, in innovative teaching and learning of academic content and skills in “how to learn” with the development of responsive cognitive and

social, emotionally, and behavioral skills, and self-regulatory processes. **Monthly family sessions and coaching for 200 families provided by early childhood educators and family**

leaders/mentors: The early childhood educators and the family leaders/mentors together will provide and participating in monthly two-hour monthly family sessions for 200 families (50 per school) at the four project community schools where families, the early childhood educators, and family leader/mentors who have transitioned from the EECHO early childhood PD program, come together as partners, a community of learners, sharing ideas and receiving follow-up support and coaching. The monthly family sessions will also include services as deemed necessary through in person and virtual home visits classroom feedback and coaching to the families who have children in EECHO's birth through 3, pre-K, and Kindergarten programs during each project year. Families will also acquire new skills, as described above, in fostering positive family and child attachments, creating family/family networks, and facilitating playgroups and age appropriate “play dates” with children. These monthly family sessions will also consider how families can develop other new parenting skills by fostering rich learning environments at home aligned with the National Association for the Education of Young Children (NAEYC) Standards and Illinois State Learning Standards, using a variety of learning supports such as using labels and signs in the home environment, using digital photos, creating reading areas, creating rhyming schemes, responding to questions about reading materials and using scribble to approximate written language and counting, measuring, sorting, identifying patterns, and drawing upon children's prior knowledge. Families will also learn how to collaborate on developing strategies for creating opportunities for one on one and group play learning. **Strengthening the Early Childhood EECHO program by creating a program for early childhood home visits:** None of the proposed partner schools currently provide home visits to families of children from birth through five years old. Under EECHO, 80 families per year will receive home visits. Visits will follow a well-specified curriculum manual targeting the three domains of early childhood social-emotional and language-literacy and numeracy skills. To

support social-emotional skill development in a new and innovative manner, the EECHO home learning curriculum will include activities such as "compliment lists" and the use of "feelings faces," as well as interactive stories for families to read with their children featuring familiar characters. EECHO early childhood educators and the family leader/mentors will also provide families with learning games and pretend play activities that teach letters and letter-sound recognition, counting and number, shape, measurement and pattern number recognition. EECHO will also determine how best to deliver remote "home visits" via teleconferencing software, such as Google Meets, so that the services will not be disrupted in the event that in-person home visits cannot take place.

(iii) A Lack of High-Quality In-School and Out-Of-School-Time Programming and Strategies: How the Needs of the Regular School-Time and Out-of-School Programming Will Be Met: In all of the PD sessions teachers will develop strategies that will enable instruction to be designed and implemented so that those strategies address the difficulties both teachers and students. For the regular school-day programming, EECHO will provide 30 hours of sustained and intensive professional development (PD) each project year to 80 teachers at project schools in order to provide inquiry-based standardized academic and arts PD program for deeper learning, as well as weekly two-hour case study sessions for 12 teachers. The case study sessions will enable teachers to discuss in detail how inquiry-based forms of instruction can be contextualized through the use of individual student vignettes to meet the cognitive needs of students in their classrooms. This PD will include critical thinking about how teachers can build upon the digital and instructional innovations. The PD materials will be designed so that they can address the needs of individual classrooms. This PD will have increased their ability to implement inquiry, constructivist, and critical thinking forms of learning, all aligned with standards-based academic and arts programming and arts integrated curricula in dance, theater, visual arts, and music to increase student reading and mathematics achievement, all of which are aligned with rigorous academic standards (including the Illinois State Standards) and national

standards in the arts. ***Out-of-School In-Person and Virtual Programming:*** Each project year of EECHO, 400 students (100 students from each project school who have the need for supplemental academic support) will be given the opportunity to attend after-school cultural arts and academic enrichment programming provided in both in-person and virtual platforms, led by Teaching Artists with expertise in traditional formats and prepared with creative use of the remote formats and digital technologies and teachers from the four project schools from 3:00 p.m. to 5:00 p.m. on Mondays and Thursdays of each week for 28 weeks, divided into two 14 week blocks. Each class will have from 10 to 15 students, depending on the activity. Teachers from the project schools will assist with instruction during these after-school programs, out-of-school-time sessions will be closely coordinated with classroom instruction.

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

(iv) A Lack of Supports for Children's Transition from Pre-K to Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce: How the Needs Will be Addressed: In order to help students to manage the transitions between levels of their education and into the workforce, EECHO will employ several strategies. The first of these is the creation of an early warning and tracking system which will identify students who are at risk for absenteeism, and low academic achievement, so that the appropriate interventions, including mentorship matching, can be employed to help them as early as possible with academic

monitoring, counseling services to support academic success. EECHO will also provide services to help students deal with the academic and health impacts because of the on-going impact of the pandemic. For the transition from pre-K to Kindergarten and then Kindergarten to elementary school, EECHO will promote children's language skills, increase children's focused attention, manage behavior using positive strategies, and increase interactive book-reading and early numeracy activities both in school and at home. Supports and scaffolding will be provided students at all stages, from early childhood through middle school. These interventions will help students recover ground post-pandemic in order to make successful transitions. To support students' readiness for high-school, post-secondary education and the workforce, EECHO will employ a multi-faceted approach tailored to the project schools' feeder high schools. The strategies used here will include helping students to acquire high school and college prep skills, including: study skills, work habits, time management, help-seeking, and social/academic problem-solving skills, which are critical at this stage in students' lives. EECHO will focus on providing families and students the tools and information needed to make informed decisions about school and career choices. It also provides opportunities for students and their families to explore and build relationships with local post-secondary institutions, and vocational preparing opportunities.

(v) A Lack of Family and Community Engagement and Supports: How the Needs Will be Addressed: *Offering Weekly Activities to Foster Family Involvement in Children's*

Learning: A weekly schedule of activities will be offered, either virtually or in-person, at each school focused on various child related issues, such as the families' roles in child development, arts-integrated family literacy activities, volunteer opportunities and coordination, health and social service supports, presentations by community organizations offering resources to families, monthly family sessions demonstrating activities that can be done at home to support children's academic and developmental progress. Weekly Interactive Family Sessions will be held on such home learning support topics as: strategies for reading to children, and for early numeracy and

mathematical thinking, for talking about schoolwork, systems for monitoring learning, helping their children with technology, approaches to social media, TV, cell phone and computer use, and the creation of home learning centers that now also incorporate the new on-line resources and learning.

Supporting Leadership Development for Families: To develop the leadership and advocacy skills of families a Family Leader/Mentoring Team of 20 family members from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities. Family leader/mentors, and project staff in collaboration with PODER English Works will offer a series of monthly two-hour monthly family sessions for families and teacher teams at each partner school on developing practical strategies that families can employ, including how to: increase family involvement in in-person and virtual school events and involve families in planning school events, collaborate with other families, and become advocates for their children.

Providing Family Nights Focused on: Family Engagement and Education to Enhance Family and Parental Development: Additionally, monthly family sessions and services specifically requested by families will include: Financial Planning, Workplace English, Real-Life ESL, Job Readiness, Family Goal Setting, a Homework Development Center, Families and Children During Home, On-Line and Virtual Learning, developmentally appropriate discipline, instruction and materials to families on matters pertaining to executive functioning and social and emotional skills, academic success, health, nutrition, and mental health strategies, violence prevention, and services provided on the school site as well as available in the community. All monthly family sessions will be available either in-person or virtually as needed at the time.

Academic Support Classes: for English as a Second Language (ESL), GED Attainment, and Computer Skills to Support Families in Assisting Families with Engaging Their Children with Learning at School and Home: Under EECHO, 90 family members per project year, 30 per school from each of the program sites, will have the opportunity to take real-life ESL, GED attainment and computer skills in English and Spanish (including digital skills to support

children's use of instructional technologies) classes. Each course will be offered for a total of 16 weeks twice a year and will meet for two hours two times a week, with additional open hours for extra support from instructional staff. Each class will include assessments aligned with family needs and their current level of competencies.

(vi) A Lack of Social, Health, Nutrition, and Mental Health Services and Supports:

How Physical, Social, Emotional, Health, Nutrition and Mental Health Needs Will be

Addressed: EECHO employs a number of evidence-based strategies and activities in order to address student social, physical, emotional, health, nutrition and mental health needs. For this need area, 80 teachers will become engaged in 20 hours of PD workshops with 10 hours of coaching and an additional intensive case study component will provide opportunities for teachers to explore and understand how students function effectively socially and psychologically in their classrooms. This case study component will be conducted for groups of 12 teachers each semester to explore how teachers can effectively address students' social and mental health needs by exploring how social and psychological principles come to life in student case work. ***Social, Emotional, and Violence Prevention Needs:*** Among the program components to be offered are: Adventure Education improving students' self-concept, decision-making and their ability to function within groups, Cooperative Learning, which is used in this project to improve students' collaboration and mutual respect, and Motivational Interviewing, which aid in the development of decision-making skills.

Health Needs: EECHO will design and use a health survey to identify the need for health services in such areas as primary care, vision, dental, nutrition education, and physical fitness, all of which have the potential of undermining students' academic performance at school. This survey will allow EECHO to connect students to available services provided by project partners such as Esperanza Community Services, Asian Health Coalition, and Gads Hill Center. When possible, these services will be designed so that as much as possible can be delivered virtually through the use of telehealth services.

Nutrition Needs: By partnering with the Rise Up Wellness and Asian Health Coalition, project school families are able to not only obtain free healthier food options, but receive quarterly family sessions on purchasing lower cost healthy foods, growing their own fruits and vegetables, and informing them of the ingredients in their daily food intake that may be harmful to their health. Resources such as a healthy foods recipe book will be created by families that takes account their cultural culinary heritage, but blends it with new and healthier substitutes.

Mental Health Needs: The EECHO project will connect students with health partners, such as Gads Hill Center, Asian Health Coalition, and Esperanza Community Services that can help provide them with mental health screening, resources, information, and referrals. EECHO will also partner with St. Anthony Hospital (affiliated with Esperanza), who can provide telehealth mental health services, including referrals to teen crisis lines, peer to peer support groups and other resources for students who are more comfortable getting support from peers. EECHO will join the National School Mental Health Network at the University of Maryland so that the schools can access professional development, webinars and resources to assist students with mental health issues. EECHO also will collaborate with teachers and family members to create a developmentally and culturally responsive mental health curriculum for grades K-12.

SECTION 2: QUALITY OF THE PROJECT DESIGN

(a) Project Objectives and Relevant and Evidence-Based Findings from Existing Literature

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

The objectives and the outcomes below are clearly specified and measurable in that they meet the SMART standards of being (S) specific, (M) measurable, (A) achievable, (R) relevant, and (T) time-related. In the evaluation section the methodologies and assessments for measuring the specific outcomes and objectives within specific time periods are described in depth, using behavioral language, specific achievable targets with quantitative percentages of improvement, addressing the specific participants for each objective and outcomes, and time frames for the

completion of the individual objectives and outcomes.

Outcomes for Objective 1 through 6 (See pages 142-154 for a list of quantitative performance measures, including percentage of early childhood educators, families, teachers, and students who have increased their performance over the baseline and at a statistically significant level with an alpha of at least .05 and effect sizes of .25SD; and qualitative assessments for each of these outcomes):

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among EECHO's Consortium Partners.

By September 30th, 2027, a system of collaboration and culture supporting the capacity of EECHO's high-poverty elementary and middle-schools will be established to support the implementation and evaluation of full-service community schools program at the project schools.

First Objective Outcomes:

- (a) By September 30th of each project year, the EECHO Project Leadership Team (EPLT), the Management Team (MT), the Pipeline Teams, & the Family Leader/Mentor (PLM) will have been established and meeting at least monthly.
- (b) By December 15, 2022, EECHO's pre/post evaluation instruments will have been designed, reviewed, and assessed for their reliability and validity with consistency coefficients of at least .70.
- (c) By September 30th of each project year, 80% of the collaborative community learning community partners will have quantitatively rated the partnerships as functioning effectively.
- (d) By September 30th of each project year, planning for the institutionalization of EECHO's full-service community schools services project will have been undertaken plans to raise at least \$400,000 in reallocated, foundation, and governmental agency funding over the course of the 5 years of the grant (see page 67 for additional details).

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

By September 30th, 2027, 720 (144 per year) students will be adequately prepared for entrance into kindergarten at one of EECHO's elementary schools and satisfactorily complete the academic requirements of kindergarten.

Second Objective Outcomes:

(a) By December 15, 2022, current early childhood programs that existing in partner schools will have been assessed and rated, including its birth to three-year-old programming, Pre-Kindergarten and Kindergarten screening, monthly family sessions, and home visits.

(b) By September 30th of each project year, EECHO's 12 early childhood educators and 12 family leader/mentors will have participated in 30 hours of intensive and sustained professional development (PD) focused on delivering the early childhood education programs, and implementation of the early childhood activities.

(c) By September 30th of each project year, 80% of the 12 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.

(d) 80% of 200 families will have participated in monthly two-hour monthly family sessions on early childhood education in the home, and have increased their ability, at a statistically significant level, to provide early childhood education in the home.

(e) 80% of early childhood visits will have increased the ability of families, at a statistically significant level, to provide effective early childhood education in the home.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time, Expanded and Enriched Programs, Strategies and Learning Times.

By September 30, 2027, at all four partner schools, there will have been an 80% increase in the academic performance of students who have participated in the project's after-school programming, such that those students will be performing at grade level in reading and mathematics, at a statistically significant rate of achievement.

Third Objective Outcomes:

(a) By September 30th of each project year, at least 80% of the EECHO's teachers at the four project schools will have acquired authentic teaching and learning skills using the arts to increase those skills, at a statistically significant level, in their teaching to increase student achievement in reading and mathematics.

(b) By June 30th of each project year, 80% of the students at EECHO's four project schools will have increased their academic achievement in reading and mathematics, at a statistically significant level.

(c) By September 30th of each project year, EECHO's after-school instructors at the four project schools will have acquired authentic teaching and learning skills using the arts to increase those skills in their teaching to increase student achievement in reading and mathematics, at a statistically significant level.

(d) By June 30th of each project year, 80% of the students at EECHO's four project in and out-of-school-time programs will have increased their academic achievement in reading and mathematics, at a statistically significant level.

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

By September 30th, 2027, 80% of the students from the four project schools will successfully advance from pre-Kindergarten to Kindergarten, from Kindergarten to first grade, from elementary school to middle school, and from high school to post-secondary school and eventually into the workforce.

Fourth Objective Outcomes:

(a) By September 30th of each project year, an early warning and tracking system and academic and supporting of students at risk, and tracking the percentage of students making progress

through each level of education and into postsecondary and the workforce will have been implemented.

(b) By September 30th of each project year, transition pipeline services from Pre-K to kindergarten, from kindergarten to elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce will have been effectively implemented and rated by 80% of teachers and students as having been highly successful.

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

By September 30, 2027, there will have been an 80% increase in the ability of project school families to support the development of their children both at school and at home in the subjects of reading and mathematics and an increase in families' knowledge about their personal, social, emotional, and academic development, physical, and mental health.

Fifth Objective Outcomes:

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

(b) By September 30th of each project year, 80% of the families/families will have improved their ability, at a statistically significant level, to support the social-emotional, physical, mental health, and nutritional development of their children.

(c) By September 30th of each project year, there will have been an 80% increase in the ability of project school families, at a statistically significant level, to acquire competencies in EL, Real Life ESL, and GED attainment and computer skills to support the academic development of their children both at school and at home in the subjects of reading and mathematics.

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

By September 30th, 2027, 80% of the 3,600 students will have increased their social, emotional, health, nutrition, violence prevention, and mental health in alignment with Illinois state standards of social, emotional, health, nutrition, and mental health standards, at a statistically significant higher rate of achievement. .

Sixth Objective Outcomes:

(a) By September 30th of each project year, 80% of the EECHO teachers at the four project schools will have increased their ability, at a statistically significant level, to assist students in improving their socio-emotional skills, health, fitness, and nutrition, ability to address violence and trauma, and mental health needs.

(b) By September 30th of each project year, 80% of the students at EECHO's four project schools and in the out-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health.

(c) By September 30th of each project year, a referral system for mental health Services for Students at the four project schools will have been implemented and rated as highly successful by 80% of program students and families.

The Logic Model, which is provided in the Appendix, illustrates the theoretical framework comprising ECCHO's key operational components (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes.

(ii) Evidence-Based Findings from Existing Literature to support the implementation of the project's objectives

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

The EECHO plan to develop a system of collaboration among administrators, teachers, families, and community partners is informed by a WWC approved study, *The Urban Advantage: The Impact of Informal Science Collaborations on Student Achievement*, conducted by New York

City's Urban Advantage (UA) program (Weinstein & Shiferaw, 2017), a collaboration between the New York City Department of Education and 8 informal science education institutions intended to improved science education in middle schools. That study investigated whether the UA system of collaboration led to increases in students' science achievement in New York City public schools. Using a quasi-experimental design, with unique teacher-student linkage data, the study found that having a UA collaborative teacher increases student performance on New York State's standardized eighth grade science exam by 0.07 standard deviations (an increase from the 62nd to the 64th percentile). Moreover, the study found evidence that students also benefitted from being taught by a teacher who was collaborating in the UA program. An informal partnership between schools and external institutions became common, and it was concluded that evaluations such as those in this study can be used to guide collaborative changes in program implementation and education policy. *This study employed a quasi-experimental design and was accepted by WWC with reservations as moderate evidence with a statistically significant potentially positive effect on the relevant outcomes for this objective on collaboration. Study assessed and approved by WWC in 2018: <https://ies.ed.gov/ncee/wwc/Study/86087>.* Consistent with the FSCS RFP definitions of promising evidence, the EECHO model has also been informed by the quasi-experimental study of Bryk et al. (2010). This research demonstrated that for student achievement to be improved, collaboration needs to occur among teachers, principals, and community partners. Accordingly, EECHO is designed to facilitate collaboration across all partnership stakeholders and views the school as an organizational system composed of five essential supports (effective school leadership, the development of teacher professional capacity, strong community ties, a climate for authentic student learning, and standards-based curricula). Bryk identified key predictors for accelerated student learning and public-school success in a ground-breaking seven-year research study. This research's statistically significant findings (with effect sizes of at least .25SD) provide valuable evidence on what factors are critical for schools to accelerate learning, which is relevant to this project's objective on collaboration. This

research, as well as those described for the professional development below, persuasively makes the case that for schools to have the most effective impact on student learning, all of the above essential supports need to be included in EECHO's collaborative system.

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

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

relevant to its outcomes: The EECHO model implements high-quality, evidence-based early childhood education activities, strategies, and interventions, particularly those that help families to become involved in preparing their children for success in school, including both cognitive and non-cognitive development. A WWC intervention report systematically reviewed research investigating the impacts of *Head Start* on children from low-income families and identified potentially positive effects on general reading achievement (WWC, 2015). *Head Start* promotes school readiness by bolstering child development and learning through language and literacy skills, cognition and general knowledge, physical development and health, social and emotional development, and approaches to learning. A critical aspect of this program is the responsiveness to participants' ethnic, cultural, and linguistic background. Moreover, the program involves children's families to expand access to health care and community resources in efforts to engage them in their child's development and learning. Accordingly, EECHO will address early childhood needs by modeling its programming on these critical aspects of *Head Start*, including an emphasis on language and literacy skills, socio emotional development, culturally responsive practices, and community engagement. *This WWC Intervention Report reviewed and accepted one experimental study that meets WWC standards without reservations with potentially positive effects on general reading achievement, relevant to this objective on early childhood education.*

WWC Intervention Report published in 2015:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_headstart_042517.pdf. *Pre-K*

Mathematics is a curriculum to develop informal math knowledge and skills, which involves families in take-home activities designed to support math development at home. The WWC has

reviewed research on this program and found that the impact of this intervention on outcomes in math were statistically significant and positive. EECHO will replicate components of this intervention including the intensive involvement of families in early childhood programming. *This WWC Intervention Report reviewed and accepted one experimental study that meets WWC standards without reservations and one study that meets standards with reservations, with strong and moderate evidence of effectiveness on outcomes in the math domain that were positive and statistically significant. WWC Intervention Report published in 2013:*

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_prekmath_121713.pdf. The EECHO project draws upon these WWC reviewed studies on *Head Start* and *Pre-K Mathematics* to ensure that its strategies are based on the highest quality available evidence that is likely to improve its impact on relevant early childhood outcomes.

3. Evidence-Based Strategies to Support High-Quality School and Out-Of-School-Time Programs and Strategies, Including WWC Approved Research for the Objective 3 project component relevant to its outcomes: Intensive professional development activities focused on inquiry-based, constructivist, and arts learning are central to achieving this objective, both during school time and during out-of-school-time. In this regard, the EECHO project draws upon a randomized controlled study that meets WWC standards without reservations (Parkinson, 2015). This study investigated the effects of the Children's Literacy Initiative, an intensive professional development program, on low-income students. In providing literacy resources, professional development, coaching, and sustainment, the program demonstrated improved language and literacy and classroom environment outcomes. EECHO's programming is inspired by these interventions and will incorporate professional development and ongoing coaching for its educators. *This experimental study meets WWC standards without reservations as strong evidence with statistically significant positive effects on the relevant outcomes on student's school performance. WWC Study assessed and approved in 2016:*

<https://ies.ed.gov/ncee/wwc/Study/81569>. The eMINTS Comprehensive Program aims to help

teachers (of math, literacy, and science) improve their practice and student outcomes through structured professional development, coaching, and support for classroom technology integration. This program focuses on inquiry-based learning, like in the arts, in which students develop understanding and knowledge through meaningful investigations that require reasoning, judgement, and decision making. Accordingly, EECHO will enable students to use digital tools in critical thinking to construct knowledge within the context of a relevant, authentic, and meaningful arts curriculum, which can have an impact on student academic achievement. A WWC Intervention Report has systematically reviewed research on eMINTS and found evidence that it may increase general mathematics achievement. *This WWC Intervention Report reviewed two studies that meet WWC standards with reservations, with potentially positive effects on general mathematics achievement. WWC Intervention Report published in 2020:* https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_EESL_eMIN_IR_apr2020.pdf. Arts Achieve is a program involving teacher professional development, teaching artists, and professional learning communities on the use of balanced arts assessment and technology. A randomized controlled study (Mastrorilli & Harnett, 2014) evaluating the impact of this program found that students of treatment teachers demonstrated significantly greater growth in arts achievement than students of control teachers. This well-designed and well-implemented study qualifies as promising evidence and demonstrates a rationale that the intervention is likely to improve outcomes on student's performance. Additional research has demonstrated how arts programming can improve students' emotional well-being, confidence, self-awareness, and self-efficacy (Karkou & Glasman, 2004; Atkinson & Robson, 2012). Drawing upon these rigorous studies, EECHO's model of arts integration in both school and out-of-school-time learning strategies and instruction is well-suited to yield positive and significant student achievement outcomes. EECHO's PD practices and strategies are supported by moderate to strong evidence. The project's theory of action reasons that centralized and school-based PD within a professional learning community will develop knowledge and attitudes supportive of standards-based arts

instruction in dance, music, theater, visual arts and media arts as well as arts integration with reading and mathematics, and the use of digital tools.

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

for the Objective 4 project component relevant to its outcomes: This fourth objective focused on supporting children's transitions from elementary school through the work-force is supported by high-quality research, including a study vetted by WWC. Edmunds et al.'s (2015) randomized controlled trial study demonstrates strong evidence from a program supporting high school students' transition to postsecondary education. The program focused on college readiness, high-quality teaching and learning, personal relationships between students and staff, high expectations, and staff commitment to a shared mission. Results showed statistically significant positive effects in graduation rates and continued enrollment among treatment students in comparison to control group students. *This experimental study was reviewed and met WWC standards without reservations, with strong evidence of effectiveness on the relevant outcomes for student transitioning. WWC Study assessed and approved in 2017:*

<https://ies.ed.gov/ncee/wwc/Study/82192>. EECHO's pipeline support system is aligned with the above WWC study and is also based on developmental research into the ways in which the transitions to elementary school, from elementary-school to middle-school, from middle-school to high-school, and from high-school to post-secondary education and into the workforce can be made more successful through the use of bridge programs. In a study of grade-level transition programs nationwide, Smith (1997) found that programs targeting a combination of students, families, and school staff in assisting students to make the transition have a significant and positive impact, even after accounting for student demographics, family characteristics, and student behavior. Students participating in such a program were less likely to drop out of high school and performed better academically than students in partial programs or none at all. This

holistic approach, involving students, families, and staff, emphasizes participants' full commitment to students' transition. EECHO's theory of action draws upon this research in its program design that will target and engage not only students as they prepare for grade-level transitions, but also their teachers and families in intensive support.

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

The continuation and expansion of the family learning environment outside of the classroom to support home learning in coordination with school instruction is a key part of the EECHO model and is supported by WWC vetted research. Neville et al. (2013) found that a family-based preparation program targeting child attention was highly effective in changing lower socioeconomic status children's neuro-cognitive functioning (nonverbal intelligence and language development) and social-emotional development. The evidence presented suggests that programs that target multiple pathways, including families and the home environment, have the potential to narrow the large and growing gap in school readiness and academic achievement between higher and lower SES children. *This experimental study was reviewed and meets WWC standards without reservations, with promising evidence of effectiveness on the relevant outcomes. WWC Study assessed and approved in 2015:* <https://ies.ed.gov/ncee/wwc/Study/80698>. EECHO's project design also draws upon research conducted on the Achievement for Latinos through Academic Success (ALAS) middle and high school intervention. ALAS is designed to address student, school, family, and community factors that affect dropping out. The intervention consists of six strategies: attendance monitoring, problem-solving and self-control skills, teacher feedback to families and students, family preparation on behavior management, social recognition, and connecting families with community services. In a WWC Intervention Report, a randomized controlled study of ALAS met WWC standards. This study (Larson & Rumberger, 1995) found potentially positive effects on staying in school and progressing in school. This evidence suggests that family and

community engagement, which are critical components of the EECHO project, are important factors that contribute to a students' success in school. *This WWC Intervention Report reviewed and accepted one experimental study that meets WWC standards with reservations, with promising evidence of effectiveness on outcomes in school retention and progress that were positive and statistically significant, with relevance to this objective focused on family and community engagement. WWC Intervention Report published in 2006:*

<https://ies.ed.gov/ncee/wwc/InterventionReport/22>.

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

EECHO is employing sustained and intensive professional development in its interventions and this objective is aligned with evidence-based research. *Social skills training* is a behavioral approach to teaching communication, problem solving, decision making, self-management, and peer relations. In a systematic review of research on *Social skills training*, the WWC identified two studies (Ferentino, 1991; Guglielmo & Tryon 2001) that found positive effects in participants' social-emotional development and behavior. *These two studies were reviewed and meet WWC standards without reservations, with evidence of effectiveness on outcomes in social-emotional development that were positive and statistically significant, with relevance to this objective focused on social, health, nutrition, and mental health. WWC Intervention Report published in 2013:*

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_socialskills_020513.pdf. Moreover, Gilliam et al.'s (2016) randomized controlled evaluation of a program providing educator childhood mental health consultation, employed in the design of ECCHO, children who received services focused on their social, emotional development, health, and nutrition had significantly lower ratings of hyperactivity, restlessness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group. *This experimental study meets WWC standards without reservations, with promising evidence which had a statistically significant*

positive effect on the relevant outcomes. WWC Study assessed and approved in 2018:

<https://ies.ed.gov/ncee/wwc/Study/84106>. The Student Team Reading and Writing Program is a cooperative learning program for middle school students. The program incorporates cooperative learning classroom processes, a literature anthology for high-interest reading material, explicit instruction in reading comprehension, integrated reading, writing, and language arts instruction, and a writing process approach to language arts. The project's is designed to have an impact on the ability of students to identify narrative themes in their relationships, draw conclusions, make predictions, and develop deeper interpersonal understandings, as well as improvement in reading and writing. A WWC Intervention Report identified two studies (Stevens, 2003; Stevens & Durkin, 1992) evaluating the effectiveness of this program that meet WWC evidence standards with reservations. Specifically, the Student Team Reading and Writing Program was found to have potentially positive effects on cognitive, non-cognitive, and social comprehension for middle school learners. *These two studies were reviewed and meet WWC standards with reservations, with evidence of effectiveness in the comprehension domain that were positive and statistically significant, with relevance to this objective focused on social learning. WWC Intervention Report published in 2011: <https://ies.ed.gov/ncee/wwc/InterventionReport/591>.*

EECHO draws upon this high-quality research in its design by empathizing the importance of social learning and nutrition with students, teachers, and families. Adventure education, an experiential approach to outdoor learning and a component of EECHO's programming, has been found to improve social functioning and foster positive mental health (Baena-Extremera et al., 2012; Mutz & Muller, 2016). Similarly, Teams, Games, and Tournaments are research supported strategies that have been found to positively impact academics and behavior (Panggabean, 2021). Additionally, EECHO's programmatic strategies incorporate cooperative learning and motivation interviewing which are both evidence-based practices. In a meta-analysis, Johnson and Johnson (2009) found that cooperative learning methods improve students' time on tasks and intrinsic motivation to learn, as well as students' interpersonal relationships and expectations for

success. Another meta-analysis found that motivational interviewing was effective in bringing about change in reaching behavioral goals with effect sizes of over .25SD (VanBurkirk et al., 2014). Food insufficiency is a serious problem affecting students' learning, as Taras (2005) has demonstrated that adequate nutrition is critical to cognitive performance. Children with iron deficiencies perform significantly worse, both cognitively and academically, than children whom do not. EECHO will emphasize the importance of nutrition and work to address food insufficiency with students, teachers, and families, which is supported by this high-quality research. EECHO's violence prevention and treatment interventions are all evidence based practices and draw upon high-quality research: 1) universal school-based programming (in a systematic review, Hahn et. al [2007] found that universal school-based violence prevention programs are effective and identified a 15% relative reduction in aggression and disruptive behavior), 2) mentoring (Herrera [2011] demonstrated that mentored youth are less likely to engage in violence), and 3) treatment to lessen the harms of violence exposure (Cary et al. [2012] found that trauma-focused treatment models employing cognitive behavioral therapy were effective in reducing PTSD, depression, and behavioral problems in a systematic review). All of these strategies are informed by the CDC guidelines on best practices in violence prevention and treatment programming (David-Ferdon et al., 2016).

(b) A High-Quality Plan for Project Implementation Integrating the Four Pillars of Full-Service Community Schools

The following four pillars of the Full Service Community Centers program will be integrated into each of the EECHO's 6 objectives; namely, for each objective there will be: (1) integrated student supports at a community school that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a full time community school coordinator; (2) expanded and enriched learning time and opportunities, through evidence-based strategies, including before-

school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities; (3) Active family and community engagement; (4) Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility.

Described below are descriptions of how this integration of the above four pillars will occur for each of the project's objectives and its activities. The project's detailed plan in the Management Section supports in a more detailed way the points made below. A full-time site-coordinator at each school will take a leadership role at each school in implementing the objectives and their associated activities to ensure that each objective addresses the four pillars.

FIRST OBJECTIVE—Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among EECHO's Consortium Partners. Through this objective and its activities, EECHO's 10 partners, including social and mental health service agencies (namely, the Field Museum of Chicago, the National Museum of Mexican Art, Esperanza Community Services, Asian Health Coalition, Gads Hill Center, Daley College, College of DuPage, Rise Up Wellness, PODER English Works, and Easter Seals (of DuPage and Villa Park) will undertake a leadership role, through its Leadership and Management Teams in providing direction and oversight for pillars 1-3 focused on integrated student supports focused on student well-being and overcoming academic and SEL barriers, expanded and enriched learning time, family and community engagement, and refining the project's based on a quarterly review of evidence-based program strategies and evaluation findings in conjunction with the Independent Evaluator. In addition, all teams under this objective and its activities will nurture mutual respect and a trusting culture supporting professional learning and the development of a community learners with shared responsibility. For example, each objective will have a design and implementation team that will discuss how ideas can be shared and trusting relationships can be developed as the partner agencies collaborate on the implementation of the grant. Finally, to support the

continuation of all four pillars after federal funding has ended, the project's Leadership and Management Teams will develop detailed plans for the continued funding of project EECHO.

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

First, in order to effectively implement a high-quality early childhood program, project EECHO will address the first pillar, in collaboration with Gads Hill Center, Daley College, and Easter Seals, by emphasizing in its early childhood educator professional development, family monthly family sessions, and home visit components how academic development can be integrated learning focused on student well-being, social and emotional development, health, nutrition, mental health, and overcoming barriers to development and progress in the early childhood years. Second, expanded and enriched evidence based learning opportunities, described in detail in the research section above, will be provided for early childhood educators, for families in monthly family sessions, and through the expansion of home visits to support the developmental growth of their children. Third, by its very nature this objective focuses on the third pillar by expanding the engagement of families with children of the pre-K level. Fourth, because a team for this objective has been organized, families will have the opportunity to participate in a culture fostering collaboration and leadership.

THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time, Expanded and Enriched Programs, Strategies and Learning Times.

The third objective places a focus on the first pillar through the integration of cognitive learning and social and emotional development, health, nutrition, and mental health by infusing those topics into all of the group inquiry-based, constructivist, and critical thinking learning through the integration of the arts of the Americas (Mexico, Brazil, Haiti, Peru, and the United States) of music, drama, dance, the visual arts into student academic and social-emotional learning. Through in and out-of-school learning, students, in collaboration with the Field Museum of Chicago and the National Museum of Mexican Art, as well as the project's mental and behavioral health agency partners, will consider such issues as student well-being, barriers to student development, identity, shared

cultural codes and rituals, historical narratives, locus of control, cultural values, group dynamics, motivation, persistence, self-awareness, and empathy, and how these social-emotional dimensions interface with all of the arts of dance, music, theater, the visual arts, and media arts. For the second pillar, offering sustained and intensive evidence-based professional development (as described in detail in the research section above) to teachers on how teaching and learning can provide group and individualized learning, in and out of school, the project will expand and enrich learning for students through team building activities and individualized tutoring and referrals for counseling to Esperanza Community Services and the Asian Health Coalition. In the case of the third pillar, this objective and its activities extensively engages families in how they can most effectively coordinate school and home learning focused on reading, mathematics, the sciences, technology, and the arts, and assist students in dealing with such socio-emotional issues as locus of control, anxiety, and managing emotions. Finally, for the fourth pillar, this objective and its activities will be led by a team highlighting collaboration with students, families, school leaders, and community agencies, especially those provided support for the arts, health, nutrition, and mental health, including the Field Museum, the National Museum of Mexican Art, Rise Up Wellness, and Esperanza Community Services.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children's Transition to from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce. The fourth objective also infuses the four pillars into the delivery of its services focused on transitioning from grade to grade and into the workplace. In the case of the first pillar focused on integrated learning, EECHO's transitioning from grade to grade and into the workplace will occur smoothly from grade to grade and into the work place in that students will be monitored and tracked so that students at risk or underserved can be identified early so that a range of academic and social-emotional supports can be provided along with addressing students who have health, nutrition, and mental health problems, issues of well-being or difficulties in

managing the academic and social emotional barriers they face as they transition through school and into the workforce. In this way the supports offered to students need to be well-integrated if student at-risk needs are to be adequately addressed, which is what the activities under this fourth objective address. Once students at risk are identified, EECHO will also provide additional evidence-based, out-of-school supports and enriched and expanded learning opportunities, all of which fall under the second pillar. Family engagement under pillar three is also a key component within EECHO for supporting students making transitions from grade to grade. Finally, by establishing a transition team including representatives from College of DuPage, Daley College, and PODER English Works will underline how collaboration and a community of learners approach is critical to the implementation of the project's fourth pillar.

FIFTH OBJECTIVE—Developing and Implementing Family and Community

Engagement and Supports. EECHO's fifth objective has a heavy focus on the first pillar in that family activities have been designed to integrate cognitive as well as social, health, emotional, nutrition, and mental health aspects of student learning. Family Interactive and Friday Night sessions are offered to provide an integrated approach to teaching and learning as families support the learning of their children at home and how barriers to academic learning can be overcome, as well as social-emotional issues such as developing a locus of control, addressing anxiety, depression, and loss, managing emotions, and functioning in diverse group settings. The second pillar is addressed under this objective in that evidence-based opportunities (see research section above for details) for enrich and expanded learning are embedded in family Interactive and Friday Night sessions and home learning. This fifth objective involves increased engagement of teaching and learning through home educational supports as well as through literacy, GED, and computer classes, each providing families with added skills to support the learning of their children. Finally, the operation and design of this objective includes extensive collaboration and follow-up sharing, and leadership on the part of families, teachers, students/youth, educators, and

community agencies as specified in the section below on how multiple perspectives contribute to the expansion and enrichment of family programming.

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

This sixth objective by its very nature and focus emphasizes how teaching and learning under the first pillar can be integrated by combining cognitive, as well as social-emotional, health, nutrition, violence and trauma prevention and treatment, and mental health components of effective learning in collaboration with Esperanza Community Services, Rise Up Wellness, Asian Health Coalition, and Gads Hill Center.

Expanded and enriched learning opportunities under the second pillar are central to the implementation of this objective and its activities, including evidence-based adventure education, team building, motivational interviewing, the development of a referral system for nutrition and personal health issues like the need for dental and eye care, hearing assessments, and planning, and mental health. The third pillar is addressed under this objective in that families are heavily engaged in supporting the physical and emotional well-being of their children, including how students can better face such issues as: identity development, anxiety, depression, managing emotions, working in diverse group and settings, and resolving interpersonal conflicts. Finally, like all of the project's objectives, this one is designed and operated through a collaborative process whereby families, teachers, educators, school leaders, and community agencies all pool their resources and expertise to support student development in all its facets as partners collaborate under the fourth pillar to develop a community of learners where all voices are heard, and relationships of respect and trust are nurtured.

(c) Appropriate Evaluation Methods to Ensure Successful Achievement of Project Objectives

A common set of evaluation strategies will be employed to ensure the successful achievement across all 6 project objectives as described in detail in the Evaluation Section. These evaluation methods, which are summarized here, will include summative strategies, employed by the

Independent Evaluator in collaboration with the Project Director and their Management Team to quantitatively assess each of the project's objectives, as well as formative evaluation strategies to provide on-going feedback to the teams organized under each of the objectives to ensure that the project's objectives are successfully achieved. To ensure the evaluation strategies for each objective are appropriate, pre and post assessment surveys and quantitative data (e.g. student academic achievement and measurement of project outputs), and qualitative evaluation questions will be aligned with the type of data that need to be collected under a particular objective. In addition, in the Evaluation Section, percentage targets have been set for each objective as performance measures to be reported in Form 524B to the U.S. Department of Education. A detailed description of how each of the common evaluation strategies are aligned with each objective is provided in the Evaluation Section on pages 136-158.

Valid and Reliable Assessment Measures: Valid and reliable performance survey data will be generated for the outcomes associated with each objective. Survey validity will be established through construct and criterion assessments. To establish construct validity, a panel of experts will review all questionnaires and surveys and ensure that they are assessing the concepts which are being measured. In order to establish criterion validity, extant valid assessments that measure relevant constructs will be administered and correlated with the newly developed instruments during piloting. Special attention will be paid to drafting test questions or items fully aligned with the goals and activities of the grant's outcomes. Finally, the above review will include: discussing, editing, and refining all of the surveys' individual items to ensure that they: (a) are fully and clearly aligned with the project's outcomes; (b) provide a range of responses to the concept in question; (c) employ an appropriate level of difficulty such that those taking the survey would understand; (d) ask questions that are unambiguously stated; and (e) are reviewed annually and replaced as necessary with items more appropriately and clearly aligned with the project's outcomes.

Providing Reliable Survey Performance Data: To establish the reliability for each of the

project's surveys, pilot assessments of each of the project's instruments described below will be conducted with a minimum of 30 participants to determine whether a given instrument has an adequate degree of reliability. The internal statistical reliability of an instrument, used for this grant's surveys, will establish the extent to which an individual survey produces the same results on repeated trials. The reliability for the test will employ Cronbach's internal statistical reliability assessment, which will yield a reliability alpha coefficient of at least .70 or above for each of the project's surveys listed below, which is an accepted level of reliability by researchers that will ensure that the instrument has sufficient consistency over time.

Pre-Post Assessments for Each Objective Employing Appropriate Quantitative Statistics First

Objective Outcomes: An pre-post instrument rating the effectiveness of the functioning of the project's various leadership groups will be employed. ***Second Objective Outcomes:*** Pre and post surveys assessing the impact of the project's PD, workshops, and home visits on early childhood educators and families will be conducted. ***Third Objective Outcomes:*** Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student performance, and surveys assessing student academic achievement, social-emotional development, knowledge of technology, and college readiness will be administered. ***Fourth Objective Outcomes:*** Pre and post teacher and student surveys assessing the degree to which students are successfully transitioning from one grade to the next, and into post-secondary education, and the workplace will be implemented. ***Fifth Objective Outcomes:*** Pre and post surveys assessing the impact of monthly family sessions and classes on participants. ***Sixth Objective Outcomes:*** Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student social, emotional, nutritional, physical, and mental health development will be administered.

Measuring the Degree of Pre-Post Impact: For each objective, to determine whether project impact has been significant, assessments will be conducted for each objective. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. Such a

design will use several waves of assessments in both groups (treatment and comparison groups) before and after the introduction of the independent variables into the treatment group. Fifth, the evaluation design will use a statistical alpha standard of significance of .05 with an effect size .25SD difference between treatment and comparison groups to determine that a favorable association has occurred. This project will demonstrate evidence of promise by ruling out alternative explanations for its results.

Maintaining a Quantitative and Qualitative Data Base to House Data for Measuring Each

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

A Quasi-Experimental Comparison Group Design to Determine the Degree to Which the

Project's Objectives had been Attained: EECHO's Independent Evaluator will choose four schools equivalent to the treatment schools on major demographic variables to function as a comparison group in order to effectively rule out or control for alternative explanations for the treatment effects that the project has. This quasi-experimental design approach takes into account the What Works Clearinghouse (WWC) standards and criteria. First, that according to those criteria, the design will identify equivalent comparison schools for the project's four treatment or project schools. Equivalency between treatment and comparison schools will be established by identifying comparison schools that are equivalent on both observable and unobservable characteristics, e.g. low-income status, low levels of academic performance in reading and mathematics, chronic truancy, ethnic composition, Limited English Proficiency, student mobility rates, teacher years of experience and degrees held, and student individual education plans. Baseline equivalence of the analytical sample will be demonstrated on observed characteristics using these WWC criteria. These include establishing that: (1) the reported difference of the

characteristics must be less than 0.25 of a standard deviation (based on the variation of that characteristic in the pooled sample), and (2) the effects must be statistically adjusted for baseline differences in the characteristics if the difference is greater than 0.05 of a standard deviation. Second, attrition will be monitored so that it does not exceed WWC standards. Third, to strengthen the quasi-experimental design, a repeated series of pre-post assessments will be collected. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. The statistical design described above for the project will demonstrate evidence of promise by ruling out alternative explanations for its results.

SECTION 3: QUALITY OF THE PROJECT SERVICES

The Extent to Which the Applicant Ensures that a Diversity of Perspectives Will Have Been Brought to Bear on the Project's Design, and in the Operation of the Proposed Project

In order to ensure that a diversity of perspectives is brought to bear on the project design, Design and Operation Teams, as described in detail below will be organized for each of the project's 6 objectives and their associated activities. As appropriate, each of those teams will have members representing the diverse perspectives of students, youth, families, teachers, educators, and staff (including the full-time Full-Service School Site Coordinator, and school and community leadership). These teams will meet monthly to discuss, plan, and assess how the activities under each objective can best be designed and implemented. The Independent Evaluators will provide feedback to each of the teams below on pre-post survey outcomes, interviews and focus groups of participants, and data collected for student and family cognitive and social-emotional outcomes, as well outcomes related to social functioning, health, nutrition, and mental health services and supports.

(i) A diversity of perspectives brought to bear on the implementation of Objective One's Activities: Developing and Implementing a Systemic Culture of Collaboration and

Evaluation Among EECHO's Consortium Partners: The Design and Operation EECHO Leadership Team, in support of this objective's activities, will focus on representing the multiple perspectives of students and youth, families, teachers, staff, and community on issues related to the following (see the Management Section 5c(i) for a detailed list of this Leadership Team's membership, which includes students, youth, families, teachers, educators, and staff): (a) developing a community of learners among the diverse partners, including students, teachers, and families benefiting from EECHO's services to ensure there can be an open exchange of ideas in a non-hierarchical manner where there is a high degree of collaboration and sharing so that individual expertise can be extensively shared; (b) integrating the five pipeline services so that they do not function as silos and so that each of the partners and stakeholders can draw upon their funds of knowledge to effectively create an integrated full service school hub of services meeting the needs of all partners when diverse perspectives are brought to the table; (c) refining the evaluation so that all constituency voices are represented; (d) enlisting the full support of this diverse group of perspectives; (e) developing data-informed decision-making based on points of view shared by the diverse partners; (f) discussing how the pandemic has had a differential impact on students, families, educators, and community members, and how as a group this diverse group can continually respond to the changing demands and challenges the pandemic brings to all members; and (g) collaborating on how each partner can contribute expertise and resources to ensure the continuation of the project after federal funding ends, especially in funding a full-time school site coordinator, while applying for resources from a wide range of foundations and agencies with specific targets set for each year.

(ii) A diversity of perspectives brought to bear on the implementation of Objective Two's Activities: Developing and Implementing a Quality Early Childhood Pipeline Program: As a function of the first objective, each of the other objectives will also focus on representing diverse perspectives. At each project school, the Early Childhood Pipeline Team will include the full-time Site Coordinator, four representatives each from families with early

childhood year children, as well as four representative teachers, and educators, and two school leadership administrators with degrees in early childhood education, and community agency representatives from Head Start and Child and Parent Services with expertise in delivering early childhood programming in the community. Examples of the types of unique perspectives that will be shared in the design and operation of early childhood programming include: First, families sharing what problems they are facing in raising their children and feedback on how they can effectively interact with and learn from workshop leaders and home visitors. Second, early childhood teachers, educators, and school leadership administrators will discuss with the teams how an assessment of current early childhood programming and screening can contribute to the development and planning of family sessions, as well as what evidence-based research has revealed about what materials and types of interactions improve a child's cognitive and affective development. Third, community agency leaders will contribute knowledge and skills they have acquired in delivering hands-on programming that families can employ in developing positive relationships between family members and their children, which enhance their cognitive and social-emotional growth, as well as health, nutrition, and mental health services and supports.

(iii) A diversity of perspectives brought to bear on the implementation of Objective Three's Activities: Developing and Implementing In-School and Out-of-School Pipeline Programming: At each project school, the In and Out of School Pipeline Team will include the full-time School Site Coordinator, four student/youth representatives from grades 3-8 who are being taught during the school day and after-school hours, four teacher/educator leaders (curricular specialists in reading and mathematics), four family members, and four community partner representatives, including those from the Field Museum of Chicago and the National Museum of Mexican Art with expertise in delivering innovative instruction in the arts, student academic and social-emotional development, and out-of-school programming. Examples of the types of unique perspectives that will be shared in the design and operation of in and out-of-school programming include: First, students will share the degree to which they have found their

cognitive and affective learning, whether in small or large groupings, to be challenging, engaging, meaningful, and motivating during the school day and after school hours. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research to consider how sustained and intensive PD, with follow-up coaching, sharing, and classroom demonstrations, can respond to teacher and student academic and social-emotional needs, including inquiry-based, constructivist, authentic, on-line, digital, literacy, mathematics, science, group, special needs, and cultural arts. Third, community agency representatives will discuss and plan how community artists, and those with expertise in mental health services, nutrition, and the corporate and not-for-profit world can to how student teaching and learning can respond to relevant real world problems and issues. Fourth, family members will draw upon their “funds of knowledge” (Moll, 2021) to contribute ways in which their cultural and socio-economic backgrounds can better align teaching to student and family needs.

(iv) A diversity of perspectives brought to bear on the implementation of Objective Four’s Activities: Developing and Implementing Programming for Transitioning from Grade to Grade, and into the Workplace: At each project school, the Transition Pipeline Team for this objective’s activities will include four student/youth representatives from grades Pre-K-8, teachers, five educators, an administrative school leader, four family members with children at the project’s schools, and five community representatives from the College of DuPage, Daley College, and PODER English Works with expertise in field-based community workplace programming. Examples of the types of unique perspectives that will be shared in the design and operation of grade and workplace programming include: First, students will share the degree to which they have been able to successfully move from grade to grade and into the workplace, or have faced barriers in doing so. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research and student cognitive and non-cognitive assessments and monitoring tracking systems (for the early identification problems that students are having in making academic and social and emotional transitions) to consider how sustained

and intensive PD—with follow-up coaching, sharing, and classroom demonstrations focused on the issues of transitioning through school and work—can respond to student needs around readiness skills in making the transition from grade to grade, and into the workplace, including students with special needs and cultural differences. Third, community partner representatives will discuss and plan how their agencies, and others in both the corporate and not-for-profit world, can address school and real-world problems in moving from grade to grade and into the workforce, including an exploration of how internships in the community can enhance student transitional development. Fourth, family members will draw upon their “funds of knowledge” (Moll, 2021) to contribute to the conversation around how their cultural and socio-economic backgrounds can assist students in transitioning through the educational system and into the workplace.

(v) A diversity of perspectives brought to bear on the implementation of Objective Five's Activities: Developing and Implementing Family Programming: At each project school, the Family and Community Pipeline Team will include four student/youth representatives from grades Pre-K-8, teachers, four teachers/educators that have expertise in collaborating with families to coordinate school and family learning, five family members with children at the project's schools, and six community representatives from the Field Museum, the National Museum of Mexican Art, College of DuPage, Daley College, and PODER English Works with expertise in how families can develop their academic skills. Examples of the types of unique perspectives that will be shared in the design and operation of family programming include: First, students will share how well school and home learning are coordinated, what their home learning needs are, and how helpful their families have been in contributing to their academic and social-emotional development, all of which will contribute to the planning of family collaborative and interactive programming. Second, teachers, educators, and administrators will draw upon evidence-based research and student assessments to consider how family Interactive Sessions, focused on teachers and family members, can effectively support

collaborative efforts to coordinate school homework with the type of teaching families undertake at home to support the academic and social-emotional development of their children, including how students with special needs and those children needing small group or individualized instruction can be most effectively assisted with learning. Third, community representatives will discuss and plan how community expertise in instruction can improve family learning in such areas as child development and parenting, family leadership, classes on English Language Literacy, obtaining a GED, and computer and technological competence. Fourth, family members will complete needs assessment surveys and participate in focus groups so that family perspectives on their needs are fully identified and included in guiding the planning and implementation of family sessions and courses.

(vi) A diversity of perspectives brought to bear on the implementation of the Objective Six's Activities: Developing and Implementing Strategies to Support Social, Health, Nutrition, and Mental Health Services: At each project school, the Social, Health & Nutrition Pipeline Team for this objective's activities will include four student/youth representatives from grades Pre-K-8, five teachers/educators, two administrative school leaders, four family members with children at the project's schools, and six community representatives from Esperanza Community Services, Rise Up Wellness, Gads Hill Center, and Asian Health Coalition with expertise in field-based community workplace programming. Examples of the types of unique perspectives that will be shared in the design and operation of grade and workplace programming include: First, students will share in interviews the degree to which they have faced such challenges as bullying, cyber-bullying, substance abuse, and on a survey the degree to which they have encountered such social and emotional issues as: managing emotions, anxiety, depression, loss, locus of control, and establishing proper boundaries between themselves and others. Second, teachers, educators, and school leadership administrators will draw upon evidence-based research on social, health, nutrition, and mental health supports in planning how

sustained and intensive PD, with follow-up coaching, sharing, and classroom demonstrations focused on the previous issues can most effectively be addressed in the classroom; and when necessary through tiered supports and/or referrals to community agencies. Third, community representatives with expertise in mental health and nutrition service will explore project partners might more effectively address the this objective's issues, and how a referral system for individual counseling could be established and employed by school teachers, educators, and administrators. Fourth, family members will contribute to team planning by sharing what health, social, nutritional, and mental health issues their children are facing, and collaborate with the team on how the school's families could support the programming provided by project EECHO in these critical developmental areas.

SECTION 4: ADEQUACY OF RESOURCES

(a) Plans for a Full-Time Site Coordinator at Each School

Each of the four EECHO school sites will have a full-time site coordinator funded 100% by the grant, as required by the Full-Service Community Schools program. In addition to grant funds, the implementation of the project's activities will be supported by in-kind and direct service (match) contributions listed on the budget narrative in the amount of \$229,750 per project year.

Description of the School Site Coordinator Position: *Full-Service Community Schools Site Coordinators (SC), (100% time) and other key personnel:* The individuals chosen to be SCs will form the cornerstone of the project at each of EECHO partner schools.

The full time Site Coordinators will lead the development, implementation, coordination, and oversight of all EECHO activities within their respective school site. They will serve as the liaison between the principal, families, teachers, school staff, project staff, and community partners. In partnership with the Management Team, site coordinators will ensure that the necessary scheduling, logistics, and infrastructure support is provided. They will lead participant recruitment efforts, work with service providers on participant retention, service delivery, and collaborate to guarantee program equity, quality and consistency. They will also work with

service providers, EECHO staff, and collect reporting and evaluation data. **Other Key Project Personnel:** In addition to the Site Coordinators, there are other key project personnel, which include: a Project Director and Program Manager (providing overall management and coordination support); an external evaluator, a *Student Enrichment and Family/Community Engagement Coordinator* (supporting objectives three and five, the in and out of school supports for students and the family/community engagement); the *Wellness and Transition Support Program Coordinator* (supporting objectives four and six), and the *Early Childhood and Wrap-Around Services Coordinator* (supporting objective two and after school supports for objective three). Each EECHO partner will have a representative participating in the management of the project; there will be 12 (part time) early childhood educators, and multiple teams which will collaborate and communicate across pipeline services. **Quality of Personnel:** Resumes for key personnel ready to engage in this project are included in the Appendix. New hires will be recruited and hired in the first 2-4 months of the first year. The management plan and chat in the next section provide more details on the structure of project and working teams.

Regular Meetings of the Project Leadership Team: In order to ensure that there is adequate communication among the relevant parties, both at the individual school level and for the project as a whole, the full-time school site coordinators are members of the Project Leadership Team, which also includes the Project Director, the community partners, representatives from teachers and families, the school principals, and the independent evaluator. The Project Leadership Team's regular meetings, held at least monthly, will provide a forum in which the site coordinators can work together to discuss issues they're facing at their school-sites, receive support from the other stakeholders, discover ways to improve programming and services, ensure that the project is being implemented with fidelity, and work with the Project Director and the Management Team on the coordination of EECHO's ongoing programming and services. These biweekly or monthly meetings will also give all stakeholders the opportunity to

contribute ideas and learn from one another. Through dialogue on professional teams, participants will create a culture of mutual learning at the school and classroom levels.

Site Coordinators' Responsibilities for Facilities, Equipment and Supplies: Full-Time School Site Coordinators will have the responsibility of working with the partners and the schools to coordinate facilities, equipment, and supplies for the EECHO project. Since most of the program activities will occur at the four project school sites, those partner schools also have agreed to support the project with appropriate facilities and equipment during after-school hours and on Saturdays if necessary; including: multipurpose rooms for meetings, monthly family sessions and after-school classes; meeting rooms for staff meetings and professional development; libraries; storage space; computer labs with 30 computers per lab; auditoriums or large performance/activity spaces akin to an auditorium; gymnasiums; courtyards for assemblies; access to smart-boards, projectors, and screens; access to lunchroom areas, sharing of basic supplies, copiers, computer networks, and family communication media. In addition, counselors, teachers, and school administrators at each school will assist with: needs assessments, the identification of students with special needs, and assistance with implementing tutoring activities. The LEAs will provide access to their main office meeting and computer rooms, and to their school-based offices at each partner school site; as well as storage space; printers, photocopiers, file cabinets, desks and office supplies; and the sharing of office and computer supplies; and computers. EECHO project schools are 100% accessible for physically handicapped students. Finally, school-based staff also will have appropriate work areas, meeting space, and storage at the schools. However, the coordination and scheduling of these facilities, equipment, and supplies will be managed by the site coordinators in consultation with their partner school principal and other school administrators.

In addition to their participation in regular meetings of the Project Leadership Team and the Management Team, school site coordinators will also have the day-to-day responsibilities of

planning, integrating, coordinating, and facilitating programs and services at each school. This is described in detail in Section (c) below.

(b) Plan to Sustain the Position beyond the Grant Period: The EECHO project will build capacity and yield results beyond the period of the grant, as follows.

Building Project Capacity and Reallocating Resources for Sustaining the Project: Building project capacity will be successfully undertaken because funds received from the U.S.

Department of Education to launch programming will be conceived of as seed monies. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures and capacities (e.g. the Leadership Team, Management Team, and five Pipeline Teams) will have been established to continue the project. After the grant ends, the district staff, project teachers and partners, will continue their participation as part of their regular professional assignments. Accordingly, monies required to sustain the EECHO project will be substantially less than yearly grant awards. It is estimated that once the federal grant ends, approximately \$400,000 will be needed to sustain the project. It is anticipated that about \$160,000 will be reallocated by the District, \$80,000 by the project's schools, and \$60,000 between the other major project partners. In addition, the District's plans to raise \$100,000 from private foundation funds and fundraising efforts. These funds will enable the project to institutionalize or build funding support for the Full-Time School Site Coordinators, Out of School Time/Family Community Engagement Coordinator, Partner/Transition Supports Program Coordinator, and the Early Childhood/Wrap-around Services Coordinator.

Setting the Stage for External Funding to Extend the Project: All project partners have an established record of receiving funding from foundations such as the Chicago Community Trust, the McArthur Foundation, the McCormick Foundation, and others. FRIDA and its project partners will apply to these foundations and others locally and nationally to continue the EECHO project. The fund-raising plan sets grant targets totaling \$100,000 in grant years 1 and 2 and \$200,000 in years 3 to 5.

A Commitment to Institutionalization: First, the project partners have indicated that they are committed to the institutionalization and to use their own resources, while at the same time helping to build more resources, through collective advocacy, to continue the project. Partner school principals indicate that improving schools through integrating standards-based arts education into the curriculum, for at-risk students, is a long-term priority.

Having Planned for Continued Funding to Support Arts Programming: Fourth, during years 4 and 5, specific plans will be developed to identify how funds can be allocated within the partner institutions to support the work of EECHO. Specifically, (1) Project personnel will collaborate with schools to include program components into their yearly discretionary funds budget; (2) Funding via state's 21st Century Community Learning Centers Program, and private foundations will also be targeted; and (3) It is anticipated that due to the project's products (e.g. manuals, tool kits, websites, and lesson and unit plans) finances for program continuation through resource re-allocation or fund-raising will be reduced and will mainly consist in community funding at an average cost of \$15,000 per agency, per school year.

(c) A Description of How the Full-Time Site Coordinator Will Serve to Plan, Integrate, Coordinate, and Facilitate Programs and Services at Each School

The purpose of a Full-Time Site Coordinator at each school site is primarily to ensure that, given the magnitude and complexity of a Full-Service Community Schools project, there is one person at each school who is empowered to plan, integrate, coordinate, and facilitate the programs and services at the site for which he or she is responsible. The planning of the project programs and services will comprise two main components. First, in the initial stages of the project, the site coordinators will work with the rest of the Project Leadership Team to design and begin to implement the way in which the proposed project objectives and activities are deployed in each school. This will involve examining the responses to the needs assessment instruments for students, teachers, school staff, administrators, families, and community members, that were administered for this proposal. This will allow the site coordinators, in conjunction with the rest

of the leadership team, to align the specific details of each of the five pipeline services with what is most needed at each school site. This collaborative, coordinated planning at the beginning of the project will ensure that EECHO will have the greatest possible impact by tailoring all programming and services to the greatest areas of need.

Second, throughout the five-year grant period, the site coordinators will, as discussed above, continue to meet with the Project Leadership Team at least monthly in order to address problems with implementation, or new needs that arise as circumstances change. Additionally, the Independent Evaluator will be collecting both quantitative and qualitative data on the impact of EECHO's programming and services throughout each project year. These data will be used both for the reporting required by the Department of Education on the project's outputs and outcomes, but it will also be used to help the Project Leadership Team, and in particular the site coordinators, respond quickly to additional needs, issues with fidelity, or any needed changes in design or implementation to increase the impact of the project's programming and services. The site coordinators will also be responsible for the integration of programming and services at their respective schools. This integration is guided by the Four Pillars of Full-Service Community Schools, which are: 1) Integrated student supports; 2) Expanded and enriched learning time and opportunities; 3) Active family and community engagement; and 4) Collaborative leadership and practices. These pillars guide the design and implementation of the system of collaboration among the schools, administrators, teachers, students, families, and community partners, as well as the five pipeline services described under Objectives 2-6 in Section 2. Integrating programming and services into the school community requires more than just implementation, since integration requires deeper connections with the already-existing academic, socio-emotional, health, mental health, wellbeing components that students encounter every school day. These deeper connections between putatively unrelated topics helps to avoid putting these topics in "silos," which then implies that mental health and academic achievement are unrelated, or that learning only happens in school. The deep, interdisciplinary integration of the kind that

will be provided by the site coordinators in EECHO also will make it far easier for EECHO to provide much-needed services to students who would otherwise find it much more difficult to access them—services such as: medical, dental, vision care, mental and behavioral health services, trauma-informed services. Additionally, at school sites where students and families are facing problems with housing, nutrition, citizenship preparation, or criminal justice issues, the school site, under the leadership of the site coordinator, can become a hub for providing such services, or giving students referrals to partners who can provide them.

Third, as the Site Coordinator is responsible for coordinating the programs and services at each school site, they provide the logistical support to maximize EECHO's impact on students, families, and teachers. Such coordination involves working with school administration to ensure that EECHO has access to adequate school facilities at the times needed to provide proposed programming. Since these facilities will have to be used jointly between EECHO and the normal operations of the school, this coordination is critical for the smooth running of both. The site-coordinator also has to coordinate the delivery of the five pipeline services, ensuring that they are being implemented with fidelity, aligned with the four pillars, and in accordance with the needs assessments carried out in preparation for this project.

Fourth, and finally, the Site Coordinator must be a strong and organized project manager. In addition to supporting regular meetings with the Project Leadership Team that brings together all the major stakeholders, they also play a key role in facilitating the accurate and timely collection of data for the evaluation of EECHO. This is important not only for reporting purposes, but also because the collected data are needed for the evaluator to make recommendations on ways to improve the pipeline services as the project progresses. In effect, the Site Coordinator is responsible for facilitating the day-to-day running of the programs and the integrated student services, e.g. the in and out-of-school supports for students to access resources pertaining to wellbeing, address barriers to learning, mental health, medical, dental, and behavioral services. This includes the expanded and enriched learning time and opportunities

for students and the facilitation of family and community engagement. Facilitating in these areas requires the Site Coordinators to engage with the families of students and members of the community to ensure that they know what programming is being offered. In this way, the community school can become a hub for students, families, and community members. And just as the Site Coordinators maximize the impact of EECHO by facilitating the cognitive and non-cognitive learning of students, they also are able to improve the impact on families and community members by facilitating programming such as: ESL classes, GED classes, violence prevention, citizenship preparation, computer skills, art, health and mental health supports, literacy programming.

SECTION 5: QUALITY OF THE MANAGEMENT PLAN

(a) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU and Letters of Support. (FSCS NFP)

The EECHO project has a strong plan with a broadly representative consortium and its stakeholders. In this regard, each of the project's six objectives has community partners aligned with it, as described in the table below. The community partners participating in the EECHO project are described below.

Field Museum of Chicago: Fuels a journey of discovery across time to enable solutions for a brighter future rich in nature and culture; *National Museum of Mexican Art*: Stimulates knowledge and appreciation of Mexican art and culture through its collection, visual and performing arts programs, and high quality arts education programs and resources; *Esperanza Community Services*: Created in response to the lack of services available to students whose learning needs were not being met in traditional classroom; *Asian Health Coalition*: Eliminates health disparities among Asian, Pacific Islander, African, and other communities of color by utilizing a collaborative partnership approach to support the development and implementation of

culturally and linguistically appropriate health programs and initiative; *Gads Hill Center*: Creates opportunities for children and their families to build a better life through education, access to resources and community engagement; *Daley College*: Empowers our diverse community to achieve their goals through innovative education and programming in a supportive, inclusive, and equitable environment for life-long learning; *College of DuPage*: Educational and economic agent of change for residents; *Easter Seals* (of DuPage and Villa Park): Ensuring children with disabilities and their families are empowered; *Rise Up Wellness*: Provides holistic wellness services fore free in partnership with local community organizations; *PODER English Works* (which means “can/able to” and “power” in Spanish): Empowers individual with the necessary academic tools to promote human dignity, increase employment potential, and facilitate participation in the larger community. A MOU signed by all partners above is included in the supplementary material with this submission.

The table below indicates by objective which partners are supporting the implementation of that particular objective and its needs, and the roles and responsibilities of each partner.

Table 3: Partners and Their Contribution to each Objective

First Objective (System of Collaboration) and its Needs	
Partner	Role and Responsibilities
All 10 Partners in the Project	Participate in Relevant Team meetings; Assist in the planning and coordination of activities; Support ongoing needs assessments related to their service area; Contribute to planning for sustainability beyond the grant period; Engage in and support evaluation activities, especially as it relates to formative feedback and ongoing program improvement

Second Objective (Early Childhood) and its Needs	
Easter Seals (of DuPage and Villa Park)	Provide PD on implementing online free resources to early childhood families; needs assessment supports and access to psychologist
Daley College	Provide early childhood PD to early childhood educators
Gads Hill Center	Support with home visiting services
Third Objective (High Quality School and Out of School Time) and its Needs	
Partner	Role and Responsibilities
Field Museum of Chicago	Science and Social Science Focused PD; provide lessons and resources; host on site grade level workshops; field trips for all schools
National Museum of Mexican Art	Provide arts integration PD; provide lessons and resources, host on site grade level workshops; field trips to annual exhibit for all schools
Fourth Objective (Transition) and its Needs	
Partner	Role and Responsibilities
College of DuPage	Provide college readiness PD
Daley College	Provide college readiness PD
PODER English Works	Provide workforce readiness PD and supports
Fifth Objective (Family & Community Engagement) and its Needs	

Partner	Role and Responsibilities
Field Museum of Chicago	Provide resources; participate in grant-based community events such as kick offs or end-of-the-year culmination events
National Museum of Mexican Art	Provide resources; participate in grant-based community events such as kick offs or end-of-the-year culmination events
College of DuPage	GED, EL & Computer classes for families and community members
Daley College	GED, EL & Computer classes for families and community members
PODER English Works	Provide PD on engaging families in continuing education; EL classes; workforce development for adults young and old
Sixth Objective (Social, Emotional, Health) and its Needs	
Partner	Role and Responsibilities
Esperanza Community Services	Provide yoga classes, vaccinations, physical wellness treatment, mental health services (referrals)
Rise Up Wellness	Provide PD on self-care within the classroom (incl. yoga, and breathing techniques); same supports for the community

Asian Health Coalition	Provide PD to all stakeholders; accept referrals for mental health services
Gads Hill Center	Provide mental health programming (workshops, PD); accept referrals for mental health services

(b) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (FSCS NFP)

As the applicant, FRIDA, in collaboration with its partners, has established a history of effectiveness in implementing programs having an impact on high need student and family stakeholders. These programs have included after school services, family and community engagement services, transition work, and social, health, nutrition, and mental health interventions. FRIDA will collaborate with its partners to implement model programming for EECHO, including: (1) teacher professional development on integrating the arts into authentic teaching and learning to improve student academic achievement in reading and mathematics; and (2) families being extensively engaged in supporting their children’s learning. The EECHO project design will draw heavily upon the success and effectiveness of this model programming.

A History of Effectiveness on Improving High Need Student Academic Achievement:

The tables below demonstrate FRIDA has a history of effectiveness by successfully implementing programming that was able to have a statistically significant impact on high need student achievement in reading and mathematics in Chicago Public Schools. During the implementation of Frida’s 21st Century Learning Community Centers project with three schools in 2020, data were gathered among elementary school student participants to determine the extent to which the programming had an impact on student achievement. These data were analyzed to assess the degree of change from pre-programming (fall) to post-programming

(spring) was statistically significant for project participants. A series of paired-samples t-tests were conducted to assess the difference in math and reading grades from the fall to the spring quarters by coding the grades according to the following scheme: A = 4, B = 3, C = 2, D = 1, F = 0. Among the full sample (n = 193), the average increase in math grades was statistically significant, $t(192) = -6.06, p = .00$. There was a 36 percent increase in math grades and a 28 percent increase in reading grades. Moreover, for math grades 85 percent of the students had either A's or B's and for reading 77 percent. The table below depicts students’ letter grades (including the percentage relative to the overall sample) before programming and after programming. The second table illustrates the number and percentage of grade changes over time as well as the results of the paired-samples t-tests demonstrating the statistically significant average increase.

Tables 4a and 4b: Student Outcomes in FRIDA 21st Century Schools

Elementary Grades (n = 193)								
	Math				Reading			
	PRE		POST		PRE		POST	
	#	%	#	%	#	%	#	%
A	69	35.6	104	53.6	60	30.9	86	45.7
B	70	36.1	61	31.4	77	39.7	59	31.4
C	50	25.8	22	11.3	48	24.7	34	18.1
D	5	2.6	6	3.1	7	3.6	6	3.2
F					2	1	2	1.1

Math Change				Reading Change		
	#	%		#	%	
Decrease	18	9.3		Decrease	19	10.1

No Change	107	55.2	No Change	117	62.2
Increase	69	35.6	Increase	52	27.7

The change in math grades from pre (n = 3.05) to post (m = 3.36) was statistically significant, t(192) = -6.06, p = .00.

The change in reading grades from pre (n = 2.98) to post (m = 3.18) was statistically significant, t(186) = -4.23, p = .00

Frida’s History of Effectiveness on Student Participants’ Non-Academic Social and Emotional Behavioral Improvement: Elementary Comparison of Pre-Post Student Positive Social and Emotional Behaviors and Mean Increases for Each Set of Items:

To assess the impact of the Frida’s 21st Century Learning Centers project on student non-academic behavior and to establish its history of effectiveness, paired t-tests were on elementary school student participants’ assessments of their individual and social behavior using a social and emotional survey. The results of that survey showed that students participating in this after-school project had statistically significant pre and post gains (see table below), on a range of variables assessing how students coped with their emotions and social group interactions. The table below depicts the average responses for each item in the survey of the 190 participating students. From pre-programming to post-programming, students demonstrated a significant increase in the scale indicating that Frida’s programming had a substantial positive effect on students’ social and emotional development.

Table 5: Student SEL Outcomes in FRIDA 21st Century Schools

Students’ Social and Emotional Development (n = 190)	Pre	Post	Change
1. I work well with other students	3.88	3.98	0.1
2. I can tell others how I feel without getting mad, excited, or yelling	3.49	3.7	0.21
3. I’m able to talk to my parents and teachers about problems I have	3.68	3.61	-0.07

4. I understand how my family, school, and others in the community help me with school	3.89	4.08	0.19
5. I can explain what I need to do to reach a goal	3.98	3.91	-0.07
6. I keep track of my progress to reach my goals. I know what makes me feel happy, sad, or angry.	3.99	4.01	0.02
7. I understand other people's feelings	3.92	4.02	0.1
8. I can tell others how I feel without getting mad, excited, or yelling.	3.66	3.81	0.15
9. I work well in groups with people who are different from me	3.99	4.01	0.02
10. I know different ways to make and keep friends	4.02	4.09	0.07
11. I figure out ways to work well in groups	3.9	4.07	0.17
12. I understand what causes problems among my friends	3.94	3.93	-0.01
13. I can help solve problems among my friends in a helpful way	4.01	4.17	0.16
14. I understand that I am responsible for my own actions	4.12	4.17	0.05
15. I understand the need for rules in school	4.25	4.26	0.01
16. I can figure out how certain situations may cause me problems.	3.84	4	0.16
17. I understand how certain actions can get me into trouble	4.12	4.21	0.09
18. I figure out different ways to solve school problems	3.87	3.91	0.04
19. I figure out different ways to solve personal problems	3.89	3.91	0.02
20. I help out at my school	4.01	3.99	-0.02
<p><i>The overall scale change from pre (m = 3.16) to post (m = 3.27) was statistically significant, $t(189) = -3.191, p = .002$. The scale was coded so that 1 indicated strongly disagree and 5 indicated strongly agree.</i></p>			

A History of Effectiveness In Working With and Positively Impacting Families: FRIDA has also established a history of effectiveness in implementing the same 21st Century Learning Center project with participating parents and families. EECHO is partially modeled after this after-school community school initiative undertaken in the Chicago Public Schools. The tables below depict data collected from a survey designed to assess the impact of Frida’s 21st Century Learning project on participating families. The survey assessed families’ experiences with their children’s’ school, including their confidence in the instruction of students and the school environment more broadly. These data, comprising 122 parents, were collected at the conclusion of the 2020 school year and assessed the impact of the 21st Century Learning program.

Table 6: Parent Outcomes in FRIDA 21st Century Schools

Parents’ Attitudes towards their Children’s School as a Result of their Participation in 21st Century after school programming (n = 122)					
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I feel comfortable assisting my child with homework	0.80	0.00	11.60	37.20	50.40
2. I understand my child's report card	0.00	3.30	4.10	36.10	56.60
3. I can help my child use a computer/internet for educationally useful learning games	0.00	8.20	9.00	33.60	49.20
4. I can help my child avoid fights & arguments	0.00	0.00	9.80	34.40	55.70
5. I can help my child progress from one grade to another	0.00	0.00	9.80	37.70	52.50
6. I can help my child handle pressure from friends to use drugs/alcohol	1.70	0.00	9.30	33.10	55.90

7. I have space for my child to do homework at home	0.00	0.80	3.30	31.10	64.80
8. I am comfortable having a conversation with my child's teacher	0.00	4.10	4.10	27.00	64.80
9. I am aware of rights and opportunities for public school choice my child be eligible for	0.00	3.40	20.30	30.50	45.80
10. I am aware of opportunities for supplemental education services for my child	0.00	5.10	22.90	29.70	42.40
11. The arts play an important role in providing my child with a well-rounded education	0.00	0.80	5.00	33.30	60.80
Average	0.23	2.34	9.93	33.06	54.45

As evidenced in the table above, families demonstrated very positive attitudes towards their children’s school as a result of the 21st Century Community Learning initiative. In fact, over 85% of responding families either agreed or strongly agreed on the scales’ items indicating a great deal of confidence in the community school. Taken collectively, these data demonstrate how Frida has a strong history of effectiveness in working with and positively impacting students and families.

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

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

EECHO is proposing a comprehensive plan for management of the proposed project, including: (1) the Leadership Team; (2) the Management Team, and (3) The Pipeline Leadership Teams (PLT) for each project objective and its activities. The membership rosters of the PLTs are described in Section 3.

Leadership Team, providing overall planning and oversight: The Leadership Team will

provide overall leadership for the project, which will include the following members: the Project Director, four teachers representatives, two student representatives, four family representatives from the family leadership team, the school principals, the School Site Coordinators, a school mental health coordinator, and one representative from each community partner. The Leadership Team will meet quarterly to: (1) set overall policies for the program; (2) monitor the implementation of the project's objectives and its services and budget; (3) assess the adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5) provide quality control and discuss the effectiveness of the project with the Management Team; and (6) develop and monitor plans to sustain the project after federal funding ends.

Day-to-Day Coordination of the project through the Project Management Team: The Project Management Team, meeting bi-weekly, will provide day-to-day management and coordination of the project. The Management Team will consist of: the Project Director, the Full-Service Community School Site Coordinators, the school principals, and a teacher representative from each project school, key project personnel; and representatives from each of the community partners. This Management Team will: (1) review timelines and milestones; (2) monitor the budget; (3) define the responsibilities of all staff, (4) implement and carry out an ongoing review of the project's components; (5) modify the activities of the project based on feedback received from the project's staff; (6) collaborate with the Independent Evaluator (see Evaluation section) to implement the project's evaluation design, including the development of assessment measures, the collection of data, and the review and analysis of evaluation results as part of on-going performance feedback and consultation; and (7) assist with the preparation of all annual reports to the U.S. Dept of Ed with the Independent Evaluator.

Role of the principals in project management: The principals together with the School Site Coordinators will be responsible for recruiting teachers, students, and families, so that the necessary logistics, school personnel, rooms/spaces, equipment, are in place to support EECHO student, teacher and family project activities, and all evaluation reporting.

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

A summary of plans to achieve the six objectives of the proposed project (responsibilities, timelines, and milestones for accomplishing tasks under each objective are listed in the Management chart at the end of this activities section for each objective).

1. Detailed plans to achieve the project's first objective: By September 30, 2027, a system of collaboration and culture supporting the capacity of EECHO's high-poverty elementary and middle-schools will be established to support the Implementation and evaluation of full-service community schools' program at the three project schools.

(i) Having Developed a Collaborative Implementation System Among the Consortium of Community Partners. Components or Activities Supporting the First Objective Focused on the Development of a Collaborative Implementation System: By February of 2023, three collaboration teams will have been established; namely the Project Leadership Team, the Management Team, and 5 Pipeline Teams for Objectives two through six. The composition of these teams is provided in the introduction to the Management Section on pages 71-135. The composition of the Pipeline Teams is provided under Section Three. As appropriate these teams will meet either weekly or monthly to ensure that a system of on-going support and coordination has been developed for the EECHO project. The conceptual design of this proposal—focused on developing a hub of community partners supporting teacher, student, and family performance—has been heavily influenced and inspired by the concept of *a community of learners*. Such a concept, articulated by recent research on best educational practice, places an emphasis on the

importance of breaking down hierarchy in educational organizations so that all members of the community contribute ideas and learn from one another. Through dialogue on professional teams, participants will create a culture of mutual learning at the project school and classroom levels.

(ii) Having developed a collaborative culture of support for the EECHO project integrating the project's five pipeline services:

The EECHO project will be guided in the development of a collaborative culture where individual pipeline services will not be viewed as silos operating separately, but as a mosaic of integrated programs with interacting and interconnected elements. Accordingly, EECHO will develop a system of collaboration by developing the following: (a) a shared vision on how to implement the project's activities; (b) a clarification of individual roles; (c) strategies for resolving differences of opinion and developing consensus within the project's teams; and (d) affirming the continuity of work. In this way the collaborative team will remain flexible and be willing to adapt to changing conditions, thereby affirming the continuity of work. The outcomes of EECHO teamwork will be publicly shared through the project's website.

(iii) Having A Fine-tuned Project Evaluation in the First Year: In the first year, the Management Team and the Independent Evaluator in collaboration with the EECHO Project Leadership Team will undertake fine-tuning of the project's evaluation, in line with the evaluation described in Section 6 by April 2023.

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

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

(vi) ***Consortium Planning to Launch the Project in Light of the Impact of the Pandemic on Students, Teachers, and Families in Project Schools:*** During the first two months of the project after the award has been granted, the Project Leadership team will meet weekly in two hour sessions to undertake the following planning activities: conduct a needs assessment (including surveys, focus groups, and school performance data) determining how the pandemic has had an impact the school and develop a plan detailing what revisions need to be undertaken.

(vii) ***Building Project Capacity and Reallocating Resources for Sustaining the Project:*** Please see page 67 (in Section 4: Adequacy of Resources) for details to support sustainability of the project beyond the grant period.

2. Detailed plans to achieve the project's second objective: By September 30th2027, 720 students will have been adequately prepared for entrance into kindergarten at EECHO's elementary schools and have satisfactorily completed the requirements of kindergarten.

Assessing Partner Schools' Current Early Childhood Program and Its Mission

As a first step EECHO, with support from Gads Hill, Daley College, and Easter Seals, will assess the scope and intensity of early childhood programming in each partner school from January through April 2023 to plan how EECHO's project can best be aligned with the most recent research and contingencies raised by the impact of the pandemic. Currently, there is minimal programming of this sort with the two Chicago schools, and modest programming within the Villa Park district. Villa Park does have plans currently to open an Early Childhood Center, but details around what kind of impact this will have are unknown, and programming will need to be beefed up once the Center is in place. As this will be a new pipeline service developed by Frida through the EECHO project, the first year and a half will focus on assessments and in-depth planning to ensure that a strong program can ramp up prior to the start of the third program year.

Pre-Kindergarten Screening

The Early Childhood Team will provide play-based assessment screenings throughout the year. Those children who demonstrate possible developmental delays will have the opportunity to become part of EECHO's Early Childhood Program.

(i) Having Offered Professional Development (PD) for EECHO Early Childhood***Educators and Family Leader/Mentors, Delivering the Early Childhood Education Programs, Based on the Above Assessments and Aligned with the Latest Research on Early Childhood Programs***

Starting in the third program year, twelve early childhood educators and 12 family leaders/mentors will participate in 30 hours of PD, including two hours of monthly in-person and virtual family sessions from August through May of each project year and one hour monthly follow-up sessions for coaching from September through June provided by the staff from Gads Hill Center and Daley College. The family leader/mentor and early childhood education teams from each school will be provided to support a collaborative learning culture of dialogue.

Teachers and families will work together as partners in support of several aspects of young children's development. These domains of development include: cognitive skills, social, mental health, and behavioral skills, and self-regulatory processes. Cognitive skills entail oral language and early literacy (e.g., letter knowledge, phonological awareness) skills and early numeracy skills (e.g., counting, sorting, measuring, comparing, recognizing patterns, number sense), while social and behavior skills will include behaviors such as cooperation, social engagement, and comfortableness with new situations. Self-regulation and executive functioning skills will involve children in sustaining attention towards goal-directed activities, resisting interference from competing sources of stimulation (complicated when working on-line), regulating their emotions, and responding effectively to situations that are motivationally significant. Early childhood educators within the EECHO project, in collaboration with the family leader/mentors and other participating families, will place a major focus on supporting preschool children's

cognitive skill development by providing a stimulating environment (as described in detail below) with engaging, playful learning activities. Educators with family leader/mentors will show families how they can foster social, behavioral and self-regulation and communication skills focusing children's behavior and developing age-appropriate communication skills keeping in mind the history, culture, and values of the family. Educators and Family Leader/Mentors will also learn how they can assist families in being responsive in creating developmentally appropriate social and self-regulation skills that require inhibiting a response when problems are frustrating.

(ii) Having Provided Interactive Monthly family sessions and Follow-Up Coaching to Families as Necessary on Early Childhood Education in the Home, and Playgroup Activities.

Each project year 150 families who have children in EECHO's pre-K, Kindergarten, and Birth-3 programs will participate in 15 two-hour interactive monthly family sessions held in-person and on-line for a total of 30 hours per project year, where families, the early childhood educators and family leader/mentors come together as partners, a Community of Learners, sharing ideas and receiving monthly follow-up support and coaching. Those monthly family sessions, offered by Daley College, district Early Childhood staff, and the family leader/mentor teams, will focus on how families can provide developmental supports for their children.

These interactive monthly family sessions will involve families and early childhood educators in collaboratively planning how to foster rich learning environments at home. For example, the language arts benchmarks are: understanding that pictures and symbols have meaning and that print carries a message; identifying labels and signs in the environment; identifying some letters, including those in own name; making some letter sound matches; predicting what will happen next using pictures for a guide; reading a story and predicting what will happen next; developing phonological awareness by participating in rhyming schemes; recognizing separable and repeating sounds in spoken language; retelling information from a story; responding to simple questions about reading material; demonstrating understanding to literal meaning of stories by

making comments; understanding that different text forms are used for different purposes; using drawing and writing skills to convey meaning and information; listening with understanding and responding to directions; communicating needs, ideas, and thoughts; and relating prior knowledge to new information. Similarly, activities supported by the early numeracy standards in counting, sorting, measuring, comparing, pattern recognitions, and numbers sense and early mathematical thinking will be provided.

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

Participating families will be invited to plan with the teachers and Family Mentors, help determine what topics are covered in family sessions, decide on special activities, toys, music, crafts and supplies and snacks for the children and structuring social time for the families.

(iii) Creating a Program for Early Childhood Home Visits.

Under EECHO a program for home visits from March through September in the first year, and from October through September each ensuing project year, will be offered for 240 families (60 per school) by early childhood staff and specially trained Family Mentors at each partner school in collaboration with Gads Hill Center. EECHO will use the HIPPIY Model of home visiting that focuses on family involvement in family-involved early learning. The model consists of four distinct features: (1) developmentally appropriate curricula, (2) home visits and group meetings, (3) use of role playing as a method of instruction, and (4) the provision of home visitors from the community that is served and who are culturally sensitive professionals. Following that approach the home visits component has been designed to increase family support for learning at home as

children navigate the transition between pre-kindergarten into kindergarten. Visits will follow a well-specified curriculum manual and will be coordinated with curricula targeting the three domains of child social-emotional, numeracy and language-literacy skills. To support social-emotional skill development, the EECHO home learning curriculum will include activities such as compliment lists and the use of feelings faces, as well as interactive stories for families to read with their children featuring familiar characters and teaching basic social-emotional skill concepts. EECHO will also provide families with learning games and pretend play activities that teach letters and letter-sound recognition and number concepts. To make instructional materials culturally responsive and accessible for families with limited educations and/or Limited English Proficiency, activities will be streamlined and ready-to-use, and available in English and Spanish, with embedded guidelines and illustrations that minimize English fluency or literacy demands. In addition to providing learning materials, home visitors will review positive parenting strategies using role play, Staff and Family Mentor modeling behavior, and simulation videos followed by processing and reflection [Brazelton, TouchPoints, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series] and other supports, emphasizing the provision of learning support, conversation, joint planning, and problem-solving dialog. Each family will be visited from 6-10 times based on the quasi-experimental research of Bierman et al., (2008, 2015).

3. Detailed plans to achieve the project's third objective: By September 30, 2027, at the initiative's four schools there will have been an increase in the academic performance and socio-emotional development of students who have participated in the project's after-school programming, such that those students will be performing at grade level in reading and mathematics.

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

By September 30, 2027, 200 teachers, Pre-K through 8th grade, in EECHO's FSCS project schools in Villa Park and Chicago will have increased their ability to implement inquiry and standardized-based academic and arts programming and arts integrated curricula in dance and music to increase student reading and mathematics achievement, and as appropriate, theater and visual arts to augment the teaching of dance and music, all of which address will rigorous academic standards (including Illinois State Standards) and national standards in the arts and student social-emotional development.

Components Supporting the Third Area of Major Impact Focused on Teacher Professional Development: (a) Overview of Integrated Professional Development having been offered in years one through five – Workshops, Coaching and Sharing PD, intensive case studies, and cultural immersion learning opportunities: Aligning Project PD to take into account the need for offering PD and Instruction:

In all of the PD sessions teachers will develop strategies, in collaboration with the Field Museum and the National Museum of Mexican Art, that will enable instruction to be designed and implemented so that those strategies are interactive as possible with teachers and their peers in a supportive, positive, identity-safe, inclusive, and trusting milieu. Fortunately, the arts provide ample avenues for students to become engaged in inquiry-based and socio-emotional forms of instruction that are deeply meaningful to them. ***Workshop, Coaching, and Sharing Sessions for All Teachers:***

During the first through the fifth years the 80 project teachers per year (augmented by 6 Teacher Artists and three Artists-in-Residence) will participate each year in 30 hours of sustained and intensive inquiry-based standardized academic and arts PD program for deeper learning. Accordingly, teachers will participate in 20 hours of PD workshop sessions each year, two-hour workshops August through May; plus 10 hours of coaching. The PD sessions will be led by 6 teaching artists from FRIDA and the museum partners, as well as subject matter specialists in reading and mathematics and, as appropriate, partners with expertise in socio-emotional and mental health development and violence prevention. ***Intensive Case Study PD Instructional Sessions for 24 Teachers:*** A case study PD

program series integrating academic and socio-emotional dimensions of student development will be offered to teachers much like the case study programming under Objective 6. Although cognitive and affective processes are conceptually separate in students' development, in actual fact cognition and affect are inexorably intertwined. Accordingly, for clarity of discussion in this section the focus will be placed on the cognitive aspects of case development. In order to ensure that the professional development offered on cognitive issues is as intensive as possible, the project will offer two-hour, once-a-week case study sessions for 12 teachers each semester so that by the fifth year 120 (24 teachers/year) teachers will have had several opportunities to understand how inquiry based and authentic teaching and learning through the arts are having an impact on the cognitive as well as social and psychological development of students. While discussing individual cases and classroom vignettes, teachers will delve deeply into how cognitive and socio-emotional processes unfold in the lives of their students by conducting inquiry and raising questions that elucidate in detail how students can more effectively and creatively employ critical thinking and use the arts to visualize those modes of cognition and socio-emotional development. The meanings of backgrounds, narratives, and histories will not only serve as the basis for developing a better understanding of how their students cope in their learning, but how teachers can respond more empathically to instructional student needs to create an inclusive and identity-safe environment for learning. A major emphasis will be placed on uncovering how curricular material can effectively add personal meaning to students' lives so that academic work becomes more than routine exercises. As individual cases are being discussed, teachers will learn contextually, rather than abstractly, how students address such cognitive and socio-emotional issues as how to work effectively in group settings, how students are able to construct knowledge, and develop a deep understanding and mastery of the underlying structural frameworks of academic disciplines and how they develop agency over their learning. In this way, instruction will be approached by exploring how students can interact deeply with reading texts and mathematical concepts by raising critical questions, comparing and

contrasting perspectives, and giving reasons for any conclusions expressed. Through these case studies, teachers also will become aware of how such issues as anxiety, depression, loss, and trauma impact students' learning by demonstrating how cognition and affect mutually support and interact. ***Teacher Immersion PD on Family Culture Each Summer for 15 teachers:*** In order to ensure that the professional development enables teachers to obtain a deeper understanding of how the students' culture impacts academic instruction, each summer, the project will offer a two week, four hours a day, four days a week cultural immersion program for 15 teachers. By the fifth year, all teachers will have had multiple opportunities to experience and more deeply understand the cultural lives of students and their families through cultural immersion. In many cases, the cultural background of teachers is different from that of their students. This divergence highlights the critical need for teachers to develop a deeper understanding of the lived experience of their students. As participant observers, teachers will engage in the following ways: visits to students' homes and interaction with family members, sharing meals with community residents, learning from local community-based organizations, patronizing local businesses, and spending time with children in the neighborhood. Through these interactions, the behaviors in the form of cultural language, rituals, and symbolic representations of families and school children will become apparent. Moreover, families will become teachers of their students' teachers so that those teachers will understand how they could apply cultural knowledge learned in the communities of their students on how to solve "real-life" issues often brought into the classroom by children in the course of instruction. Through the development of close personal relationships with these families, teachers will also acquire a richer view of their own identities, values, attitudes, and varying cultural perspectives. In this way, teachers will come to appreciate the cultural nuances and meanings that students bring to the study of academic subjects. This perspective is also consistent with the research of Gonzalez, Moll, & Amati (2005) that demonstrates how families possess "funds of knowledge" that can contribute to how teachers can have a better understanding of differing cultures and subcultures,

which inevitably impact students' learning. Moreover, Murrell (2000) suggests how essential it is for teachers to map cultural beliefs and to understand how cultural perspectives shape their approach to teaching.

(b) Follow-up PD and Mentoring having been offered in Years 1- 5: EECHO's 6 Teaching Artists, and 3 Artists-in-Residence, in collaboration partner specialists in reading, writing, mathematics, mental health, socio-emotional development, violence prevention, and school digital technology and on-line learning specialists will provide 10 hours of on-going monthly one hour follow-up coaching sessions at the classroom level during the school year. That follow-up will include observations, coaching, reflection sessions, data collection and analysis, the development of case material, and collaborative strategy sessions to review how to apply concepts and skills from PD.

(c) The Focus of PD Programming in Years 1- 5: During the PD sessions teachers will develop foundational knowledge in the cultural arts of the Americas with an emphasis on how dance and music in these cultures can support students' developing the skills in creating, performing, and responding to the arts. In addition, teachers will consider how the cultural arts of the Americas can be integrated into the teaching of the arts and Illinois Academic Standards-based reading and mathematics, while assisting students with special needs (or disability status) and English Language Learners. EECHO, through its PD, will fundamentally transform how teachers instruct their students by engaging students in constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others.

(iii) Employing the Arts and Rigorous Academic Standards Focused in Cultural Arts of the Americas, Including Students with Limited English Proficiency and Special Needs: The role that arts education plays in the school day has evolved over time, from being a subject with intrinsic value as a part of a well-rounded education, to *also* being an instrument to improve school engagement and academic performance, and a vehicle for fostering academic and social-emotional development. The potential value of arts education lies at the crossroads of these roles.

It is also shaped by a widely shared cultural understanding of art as being a way to express emotions and ideas to others, as well as the emerging research consensus about the deep interconnections among cognitive, emotional, and social-relational aspects of human functioning.

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

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

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

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

***(a) Regular School Day Programming and Strategies
Students Having Been Engaged in Inquiry-Based, Constructivist, Authentic Teaching and Learning:***

Student learning under EECHO, in collaboration with the Field Museum and the National Museum of Mexican Art will place a major emphasis on becoming immersed in authentic teaching and learning where underserved students conduct deeper inquiry into the arts and content disciplines (as described in detail in the sub-sections below) through deeper learning through thinking about their thinking, and self-reflections on their racial, ethnic, cultural, and language backgrounds. Authentic learning emphasizes how the construction of knowledge and deeper and critical thinking can be attained. This type of learning takes into account that reasoning needs to be made visible to students. The Visible Thinking approach makes thoughts an overt part of classroom discourse, setting the stage for the internalization of powerful practices of critical reasoning. Cultural performances and displays that celebrate learning with peers and families under EECHO also will further intrinsically motivate underserved students to learn.

Having Addressed English Language Learners and Underserved Students with Special Needs:

This project, through Universal Design for Learning Curriculum Development, also will provide specific techniques, described in the arts and academic content connections below, for using the arts to increase vocabulary, comprehension, fluency, and writing for LEP students, and for students with special needs.

Having Taught the Culturally Relevant Arts Using Digital Tools in Classrooms: This project in its design draws upon research that demonstrates how digital media and tools can enhance student learning, especially in the case of the arts. Those digital tools, as appropriate, will include: photography, video, audio recording equipment, sound and video editing, media arts production such as scriptwriting, and graphic design. Students will be progressively introduced to digital media and the arts. Learning these media arts will be part of a larger media literacy effort that builds capacity for underserved students to be discerning in their media consumption, including internet research (information credibility).

Having Developed Specific Components or Activities Supporting the Student Achievement***Third Objective:***

A year-end culminating performance and family night: In June of each project year, all of the students who have studied the dances and music will perform them for their schools during assembly times, thus learning how to collaborate in learning groups. Also, each spring, there will be a family night where students will demonstrate to their families their learning in that year. In the case that live performances are not possible these performances will be done through livestreaming.

Field Trips to live performance for 3rd through 8th grade students: To further motivate students, they will attend performances of dance, theater, or music at Chicago theaters. In the case that live visits are not possible the project will provide livestreaming of professional artistic performances.

(b) Having integrated the arts into core curricular areas in the first through the fifth years:

For grades K-2nd grades: Underserved Students in grades K-2 will engage in introductory arts and authentic teacher and learning activities, which highlight the visual arts, literacy through readers theater, and basic dance and movement classes. Activities as described below for grades 3-8 will be modified to meet the developmental needs of younger students. ***For 3rd -8th grades:***

During each school year in the 1st through 5th years, teachers and their students will learn a different art form of the Americas every trimester or 9 weeks. The cultural dances and music, augmented by the visual arts and theater, will become a catalyst to support students' development of arts learning, reading and mathematics skills, and their socio-emotional development.

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

The First Trimester of Each Project Year: the Huayano of Peru: Students will learn about the choreographic process by focusing on the patterns that emerge in a group of dancers. They will draw graphs that depict the relationships between the position of each dancer and note the

geometric forms that arise. This will serve as an introduction to two things: (1) an examination of tessellations – the collections of plane figures that fill an area with no overlaps and no gaps, as in a mosaic. The number of sides of each tessellating tile will be likened to the limbs of the dancers which interlock in regular geometric forms as if they were ‘meant to fit together’; and (2) a discussion of angles, introducing the students to the concepts of right angles, acute and obtuse angles, the number of degrees in a circle, and the total number of degrees found when adding together each point of various polygons.

The Second Trimester of Each Project Year: The Bomba and the Carnival of the

Caribbean In the Caribbean, dance is an integral part of culture and life. Each island has its own particular rhythms, but the result is the same: dance. Some of these styles fuse to become new styles, but many of their Basic elements remain the same. **Bomba: Bomba** is one of the folk musical styles of Puerto Rico. A highly improvised style, the percussion, played on hand drums, maracas and guiros, has a sophisticated complementary relationship with the dancers’ gestures. Students will be encouraged to make cultural connections between this and hip hop and break dancing. **RaRa as a form of Carnival:** Rara season overlaps with Carnival season, and so Rara activity begins on January 6th. Rara bands usually parade as small carnival bands, and then continue to parade after Carnival during Lent, until Easter. The "tone," or "ambiance," of Rara parading is loud and carnivalesque, with performance traditions like Junkanoo, Capoeira, Calypso, Black Indians' parades, Reggae, Rap, and Hip Hop.

Caribbean Art Forms and Examples of Their Connections to Academic Subjects: Both the Carnival and Bomba provide students with opportunities to explore the history of the Caribbean. Students will develop books on these dances and explore the concept of celebrations, parades, and pageantry, discussing their social, emotional, and cultural meaning. Students will benefit from the rich reservoir of poetic and rhetorical vocabulary associated with the dances. Charts and graphs will also be employed to document dance moves in just the way that graphs are used in mathematics. Musical rhythms will provide an opportunity to explore mathematical fractions,

and the relationship between time signatures and even/odd numbers. For visual arts, students will design and create masks out of paper mâché, all of which will be featured as examples of folklore, myths, and legends in theater and their connections to storytelling, which in turn will enable students to explore various dimensions of their personal identities.

The Third Trimester of Each Project Year: The Samba of Brazil: Samba – an old Brazilian style of dance with many variations – is African in origin, performed as a street dance at carnival for almost 100 years. Many versions of the Samba (from Baion to Marcha) are danced at the local carnival in Rio. *The Samba as an Art Form and Examples of Its Connection to Academic*

Subjects: The Samba provides an opportunity to read about the connections between the influences of one culture on another, e.g. African culture on Brazil through the writing scripts and performing them, as well as studying the visual arts associated with carnival, from costumes to visual depictions of dances. The rhythm of the Samba will provide an opportunity to compare the beats within music with patterns in mathematical times tables.

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

The First Trimester of Each Project Year: Folklórico of Mexico: The folkloric dance traditions of Mexico will introduce students to regional dances and enable them to understand the subtext of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion, as well as narratives that underlie students' conceptions of themselves and their peers.

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

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

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

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

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

Haitian Dance Art Forms and Examples of Their Connections to the Language of Their

Learning: Alongside the common French créole, the Taínos, one of the ethnic groups of the Haitian people (dubbed the "Arawak" by the first Western explorers), speak a Maipurean language. Via Spanish, English has absorbed a number of words of Maipurean origin, including: *barbacoa* ("barbecue"), *hamaca* ("hammock"), *iwana* ("iguana"), *Juracán* ("hurricane"), *zabana* ("savannah"), and papaya ("papaya"). From the study of Haitian arts and the lyrics sung to Haitian Rara dances, students will learn the rudiments of lexical assimilation (borrowing within

language), morphophonotactics (how letter-combinations within words vary from one language to another), and how language evolves. Learning about word-borrowing, students will develop an awareness of the external cultural influences on their own, as well as a fascination with language and how words are more than just abstract concepts and reveal insights into their heritages and how those cultural histories can be valued and appreciated. Musical rhythms again will provide an opportunity in another context to explore mathematical fractions, and the relationship between time signatures and even/odd numbers.

A year end culminating performance and family night: All of the students who have studied the dances and music during the school day and in the out-of-school program will perform them for their schools during assembly times or if necessary by livestreaming in June of each year for family nights, which will provide opportunities for students to learn how to collaborate with one another in groups to support the artistic performances. ***Field Trip to live performance for 3rd through 8th grade students:*** To motivate students in their appreciation of the arts, all students will attend a live performance of dance, theater, or music at professional theaters in Chicago each year. In the case that live visits are not possible the project will provide livestreaming of professional artistic performances.

(c) Out-of-school-time and extended learning programming and strategies.

TABLE 7: EECHO Activities, Rationale, Description, Frequency, Sessions, Length, & Target Group

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

Technology	The continued promotion of technology, internet and digital media to strengthen student academic success across all school and project content areas.	Technology specialists integrate technology into student learning enabling them to use software, applications, websites, learning games, and digital tools (such as Try Science, Math Playground, Visible Earth, etc.) to enhance their learning.	2 days per week	Year-round (56 sessions)	Integrat- ed across all program areas	Students in K-8th grades
Social- Emotional Learning	Support student development where students apply knowledge, attitudes and skills to understand/manage emotions, set & accomplish positive goals, feel & demonstrate empathy for others, develop & maintain positive relationships, & make responsible decisions.	The integration of cooperative learning into all after-school learning in literacy, math, & science. The Collaborative for Academic, Social, and Emotional Learning (CASEL) assisting students in addressing social and emotional issues in their lives to develop socio-emotional skills.	2 days per week	Year-round (56 sessions)	Infused through- out program ming	Students in K-8th grades

(d) Offering Out-of-School-Time Learning Classes with a Focus on the Arts and

Technology: The after-school instructional design of EECHO, collaboratively supported in its implementation by the project's two museum/arts education partners, is likely to improve student achievement and socio-emotional development by students constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others. Digital tools, and media arts supporting the learning of the arts and academic content, will also be used in after-school instruction and will be grouped into 9 categories; namely, coding, on-line, virtual depictions, visual, audio, graphic, software, textual, and editing digital tools.

Accordingly, each year of EECHO, 400 students (100 students from each project school who have the need for supplemental academic support) will be given the opportunity to attend after-school cultural arts and academic enrichment programming, led by Teaching Artists (drawn from the Field Museum and the National Museum of Mexican Art and the project's community partners who have specialties in the art forms of dance, theater, music, media and visual arts) and teachers from the four project schools from 3:00 p.m. to 5:00 p.m. on Mondays and Thursdays of each week for 28 weeks, divided into two 14 week blocks. Classes will be organized into groups of 10 to 15 students, depending on the activity. Teachers from the project schools will assist with instruction during these after-school programs and coordinate out-of-school instruction with regular day instruction. EECHO will offer classes in the art forms of dance, theater, the visual arts, media arts, and music. Students will learn about the connections between the arts and academic subjects in the same manner as during the regular school day. The Folkloric dance traditions of Mexico introduced during the school day will be expanded to include other regional dances and enable them to understand the cognitive and affective subtexts of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion.

In each out-of-school-time class, Teaching Artists and instructors will also help students become invested in inquiry-based arts projects aligned with the Illinois Academic Standards. These inquiry-based projects, based on the Harvard Project Zero Artful Thinking program (2008), will demonstrate how critical habits of mind such as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed.

(e) Providing Tutoring and Academic Support to Underserved Students: A core of 4 trained high school and 2 college tutors per school will be an integral resource for the students participating in the EECHO out-of-school-time programming. FRIDA's tutors, who will be selected by the participating schools, will take on this role as part of their service and community learning projects, and will undertake a leadership role in the after-school inquiry-focused coaching sessions. By having four senior high school students and two college students at each school join the artists during the third hour in the afternoon in an Open Studio, the students will be more likely to make connections with the inquiry-based arts. Ten hours of training will be required for the tutors prior to the school year and continued training will be offered monthly in one-hour follow up sessions. The tutors will also develop personal relationships that reliably model commitment, encourage success, and positive social behaviors, and even assist with college readiness.

(f) Providing Students with Cultural Experiences for Academic Enrichment: To further motivate students in the after-school sessions, they will attend theatre productions, concerts, dance performances, and art exhibitions in Chicago, all of which will be focused on celebrating the role of the arts in life and society, which they have been learning about in their after-school classes. Students will attend virtual and Livestreamed performances and museum and art exhibition tours when in person visits are not possible. Prior to these productions, the Teaching Artists will provide background information on what they will be observing or hearing, and the

students will meet afterwards to discuss how the arts productions enhanced their understanding of content knowledge and emotional and social identities.

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

4. Detailed plans to achieve the project's fourth objective: By September 30th, 2027, students from the three project schools will successfully advance to kindergarten from Pre-K, from kindergarten to elementary school, from elementary to middle school, from middle to high school, and from high-school to post-secondary school and eventually into the workforce.

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

(a) Early Warning System and Tracking of Students EECHO will use data systems that record attendance, grades, developmental markers, and socio-emotional, mental health, and behavioral referrals to identify at-risk students from Pre-K through 8th grade, while also collaborating with the project's feeder high schools for grades 9th through 12th. Ongoing monitoring of attendance, including an automated notification system that informs EECHO Site Coordinators who will alert teachers and families about counseling students into the project's out-of-school programming at the project's elementary and middle schools, and counselors and student advisors at the project's feeder high schools.

To assist EECHO with providing support to students as they proceed from grade level to grade level, and from post-secondary education and eventually into the workforce, FRIDA in

collaboration with PODER English Works, Daley College, and College of DuPage will develop a system for tracking students. This system will engage students' families in keeping in contact with students through a variety of vehicles, including: contacts with families, student email addresses (where this is acceptable by the district), and a variety of social media used by students to communicate with one another. Once students enter high school, EECHO project staff and its above partners will collect a range of contact information so that the district can remain in on-going contact with students as they graduate from high school and post-secondary education institutions, and when they enter the workforce.

(b) Academic Monitoring, Counseling, and Support

Academic Path Monitoring- Research suggests that intervening at key transition points and creating multiple paths to adult success contribute to decreased dropout and increased high school completion (Rosch and Owen 2008 by Center for Child and Family Policy http://familyimpactseminars.org/s_ncfis04report.pdf). PODER English Works, in collaboration with EECHO Site Coordinators, school staff, the school-based mental health team and families, will respond to early warning signals when students are at risk and will develop an action plan for improving students' academic performance and if necessary making referrals to the Asian Health Coalition for counseling.

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

Course Selection Counseling- Transcript review by feeder high school career counselors will assist students with course selection that matches their college and career goals, including two years of math beyond Algebra I. EECHO interventions to impact this outcome begin through

work with families in understanding college entrance requirements through the Family College Awareness Sequence. The partnership will work with mathematics teachers and targeted student academic support, which will contribute to student preparation beyond algebra.

(ii) Transition from Pre-K to Kindergarten and Elementary School

A central focus of EECHO is that children benefit from the interactive effect of providing both high quality, responsive instruction in preschool and kindergarten and a responsive parenting intervention. Under EECHO teachers in Pre-K through 2nd grade will implement organizational strategies, activities, and responsive interactions with children that promote language development, pre-literacy and early numeracy skills, and self-regulation. As part of monthly family sessions, facilitated by PODER English Works, Daley College, and College of DuPage, families will learn how to apply related skills at home, including how to promote their children's language skills, increase children's focused attention, manage behavior using positive strategies, and increase interactive book-reading and play around counting, sorting, shapes, patterns, and numbers. In this way, the project is placing an emphasis on teachers and families collaborating so that children receive more exposure to activities that promote language, literacy, numeracy, and attention-focusing skills. Another reason to expect an enhanced effect of this transitional intervention model is related to increased alignment between home and school expectations and practices.

EECHO, in preparing children for the transition to elementary school, will employ dialogic reading interventions, programs that prepare adults to share readings with their children to support language development. By providing professional development for teachers and monthly family sessions for families, EECHO will highlight the advantages for the implementation of more global family responsiveness interventions versus one specifically targeting one home activity (e.g., shared book reading). Home visits will prepare families to use responsive interactions, dialogic reading and various language, literacy and numeracy activities. The addition of a EECHO coach working with families will support the use of new behaviors across

everyday activities. Consequently, families and teachers will support several aspects of young children's development that will support school readiness. These domains include cognitive skills, social and behavioral skills, and self-regulatory processes. Cognitive skills include oral language and early literacy (e.g., letter knowledge, phonological awareness) and early numeracy (e.g. counting, sorting, awareness of patterns) skills, while social and behavior skills include behaviors such as cooperation, social engagement, and comfort with new situations. Self-regulation skills involve children's ability to sustain attention to goal-directed activity, resist interference from competing sources of stimulation, regulate their emotions, and respond effectively to situations that are motivationally significant.

(iii) Transition from Elementary School to Middle School

PODER English Works will collaborate on implementing this transition component. In order to address the specific issues related to the transition from elementary school to middle school, teachers, as part of their professional development will be introduced to the expectations that middle school students need to meet, bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school, and consider the procedural, social, and academic changes that young adolescents face when transitioning. The middle school personnel will collaborate with the feeder elementary schools to gain information from the teachers about students through meetings and from students through a survey. Using this information, EECHO will create a program that features: (a) a shadowing experience in which one fifth grader spends the day with a sixth grader and reports back to his/her fifth grade class about his or her observations, (b) school tours, (c) family and student meetings to discuss the differences between elementary and middle school, (d) question and answer sessions, and (e) open house activities such as: opening lockers, practicing lunch room procedures, and walking through the student's schedule. After collecting background information and ideas, families and students will be invited to two two-hour out-of-school-time sessions in April and May of each project year to share their issues and concerns about the middle school

transition. Improvements will also include: having elementary school counselors meeting with middle school counselors at two two-hour sessions in January and February of each project year to discuss the needs of the upcoming middle school students; having meetings with the students and families to discuss their questions and concerns; touring the middle school; shadowing a sixth grader and reporting back to his/her fifth grade class about his or her experience; holding family-to-family meetings where families can discuss their concerns with each other and network; and constantly evaluating the transition program so that changes can be effectively implemented. ***Extended Transitional Support:*** In its professional development sessions and monthly family sessions with families, EECHO will address the misconception that once the students have entered into the middle school, the transition is over. EECHO's transition program will be ongoing, including in January of each project year surveying the students to see what concerns they still have and addressing these concerns through activities and meetings; as well as continuing activities that focus on communication between families and student, families and school, and building rapport with teachers and students. Continuing to support transition issues across the school year allows students the opportunity to be included in the transition process, especially since some of them may not have felt comfortable with participating and giving their input at the beginning of the transition process.

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

A program providing college and career readiness skills: To support students' readiness for post-secondary education and colleges, and trade-schools, EECHO will employ a multi-faced approach tailored to the partner schools' feeder high schools. **First, PODER English Works will partner with EECHO project staff** to help students navigate the transition to high school and to build relationships between after-school students and local colleges and universities, and trade-schools. This will include the project's two community/city college partners. **Second, each project student will develop individualized high school and post-secondary plans aligned**

with Illinois Academic Standards and the Illinois College and Career Readiness Standards, which will be reviewed throughout the school year, and which will include acquiring high school and college prep skills, including: study skills, work habits, time management, help-seeking, and social/academic problem-solving skills. EECHO's College Passport initiative was developed to create fluidity in the transitions from middle school to high school and high school to postsecondary. Objectives include: (a) Align community, culture and family values to the educational aspirations of youth; (b) Guide youth in creating life plans focused on future education and career goals; (c) Provide families and students the tools and information needed to make informed decisions about school and career choices; and (d) Leverage partnerships to create a larger network of student support for transition. It also provides opportunities for students and their families to explore and build relationships with local post-secondary institutions. Middle school students participate in year-round College Passport activities. During the school year, students who are planning to attend high school are able to develop connections before they graduate. During high school visits, they learn about how the school functions and familiarize themselves with the buildings. They engage with panels of high school students, often alumni from their schools, who share their experiences with transition to high school. Eighth graders are introduced to staff at the high-schools and learn about the Community Schools programs available to help them support their becoming successfully engaged during their freshman year. Families also receive tools and information so that they can support their children in making informed decisions about school and career choices that best fit their goals. During spring break, participants take full-day trips with their families to visit a community college, a four-year public university and a four-year private university. **Third, a culture of high school, college, and career readiness will be developed** through student internships. **Fourth, other academic readiness skills** of positive youth development will include: collaborative learning, trusting teacher-student relationships, investment in learning, problem-based learning, and rigorous and critical thinking. **Fifth, students will use on-line resources** such as: On-line

college and career planning tools, Career Finder, College Matching Assistant, and Scholarship Finder. High school students also will learn how to: complete college applications, including writing a persuasive essay; identifying financial aid; and completing FAFSA forms. **Sixth, project staff will** simulate college visits on-line for students and project staff will plan with local universities on how college visits can be arranged to provide students with first-hand experiences of college life. **Seventh, students' families will be provided with strategies to assist their children** in pursuing their careers and attaining their post-secondary aspirations.

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

offers and salary negotiations; and (12) how to cope with job stress and continuing one's physical fitness.

5. Detailed plans to achieve the project's fifth objective: By September 30, 2027, there will have been an increase in the ability of project school families to support the development of their children both at school and at home in collaboration with teachers and community agencies in the subjects of reading and mathematics, and an increase in families' knowledge about how they can support the social, emotional, and academic development, health, and mental health of their children.

Introduction: The EECHO project staff, in collaboration with the project's museum partners, its college partners and PODER English Works, will increase family engagement at the four project schools through five strategic programs, described in detail below.

(i) A Collaborative Model of Family Engagement: The EECHO model of family engagement and involvement begins with certain assumptions of integrating families into the fabric of the school community. First, EECHO views families as “adult learners who are autonomous, self-directed, and have a foundation of life experience” (Knowles, 1970). Second, families are honored and recognized for their “funds of knowledge” which refers to their “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.” (Moll, 2021) In this model, families are viewed as partners and collaborators along with teachers, administration, and other staff, and this enables a foundation of trust among all stakeholders which will build a strong community partnership. Thirdly, because EECHO views families from an asset based lens (not a hierarchical top-down model), the climate at the school is one which embraces families' understanding of their children, cultural values and practices, language needs, attitudes towards school, work schedules, childcare needs, and concerns. Understanding these factors will ensure that activities and services are relevant, responsive, and make use of the resources families can bring to the school community. According to the U.S. Department of Education, family engagement is “the

participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities” (2000). Whenever possible, families will work as home visitors and family advocates to outreach to other families and community members as they are uniquely qualified as they live in the community, often share the same cultural and language backgrounds of families and families, and know first-hand the social emotional, educational, economic, financial, safety, and societal issues which confront neighbors in the community.

(ii) Interactive Family Engagement Sessions with Follow-Up Collaboration and

Support: As the result of EECHO’s family needs assessment results, a series of two-hour interactive sessions or activities at EECHO Full-Service Community Sites will be held two times per month for 100 family members, which will involve the active participation of families in discussing and learning about a range of child development issues. Rather than being didactic sessions, the weekly events will be followed up with an exploration of how families and teachers together can collaborate on addressing the issues under consideration. In this way, as partners, families and teachers will consider how their collaborative work can benefit the development of their children. These interactive sessions will consider such topics as; (1) the family’s role in their children’s academic learning in reading, mathematics, writing, and science; (2) social emotional issues such as separation, self-control, anxiety, depression, suicide prevention, managing emotions, and a child’s ability to function in diverse cultural and ethnic settings; (3) arts-integrated family literacy activities (which will emphasize how the cultures of the Americas (Brazil, Mexico, Haiti, the United States, and Peru) can be celebrated; (4) volunteer opportunities in the community; (5) the coordination of health, mental health, and nutrition with a child’s personal needs; (6) presentations by community organizations who offer resources to families on children’s academic and socio-emotional developmental progress, and (7) how home learning can interface with and be coordinated with school learning. Integrated into the above sessions will be strategies for reading to or with their children, counting, sorting and other numeracy

strategies, strategies for talking about schoolwork, systems for monitoring student learning, approaches to TV, cell phone and computer use outside of school for homework, social media, and the creation of home learning centers. Families will also learn how to identify and address a range of their children's social-emotional issues, such as developing skills that promote a child's autonomy, locus of control, and the ability to cope with issues of anxiety, depression, suicidal ideation, trauma, bullying, substance abuse, and coping with interpersonal conflict.

(iii) Family Leadership and Advocacy Programming: To develop the leadership and advocacy skills of families, a Family Leader/Mentoring Team of 25 families from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities both in person and on-line. Family leader/mentors, and project staff in collaboration with PODER, will offer a series of monthly two-hour monthly sessions for two groups of 10-15 families and teacher teams at each partner school on developing practical strategies that families can employ in their homes, including how to: increase family involvement in school events and involve families in planning school events; to collaborate with other families to become advocates for their children's academic and socio-emotional development.

(iv) Family Night Programming: Weekly two-hour family nights will be offered by FRIDA and rotating partners on Fridays to foster family engagement with their children on a number of dimensions of academic, social-emotional, health, and dietary development. These sessions will place a premium on: (1) creating optimal challenges for families and students, e.g. personal agency, self-efficacy, and home learning; (2) developing strategies for conflict resolution and collaborative problem-solving; (3) financial planning; (4) the use of workplace English; (5) job readiness skills; (6) setting personal and family goal setting, in the areas of academic and social-emotional development, which build on the developmental coping skills described above in more detail; (7) learning how to set up visits to libraries, computer facilities, and museums; (8) developing learning centers and quiet spaces for learning at home, (9) understanding how to purchase educationally productive learning games; (10) learning ethnic and culture of the

Americas dances and other forms of exercise to set the stage for aerobic family physical activity; (11) comprehending how the body functions (including describing and explaining the structure and functions of the human body systems and how they interrelate); (12) explaining the effects of health-related actions on the body systems; (13) adopting optimal eating habits including the consumption of vegetables and fruit; (14) learning about the food groups, portion control, how to read food labels, and the importance of eating breakfast; (15) acquiring healthy eating habits and providing useful tips to supporting a healthier lifestyle; (16) making traditional recipes with healthier food substitution suggestions ; and (17) the opportunity to begin a family-led book club which would focus on books of great interest to families as they nurture and raise their children in an ever-changing, dynamic environment. Books such as I am not Your Perfect Mexican Daughter by Erika Sanchez, Bad Boy by Walter Dean Myers, Brown Girl Dreaming by Jacqueline Woodson, and The Circuit by Francisco Jimenez have resonated with family groups throughout the area and are some examples of books families can read, discuss and share their own parenting concerns with others who have walked in their shoes.

Interactive Family Activities: All of the above interactive and Friday night sessions will take place in-person and/or virtually, and will involve interactive activities that families and children can undertake at home with an emphasis on literacy and reading, numeracy, and other ways to support their children's social-emotional development, health, and nutrition. Moreover, during these Family Nights families, teachers, administrators, family leader/mentors and other school personnel will have the opportunity to interact as members of a community of learners far beyond the traditional report card pick up or discipline related intervention.

(v) Overview of Academic and Personal Supports for Families: Weekly two-hour academic support classes will be offered to 90 family members for English as a Second Language (EL); GED attainment; and computer skills to support and assist families as they engage their children with learning at school and home. Support will also be provided to families in the areas of citizenship and immigration, and food and housing insecurity.

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

A comprehensive program of EL, GED Attainment and computer skill services will be provided to families at the project's four schools. All of these courses will include examples of real-life experiences and everyday needs that will make the courses more meaningful and applicable to the cultures of the participants. These examples include: going to the doctor, grocery shopping, credit and financial management, dealing with social services, their children's schools, and other institutional bureaucracies.

Family Academic Support Overview-- Under EECHO 90 family members per project year, 20-25 per school from each of the program sites, will have the opportunity to take EL, GED attainment and computer skills classes, in English or Spanish. Each course of 15 family members per class will be offered for a total of 16 weeks twice a year in both in-person and on-line and will meet for two hours twice a week with additional open hours for extra support from instructional staff.

(a) Computer and Literacy Skills

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

These courses will be provided at both basic and advanced levels in order to assist families based on their pre-existing skills, and in order to support their children's learning. Basic courses will include such activities as: word processing, accessing the Internet, web search, and email. They will also be introduced to creating documents and presentations in Word, Excel, and PowerPoint. Advanced courses will focus on: information literacy, advanced skills in Word, Excel, and PowerPoint, and creating multi-media presentations, as well as learning about internet

safety, cyber-bullying, and social, legal and ethical issues related to the use of technology, including acceptable use and copyright.

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

Assessments: The BEST Plus and BEST Literacy tests are Adult English Proficiency Assessments. BEST Plus measures listening and speaking skills and the BEST Literacy measures reading and writing skills. Families and community members will receive both assessments prior to being enrolled in a course. There will be three different levels offered, Beginner, Level 1, and Level 2. The Beginner level will include supports for those who function minimally in English. They will learn the foundational literacy skills in their own language that they will need to begin the EL course. At Level 1 the classes include basic communication skills using simple phrases or sentences. They will also be able to read and write letters and numbers, and the completion of basic information on forms. Level 2 classes prepare participants to use appropriate language for entry-level jobs, reading manuals, communicating with other workers, and completing business forms.

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

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

Pre-GED: Anyone who tests at a first through eighth grade level. Students will further develop their basic skills in Reading, Math, Language, Language Mechanics, Vocabulary, and Spelling to prepare them for the GED course. GED Math & Science: Family members who test above the eighth-grade level will begin the GED course to prepare them for the Math & Science sections on the GED test. GED Reading Language Arts & Social Studies: Participants who test above the eighth-grade level will begin the GED course to prepare them for the Reading, Language Arts, & Social Studies sections on the test, and those who place out of the courses

offered through EECHO will be immediately referred to area community colleges to pursue more advanced courses.

6. Detailed plans to achieve the project's sixth objective: By September 30th, 2027, 2,300 students will have increased their ability to meet social, emotional, health, nutrition, violence prevention/treatment, and mental health development.

(i) Providing Teacher Professional Development to Support Student Social, Emotional, Health, Nutrition, Violence Prevention and Treatment and Mental Health.

(a) Overview of Professional Development in years one through five. PD sessions supporting Objective Six will enable teachers will develop strategies around instruction such that students have the opportunities to be as interactive as possible with teachers and their peers. Both workshops and coaching, as well as case study activities, will provide avenues for teachers to support students in becoming engaged in exploring how social, health, nutrition and mental health needs, and the underlying principles for these services, can become meaningful to them whether on-line or in person through inquiry-based group work.

Eighty project teachers will participate in each of the five years in 30 hours of sustained and intensive programming on how to address students' social, emotional, health, nutritional, violence prevention and treatment, and mental health needs, with individual sessions focused on modules for these respective areas. In addition, family/mentors and teacher leaders will participate in the webinars and seminars by the Bureau of Community Violence Prevention and Intervention, the School-Based Health Alliance, and the National Center for School Mental Health groups organizations to gain a deeper level of expertise on trauma and violence prevention and treatment. ***Workshops, Coaching, and Sharing PD:*** Accordingly, all teachers will participate in 20 hours of PD workshop sessions on social, health, nutrition, and mental health, and violence prevention and treatment, and 10 hours of coaching each year, beginning with two 2-hour monthly workshops in August through May and one hour of coaching each month. Twenty hours of family sessions (one two-hour session per month) will be provided to

support student development, as well as the development of curricula. Coaching for families will be offered as part of the family sessions. The above Teacher and Family PD sessions and follow-up coaching (below) will be provided by professionals from Rise Up Wellness, Esperanza Community Services, and Asian Health Coalition. ***Intensive Case Study PD for Teachers:*** In order to ensure that the professional development offered on social, health, nutrition, violence prevention and treatment, and mental health issues is as intensive as possible, each semester the project will offer two-hour, once a week case study sessions for 12 teachers. By the fifth year, 120 teachers will have had several opportunities to understand how socio-emotional and mental health issues are having an impact on the contextual psychological development of students. While discussing individual cases, teachers will delve deeply into how psychological processes unfold in the lives of their students by inquiring into the meanings of family backgrounds, social narratives, interpersonal and intra-personal patterns of thinking, and life histories. These sessions will assist teachers to develop a better understanding not only of how their students cope socially and psychologically, but also how they can respond more empathically to social and mental health needs. A major emphasis will be placed on unpacking the meanings of personal and social conflicts implicit in student interactions with their peers and authority figures, which moves beyond surface understanding into a deeper unfolding of how individual narratives play out in the day-to-day interactions, underlying how students react and are influenced by and respond to their participation in social relationships. As individual cases are being discussed, teachers will learn contextually, rather than abstractly, how students address such fundamental psychological and social issues as anxiety, stress, trauma, substance use, depression, suicidal ideation, individuation, identity, creativity, mastery, loss, locus of control, personal boundaries, conflict, violence, emotional regulation, defense mechanisms, and group dynamics. In these sessions, teachers will learn how to support their students in dealing with these issues in a way that frees up their energy and their ability to focus on academic learning by studying how the conceptions of self are derived from the matrices of social relationships. Teachers, and subsequently students,

will learn how to probe into the meaning of events and interactions and how they view the multiplicity of meanings within their relationships with others. These case study sessions will also provide teachers with insights into how they have been emotionally impacted socially and psychologically by the affective issues that students face, and thereby reveal understandings necessary to become more empathic to the emotional needs of students. When teachers become aware of and understand their own reactions to a child, they can translate those insights to develop more effective and impactful approaches to their teaching. Finally, through these case study sessions, teachers will become more aware as to when they need to make mental health referrals for more extensive psychological support.

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

(c) Having Utilized A Research-Based PD Approach that Updates and Enhances Physical Fitness and Nutrition Instruction and Curricula for Continuous Improvement: The instructional and curricular design of EECHO's PD sessions are based on cutting edge research on physical fitness and nutrition, which will demonstrate how critical it is to: (1) assess student physical and health needs on an on-going basis *with an understanding of procedures for obtaining family permission*; (2) provide optimal physical and health challenges matching a student's capabilities; (3) create a mastery motivational climate promoting personal agency where mistakes are viewed as part of the learning process; (4) understand how physical activity and healthy eating can be enjoyable and meaningful; and (5) provide teachers expertise on how to teach physical and nutritional skills that appeal to the ethnic backgrounds of students, e.g. folk

and ethnic dances (the Zumba of Columbia, the Samba of Brazil, the Folklorico of Mexico, and the Huyayano from Peru), soccer, and diets that take into account their ethnic heritage.

Employing social, emotional, and mental health strategies through Adventure

Education, Team Building, and Motivational Interviewing: *(a) Adventure education:* This project will employ adventure education in its design as an approach to improving students' self-concept, decision-making and their ability to function effectively within groups through group problem-solving in order to solve challenges facing a group. More specifically, adventure education is a strategy for groups of students that includes activities designed so that students must confront and meet physical challenges at school and field sites where they overcome physical barriers, move from one place to another while being physically encumbered, or being challenged to climb walls. A key component of adventure education is group processing after the challenges have been concluded, when the team gathers to discuss the effectiveness of the group's decision-making, and the development of future alternative approaches to meeting group challenges. Adventure education fosters positive social and emotional skills, as well as enhancing mental health among children. The processes inherent in Adventure Education are especially important given the cognitive, social, emotional, and mental health issues students are confronting as a result of the pandemic. *(b) Team Learning:* EECHO will employ the use of mixed ability teams through Teams, Games, and Tournaments (TGT), which encourages cooperation and competition to improve social-emotional skills, and to achieve physical fitness and improved nutrition. Under TGT students are able to acquire more positive attitudes towards cooperation and academic achievement as their mixed ability team competes against other mixed ability teams. Likewise, students improve their abilities to be cooperative, use critical thinking skill sets, and collaboratively problem-solve and develop conflict resolution skills in groups when engaged in TGT. Moreover, students involved in TGT will be able to develop more positive attitudes towards academic learning, and their understanding of their peers, and achieve at high levels, while at the same time acquiring such social skills as resolving differences and

working with peers with perspectives other than their own. **(c) Cooperative Learning:** Under cooperative learning students work together in cohesive groups to achieve shared learning objectives. In the process, students take on responsibility for their own learning and the learning of group members. Under cooperative learning, students listen attentively, raise questions, resolve conflicts or negotiate outcomes to help the group reach agreed upon outcomes. In the process, students begin to trust each other, communicate more clearly and unambiguously, accept support from one another, and make decisions about what to change in the future. **(d) Motivational interviewing (MI):** MI is a client-centered counseling style program directed at analyzing and resolving ambivalence about changing personal behaviors. Rather than just imparting information, it emphasizes exploring and reinforcing individual and group motivation toward positive physical and nutritional behaviors while supporting their autonomy. This approach has been found to be an especially good fit for pre-adolescents who need to exert their independence and make decisions for themselves. **(e) Social-emotional skills developed by the above strategies:** These strategies include those related to self-factors (e.g. self-management, self-awareness, responsible decision-making, and self-development) and social factors (having the ability to develop and maintain healthy relationships through empathy and appreciating diversity, and utilizing resources at the family and community levels, including working effectively with peers and in groups). **Partner Support:** Team building and Motivational Interviewing will be facilitated by PE teachers, district instructors, and staff from FRIDA to assist cooperative learning students working together in cohesive groups to achieve shared learning objectives.

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

Student programming for social and emotional learning will comply and be modeled after the State's Social and Emotional Learning (SEL) standards. SEL programs will be expanded to include digital components that have been specifically developed to support students' social emotional learning in an on-line format, e.g. game based SEL learning tools, such as Classcraft,

where students can be heroes of their own adventures while building skills such as self-awareness, cooperation and responsible decision making; or Character Playbook, which teaches peer counseling and life skills that connect to SEL learning. EECHO's work in this component will be geared towards seven key SEL competencies, which provide key indicators and strategies at each developmental level, and include the following:

Competency 1: Sensory Motor Integration: Students demonstrate an understanding of body awareness and sensations in the body; and manage transitions and changes in routine.

Competency 2: Insight: Students identify a wide range of emotion; and recognize personal strengths and self-efficacy;

Competency 3: Regulation: Students demonstrate self-control, recognize life stressors, and have strategies to manage them; they practice personal responsibility.

Competency 4: Collaboration: Students demonstrate communication skills, understand teamwork and work with others; they apply conflict management skills.

Competency 5: Connection: Students treat others fairly and respectfully, are able to see multiple perspectives and are open-minded; they demonstrate care and concern for others.

Competency 6: Critical Thinking: Students demonstrate an understanding of metacognition; they understand the decision-making process and analyze, synthesize, & evaluate the thinking process.

Competency 7: Mindset: Students demonstrate a willingness to learn, especially when faced with challenges or following a failure; they practice flexible and innovative thinking and accept constructive feedback.

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

(a) Having Assessed student health and nutritional needs at the school level and targeting the most at-risk students for referrals to physicians and dentists: A staff member from Asian Health Coalition and Esperanza Community Services will work with the project's schools to assess students' needs using a health survey to identify the need for health services in

such areas as primary care, vision, dental, nutrition education, and physical fitness, all of which have the potential of undermining students' academic performance at school. This assessment process will provide valuable data for the design of the EECHO health component. This needs assessment process will be used to design the health and fitness programs described below.

Based on the schools' health surveys EECHO's health partners will collaborate with each Site Coordinator to implement a school-wide referral system to link students identified with physical needs to services provided by the Asian Health Coalition, which can take the first steps to address these concerns. The surveys will also identify students who are out of compliance with immunization requirements and in need of yearly physical examinations, and who were consequently in need of additional health services to bring their physical and nutritional functioning to an optimal level to support academic achievement.

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

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

(c) Having implemented family programming focused on improving nutrition and physical health: Throughout each project year, monthly cooking classes will be offered for families to improve family nutrition. Cooking classes, whether held on-line or in-person, will be recorded and posted so families can refer back to them. In addition, monthly family sessions on nutritional grocery shopping on a budget will be conducted by Esperanza Community Services.

(d) Having Organized Student Activities: Four hundred project students each year (2,000 over the five grant years), organized into 10-15 member student health groups will participate three times a week for two hours in after-school programming at school sites and community partner physical education facilities (e.g. the feeder high schools), all as part of the Schools' Health Improvement Plans. The four school PE teachers with expertise in fitness and nutrition, and select teachers participating in the project's PD who also choose to work in the after school program as paid instructors, will lead these sessions, under the supervision of the Site

Coordinators. During these activities, students will wear pedometers, use apps such as Strava with GPS or other health trackers, and record their physical activity and nutrition. These activities based on student interests will include, for example: basketball, soccer, softball, flag football, team building activities, volleyball, track and field, swimming, dance, tennis, badminton, elementary wall and rope climbing, and pickle-ball.

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

(f) Having developed and implemented promising new physical fitness strategies that build on, or are alternatives to existing strategies.

Introduction: All of the strategies below meet the Department of Education's definition of "evidence of promise" since they are supported by either quasi-experimental or experimental research with citations as described in detail under Competitive Priority 1. The project's promising new strategies will build upon existing strategies, and they will be presented to students in an integrated manner. Health/Fitness needs will be met through: **(1) Promising new physical fitness strategies:** The physical fitness strategies taught to students under this project

have been chosen from what recent research has demonstrated are effective approaches to engaging students in physical activities. The project will emphasize how students can develop resilience and executive functioning. Key themes under this objective include the development of physical literacy, while at the same time coupling that literacy with thinking and the establishment of personal qualities that are essential for learning, e.g. perseverance, resilience, tolerance, and determination. Finally, the project will employ such strategies as: behavioral self-management of physical activity; appropriate progression of physical activity in intensity and duration; providing age appropriate games; offering abdominal and upper body strength activities; and teaching students the behavioral change skills necessary for self-monitoring, behavior contracting, and decision-making, all with on-going weekly follow-up support.

Promising new nutrition strategies: Introduction—Nutrition strategies that are promising include experiential and inquiry-based learning (e.g. trying new and more nutritious diets, developing school gardens, food preparation activities, and exploring alternative diets, and implementing those diets and assessing their consequences), cross-curricular instruction (having nutrition taught across the curriculum in such subjects as mathematics, science, reading, art, and writing, as well as in physical education classes), and having students set nutritional goals and documenting the results of those nutritional changes. The project will also work to adapt school policies to support nutritional lunches and offerings in vending machines used by students. During each school's weekly after-school session and in their classrooms, the project's teachers will implement integrated curricular lessons to support healthy nutrition habits by combining human anatomy and physiology with proper healthy dietary guidelines.

(iv) Implementing A Teacher, School Staff, and Family Referral System for Mental Health Services for Students at the Four Project Schools: FRIDA and Esperanza Community Services will conduct three two-hour monthly family sessions in the fall, winter, and spring of each project year to increase teachers, school staff, and families' ability to understand and utilize what school-based mental health teams, local mental health agencies and facilities are available in

each partner school community, and how to make referrals. During these sessions, these participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* that will assist them in identifying individuals in need of psychological intervention. These monthly family sessions will provide participants with an elementary understanding of the criteria needed to identify a range of disorders such as, depression, anxiety and trauma and stress related symptoms, bi-polar and psychosis. Based on these understandings, workshop participants will also learn proper school-based internal and community referral procedures in alignment with State and Federal laws. Finally, participants will learn what the signs are for individuals who may exhibit suicidal ideation, be victims of sexual or physical abuse or neglect, or be engaged in self-harming behaviors. Participants will also learn about resources to share with students such as peer to peer support groups, on-line, text, phone, and crisis lines for children and teens, and other at risk resources.

Additional violence prevention and treatment activities are described under Competitive Priority Two.

Table 8: Management Chart Organized by Objectives (See Key Below)

OBJECTIVES, ACTIVITIES, AND MILESTONES	TIMELINES	RESPOSI- BLE
<p>Key for Persons Responsible for Above Activities: Project Director (PD); Program Manager (PM); Student Enrichment and Family/Community Engagement Coordinator (SEFC); Wellness and Transition Support Program Coordinator (WTSC); Relevant Partner Liaisons (RPL); Early Childhood and Wrap-Around Services Coordinator (ECC); Early Childhood Educators (ECE, part time; x 12); Full-Service School Site Coordinators (FSSC x 4); EECHO Project Leadership Team (PLT); the Management Team (MT); the five Pipeline Teams (PT), [which includes the <i>Early Childhood (ECPT)</i>, the <i>In and out of School (IOSPT)</i>, the <i>Transition (TPT)</i>, the <i>Family and Community (FCPT)</i>, and the <i>Social Health and Nutrition (SHNPT)</i> Pipeline Teams]; and the Independent Evaluator (EE).</p>		
<p>FIRST OBJECTIVE— <i>Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among EECHO’s Consortium of Project Partners.</i></p>		
<ul style="list-style-type: none"> • Activity: The EECHO Project Leadership Team (PLT), The Management Team (MT), and the 5 Pipeline Teams (PTs) have been established and have met. • Milestones: Monthly and weekly PLT, MT, and PT meetings are held. PLT, MT, and PT participants will rate the partnership as functioning effectively to support effective functioning of the full-service project in partner schools: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%) 	<p>Jan. 2023 & monthly and weekly PLT, MT, & PT meetings every project year</p>	<p>PD, PM, MT, ECC, EE, PLT, PTs (all five), RPLs</p>

<ul style="list-style-type: none"> • Activity: EECHO Management Team is providing day-to-day project coordination to integrate project's five pipeline services into a full-scale community service project and to assess pipeline service needs. • Milestones: Monthly or weekly meetings are conducted and pipeline service implementation and integration are reviewed and improved each project year; 4 needs assessment surveys are administered each project year and findings are used by project teams to improve EECHO full-service pipeline programming, and to provide monthly on-going project improvements and feedback. 	<p>Monthly & weekly MT, & PT meetings from Jan.- Sept. for the first yr. and Oct – Sept. each additional project year</p>	<p>PD, PM, PTs, MT, EE, FSSCs</p>
<ul style="list-style-type: none"> • Activity: The Project's evaluation plan is fine-tuned to Provide Annual Measurable Performance Objectives and Outcomes and Annual Evaluation Indicators, including an Increase in the Number and Percentage of Families and Students Targeted for Services Each Year of the Program. • Milestones: A revised evaluation plan is written and distributed to all project staff by March 2023. 	<p>June 15th, 2023</p>	<p>PD, MT, EE, PLC, PLT</p>
<ul style="list-style-type: none"> • Activity: Plans for Sustaining the Full-Service Program After the Grant Period are being developed. 	<p>July 2023 - Sept. 2023 & ongoing</p>	<p>PD, MT, EE, PLT</p>

<ul style="list-style-type: none"> • Milestones: First year planning process for sustaining the project is developed. Second - third years potential sources of grant and foundation funding are identified. Fourth year grant applications and preliminary proposals for reallocation of funding are written. Fifth year applications for funding and reallocation of funding are submitted to the appropriate agencies. 	<p>planning each project year from Oct. - Sept.</p>	
<p>SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs.</p>		
<ul style="list-style-type: none"> • Activity: Partner schools’ current early childhood program is assessed. • Milestones: A assessment of the current early childhood programming is conducted with recommendations for PD for early childhood educators, pre-kindergarten screening, monthly family sessions and coaching to be offered to families, and a proposal for expanded early childhood home visits. 	<p>Jan. – Sept. 2023; and Oct.-Sept. each ensuing yr.</p>	<p>ECC, PM, ECEs, EE, FSSCs, ECPT, RPLs</p>
<ul style="list-style-type: none"> • Activity: Professional Development for early childhood educators is offered for delivering the early Childhood education programs and planning the implementation of early childhood activities. • Milestones: Ten early childhood educators participate in EECHO PD activities. 	<p>March 2023 – June 2023 & Oct.-Sept.. of subsequent project years.</p>	<p>PM, ECC, FSSCs, ECEs, ECPT, RPLs</p>

<ul style="list-style-type: none"> • Activity: Monthly family sessions and follow-up coaching is provided to families on early childhood education in the home. • Milestones: 200 families (50/school) participate in monthly two-hour monthly family sessions and follow-up support as deemed necessary through home visits. 	<p>Monthly of each project year, starting in the second semester of Yr. 2</p>	<p>ECEs, ECC, RPLs, FSSCs</p>
<ul style="list-style-type: none"> • Activity: Early childhood home visits are established by the start of the third year. • Milestones: 240 home visits per year are conducted at family homes. 	<p>Monthly of each project year.</p>	<p>ECC, ECEs, FSSC</p>
<p><i>THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i></p>		
<ul style="list-style-type: none"> • Activity: Sustained and Intensive Professional Development is provided to project teachers at the four project schools to assist them with improving and expanding the quality and time of school and out of school strategies and instruction, employing the arts of the Americas. • Milestones: 80 teachers in EECHO's four FSCS project schools (each year) participate in 30 hours of sustained and intensive PD to enhance student school and out-of-school-time learning. 	<p>Feb.-June of the first project yr. and Oct.-Sept. of each ensuing project year.</p>	<p>PM, PD, FSSCs, SEFC, MT, RPLs, IOSPT</p>

<ul style="list-style-type: none"> • Activity: Instructional inquiry-based materials are developed. • Milestones: Three sets of instructional materials are developed each project year. 	<p>Monthly of each project year.</p>	<p>PM, RPL, FSSCs, SEFC</p>
<ul style="list-style-type: none"> • Activity: Authentic Teaching and learning is implemented and provided to project students in school and out-of-school-time programs with an emphasis on integrating the arts, academic,, and social-emotional learning into classroom instruction and out-of-school instruction to ensure that students construct knowledge, deliberate in groups, and become engaged in meaningful and relevant learning. • Milestones: 2,300 students participate in school day programming, and 400 students will participate in out-of-school-time programming two hours per day, two days per week for 28 weeks. 	<p>Monthly of each project year.</p>	<p>PM, RPLs, FSSC, SEFC, IOSPT, WTSC</p>
<p><i>FOURTH OBJECTIVE—Developing and Implementing Supports for Children’s Transition from Pre-K to Kindergarten, from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i></p>		
<ul style="list-style-type: none"> • Activity: Early warning tracking system and academic social-emotional monitoring and supporting of students at risk, and tracking their progress from each level of education and into the workforce are being implemented. 	<p>Feb.-Sept. of the first project year, and Oct. –</p>	<p>PD, WTSC, FSSCs, MT, EE,</p>

<ul style="list-style-type: none"> • Milestone: Early warning system monitoring, student support and tracking are being implemented. 	<p>of ensuing project years.</p>	<p>TPT, RPLs</p>
<ul style="list-style-type: none"> • Activity: Transition pipeline services from Pre-K to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce. • Milestones: Years one through four, students from the four project schools transition from level to level. In year five, at least 80 % of high-school students transition to post-secondary education. In year 9, 80 % of the college students obtain employment in the workforce. 	<p>Transitions are completed by Jun. in the first five years, and by Oct. in the 9th year.</p>	<p>ECC, RPLs, WTSC, FSSCs, TPT, PM</p>
<p><i>FIFTH OBJECTIVE—Developing and Implementing Family and Community Engagement and Supports.</i></p>		
<ul style="list-style-type: none"> • Activity: Weekly interactive sessions to foster family involvement in children’s learning are conducted. • Milestones: 100 families of students in the four project schools participate in weekly monthly family sessions to provide home learning support strategies. 	<p>Weekly of each project year.</p>	<p>FSSCs, SEFC, RPLs, PM, WTSC</p>
<ul style="list-style-type: none"> • Activity: Family nights focused on: family engagement and education to enhance family and parental development in academic and social-emotional growth are provided. • Milestones: Weekly family nights are provided at each project school to foster family 	<p>Monthly of each project year &</p>	<p>FSSCs, FCPT,</p>

<p>engagement with children on academic, social-emotional, health, dietary, and social development.</p>	<p>beginning in March of the 1st project year.</p>	<p>RPLs, ECC, SEFC, PD</p>
<ul style="list-style-type: none"> • Activity: ESL, GED, and computer services in English and Spanish classes to support families in assisting families with engaging their children with learning at school and home are provided, with an emphasis on real-life situations. • Milestones: Courses are offered two times per week for 16 weeks twice each project year. 	<p>Eight times a month each project year & beginning in March of the 1st project year.</p>	<p>RPLs, PM, FSSCs, SEFC</p>
<p><i>SIXTH OBJECTIVE—Developing and Implementing Social, Emotional, Health, Nutrition, and Mental Health Services, Violence Prevention and Treatment Supports.</i></p>		
<ul style="list-style-type: none"> • Activity: Teacher professional development and monthly family sessions are provided for students' social, emotional, health, nutrition, mental health, and violence prevention and treatment, including curriculum development. • Milestones: 80 teachers (per year) participate in 30 hours of PD sessions. 100 families participate in 20 hours of monthly family sessions. 	<p>Monthly each project year, & beginning in March of the 1st project yr.</p>	<p>RPLs, PM ECC, EE WTSC, FSSCs, SHNPT</p>

<ul style="list-style-type: none"> • Activity: Programs to Enhance Student Social and Emotional Learning and violence prevention and treatment are conducted. • Milestones: 400 students participate in adventure education field-site programs. Adventure Education, cooperative learning, Team learning, and Motivational Interviewing are integrated into school and after-school instruction to support social-emotional learning and to prevent violence. 	<p>Monthly each project year, with a March start date for yr.</p>	<p>RPLs, ECC, WTSC, FSSCs, SEFC</p>
<ul style="list-style-type: none"> • Activity: Students' health, emotional, proclivity to violence, mental health, and nutritional needs are assessed at the school level and referrals are made to physicians, dentists, and psychologists. • Milestones: Students referred to physicians, dentists, and psychologists based on assessments. 	<p>Weekly of each project year.</p>	<p>RPLs, PM ECC, WTSC, FSSCs</p>
<ul style="list-style-type: none"> • Activity: Student health, nutrition, fitness, and group development activities are conducted. • Milestones: Four hundred project students each year (2,000 over the five grant years), organized into 10–15-member student health and nutrition groups will participate three times a week for two hours in after-school health and fitness programming. 	<p>Weekly of each project year.</p>	<p>RPLs, ECC, WTSC, FSSCs</p>

<ul style="list-style-type: none"> • Activity: A school-based and community-based referral system for mental health and violence prevention and treatment services for students at the four project schools is implemented. • Milestones: Three two-hour monthly family sessions are conducted for teachers, school staff, and families. 	<p>Weekly of each project year.</p>	<p>RPLs, MT, SHNPT, FSSCs, PM, EE</p>
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SECTION 6: QUALITY OF THE PROJECT EVALUATION

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

(1) Thoroughness of the Evaluation Methods

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

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

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

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

(c) Establishing a Power Analysis for School Sample Size: The power analysis for this study is based on having at least at least 2,000 students yearly in the community site schools and the same number of teachers and students in the comparison schools. Assuming that the students are the unit of analysis, along with an expected effect size of .25SD and an alpha level of .05, the power is .99 for t-tests conducted from the beginning to the end of the of the study. These values were obtained from a statistical power calculator (www.danielsoper.com)

(d) Establishing the Validity and Reliability of Assessment Instruments: In order to establish appropriate psychometric qualities for the project's assessment instruments, previously established validity and reliability coefficients for the standardized instruments used in the project will be reported. The Independent Evaluator will be responsible for developing and piloting all new instruments. The psychometrics for all standardized instruments and those developed by the project will demonstrate adequate validity and reliability coefficients of at least .70. See section C for additional details regarding the establishment of validity and reliability of assessments.

(e) Addressing Annual Evaluation Indicators: ECOLE will collect a wide array of quantitative and qualitative data for the summative assessment of the project. These data are provided to the Independent Evaluator for use in the annual evaluation report, which includes data on the annual evaluation indicators as well as the attainment of local project summative and formative performance objectives and outcomes. Data to report on the qualitative and

quantitative indicators are described in tables 9-14 and as required by the U.S Department of Education.

Among the annual qualitative indicators reported will be: 1) Any changes in school spending information; 2) Collaborative leadership and practice strategies, which include building the capacity of educators, principals, and other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities; 3) Engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates; 4) Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies; and 5) Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

EECHO will also collect a variety of annual quantitative indicators, including: 1) Student chronic absenteeism rates; 2) Student discipline rates (including suspension and expulsion); 3) School climate information from student, family, and teacher surveys; 4) Provision of integrated student supports and stakeholder services; 5) expanded and enriched learning time and opportunities; 6) Family and community engagement efforts and impact; 7) Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity; 8) Rates of teacher turnover; 9) Teacher experience; 10) Graduation rates.

(2) Feasibility of the Evaluation Methods

(a) Management of Project's Evaluation: An Independent Evaluator, the Complément Consulting Group (CCG), will be responsible for managing the project's evaluation design. This Independent Evaluator in collaboration with the Project Director and the Leadership Team will refine the project evaluation design and implement it. CCG's lead consultant and founder is [REDACTED], a former Associate Dean for School Relations at Northeastern Illinois University with

a Ph.D. from the University of Chicago. [REDACTED] has over 40 years of experience as an evaluator and a director of numerous federal, state, and privately funded grants, as well as other student, family, community, and school improvement and PD projects. The 10-member evaluation team that [REDACTED] leads has extensive expertise in the areas of evaluation design, assessment development, psychometrics (establishing scale reliability and validity), and both cognitive and social-emotional dimensions of student development. CCG's expertise in mixed methods (quantitative and qualitative) research, in addition to evaluating community schools programming in school in the greater Chicago area, uniquely qualifies them to function as the EECHO Independent Evaluator.

CCG has no affiliation with the Villa Park District, nor the two Chicago schools, and as a result will be able to conduct an intended and objective evaluation of the project. As evaluator, CCG will prepare reports periodically each year to assist the project in making adjustments in its design based on formative evaluation data. They will also provide technical assistance on the design of evaluation instruments, their administration, and the analysis of evaluation data. Assisting the Independent Evaluator with data collection and analysis will be the School Site Coordinators who will be responsible for statistical data collection and the returning of surveys. The Project Director and the Independent Evaluator will be responsible for assembling all federal accountability reports.

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

The objective quantitative performance assessments in the six tables described below include such measures as: repeated survey assessments (multiple pre or baseline and post assessments over the five project years) will be developed, piloted, and checked for reliability and validity in the project's first year from October of 2022 through February of 2023. ***Qualitative Data:*** This quantitative component will be reinforced with periodic formative measures of project processes and perceptions of participants. Consistent with an action research perspective, the qualitative aspect of the project will involve the Independent Evaluator, and the participants themselves through an in-depth study of how change within the context of the EECHO project occurs. The

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

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

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

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

individual education plans. Baseline equivalence of the analytical sample will be demonstrated on observed characteristics using these WWC criteria. These include establishing that: (1) the reported difference of the characteristics must be less than 0.25 of a standard deviation (based on the variation of that characteristic in the pooled sample), and (2) the effects must be statistically adjusted for baseline differences in the characteristics if the difference is greater than 0.05 of a standard deviation. Second, the project's evaluation will show promise because it will employ assessment instruments that meet WWC standards for reliability and validity. Third, attrition will be monitored so that it does not exceed WWC standards. Fourth, to strengthen the quasi-experimental design, a repeated series of pre-post assessments will be collected. The addition of repeated pre- and post- series of assessments for the treatment and comparison schools will provide an additional check on some of the threats to internal validity, especially history. Such a design will use several waves of assessments in both groups (treatment and comparison groups) before and after the introduction of the independent variables into the treatment group. Fifth, the evaluation design will use a statistical alpha standard of significance of .05 with an effect size .25SD difference between treatment and comparison groups to determine that a favorable association has occurred. This project will demonstrate evidence of promise by ruling out alternative explanations for its results.

(c) Availability of Results, and Timelines and Reporting to the U.S. Department of Education to Meet GPRA Requirements: The Management Team and the Independent Evaluator will be responsible for conducting the evaluation activities in a timely manner. Baseline and post assessment data for summative measures will be collected according to the schedule described above. Formative assessments will be administered quarterly throughout each project year. To address GPRA requirements, the project will report on the percentage and number of individuals (duplicated and unduplicated) targeted for services and who receive services during each year of the project period, compared to those in treatment and comparison

groups, and report those results to the Department of Education in its Annual, Ad Hoc, and Final Performance reports.

(d) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible on student outcomes and equitable treatment of project participants

The tables and assessments below explain how the objective performance measures are clearly related to the outcomes, and how quantitative and qualitative psychometric measures will be employed. The surveys employed in this project described below will provide demographic information on teachers and students so that outcomes can be disaggregated according to underserved students, such as those with disabilities, underperforming academically, English Language and special needs, and participants from a range of cultural, ethnic, and sexual orientation backgrounds, and those who are technological unconnected, homeless, and recent immigrants. Moreover, the project’s evaluation will employ an equity-lens by ensuring that the surveys and assessment tools are culturally responsive and have been reviewed for bias and account for the differences in participants’ cultural identities. Annually, formative data collected for the project’s evaluation will be shared and reviewed with community school stakeholders to ensure that EECHO’s services and programming are being directed to the students and families of greatest need.

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

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

Table 9: Aligned Outcomes and Objective Performance Measures for Objective 1

(a) Objective 1: Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among EECHO’s Consortium of Project Partners.

Outcomes	Performance Measures
<p>By September 30th of each project year, the EECHO Project Leadership Team (EPLT), the Management Team (MT), and the five Pipeline Teams will have been established and meeting at least monthly.</p>	<p>By September 30th of each project year, EECHO Project Leadership Team (EPLT), the Management Team (MT), and each of the five Pipeline Teams will have, on the average, met 12 times per project year to plan, develop, and implement the collaborative partnership system.</p>
<p>By December 15, 2022, EECHO’s pre/post evaluation instruments will have been designed, reviewed, and assessed for their reliability and validity with consistency coefficients of at least .70.</p>	<p>By December 15, 2022, EECHO’s pre/post evaluation instruments will have been designed so that they demonstrate adequate face and construct validity and Cronbach internal consistency measure reliability coefficients of at least .70.</p>
<p>By September 30th of each project year, collaborative community learning community partners will have quantitatively rated the partnerships as functioning effectively.</p>	<p>By September 30th of each project community agencies, teachers, principals, project personnel, and families will have rated on a survey that the collaborative partnership is functioning effectively to support an integrated full-service community schools project in partner schools at the following rates: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4 and Yr.5: 85%).</p>
<p>By September 30th of each project year, planning for the institutionalization of EECHO full-</p>	<p>By September 30th of each project year, an increasingly more detailed documented plans for institutionalizing the project and continuing EECHO will have been developed</p>

<p>service community schools services project will have been undertaken plans to raise at least \$400,000 in reallocated, foundation, and governmental agency funding over the course of the 5 years of the grant</p>	<p>specific targets for raising funding from reallocated, foundation, and governmental agency funding. Funding Targets: (Yr.1: \$50K; Yr.2: \$50k; Yr.3: \$100k; Yr.4: \$100k; Yr.5: \$100k).</p>
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Quantitative and Qualitative Assessment Instruments for Objective 1: Repeated each project year: (1) pre-post Likert surveys assessing the partnership’s collaborative functioning and the effectiveness of the project’s mentors; (2) PD sessions will be administered in October and June of each project year; (3) documents describing the detailed evaluation plan, as well as policies & practices, & organizational units in the community partnership; (4) attendance records, minutes; (5) Feedback, satisfaction, and outcome questionnaires assessing the effectiveness of the project’s programming sessions; (6) plans & reports documenting the work of the Leadership Team, the Management Team, community partners, School-Based Teams and the Arts Partner Professional Development and Support Team (APDST; and (7) Content analyses of documents produced.

Table 10: Aligned Outcomes and Objective Performance Measures for Objective 2

<p>(b) Objective 2: Developing and Implementing High-Quality Early Childhood Education Programs.</p>	
<p>Outcomes</p>	<p>Performance Measures</p>
<p>By December 15, 2022, partner schools’ current early childhood program will have been assessed and rated, including its birth to five-year-old programming, Pre-Kindergarten screening, monthly family</p>	<p>By December 15th, 2022, a report will have been developed assessing the quality of partner schools’ current early childhood program, including early childhood educator and community partner</p>

<p>sessions, and home visits.</p>	<p>assessments of the quality of current programming.</p>
<p>By September 30th of each project year, EECHO’s 12 early childhood educators and 12 family leader/mentors will have participated in 30 hours of intensive and sustained professional development (PD) focused on delivering the early childhood education programs, and implementation of the early childhood activities.</p>	<p>By September 30th of each project year, 80% of the 12 treatment early childhood educators will have participated in at least 30 hours of PD, as documented in a project Excel Attendance spreadsheet, over at least an 8 month period, focused on implementing the EECHO early childhood component of the program in project classrooms (including monthly follow-up coaching).</p>
<p>By September 30th of each project year, 12 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.</p>	<p>By September 30th of each project year, 80% of EECHO’s early childhood educators, according to reliable and valid pre and post surveys that they will have inducted effective early childhood programming (as measured by a 5 point scale from never using a practice to using the practice almost daily) at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>200 families will have participated in monthly two-hour monthly family sessions on early</p>	<p>By September 30th of each project year, 80% of EECHO’s families, according to</p>

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

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

Section E.a.(iv) above for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) a content analysis of the early childhood assessment report; (2) records of educator attendance at PD and follow-up sessions recorded on an Excel spreadsheets; (3) a pre-post survey assessing early childhood educators' knowledge and record in applying the PD skills that educators have

acquired on assisting families to effectively create home learning environments for their children; (4) the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a series of tests that assess early childhood (K-6) literacy such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension; (5) pre and post assessments determining the degree to which families have acquired and implemented skills enabling them to provide home support to their children to prepare those children for kindergarten; (6) pre and post assessments measuring the degree to which families have implemented early childhood supports based upon home visits by EECHO early childhood educators; (7) units and lesson plans of early childhood educators; and (8) early childhood educators reporting on the results of their home visits to project families.

Table 11: Aligned Outcomes and Objective Performance Measures for *Objective 3*

<i>(c) Objective 3: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i>	
Outcomes	Performance Measures
By September 30th of each project year, EECHO’s teachers at the four project schools will have acquired authentic teaching and learning skills using the arts to increase those skills, at a statistically significant level, in their teaching to increase student achievement in reading and mathematics.	By September 30th of each project year, 80% of EECHO’s treatment teachers according to reliable and valid pre and post surveys that they will have increased their ability to use authentic teaching and learning in their instruction, and acquired teaching skills to integrate those arts into their teaching of reading and mathematics at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.

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

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 3: See Section E.a.(iv) above for a discussion of the appropriate psychometric reliability and validity qualities for the following quantitative assessment instruments. Repeated each project year: (1) Equivalent pre-post measures will be developed and administered in October and June of each project year focused on the teacher integration of authentic teaching and learning employing the arts into core curricula; (2) subscales developed and validated will be used to measure teacher arts content knowledge about the arts and the frequency which the teacher have applied arts integration instruction into their classrooms; (3) pre and post measures of valid and reliable standardized State of Illinois Tests of student achievement in reading and mathematics; (4) a reliable and valid survey to be developed by the Independent Evaluator to capture students' ability to become engaged in authentic teaching and learning experiences requiring students constructing knowledge, possessing the skills to deliberate about their learning, and the degree to which learning has become relevant and meaningful for them; (5) a protocol with quantitative rubrics to interpret the quality of students' academic work and creations; (6) a reliable and valid survey to be developed by the Independent Evaluator to capture students' ability to think critically and become deeply engaged in learning; (7) video recordings of student performances; and documentation of student choreography and lyrics for student dance and musical productions; (8) satisfaction surveys on teacher and student programming sessions; teacher instructional units and lesson plans; (9) teacher and student attendance records for teacher PD and student out-of-school-time sessions; and (10) copies of student inquiry-based projects.

Table 12: Aligned Outcomes and Objective Performance Measures for Objective 4

<i>(d) Objective 4: Developing and Implementing Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i>	
Outcomes	Performance Measures

<p>By September 30th of each project year, an early warning system and academic and supporting of students at risk, and tracking the percentage of students making progress through each level of education and into the workforce will have been implemented.</p>	<p>By September 30th of each project year, a detailed early warning system plan, describing what strategies, information, and instructional materials of EECHO necessary to track students through EECHO levels of academic transition will have been implemented and will have tracked 80% of the EECHO project students.</p>
<p>By September 30th of each project year, transition pipeline services from Pre-K to Elementary, from elementary to middle-school, from middle-school to high-school, and from high-school to post-secondary school, and from post-secondary school into the workforce will have been effectively implemented, and rated by students as having been highly successful.</p>	<p>By June 30th of each project year, the effectiveness of student transitions will be determined by documenting that at least 80% of the students will have successfully been able to make appropriate academic and workplace transitions.</p>

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 4: Collected each project year: (1) a manual describing how the EECHO transition tracking system functions; (2) academic records indicating that EECHO students have successfully progressed through transition points from kindergarten through placement in workforce positions; (3) feedback and satisfaction surveys (with Likert-type scales and open-ended items) administered to a representative random sample of students at each transition point to determine the degree to which EECHO has been effective in supporting students in making the transition through the

educational system and into the workforce; and case studies documenting how EECHO students have been able to navigate through transition points and problems encountered.

Table 13: Aligned Outcomes and Objective Performance Measures for *Objective 5*

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

<p>EL and GED attainment and computer skills to support the academic development of their children both at school and at home in the subjects of reading and mathematics.</p>	<p>to employ computer skills to support the academic development of their children both at home and at school, based on pre-post assessments with a final effect size of .25SD.</p>
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Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 5: Collected each project year: (1) pre and post family assessments determining how successful families have been in acquiring skills to assist their children at home to succeed to school in reading and mathematics; (2) pre and post assessments determining how successful families have been in providing support to their children's social-emotional, physical, and nutritional development; (3) Excel spreadsheets attendance records for monthly family session attendance; (4) feedback or satisfaction surveys administered to families on how effective the EECHO monthly family sessions have been; (5) family instruction units and lessons plans documenting the topics that have been addressed in monthly family sessions on families' assisting students with home learning and family school leadership; (6) a pre-post assessment document the degree to which families have been engaged and utilized the support of teachers at their children's schools; and (7) academic records documenting the degree to which family members have successfully completed EECHO’s EL, GED, and computer class programming.

Table 14: Aligned Outcomes and Objective Performance Measures for Objective 6

<p><i>(d) Objective 6: Developing and Implementing Social, Health, Nutrition, Violence Prevention/Treatment, Trauma, and Mental Health Services and Supports.</i></p>	
<p>Outcomes</p>	<p>Performance Measures</p>
<p>By September 30th of each project year, EECHO teachers at the three project schools will have increased their ability, at a</p>	<p>By September 30th of each project year, 80% of EECHO teachers, according to reliable and valid pre and post surveys, will have</p>

<p>statistically significant level, to assist students in improving their socio-emotional skills, health, fitness, and nutrition, violence prevention/treatment, and mental health.</p>	<p>increased their ability to assist students in improving their socio-emotional skills, health, fitness, and nutrition, violence prevention/treatment, and mental health at a statistically significant .05 level with effect sizes of at least .25SD in contrast to comparison schools.</p>
<p>By September 30th of each project year, students at EECHO’s four project schools and in the out-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health. (5) increase their ability to address issues of violence prevention/treatment.</p>	<p>By September 30th of each project year, 80% of the 400 after school EECHO students will have improved their social and emotional skills, physical fitness, nutrition, and physical and mental health, and violence prevention/treatment, at a statistically significantly higher than students at comparison schools on state standardized tests for reading and mathematics, at a .05 alpha level with effect sizes of at least .25SD in contract to comparison schools.</p>
<p>By September 30th of each project year, an internal, school-based, and external referral systems for mental health Services for Students at the Three Project Schools will have been implemented and rated as highly successful by program students and families.</p>	<p>By September 30th of each project year, the EECHO mental health services internal school-based and external referral system will have been implemented to serve the needs of the students and the number of referrals each project year, and 80% of those students will</p>

	<p>have reported the referrals as being highly successful.</p>
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Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 6: (1) Pre-post surveys and questionnaires assessing student daily physical activity, and physical activity logs, and three-day physical activity recall (3DPAR) documenting the minutes of students’ physical activity. provided; (2) Pre-post assessments of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. PFYP FITnessGram or Brockport Physical fitness tests will be conducted by school PE instructors, indicating the degree of attainment for such areas as curl-ups, trunk lifts, push-ups, sit and reach, the pacer, and balanced body composition; (3) Pre-post student surveys and weekly student logs with questions on the frequency of fruit and vegetable consumption. Pre and post assessments of nutrition will be evaluated using the Youth Risk Behavior Survey and the National Youth Physical Activity and Nutrition Survey; (4) A pre-post socio-emotional survey will be developed by the Independent Evaluator and will be administered to measure students' cooperative learning skills, ability to work effectively on teams and/social emotional skills (e.g. self-awareness, responsible decision-making, relationship skills, and social awareness); (5) pre-post multiple time-series surveys assessing teachers’ acquisition of knowledge for nutrition, team building, cooperative learning, team-building, and nutrition skills; (6) feedback questionnaires on teacher PD; (7) PD curricula lesson plans; and (8) PD attendance using Excel spreadsheets; and (9) standard school climate/violence surveys.

(B) The extent to which the methods of evaluation will provide periodic performance feedback and permit periodic assessment toward achieving intended outcomes.

To provide regular or periodic performance feedback on period progress in meeting the project’s intended outcomes, a variety of summative (pre-post assessments) and formative methods

of analysis will be employed to assess whether intended outcomes are being achieved. The pre-post quantitative assessment instruments are specified in Tables 9-14 above. The formative elements of the evaluation design will provide on-going feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project, including interviews, focus groups, and instructional records. Systems for providing feedback and on-going assessment will be established as well as measures of on-going project progress. For example, the Project Director and the EECHO Project Leadership Teams for each objective will receive monthly feedback from the Management Team and the Independent Evaluator to ensure that timely and valid information is provided on both intended formative and summative outcomes. Summative data will be reported, based on yearly Annual and Final Performance reports. Moreover, at the end of each program session the leaders of those programs will meet to both reflect upon and provide data (including feedback or satisfaction questionnaires from teachers and families) on how effective those program components were implemented. The feedback surveys, using Likert scales and open-ended items, will include items on the effectiveness of the professional development sessions.

Not only have benchmarks and timelines been set to annually gauge the extent to which project's activities are meeting program objectives, but a range of summative and formative evaluation measures (as described above) will be employed to provide on-going and continuous feedback on the project's progress to project teams aligned with each objective. The following formative assessment strategies will be used to give performance feedback to the EECHO Project Leadership Team, and the Management Team: (a) focus groups convened quarterly to discuss how what impact the project is having on students' academic performance, teacher instruction, and family support; (b) structured and unstructured interviews, and case studies administered bi-annually with representative students and family members, providing in-depth analysis of project development; (c) staff will regularly review evaluation data, including: teacher, student, and family time series pre-post assessments, standardized student achievement results, curricula development, and sample lesson plans and units posted on the website to

consider design changes; and (d) the Management Team will convene monthly to review the above data to assess how efficiently the project is being managed.

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

(C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Valid and reliable performance survey data will be generated for the outcomes associated with each objective. The following procedures will be employed to establish face and construct validity for each of the project's surveys (see below for a list of the surveys for which validity and reliability will be calculated). **Providing Valid Survey Performance Data:** Survey validity will be established through construct and criterion assessments. For construct validity, a panel of experts will review and conclude that the questionnaire or survey instrument that is assessing the concepts which are being measured. This panel of experts will establish the degree to which an instrument measures the trait or theoretical construct that the instrument is intended to measure using their own expert knowledge as well as via review of the research literature, as appropriate.

Moreover, in order to establish criterion validity, extant valid assessments that measure relevant constructs will be administered and correlated with the newly developed instruments during piloting. The following procedures will be employed: (1) A panel of experts on content and constructs in question, teacher education, test construction, and evaluation will meet to discuss the overall design of the assessment instruments; (2) The survey experts and educators included will be: the Project Director, representative specialists on the content area in question, Chicago and Villa Park area PD educators, as well as the project's Independent Evaluator (who has a Ph.D. in Comparative Education from the University of Chicago and who is a former Associate Dean in the College of Education at Northeastern Illinois University) with expertise in test construction as well as the conduct and evaluation of professional development for teachers and school improvement program; (3) The surveys will be designed with the following rubrics or principles in mind, so that each will have: at least 20 items (with, as appropriate, at least 5 items per subscale), a rubric to score responses to the questions, items that required participants to demonstrate their knowledge or impact of the subject area being assessed, pre and post assessment scores that could be calculated for each participant, and alignment with the content being addressed; and (4) In line with the previously listed rubrics, the panel will write a first draft of the survey instrument. Special attention will be paid to drafting test questions or items fully aligned with the goals and activities of the grant's outcomes. Finally, the above review will include: discussing, editing, and refining all of the surveys individual items to ensure that they are: (a) fully and clearly aligned with the project's outcomes; (b) items providing a range of responses to the concept in question; (c) a level of difficulty that those taking the survey would understand what the items meant; (d) questions that are unambiguously stated; and (e) replaced as necessary with items more appropriately and clearly aligned with the project's outcomes. These procedures will ensure that the final survey versions can be attested as valid by a panel of art experts and professional educators, with full alignment with the project's outcomes.

Providing Reliable Survey Performance Data: To establish the reliability for each of the

project's surveys, pilot assessments of each of the project's instruments described below will be conducted with a minimum of 30 participants to determine whether a given instrument has an adequate degree of reliability. The internal statistical reliability of an instrument, used for this grant's surveys, will establish the extent to which an individual survey produces the same results on repeated trials. In short, it is an approach that determines the stability or consistency of participant scores over time. Participants' responses for each survey will be entered into a spreadsheet, coded to indicate the range of responses for each survey item. Standard internal consistency analysis for the entire instrument will be conducted by the Independent Evaluator using the Statistical Package for the Social Sciences (SPSS). The reliability for the test will employ Cronbach's internal statistical reliability assessment, which will yield a reliability alpha coefficient of at least .70 or above for each of the project's surveys listed below, which is an accepted level of reliability by researchers that will ensure that the instrument has sufficient consistency over time. **Survey performance data instruments for which validity and reliability will be calculated:** *First Objective Outcomes:* An instrument rating the effectiveness of the functioning of the project's various leadership groups. *Second Objective Outcomes:* Pre and post surveys assessing the impact of the project's PD, monthly family sessions, and home visits on early childhood educators and families. *Third Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student performance, and surveys assessing student academic achievement, social-emotional development, knowledge of technology, and college readiness. *Fourth Objective Outcomes:* Pre and post teacher and student surveys assessing the degree to which students are successfully transitioning from one grade to the next, and into post-secondary education, and the workplace. *Fifth Objective Outcomes:* Pre and post surveys assessing the impact of monthly family sessions and classes on participants. *Sixth Objective Outcomes:* Pre and post surveys assessing the impact of school-wide teacher PD on teacher and student social, emotional, nutritional, physical, and mental health development.