

**Puerto Rican Arts Alliance
Full-Service Community Schools Program
Somos Uno / We are One**

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ABSOLUTE PRIORITY 1

(a) How the Project Addresses the Absolute Priority:

Introduction: The Puerto Rican Arts Alliance (PRAA), a 24-year old arts and music nonprofit organization in Chicago, leading several education grant programs, in collaboration with Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artisttree, and Rincon Family Services proposes a five-year **Full-Service Community Schools (FSCS) Program**, entitled as **Somos Uno / We are One** for two schools: namely, Wolfgang A. Mozart Elementary School and Catalyst Circle Rock Elementary School in Chicago. As the eligible LEA entity, PRAA will meet Absolute Priority 1 by serving two full-service community schools, both of which meet Section 1114(b) in that the two following project schools have low-income percentages of Mozart 83.0 percent and Catalyst 83.0 percent. See Table 1 below for the source of these statistics from the Illinois Department of Education 2020 statistics. The full-service strategies used in this project are district and community-wide in their scope and involve seven community agencies in Somos Uno / We are One project, thereby transforming these two schools into vibrant hubs of community engagement in teaching and learning. Through PRAA's multiple community resources from the above-named partners, the Somos Unno / We are One project 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. Mozart has a predominately Latinx student body-mostly students of Mexican and Puerto Rican heritage and Catalyst has a majority African American student population; thus, all proposed program activities will align with the cultural traditions and wellsprings of these rich communities, and

care will be taken to connect across racial, language, and cultural lines so both schools can celebrate their similarities and learn from their differences.

Somos Uno / We are One will marshal the resources of the above seven community agencies as a consortium to address the five pipeline FSCS services. Based on up-to-date research and effective practice, this program will focus on three existing pipeline services at the two elementary schools: (1) high quality integrated expanded and enriched learning time programs and strategies; (2) family and community engagement and supports; and (3) high quality early childhood education programs. In addition, Somos Uno / We are One will provide two additional pipeline services, namely: (1) social, health, nutrition, and mental health services and supports, and (2) support for students' transition to elementary school, from elementary school to middle school, from middle school to high school, from high school into postsecondary education and into the workforce, including any comprehensive readiness assessments necessary.

ABSOLUTE PRIORITY 3

Somos Uno / We are One meets Absolute Priority 3 by proposing to implement and sustain full-service community school programs in two schools, one in each of two partner LEAs, namely, Mozart Elementary in the Logan Square neighborhood of Chicago, in the Chicago Public School District, and Catalyst Castle Rock, a charter school from the Catalyst network authorized as a separate charter school district by the Illinois State Board of Education and located in the Austin neighborhood in Chicago. This Capacity Building and Development FSCS grant will build on the existing skills, knowledge and experiences of the Puerto Rican Arts Alliance (PRAA) in developing partnerships, providing wrap around school-based programs in diverse high need underserved primarily Latinx and African American communities and under-resourced schools. Somos Uno/We are One will authentically conduct all activities, practices and policies described in Absolute Priority 3 at a high-level including development and coordination activities, extensive community development in the Austin and Logan Square neighborhoods of Chicago and bring together a diverse and broadly representative consortia to establish the schools as high

functioning and sustainable hubs for teaching and learning and integrated community resources. While simultaneously implementing the FSCS grant, in the first year of the project PRAA will expand the needs assessment already conducted to develop Somos Uno/We are One, proposal, by engaging all stakeholders in a year long, partnership building landscape analysis, asset mapping and participant immersion in the schools and communities they serve. This will be an on-going capacity building and development process and the purpose will be to hear one another's personal and cultural histories and narratives, further develop and maintain relationships, infrastructure, activities, partnerships, data collection, and gather family, student, community and school input to keep the project relevant, responsive, able to resolve conflict, value differences and have the capacity for continuous improvement. This practice, along with the lessons learned from Somos Uno/We are One, will build the capacity of PRAA to develop the additional infrastructure, zero in on additional staffing, enhance training and build additional in-depth partnerships to prepare for expanding future work to Absolute Priority 4 program.

COMPETITIVE PRIORITIES 1 & 2 AND APPLICATION REQUIREMENTS

Competitive Preference Priority 1

Meeting Student Social, Emotional, and Academic Needs.

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

Somos Uno / We are One Addressing this First Competitive Priority's Area 1: This Project 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 mostly African American, Mexican and Puerto Rican, a diversity of Latinx and Black cultures and a range of racial, ethnic, linguistic, 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 project objectives form these various dimensions of for the priority

(See section Two and Three 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, teachers will 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, Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artisttree, and Rincon Family Services, who have expertise in the arts and their relationship to social-emotional development and will enable teachers to develop foundational knowledge in the cultural arts to employ in their classroom teaching, which are transformed into inclusive arts studios, with an emphasis on how dance, music, theater, the visual and media 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—including the roots of African American dances and other artistic traditions— (Mexico, Brazil, Peru, the United States, Haiti, Puerto Rico, the Caribbean, and a range of traditions across the African Continent) can be integrated into the teaching of the arts and state Academic Standards-based reading, science and mathematics, while assisting students with special needs (or disability status) and English Language Learners. Somos Uno/ We are One, 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 Somos Uno / We are One* 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. Thus, one aspect of the integrated expanded and enriched learning time projects will focus on African American arts and culture at Catalyst, and on Mexican, Puerto Rican and other Latin American arts and culture at Mozart and at the same time be experienced and shared across the school communities so that the school communities will learn from each other's artistic and cultural traditions. For example, such issues as identity, shared cultural codes and rituals, historical narratives, locus of control, cultural values, group dynamics, motivation, persistence, self-awareness, agency and empathy all interface with 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 community partner Northeastern Illinois University will focus on this first priority area 1 on how transitioning from pre-school into kindergarten and from grade to grade, into postsecondary education, 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 in section three. As a first step in this process, the project will establish a two-part early warning and intervention system for underserved students. The early childhood early warning and intervention system focuses on parent child interactions,

separation skills, social interactions, developmental and early learning, and academic/social-emotional monitoring issues preschool to 1st grade. Using both observations and developmental assessments, this system will identify children and families at risk and allow for early prevention and interventions. The second system is a tracking system as students move from first grade, into elementary and middle school, to and through high school, into to postsecondary (including but not limited to college), and into the workforce. As students move from grade to grade and into the workforce, the PRAA Somos Uno / We are One data gathered from these developmentally, and grade appropriate early warning and tracking and intervention systems will inform best practices and lead to positive outcomes. In the case of infants, toddlers and preschoolers, data will include outcomes in the range of developmental milestones, including language development, pre-reading, numeracy, spatial skills, play activities and pro-social behaviors, other cognitive and emotional development, and child and family member bonding and interaction. For school aged children, the data will track attendance, academic records, and surveys of students' social-emotional progress. Specifically, this data will help the program to identify developmental interventions, academic supports, and social-emotional programming needed for students to address challenges they may have in these areas. In this way, the project creates a supportive, positive, identity-safe, and inclusive milieu regarding race, ethnicity, culture, language, and disability status, through the development of trusting relationships between students, project staff, and teachers in collaboration with the project's community partners and mentors in an on-going manner. To achieve these ends, underserved students' attendance from birth through 3 and pre-school through high school will be monitored, and in the case of infants and preschool children, attendance will be measured by the consistency with which the families bring their children for developmental interventions, parent child interactions. and students will become engaged with their teachers, families, and community partners in a wide variety of interventions. Interventions will include involving students in monthly (or more frequently as needed) individual and group development, pre-academic, academic, and social-emotional development

sessions in which variety of school and community supports will be provided. For pre-school through high school, these supports include dialogic reading interactions with teachers and families involving shared reading among teachers, students, and families; students shadowing one another in cross-grade meetings to share how transitional hurdles can be overcome from grade to grade and into the workforce; individual and group counseling meetings where social-emotional issues such as anxiety, depression, locus of control issues, and goal setting; 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, high school, college, and the workplace. In addition, other activities include monthly family sessions on academic readiness, 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 and into the workforce, and students will acquire the ability to plan and focus on executive functioning in new academic and work settings where they will 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 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 in sections three and five. 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 own academic skills so they will be better able to assist their children with their learning. First, project staff

will collaborate with Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, and Rincon Family Services 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, opportunities for social interactions and other supports 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, Puerto Rico, and Peru) and African and African American culture can be honored and 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 and 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, evening and week-end activities both in person and on-line. Third, weekly two-hour family nights will be offered by Education through Innovation and

Transformation (EdIT), Association House of Chicago, and Rincon Family Services weekly on Fridays for two hours to foster family engagement with their children on several dimensions of academic, social-emotional, health, and dietary and nutrition 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 the practical short courses of Real Life English or the longer ESL classes; (5) and 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, museums; (8) developing learning centers and quiet spaces for learning at home, (9) understanding how to purchase educationally productive learning games; and (10) learning ethnic and culture of the Americas dances, African American 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 over 800 family members for Real Life English, Adult Basic Education, English as a Second Language, GED attainment, computer skills to support families in assisting and engaging their children with learning at school and home, and Life skills classes such as financial planning, nutrition, and others. All courses for families will be offered at the school sites by program staff, and ESL and GED will be provided by the City Colleges of Chicago: Wright College and Malcolm X College. Community partners will provide resources and facilities to plan shows, exhibits, and other celebratory events three times a year, based on feedback from the needs assessment, families, and in collaboration with the schools.

Fourth, the sixth objective's activities, in collaboration with the following community partners: Association House of Chicago, Casa Central, and Rincon Family Services 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 in section two. 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 an school-based internal referral system and an partnership/adjunct referral system to program partners and external referral system to others to address students in need of intensive mental health and violence supports.

Professional Development First, approximately 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. PD topics will include 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.

Case Study Groups 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 psychological support.

Social Emotional Programming 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; outdoor education, and Motivational Interviewing and other practices such as outdoor education and community-based service learning. For example, 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 can 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, Motivational Interviewing and outdoor education will be facilitated in classrooms, by PE teachers, The District instructors, and staff from Northeastern Illinois University to assist cooperative learning students working together in cohesive groups to achieve shared learning objectives. Finally, student programming for social and emotional learning (SEL) will comply and be modeled after the State's SEL standards.

School-Based, Partner/Adjunct and External Referral Systems Fourth, the Somos Uno / We are One project will establish a referral system for students in need of more intensive social-emotional and mental health supports. Rincon Family 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 the two Chicago communities. During these sessions, these participants will learn about the diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* and this will provide them with background information in understanding how to make appropriate mental health referrals to providers who have expertise and credentials to assist individuals requiring psychological

interventions 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 how to seek out “safe” adults in the school, peer to peer support groups, on-line, text, phone, and crisis lines for children and teens and other resources.

Competitive Priority 2: Strengthening Cross-Agency Coordination and Community

Engagement to Advance Systemic Change to Prevent and Treat Violence.

Introduction: This project 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 and State, agencies, that support students, to address mental health concerns, trauma, gang and community violence prevention and intervention. Specifically to address trauma, gang and violence prevention, the 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, the *Somos Uno /We are One* approach is to provide interventions and services in three interrelated areas: Universal (all students), Individual and Family and Community.

Universal school-based gang and violence prevention and treatment, and mental health and trauma curricula will engage the projects’ s nearly 80 teachers, over 800 families, 1,069 students and 7 local mental health, medical, and arts community organizations and 2 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 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 that help must be trustworthy and be there for them consistently. The Somos Uno / We are One Project 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 project, as described in Competitive Priority 1, will provide teachers and school staff with 30 hours 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 Motivational Interviewing) and strengthened by Restorative Justice, Trauma Informed Practices, and Peace Circles 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, alcohol and substance abuse can be prevented and identify signs that children are being neglected, required to assume adult responsibilities not developmentally appropriate, 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 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 through Rincon Family Services, Association House of Chicago, and Casa Central. 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 alcohol, opiate, and other drug 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 who 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 and the effects of secondary experiences of trauma (including the impact of the pandemic) and how these experiences have impacted 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 **Somos Uno/ We are One project, a family and individual students' at-risk program** will be formed in order to have a comprehensive understanding of students' social-emotional, 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, Somos Uno / We are One, in collaboration with Northeastern Illinois University, Casa Central, and Rincon Family Services 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 using 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 community-based 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 trauma or violence.

Connecting with Caring Adults to Prevent and Treat Violence: In collaboration with its community partners, the project 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. Other youth outcomes were influenced by relationship factors as well. 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 a decrease in problem behaviors such as fighting, vandalizing, and joining gangs.

Community Based Violence Intervention and Prevention Initiative of the Bureau of

Justice Assistance (CBVIP) – The Sixth Objective 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)). *Puerto Rican Arts Alliance will provide in-kind, cash, and foundation grants to provide matching funds to meet its annual commitment.*

(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)).

The Leadership, Management and Five Pipeline Teams will develop an action plan in the first four months of the project which will insure that not more than 10% of grant funds be expended.

(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)) *PRAA had identified three pipeline services and two additional pipeline services in two high need schools.*

(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/integrate services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel. (4625(e)(3)) *The PRAA Somos Uno / We are One Project is designed to integrate two or more pipeline services in two LEA districts serving 2 schools (Mozart and Catalyst) and to form a consortium with community-based organizations, Universities and governmental agencies which will coordinate services provided by specialized instructional support personnel from PRAA, the partners, and the schools.*

(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) *An Independent Evaluator has been engaged to provide an annual formative and summative, qualitative and quantitative evaluation of progress achieved each quarter, mid-year and end of each fiscal year.*

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)

(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 partners, including the representative consortium, will assume. (4625(a)(2) and FSCS NFP) *PRAA will submit a MOU specifying these above-referenced 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.

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 two project community schools and their partners was undertaken with student, family, school administrators and teachers using quantitative and qualitative surveys; interviews and focus groups with key participants; school and partner documents; and meetings with the project's two community school partners.

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

Somos Uno / We are One Community Schools plans to serve 1,069 students in grades PK-8, and 800 families each year of this project at Mozart and Catalyst Elementary Schools. **Table 1** below

provides demographic data on these two schools, which demonstrate a very pressing need for this Full-Service Community Schools grant. Mozart has over 89% of students from a Latinx background, and Catalyst has over 95% of students from African American backgrounds. Mozart has over 97% of their students from low-income backgrounds, and Catalyst has 81% percentage of low-income students. Mozart has a large percentage of students who are Limited English Proficient (47.1%), and significant percentages of students who have academic disabilities at 13%. Catalyst has 85% of their students performing below state standards in reading, while Mozart reports 84% of its students performing below standards in reading. Both elementary schools have from 86% to 88% of students performing below standards in math, (Source: Illinois State Board of Education Report Cards, 2019). The Illinois State Board of Education suspended testing during 2020 the data is for achievement prior to the pandemic and remote learning. However, because of the negative impact of remote learning, student who are already performing below standards will have even greater challenges.

TABLE 1: Descriptive School Statistics

(Source: Illinois Department of Education Report Cards, 2019)

School Name	Wolfgang A. Mozart Elementary School	Catalyst Circle Rock Elementary School
# of Students in Project Schools	550	519
# of Students to be Served	550	519
Grades to be Served	PreK, K-8	K-8
Racial/Ethnic Background of Students	89.6% Hispanic 4.4% Black 5.5% White 0.2% Asian	3% Hispanic 96% Black 0% White 0% Asian

	0.2% 2 or more races 0.0% Native Hawaiian/Pacific Islander 0.2% American- Indian	1% 2 or more races 0% Native Hawaiian/Pacific Islander 0% American- Indian
Low Income	97.8%	81%
Limited English Proficient	47.1%	0%
Attendance	95%	96%
Mobility Rate	9	3
Individual Education Plan	13%	10%
Chronic Truancy Rate	13%	11%

Table 2: ISTEP+ Academic Performance by School

(Source: Illinois Department of Education Report Cards, 2019)

Project Schools	% Below State Standards in Reading	% Below State Standards in Math
Mozart Elementary School	3 rd -8th 84	3 rd -8th 86
Catalyst Circle Rock	3 rd -8th	3 rd -8th

Elementary School	85	88
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(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 Participating Schools: The Needs:

There are currently seven community service providers that make up Somos Uno/ We are One’s focus on health, nutrition, technology, social and emotional supports, arts, and early childhood development; however, 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, information from 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 project partners do not meet regularly with one another to develop effective strategies for addressing student, family, and teacher needs. These partners expressed the need to have opportunities to work together on teams to deliver services more effectively, and to add informal community partners to be able to provide a more comprehensive system of supports for the community schools. Finally, due to the impact of the COVID-19 pandemic, the collaboration between the Puerto Rican Arts Alliance and its existing partners has been difficult to maintain, due to personnel shortages at the partners and the varying policies among the partners on restrictions on gatherings of people. Zoom and virtual meetings have continued but do not create as effective collaborative systems as in-person meetings. PRAA and the partners are pushing forward to create a new culture of collaboration since the pandemic has abated. This need can be addressed with the FSCG funding, and staff and partners will meet regularly to discuss and support the school communities needs and put in place programs which will ameliorate the lack of early childhood education, afterschool programs which provide mentoring, expanded academic tutoring and enrichment, and support the mental health and health related needs of students, families, and community residents.

(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 review of early childhood programming, including focus groups, interviews, and surveys, has demonstrated that there are currently some early childhood education programs in the PRAA school communities; however over 40% of families in both school communities have expressed a need for expanded early childhood programs. There is also a need to have family programming where early childhood educators and families can collaborate on how programming is offered in the ECS early childhood birth – 3 sessions and pre-k through kindergarten classrooms. Parents at Mozart stated they needed an Age 3 pre-K Program, and the availability of this program would increase enrollment at the school as this is a factor in whether parents will enroll their children at Mozart. Also, many of the early-childhood services have been disrupted over the past year due to the school closures that resulted from the COVID-19 pandemic. Pre-pandemic, there were few programs to provide home visits to families, despite a great need for these services. Over 90% of teachers at both schools stated the need for increased, expanded, and enriched early childhood education. This viewpoint of teachers is important as they know first-hand the academic, and social and emotional skills that children need to thrive in kindergarten and beyond.

(iii) A Lack of High-Quality Integrated Expanded and Enriched Learning Time

Programming and Strategies: The Needs: The statistics in the previous tables clearly demonstrate the challenges that the project schools face and they lack high Integrated Expanded and Enriched Learning Time programming, and the schools would benefit from the type of services that the Somos Uno / We are One project can provide. For example, Mozart Elementary School has over 84% of students below state standards in the core subjects of English Language Arts and Math, At Catalyst Circle Rock Elementary School, prior to the pandemic, over 85% of students were below state standards in these same areas. 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. Below, see the Survey highlights. Survey results show that academically 50% of students at Mozart expressed the need for more tutoring and homework support, while over 70% of teachers at both schools felt that students needed improved tutoring and homework assistance to improve their academic performance. Students from both schools expressed an overwhelming interest, over 95%, to learn career and technical education skills, and over 100% of students from both Mozart and Catalyst said they want more engineering preparation, and they stated in a focus group that they have an interest in Robotics. Students from Catalyst requested coding classes and the “ability to build things” as well. Given the impact of the pandemic and the disparities evident in the return to school, it is anticipated that those numbers will be greater. These statistics, foreseeably exacerbated by the out of school, remote and hybrid learning, indicate that many students require additional supports in order to perform age appropriate developmental level or for kindergarten to high school, at grade level, otherwise, many students will be unable to make the transition from pre-school to kindergarten, elementary to middle to high school as successfully as they would have, and consequently there are likely to be large declines in the reading, mathematics and science performance by the time those students reach the 11th grade. One hundred percent of teachers indicated that there was a need for more engineering type activities and opportunities in after school programs. Further, after-school programs at the schools do not include sufficient technology, team building, inquiry-based and authentic instruction, or multi-arts activities to ensure that high quality instruction is offered. One hundred percent of teachers expressed a need at both Mozart and Catalyst for more real-world project-based learning and plans for integrated expanded and enriched learning time would allow students to conduct a community survey of their neighborhoods where they can learn about the impact of food deserts as well as community assets and the recent proliferation of community gardens in Austin. A community garden was also an idea expressed in the Mozart parent focus group and expanded and enriched programming can incorporate this need for healthier food

options and pairs well with the need for better nutrition in both communities. Principals reported that there is a great need for additional after-school programming, but that current funding does not allow for this. Both schools, for example, currently provide limited after-school programs, where approximately less than 100 students total attended. The existing programs at the schools have had considerable trouble with recruitment and retention, 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. Survey results show students at both schools have an interest, not only in engineering fields of study, but in drama and creative writing. A full 70% of students stated an interest in creative writing at both schools, and 100% of the students want to see classes in drama and theater.

(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. Teachers overwhelmingly, over 70%, expressed the need for better supports to be in place to transition students from grade to grade. 50% of Mozart students believe they need help to transition as well.

(v) A Lack of Family and Community Engagement and Supports: The Needs: In the project schools, from 81 to 97 percent of all children come from low-income families. In the community surrounding Mozart, the population at large is Limited English Proficient approximately 50%. Parents stated the need for increased literacy and overwhelmingly there is a need for increased computer and digital literacy, almost 70%, in both communities. Housing costs and housing insecurity have surfaced as issues in both community schools. Over 60% of students and parents report this need in the Catalyst community and the community has many vacant homes and suffers from little community investment. The low-income percentage is 31.9% for the Austin community surrounding Catalyst (American Community Survey, 2019). In the Mozart

community of Logan Square, where gentrification is occurring, over 100% of students and their parents state that housing costs and insecurity is an issue and many of the so called two-flat homes are being demolished to build what one parent stated are “million dollar” homes which push out many of the families who have long lived in the neighborhood. One hundred percent of Catalyst and Mozart students stated the need for more awareness and information regarding criminal justice issues and this is consistent with the rising crime rates in the Austin and Logan Square communities as drug and gang involvement rose during the pandemic. There is an uptick on crime in both communities (Block Club Chicago, 1/19/22 & 1/21/22). Given these factors, families in PRAA’s two 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. Families at Mozart have expressed a desire for more socialization with other families in the form of street fairs, picnics, and resource fairs. Since the pandemic, many report feeling isolated and lonely and have the need for more social gatherings. Students in a focus group said the same thing, and they want to know other students from other classrooms and other grades as they too often feel isolated and not interconnected with a larger peer group. 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 in-person school, hybrid, on-line remote learning and quarantine. Families have also said that there is a need for ways to help their children deal with the academic, social emotional, injury to pro-social and developmental milestones-all impacts of these last years of disruption due to the Covid-19 pandemic. The personal losses, trauma, lack of social interaction with peers, stressed families and communities, unreliable accessibility to remote learning all have had a disparate impact on the Latinx and African American communities, the students and their teachers. Additionally, the large numbers of families who have incomes below the federal poverty level have increased as a result of the 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. Many parents indicated that they needed assistance in providing support for students at home learning, including learning how to use hands-on instructional materials. During focus groups many family members indicated they lacked the technology skills to operate the hardware and software needed to help their children with instructional technology. On the surveys, parents indicated a great need for computer and technology classes and classes to use teleconferencing software such as Zoom and Google Meets to be better able to communicate with their children's teachers and to participate in virtual parent involvement meetings and parent education classes. Also, the principals at each school emphasized a significant lack of family engagement. Discussions with principals and administrators revealed that families often come to them asking for additional supports in areas, including: (1) how to set goals and plan for their families' health and personal development, (2) financial planning, (3) English skills, and (4) job readiness. No monthly family sessions or supports of this type are currently being offered in the schools.

Table 3 and Table 4 Needs Assessments from Catalyst and Mozart Schools can be found in Appendix I.

(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 project schools are of special importance to school and district leaders. ***Social Needs:*** Principals and teachers in interviews at the 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. Collectively, these areas demonstrate the enormous need to provide students with the services such as those proposed by the project. ***Health Needs:*** Additionally, administrators have indicated that there are great difficulties for low-income families gaining access to healthcare. Over 30 % of parents at Mozart and Catalyst stated that

they needed more medical care in their neighborhoods. Mozart parents stated the need for a full time nurse in the school, and 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 due to the lack of their family's knowledge of where these services 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 within the project communities. Families have expressed the need to learn more about how to shop and cook for healthy eating. These needs also have been exacerbated by the pandemic. Students at Catalyst reported a need for better food in the lunchroom, and both schools expressed interest in a community garden. ***Mental Health Needs:*** Almost 60% of parents at Mozart and Catalyst believe there is a need for more mental health services in the communities. One hundred percent of students in both schools responded to a survey expressed need for increased support services for trauma stemming from mental health issues. In a focus group, parents expressed a need for new skills in learning how to support the social and emotional development of their children in normal times and especially 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. Administrators have identified a great need for mental health supports, for which there are currently few supports available in the schools. 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 How the Needs Will Be Addressed:

The project will address this need for collaboration in the community by forging partnerships

between the schools, families, and community services providers to better 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, 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 team, 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; and (4) and adjust and revise program strategies mutually to develop a system of continuous program improvement for all project components; (5) meet weekly in two-hour sessions to conduct a needs assessment and scenario planning that considers the project's early childhood, integrated expanded, and enriched learning time transitioning, family, and social, health, nutrition and mental health activities can be enhanced and improved. Finally, the Leadership Team will take steps to create a detailed plan to reallocate funds and to raise grant monies to sustain the project after federal funding ends.

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

Programming Changes During the Pandemic: How the Needs Will be Addressed: Somos Uno / We are One will address the needs, described above, for more high-quality and innovative early childhood education at the two community schools in several 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. Steps will be taken to ensure that this PD can be delivered during and after-school, evenings, weekends, virtually as well as in person to accommodate family schedules. This PD will provide the educators and family leader/mentors with a variety of expanded 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 virtual learning situation, 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. ***Monthly family sessions and coaching for 150 families provided by early childhood educators and family leaders/mentors:*** The early childhood educators and the family leaders/mentors together will provide and participate in monthly two-hour monthly family sessions for approximately 150 families (75 per school) at the two project schools where families, the early childhood educators, and family leader/mentors, come together as a community of learners, sharing ideas and receiving follow-up support and coaching. The monthly family sessions will also include services through in person and virtual home visits, classroom feedback and coaching to the 150 families who have children in the project’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 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 Early Learning Standards (Foundations), 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, and families will share ways to build their children's social, relationship making and self-regulation skills. ***Strengthening the Early Childhood, the project by creating a program for early childhood home visits:*** Currently the two project schools provide limited access to home visits for families of children from birth through five years old. Under this project, 65 families per year will receive home visits. Visits will follow a well-specified curriculum manual targeting 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 project's 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. The Somos Uno /We are One site coordinators and the family leader/mentors will 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. The project will also determine how best to deliver virtual home visits via teleconferencing software, such as Google Meets, so that the services will not be disrupted if in-person home visits cannot take place.

(iii) A Lack of High-Quality Integrated Expanded and Enriched Learning Time

Programming and Strategies: How the Needs of the Quality Integrated Expanded and Enriched Learning Time Programming Will Be Met: In all 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, the project will provide 30 hours of sustained and intensive professional development (PD) each project year to all 85 teachers at the 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 how inquiry-based forms of instruction can be contextualized using 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 digital and instructional innovations and will be designed to address the needs of individual classrooms. This PD will increase teachers' 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 Academic Standards) and national standards in the arts. ***Integrated Expanded and Enriched Learning Time Programming:*** Each project year, over 1,000 students, including students who are homeless or have home insecurity, and those who need for supplemental academic support will be given the opportunity to attend after-school cultural arts, STEAM focused, and academic enrichment programming. The cultural arts will be led by Teaching Artists, Education through Innovation and Transformation (EdIT), Northeastern Illinois University (NEIU), who are sensitive to the needs, culture, and traditions of African American and Latinx students, with expertise in traditional formats and prepared in creative use of the virtual formats and digital technologies, media and video and teachers from the three project schools from 3:00 p.m. to 6:00 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 schools will assist with instruction during these after-school programs expanded and enriched learning time sessions will be closely coordinated and integrated with classroom instruction.

Somos Uno / We are One staff and partners will offer classes for dance, theater, visual and media arts, and music. In each integrated expanded and enriched learning time session, Teaching Artists and instructors also will help students become invested in inquiry-based arts projects

aligned with Federal and Illinois Academic 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, content disciplines, and their unique and rich African American and Latinx cultures. Students will be given opportunities to attend student, community and professional art exhibits, plays, films, and concerts. Facilitated by school faculty and community partners, the hands-on project-based Design and STEM+Computer Science and the citizen science groups will meet on Tuesdays and Thursdays each week giving students the opportunity to participate in both the cultural arts and the Design, STEM+Computer Science/Citizen Science enriched learning opportunities are aligned with the Next Generation of Science Standards (NGSS). Feedback and on-going conversations will determine other OST activities for future years.

(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, Somos Uno / We are One 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. The project will also provide services to help students deal with the academic and health impacts because of the recent impact of the pandemic. For the transition in the case of infants, toddlers and preschoolers, a range of developmental milestones, including language development, pre-reading, numeracy, spatial skills, play activities and pro-social behaviors, other cognitive and emotional

development and child and family member bonding and interaction will be accessed and supported. For pre-K to kindergarten, and then kindergarten to elementary school, the project 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.

(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: Experiential Learning: A weekly schedule of hands-on activities will be provided which include trips to informal education institutions such as the park districts, libraries, zoos and various museums and participate in their informal education activities. Families will have the opportunity to experience firsthand the offerings, learn about these resources and how to use informal education to enrich and extend their own and their children's learning. Other weekly hands-on activities will occur virtually or in-person, at the schools focused on various child related issues, such as the families' roles in child development, using various art forms to support family literacy activities, building "maker spaces" and making games that support numeracy, creative and critical thinking, creating a community garden, using culturally traditional foods for health and nutrition, community and civic engagement activities, "make and take activities" (such as making playdoh for toddlers or creating math games for elementary school children), 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 or in the community 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 families a Family Leader/Mentoring Team of 10 families from each school will acquire best practices to team with teachers in classrooms and during out-of-school activities. Family leaders/mentors, and project staff in collaboration with Rincon Family Services will offer a series of monthly two-hour monthly family sessions for groups of 10-15 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, Real-Life ESL, Job Readiness, Family Goal Setting, a Homework Center, On-Line and Virtual Learning, Cross-Cultural Communications, 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 and available in the community. Because parents and students have expressed interest to socialize with other families at picnics, street fairs, and resource sessions, these will also be available as family sessions and will be held in-person or virtually when prudent.

Academic Support Classes: English as a Second Language (ESL) and GED Attainment will be offered through the local Community Colleges of Chicago – Wright or Malcolm X, and the program will offer Real Life English, Spanish Literacy for Spanish Speakers, Adult Basic Education, and Computer Skills to Support Families to Engage Their Children with Learning at School and Home. Classes will be offered at the schools. Under this project, on average, 60 family members per project year, 30 per school, will have the opportunity to take Real-life ESL,

Spanish Literacy for Spanish Speakers, ABE, GED attainment and computer skills in English and Spanish (including digital skills to support children's use of instructional technologies) classes at the schools. Each course (with 15 family members in each class) will be offered for a total of 16 weeks twice a year and will meet for two hours twice a week, with additional evening and week-end hours for tutoring, mentoring and extra support from instructors. All classes 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:

Somos Uno / We are One will employ several evidence-based strategies and activities in order to address student social, physical, emotional, health, nutrition and mental health needs. For this need area, 40 teachers will become engaged in 20 hours of PD workshops with coaching and intensive case study sessions providing opportunities for teachers to explore and understand how students function effectively socially and psychologically in their classrooms. These sessions will be conducted for groups of 20 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, and Restorative Justice and talking circles for conflict resolution and pro-social skills. ***Health Needs:*** The project 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 the project to develop school-based services and connect students to available

services provided by partners at school sites or in the community. When possible, these services will be designed so that they can be delivered virtually using telehealth services.

Nutrition Needs: By partnering with Rincon Family Services, the school families can obtain free healthier food options and attend quarterly family sessions on purchasing lower cost healthy foods, growing their own fruits and vegetables, and information on 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 acknowledging their cultural culinary heritage and blending it with healthy suggestions and tips. These books will be published by Somos Uno / Us are One and distributed to families and community residents. The schools will begin community gardens with the support of partners and after-school integrated expanded and enriched learning time will allow students to work on gardens, learn to identify plants, vegetables, and fruits, and prepare nutritious meals—a theme that arose in surveys and focus groups.

Mental Health Needs: Teachers in the project supported by faculty from Northeastern Illinois University will design a developmentally and culturally responsive mental health curriculum for all students K-12 to recognize a range of mental health problems including depression and suicidal ideation, destigmatize mental health problems, help them recognize needs in themselves and their friends and know how to seek help in the school. Teachers will receive PD on how to respond to a child in need and on the school-based referral process. The project will connect students with health partners, such as Casa Central and Rincon Family Services, that can help provide them with trauma and mental health screening, resources, information, and referrals. Association House of Chicago, another partner will 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.

SECTION 2: QUALITY OF THE PROJECT DESIGN

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

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 below 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 PRAA’s Partners.

By September 30th, 2027, a system of collaboration and culture supporting the capacity of Somos Uno/ We are One high-poverty elementary schools will be established to support the implementation and evaluation of the Full-Service Community Schools programs.

First Objective Outcomes:

- (a) By September 30th of each project year, the Project Leadership Team (PLT), the Management Team (MT), Pipeline Teams will be established and meeting at least monthly.
- (b) By December 15, 2022, the project’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 PRAA's Somos Uno / We are One will have been undertaken plans to raise at least \$100,000 in reallocated, foundation, and governmental agency funding over the course of the 5 years of the grant.

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

By September 30th, 2027, 100 students will be adequately prepared for entrance into kindergarten at the elementary schools and satisfactorily complete the academic requirements of kindergarten.

Second Objective Outcomes:

- (a) By April 15, 2023, the project schools' current early childhood program 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, the project's 10 early childhood educators and 10 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 10 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs. (d) 80% of 800 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 In-School and Out of School Integrated Expanded and Enriched Learning Time Programs and Strategies.

By September 30, 2027, at the two elementary schools, Mozart and Catalyst, there will have been an 80% increase in the academic performance of students who have participated in the project's after-school and extended day programs, 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 Somos Uno / We are One's teachers at the two 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 the two project schools will have increased their academic achievement in reading and mathematics, at a significant level.

(c) By September 30th of each project year, the project's after-school instructors at the two 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 the project's two project Integrated Expanded and Enriched Learning Time programs will have increased their academic achievement in reading and mathematics, at a 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 two 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 into the workforce.

Fourth Objective Outcomes:

(a) By September 30th of each project year, an early warning and tracking system, an academic and support system for students at risk, and tracking the percentage of students making progress at each level of education and 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 ESL, Real Life ESL, ABE and GED attainment and computer skills to support 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 1,069 students will have received services that are focused on social, emotional, health, nutrition, violence prevention, and mental health. SEL services will be in alignment with Illinois State Standards.

Sixth Objective Outcomes:

(a) By September 30th of each project year, 80% of the project’s teachers at the two 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 the project’s schools and integrated expanded and enriched learning 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 referral systems for mental health services for students at the two 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 Somos Uno/ We are One’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 PRAA 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 project 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, Somos Uno / We are One 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, and those described for the professional development below, persuasively makes the case that for schools to have the most effective impact on student learning, all the essential supports need be in the project'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 project's 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 particularly for African American and Latinx students. 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, the project will address early childhood needs by modeling its programming on critical aspects of *Head Start*, including 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. The project 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 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 Integrated Expanded and Enriched Learning 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 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. Somos Uno / We are One'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, the project 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, the project's model of arts integration in both school and Integrated Expanded and Enriched Learning Time strategies and instruction is well-suited to yield positive and significant student achievement outcomes. The 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>. The project’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 using 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 no programs. This holistic approach, involving students, families, and staff, emphasizes participants' full commitment to students' transition. This 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 components 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 project 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>.* The 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 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: The Somos Uno / We are One project 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 the project, 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>.* The project 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 the project, 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, Somos Uno/ We are One'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 who do not. The project 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. The 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). These strategies are informed by the CDC guidelines 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 project's 6 objectives; namely, for each objective there will be: (1) Integrated student supports at a community school that provide integrated in-school, out of school and expanded and enriched learning time 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 the Project's Partners. Through this objective and its activities, the project's seven partners including social and health services, mental health and behavioral health service organizations, and artistic and educational organizations, Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artisttree, and Rincon Family Services, 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 for student well-being, overcoming academic and SEL barriers, expanded and enriched learning time, family and community engagement, and refining the project 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, a trusting culture, a strong integration of the African American and Latinx traditions and support 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 continued funding of the practices in Somos Uno / We are One.

SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs. First, in order to effectively implement a high-quality early childhood program, the project will address the First Pillar, in collaboration with Casa Central and Rincon Family Services. These social service and education partners will conduct professional development for early childhood educators, facilitate monthly family sessions, and train on home visit components. The focus of the training sessions will be on how academic development can be integrated and focused on children's 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 the 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, this objective focuses on the third Pillar through the expansion and engagement of families with children of birth through three and the pre-K level. Fourth, a team for this objective and pipeline has been established, families will have the opportunity to participate in a culture which fosters collaboration and leadership.

THIRD OBJECTIVE—Developing and Implementing High-Quality In-School and Out of School Integrated Expanded and Enriched Learning Programs and Strategies. 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, Puerto Rico, the United States) and through African American music, drama, dance, the visual arts, into student academic and social-emotional learning. Through integrated expanded and enriched learning

time, students, in collaboration with Education through Innovation and Transformation (EdIT), Artisttree, Northeastern Illinois University, and Casa Central, in addition to other social and health service agencies, including mental and behavioral health agencies community 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, provide integrated expanded and enriched learning time for students. At the same time, in practice, the project will expand and enrich learning for students through mentoring, team building activities and individualized tutoring and referrals for counseling to Association House of Chicago, Casa Central, and/or Rincon Family Services. 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 Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artisttree, and/or Rincon Family Services.

FOURTH OBJECTIVE—Developing and Implementing Supports for Children's Transition to from Pre-School 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 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, the project'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 developmental supports in the case of children birth to 3 and pre-k to kindergarten and for elementary school through high school students' 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 will 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, Somos Uno / We are One will provide additional evidence based in school and 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 of the project in supporting students making transitions from grade to grade. Finally, by establishing a transition team, composed of Northeastern Illinois University, alongside other social and health service agencies, mental and behavioral health agencies and arts organizations for the fourth objective, 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. The project's fifth objective has a focus on the first Pillar in that family activities have been designed so they integrate cognitive skills as well as student well-being, social, health, emotional, nutrition, and mental health aspects of learning. Family Interactive and Friday Night sessions are offered to support the teaching and learning of children at home. The activities will provide an integrated approach to teaching and learning and will help families to support their children to thrive academically, overcome academic barriers, and to

understand 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 enriched and expanded learning are embedded in Family Interactive and Friday Night sessions and home learning. This fifth objective involves the increased engagement into teaching and learning through home educational support as well as through literacy, Real Life ESL, Spanish Literacy for Spanish Speakers, ABE, ESL, GED, and computer classes, 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 project partners, Association House of Chicago, Casa Central, and Rincon Family Services. 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 school based, partner and external referral system for nutrition and personal health issues like the need for dental and eye care, hearing assessments, 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 settings, and resolving interpersonal

conflicts. Finally, like all of the project's objectives, this one is designed and operated through a collaborative process where students, families, teachers, educators, school leaders, and community agencies all pool their resources and expertise to support student development in all its facets to collaborate under the fourth Pillar to develop a community of learners where all voices are heard, all cultural traditions especially African American and Latinx cultures are honored and celebrated, and 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 the 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 enable the evaluation strategies for each objective to be 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.

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 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.

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: A 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, the following statistics 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, K-8 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: The project's Independent Evaluator will choose two 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, 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 Coordinator, and school and community leadership). These teams will meet monthly or more to discuss, plan, and assess how the activities under each objective can best be designed and implemented. As educators 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, violence prevention 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 the Partners: The Design and Operation of Somos Uno / We are One's Leadership Team for this objective's activities will focus on the representing multiple perspectives of students and youth, families, teachers and staff, and school 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 (including the full-time Full Service School Coordinator, and school and community leadership): (a) developing a community of learners among the diverse partners, including students, teachers, and families benefiting from the project's services so that 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 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 and honoring the cultural traditions of African Americans and Latinx communities; (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, even in its abatement, continues to bring to the community; 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 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

At each project school, the Design and Operation of the Quality Early Childhood Team for this objective's activities will focus on representing diverse perspectives. Members of this team at each school will include the full-time School Coordinator, four representatives 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, what evidence-based research has revealed about what materials and types of interactions improve a child's cognitive and affective development, home visits, refining the mission of early childhood education, and the development and delivery of early childhood professional development for educators. 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, Out of School, Integrated Expanded

and Enriched Learning Time Pipeline Programming: At the two project schools, the Design and Operation Professional Development (PD) Team for this objective's activities will focus on representing diverse perspectives. Members of this team at each school will include the full-time School Coordinator, four student/youth representatives from grades 3-8 who are being taught during the school day and after-school hours, four teachers, educator (curricular specialists in reading, science and mathematics), and school leaders, who are responsible for administering teaching in grades 3-8 at each school, four family members, and up to five community agency representatives, including those from Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artisttree, and Rincon Family Services, with expertise in delivering innovative instruction in the arts, design, STEM, science, 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 integrated expanded and enriched learning time 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 cognitively 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, design, STEM, 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 how 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 Design and Operation Grade and Workplace Transitional Team for this objective’s activities will focus on representing diverse perspectives. Members of this team at each school will include four student/youth representatives from grades Pre-K-8, teachers, five educators, and administrative school leaders who are responsible for teaching in grades Pre-K-8 at each school, four family members with children at the project’s schools, and up to four community representatives from Education through Innovation and Transformation (EdIT), Northeastern Illinois University, Association House, Casa Central, Learning Dimensions, Artisttree, and Rincon Family Services, 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 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, and 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 teacher and student academic and social-emotional needs and readiness skills in making the transition from grade to grade, and into the workplace, including students with

special needs, cultural differences, and working effectively in large and small group settings, and individual counseling. Third, community agency representatives will discuss and plan how community representatives with expertise in mental health services, nutrition, and the corporate and not-for-profit world can address school and real-world problems in moving from grade to grade and into the workforce to enhance student transitional development. Fourth, family members will draw upon their “funds of knowledge” (Moll, 2021) to contribute how their cultural and socio-economic backgrounds can assist students in transitioning through the educational system and into the workplace, and to develop their own learning goals to support and enrich themselves and their families.

(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 Design and Operation of the Family Development Team for this objective’s activities will focus on representing diverse perspectives. Members of this team at each school will include four student/youth representatives from grades Pre-K-8, teachers, four teachers, educators, and administrative school leaders who are responsible for teaching in grades Pre-K-8 at each school and have expertise in collaborating with families to coordinate school and family learning, five family members with children at the project’s schools, and five community representatives from Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artistree, and Rincon Family Services 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 cognitive and non-

cognitive assessments to consider how family Interactive Sessions, with follow-up coaching and sharing, focused on teachers and family members can effectively collaborate to coordinate school homework and school learning issues 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, and classes in Real Life ESL, ESL, Spanish Literacy for Spanish Speakers, ABE, GED attainment, 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 including 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 Design and Operation Social, Health, Nutrition, and Mental Health Services Team for this objective's activities will focus on representing diverse perspectives. Members of this team at each school will include four student/youth representatives from grades Pre-K-8, teachers, five educators, and administrative school leaders who are responsible for teaching in grades Pre-K-8 at each school, four family members with children at the project's schools, and five community representatives the community partners 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 on surveys to a random sample of students, and 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 will plan how community and representatives with expertise in mental health services, nutrition, how those community agencies have addressed the above objective's issues, and how a referral system for individual counseling could be established and employed by schoolteachers, 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 this PRAA project Somos Uno / We are One in these critical developmental issues.

SECTION 4: ADEQUACY OF RESOURCES

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

Each school site will have a full-time site-coordinator for the project, as required by the Full-Service Community Schools program. As the budget narrative states positions for two full time site-coordinators have been established to ensure the successful implementation of the project. The implementation of the activities will be supported by in-kind contributions listed on the budget narrative in the amount of approximately \$48,000 per project year. Somos Uno / We are One will provide two hours per month of PD for key personnel and relevant partner liaisons.

Description of the School Site-Coordinator Position: *Full-Service School Program Coordinators (FSSPC), (100% time) and Other Key Project Positions:* [REDACTED] and [REDACTED], individuals who have been chosen to be FSSPCs, will form the cornerstone of the project at each of the partner schools: Mozart and Catalyst, respectively. The Full-Time School Site Coordinators will lead the development, implementation, coordination, and oversight

of all 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, PRAA staff, and collect reporting and evaluation data. Resumes for both Site Coordinators are available for review in the appendix.

Pipeline Service Specialist and Partner Liaison: [REDACTED] will serve in this role and will work in concert with all partners to ensure that pipeline services meet expectations of the proposed project: these pipeline services include the following: (1) high quality integrated expanded and enriched learning time programs and strategies; (2) family and community engagement and supports; and (3) high quality early childhood education programs (4) social, health, nutrition, and mental health services and supports, and (5) 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. They will work in full partnership with all staff members, school leaders, teachers, partners, and parents and families. [REDACTED] resume is available for review in the appendix.

Project Director: [REDACTED] will be responsible for the overall management of the Somos Uno / We are One Project. This includes creating a strong infrastructure in which the Full-Service Community School model at the two proposed school sites can build upon. He will also be responsible for aligning services and other activities to meet the needs of the school communities. [REDACTED] will 1) oversee the hiring of qualified staff; 2) align program schedules to the needs of students/parents/teachers; 3) lead and/or facilitate meetings with school site coordinators, school leaders, instructors, parent leaders, teachers, and partners; 4) empower Site

Coordinators and other key staff to embrace their leadership roles and be the primary decision makers within their assigned school sites and program-wide; 5) provide appropriate guidance to leadership team that results in serving the school community in an effective and positive manner; 6) oversee reporting program evaluation components to ensure goals and objectives are met. [REDACTED] resume is available for review in the appendix.

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, Site Coordinators, Pipeline Services Specialist and Partner Liaison, the community partners, representatives from teachers and families, the school principals, and the independent evaluator. The Project Leadership Team's regular meetings, 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 the programming and services. These weekly 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.

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 project. Since most of the program activities will occur at the two project school sites, the 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. Moreover, the two 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 addition to this 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 Somos Uno / We are One 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 PRAA staff, project teachers and partners, will continue their participation as part of their professional assignments. Accordingly, monies required to sustain the project will be

substantially less than yearly grant awards. Accordingly, monies required to sustain the project will be substantially less than yearly grant awards. It is anticipated that, in addition to approximately \$50,000 (10% of project funding) of in-kind support yearly through community partners, years 1-5 leading up to the federal grant funding ending, that District, project schools, and foundation funding will be appropriately reallocated to support the sustainability of the Somos Uno / We are One project. These funds will enable the project to institutionalize or build capacity for the Full-Time School Site Coordinators, Out of School Time/Family Community Engagement Coordinator, Partner/Transition Supports Program Coordinator, and Early Childhood/Wrap-around Services Coordinator.

Setting the Stage for External Funding to Extend the Project: PRAA and its partners, Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University, Casa Central, Learning Dimensions, Artistree, and Rincon Family Services will approach foundations and other local funding sources in support of continued funding for student and teacher programming in high need schools. The stage has been set to acquire state and private funding to support this project once federal funding ends. All project partners have an established record of receiving funding from foundations such as: The Joyce Foundation, Walder Foundation, Polk Bros. Foundation, and Morse Foundation. PRAA, and its project partners, will apply to these foundations and others locally and nationally to continue the Somos Uno / We are One project.

A Commitment to Institutionalization: First, the project partners have indicated that they are committed to the institutionalization and to use their own resources, while at the same time building school resources and capacity, to continue the project. Principals of target schools indicate that improving schools through integrating standards-based arts education into the curriculum, for at-risk students, is a long-term priority. ***Having Established On-Going Organizational Teams:*** Second, the project will establish organizational units in the form of leadership, management, teacher, and family teams through seed funds under this grant that will

build school capacity and sustainability for this community school project. The Leadership Team, Management Team, and Pipeline Teams also will develop detailed plans on how to sustain the project through school funds and private grants. ***Having Planned for the Institutionalization of the Somos Uno / We are One Project:*** Third, the 12 Teacher Leaders will play a critical role in the development of the project because they will have learned how to organize, develop, and facilitate PD sessions and follow-up, and collaborate with community organizations, work effectively with their colleagues on arts integration projects, thus providing each school with teacher leaders with the skill sets to continue the project after funding ends.

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 the project. 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; (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 minimal and will mainly consist in community funding at an average cost of no more than \$15,000 per agency, per school year.

(c) A Description of How the Full-Time 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 and coordinated planning at the beginning of the project will ensure that the project will have the greatest possible impact by tailoring all programming and services to the greatest areas of need.

Second, throughout the five-year term of the grant, 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 the 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 Three. 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, inter-disciplinary integration of the kind that will be provided by the site-coordinators in the two schools also will make it far easier for the project 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, and trauma-informed services. Additionally, at schools 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, the site-coordinator, as the title suggests, is responsible for coordinating the programs and services at each school site. In this context, the coordination provides the logistical support needed to maximize the project’s impact on students, families, and teachers. Such coordination involves working with school administration to ensure that the project has access to adequate school facilities at the times needed to provide the programming proposed. Since these facilities will have to be used jointly between the project 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. Successful coordination of the pipeline services will be marked by an efficient deployment of the pipeline services, i.e. the services are deployed according to the plan established in this proposal, and within the proposed budgetary constraints. At the same time, coordination of programming and services also ensures the effectiveness of the pipeline services, that is, that each of the five services 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 facilitate the programs and services in each school site. For the site-coordinator, detailed yet flexible planning aligned with the needs

assessments is the first step that must be taken in order to be a facilitator of this project. This, of course, also includes the regular meetings with the Project Leadership Team to bring together all the major stakeholders in collaboration to design, implement, and ensure the fidelity of the implementation of the project. Site-coordinators also play a key role in facilitating the accurate and timely collection of data for the evaluation of the project. This is important not only because reporting is a requirement of the grant, 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. The preceding areas of the site-coordinator's duties pertain to the management end of the project, but the site-coordinator is also responsible for facilitating the day-to-day running of the programs and services. Such tasks include facilitating the integrated student supports, e.g. the integrated expanded and enriched learning time supports for students to access resources pertaining to wellbeing, address barriers to learning, mental health, medical, dental, and behavioral services. This means that the site-coordinators are regularly checking in with the teachers to ensure that the academic and non-academic programming for Somos Uno / We are One is being implemented in such a way as to have the most impact on students cognitive and non-cognitive learning as is possible. Finally, the site-coordinators facilitate the 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. The site-coordinator also will work with the schools and partners so that the timing and location of the events are convenient for the attendees. In this way, the community school can become a hub for students, families, and community members. Just as the site-coordinators maximize the impact of the project by facilitating the cognitive and non-cognitive learning of students, they also can 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.

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. (FSCS NFP)

The 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. Community partners participating are described below.

Education through Innovation and Transformation (EdIT) has over two decades invested in the community that it serves. EdIT's focus ranges from parent/family workshops, leadership training, in/after school cultural arts classes, and professional development sessions for school educators. **Association House of Chicago** has played a significant and historic role in Chicago's westside neighborhoods. Programs and services that Association House offers include behavioral health, child welfare, community health, and workforce development.

Northeastern Illinois University has been a leader in equitable, diverse, and inclusive practices for students, their families, school students, educators, and communities. NEIU will provide activities involving teambuilding activities, STEM, arts, literacy and computational skill building. **Casa Central** is one of the largest social service agencies in the Midwest. Casa Central delivers evidenced-based, award winning programming in response to the needs of the Latinx community. Programs and services include: Child and Youth daycare, afterschool sessions, School Age programs for children ages 5-12 with opportunities to play, learn, and grow in a safe and healthy environment; Early Learning academy which serves low-income families and offers bilingual, full-day Head Start/IDHS child care year round; Violence Prevention and Intervention, domestic violence intervention, counseling, **Learning Dimensions** offers curriculum and innovative learning solutions that transforms lives and meets the demands of the 21st century learner. Programs that are offered are: strategic planning for organizational level needs;

comprehensive program/project management evaluation; innovative curriculum solutions; and professional development program plans, models, and trainings. **Artisttree** provides in/out of school telecollaborative arts projects between students at project schools and schools in Mexico; provides community engagement and action-based learning in creative expression, environmental actions, and culture heritage, preservation, and resignification; connect teachers in Mexico with teachers at both project schools to telecollaborate in the development of arts projects, cultural enrichment opportunities, and cross-cultural relationships. **Rincon Family Services** is dedicated to rendering compassionate and effective programs that promote the quality of life by serving as a catalyst for advocacy, education and empowerment of individuals and their families. Programs and services provided will include substance abuse, mental health services, no-cost prevention services ranging that provide a safe environment for children and youth; rental assistance; eviction prevention; and a community food pantry.

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

Table 5: Partners and Their Contribution to Each Objective

First Objective (System of Collaboration) and its Needs	
Partner	Roles and Responsibilities

<p>All 7 Partners: Education through Innovation and Transformation (EdIT), Association House of Chicago, Northeastern Illinois University (NEIU), Casa Central, Learning Dimensions, Artisttree, Rincon Family Services</p>	<p>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</p>
<p>Second Objective (Early Childhood) and its Needs</p>	
<p>Partner</p>	<p>Roles and Responsibilities</p>
<p>Casa Central</p>	<p>Early Learning Academy Safe Start Programs serve low-income families, providing quality and bilingual early childhood education for children, ages 2 to 5. It offers full-day Head Start/IDHS childcare year-round and provides support to parents. Safe Start provides safety/well-being supports birth to age 5.</p>
<p>Rincon Family Services</p>	<p>After School Care: Moon Arts and Education Program – OST Arts and Education program which is operated out of and funded by City of Chicago, providing safe and nurturing environment for children and youth in need, at no cost to families. Participants engage with art, peers, social supports, and receive healthy meals, school tutoring, and community enrichment programs.</p>
<p>Third Objective (High Quality School and Out of School Time) and its Needs</p>	
<p>Partner</p>	<p>Roles and Responsibilities</p>
<p>Education through Innovation and</p>	<p>EdIT will offer in/after school arts classes, PD for educators, and Parent/Family workshops,</p>

Transformation (EdIT)	Leadership training.
Artisttree	Telecollaborative Arts and cultural projects
Northeastern Illinois University	NEIU will offer PD on STEM activities (coding and robotics), arts activities, team building for educators.
Casa Central	Programs provide children ages 5 to 12 with opportunities to play, learn, and grow in a safe and healthy bilingual/bicultural environment, all while their parents are at work or school.
Fourth Objective (Transition) and its Needs	
Partner	Roles and Responsibilities
Northeastern Illinois University	Provide programs that help with the transition from middle to high, high to college for students participating at the two project schools.
Fifth Objective (Family & Community Engagement) and its Needs	
Partner	Roles and Responsibilities
Education through Innovation and Transformation (EdIT)	Provides Parent/Family workshops that include performing arts, visual arts, leadership, technology, social skills, and career readiness.
Association House of Chicago	Provides supports for behavioral health, mental health, substance abuse, housing security, GED and Adult Education, and workforce development.
Northeastern Illinois University	Provide workshops for family and community engagement in the arts, leadership, STEM, equity and inclusive practices.
Casa Central	Provides workshops for professionals and community members and offers special events aimed at raising awareness about domestic violence.
Learning Dimensions	Provide strategic planning, innovative curriculum support, and professional development needs.

Rincon Family Services	Participants engage with art, peers, social supports, and receive healthy meals, school tutoring, and community enrichment programs.
Sixth Objective (Social, Emotional, Health) and its Needs	
Partner	Roles and Responsibilities
Association House of Chicago	Program Areas: Behavioral Health: mental health, substance abuse, and developmental disabilities Welfare: Foster care, intact family services, Community Health: food insecurity, obesity, sexually transmitted infections, diabetes, heart disease, and mental health issues. Offers a variety of health education services, cost-free to participants, to address these critical community health needs.
Casa Central	Free bilingual services to people who are experiencing verbal, physical, psychological, financial. Program serves individuals of all ages who have experienced, or are currently experiencing, domestic violence. Counselors/Advocates are specially trained to address the safety needs and concerns of domestic violence survivors. Both group and individual counseling are available.
Rincon Family Services	Provides safe and nurturing environment for children and youth in need, at no cost to families. Participants engage with art, peers, social supports, and receive healthy meals, school tutoring, and community enrichment programs.

(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, the Puerto Rican Arts Alliance, alongside its partners, has established a history of effectiveness in implementing programs having an impact on high need student and family stakeholders. Annually, over 30,000 youth, students, and audience members can explore, learn, and expand their appreciation of Puerto Rican culture and heritage, Students, families, and

members of the community engage with programming that ranges from visual arts, music education, music performances, and volunteer opportunities. PRAA has a strong partnership with Chicago Public Schools and is currently a 21st Century Community Learning Center grantee, where PRAA provides over 50 weekly classes across 4 partner school sites in the visual arts, performing arts, academic supports, tutoring, mentoring, STEM, family workshops, cultural events, and field trips to various institutions throughout Chicago. PRAA, will collaborate with its key partner, Education Through Innovation and Transformation (EdIT) to implement model programming for: (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 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 how partners such as Learning Dimensions and Education through Innovation and Transformation (EdIT), amongst other partners, have a history of effectiveness by successfully implementing a pre- and post- quasi-experimental design that was able to have a statistically significant impact on high need student achievement in reading and mathematics at a school district in Summit Illinois. The project undertook steps to identify comparison schools in support of the project's quasi-experimental design, comparing equivalent treatment and comparison student scores, which in this case was Maywood/Melrose district that has a very similar ethnic population (mostly Latino) and with a history of similar standardized achievement score levels in reading and mathematics. During the implementation of full-service projects in Summit School District, a statistical analysis of these pre-post quasi-experimental results from the Summit and comparison schools were used to determine the extent to which the Summit community schools project had an impact on student achievement, using the NWEA MAP assessment of standardized student achievement in reading and mathematics. The first set of tables below demonstrates that the Summit students at all reading and mathematics grade

levels had statistically significant increases (with $p < .01$) in their mean achievement scores from fall to the spring, with some gains as high as 17 points. The last tables in this sub-section showed that Maywood Melrose also had mean improvements in their reading and mathematics scores. However, when Summit project scores are compared to the Maywood Melrose increases, Summit had higher mean scores in mathematics at all grade levels than did Maywood. Summit also had higher mean scores for reading at four grade levels; namely, 3, 4, 5, and 7, whereas Maywood only had slightly higher increases at three grade levels. Overall, Summit had increases in reading and mathematics at 8 grade levels versus 3 for Maywood. This contrast in scores provides evidence that the Summit full-service community schools project was largely responsible for the mean impact for grade level increases, given that the only major difference between the two districts was that Summit had a full-service community schools program and Maywood Melrose did not have such a program.

Table 6: History of Effectiveness

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

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

Summit vs. Comparison School Means for Mathematics and Reading Scores

Mathematics		
Grade	Summit Mean Increase	Maywood Melrose Mean Increase
2	17.09	15.70
3	16.61	11.90
4	11.80	11.40
5	17.26	9.90
Reading		
Grade	Summit Mean Increase	Maywood/ Melrose Mean Increase
2	15.14	15.90
3	11.48	10.70
4	10.05	8.80
5	10.00	7.80
6	5.94	6.40
7	4.82	4.40
8	2.70	3.60

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 **Education through Innovation and Transformation’s** Summit School District's history of community schools on student non-academic behavior and establish its history of effectiveness, paired t-tests for the 2017-2018 school year were run for Summit elementary school students outcomes using a social and emotional survey, which was administered as part of a federally-funded Carol White Fitness and Nutrition grant. The results of the 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.

Table 7: Pre and Post Assessments of School Students' Social and Emotional Growth

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

A History of Effectiveness in Working with and Positively Impacting Families: Education through Innovation and Transformation, a major partner of PRAA’s Somos Uno / We are One, has established a history of effectiveness in implementing a full-service community schools project with participating families and families. This project is modeled after this Education through Innovation and Transformation’s community school initiative undertaken in the Bensenville Illinois School District. The tables below depict data collected from a survey designed to assess the impact of Education through Innovation and Transformation’s community school 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 263 families, were collected at the conclusion of the 2020 school year and assessed the impact community school programming.

Table 8: Impact of Community School Programming

Your Child's School					
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I feel welcome when I visit my child’s school.	2.1%	2.1%	8.6%	39.9%	47.3%
My child’s school is a good place for my child to be.	1.2%	1.2%	8.2%	39.9%	49.4%
I have confidence in the people at my child’s school.	2.5%	1.2%	9.8%	44.3%	42.2%
My child’s school is doing a good job of preparing children for their futures.	3.2%	3.2%	10.1%	40.7%	42.7%
I am comfortable in having a conversation with my child’s	2.0%	0.8%	4.5%	41.2%	51.4%

teacher.					
Average	2.2%	1.7%	8.3%	41.2%	46.6%
Instruction at my Child's School					
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I understand why my school assesses my child's academic and socio emotional needs.	2.0%	2.0%	8.1%	46.2%	41.7%
I know that my child's teachers will personalize their instruction to meet the needs of my student.	0.8%	4.1%	13.1%	44.5%	37.6%
I understand why my school uses different forms of instruction.	1.6%	1.6%	13.5%	45.1%	38.1%
Average	1.5%	2.6%	11.6%	45.2%	39.1%

As evidenced in the tables above, families demonstrated very positive attitudes towards their children's school as a result of the community school's initiative. In both tables, *Your Child's School* and *Instruction at my Child's School*, over 80% of responding families either agreed or strongly agreed on the items indicating a great deal of confidence in the community school.

Schooling and Learning					
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I can help my child progress from one grade to another.	3.4%	5.5%	14.7%	39.5%	37.0%
I have a space for my child to his/her	2.1%	3.4%	6.8%	33.8%	53.8%

homework at home.					
I am aware of opportunities for supplemental education services for my child (e.g. tutoring).	9.0%	8.5%	18.8%	38.0%	25.6%
The arts play an important role in providing my child with a well-rounded education.	1.3%	2.1%	11.5%	41.0%	44.0%
I always know how my child is doing in school.	2.6%	3.4%	9.9%	39.5%	44.6%
My child's schoolwork is displayed in my home (e.g. papers on refrigerator).	6.0%	3.4%	15.0%	37.6%	38.0%
I help my child with his or her homework.	3.4%	0.9%	9.9%	39.2%	46.6%
Average	4.0%	3.9%	12.4%	38.4%	41.4%
Socio-Emotional Learning					
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I can help my child avoid fights and arguments.	3.5%	1.6%	5.5%	49.8%	39.6%
I turn to others when I need assistance or support with his or her emotional needs.	5.6%	10.5%	16.9%	44.0%	23.0%
I can identify when my child is not getting enough rest and how to help with that problem.	1.6%	0.0%	2.4%	45.3%	50.8%

I can tell when my child is having suicidal thoughts.	4.2%	3.8%	30.9%	27.5%	33.5%
I have a trusting relationship with my child.	1.2%	1.2%	2.0%	29.8%	65.9%
I involve my child in thinking through how he or she might best behave.	1.6%	0.8%	2.0%	37.8%	57.9%
I know how to assist my child if he or she is experiencing stress.	2.0%	2.0%	6.3%	46.5%	43.3%
I know how to deal with substance abuse issues my child might have.	3.4%	2.9%	30.3%	31.1%	32.4%
I explain to my child why families sometimes need to set limits.	0.8%	1.2%	1.2%	41.8%	55.0%
I help my child make decisions.	0.8%	0.4%	6.5%	48.8%	43.5%
I recognize and know what to do when my child is anxious or sad.	0.8%	1.6%	5.9%	44.7%	47.0%
I understand what it means to be empathic to my child's needs.	0.4%	0.8%	5.0%	40.9%	52.9%
I can help my child in dealing with the anger.	0.8%	1.6%	8.4%	47.4%	41.8%
I know how to assist my child in dealing with bullying behavior.	0.4%	3.3%	9.8%	50.6%	35.9%
I talk to my child about his or her feelings.	1.2%	0.8%	2.0%	43.9%	52.2%
I use a variety of approaches to explore different ways to deal with	1.6%	2.4%	7.6%	47.2%	41.2%

disagreements or conflicts with my child.					
I talk to my child about their social media use.	1.2%	0.8%	8.4%	40.2%	49.4%
I use a variety of ways to cope with feelings I might have.	0.8%	2.0%	6.5%	49.2%	41.5%
<i>Average</i>	<i>1.8%</i>	<i>2.1%</i>	<i>8.7%</i>	<i>42.6%</i>	<i>44.8%</i>

The data presented in two tables above, *Schooling and Learning* and *Socio-Emotional Learning*, depict the 263 families’ beliefs in their own abilities to assist their children’s’ academic and socio emotional learning as a result of the intensive family programming offered by the community schools initiative. As illustrated in the first table, nearly 80% of families agreed or strongly agreed that they were able to facilitate their children’s’ academic learning due to Education through Innovation and Transformation’s programming. Over 87% of participating families agreed or strongly agreed that they were able support their children’s’ socio emotional learning, as depicted in the second table. Taken collectively, these data demonstrate how Education through Innovation and Transformation has a strong history of effectiveness in working with and positively impacting 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

The project is proposing a comprehensive plan for management of the proposed project, including: (1) the Leadership Team; (2) the Management Team, and (3) The 5 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 teacher 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 Coordinator, 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 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 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 2 high-poverty elementary schools will be established to support the implementation and evaluation of full-service community schools' program at the two 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, a 17 member Project Leadership Team will be established and composed of 1 Project Director, 7 community partners, 2 teachers, 2 family members, 2 Site Coordinators, 2 school principals, and the Independent Evaluator. This Team will meet monthly to ensure a system of on-going support and coordination has been developed for the project. The conceptual design of the project, focused on developing a hub of community partners supports 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 all members of the community contribute ideas and learn from one another. Through dialogue on professional teams, participants create a culture of mutual learning in the classroom and in the schools.

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

The project will be guided in the development of a collaborative culture where individual pipeline services will not be viewed as siloes operating separately, but as a mosaic of integrated programs of interacting and interconnected elements. Accordingly, Somos Uno / We are One 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; (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 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, Independent Evaluator, and Project Leadership Team will fine-tune 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 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 the project'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 Project Leadership Team will assist the two School Site Coordinators with planning how to effectively collect and use student needs assessment data to improve instruction in the 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:

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 and the 5 Pipeline teams) will have been established to continue the project. After the grant ends, the district staff, along with the Leadership Team, will continue their participation as part of their regular professional assignments. Accordingly, monies required to sustain the project will be substantially less than yearly grant awards. It is anticipated that, in addition to approximately \$50,000 (10% of project funding) of in-kind support yearly through community partners, years 1-5 leading up to the federal grant funding ending, that District, project schools, and foundation funding will be appropriately reallocated to support sustainability of the Somos Uno / We are One project. Funds will enable project to build capacity for School Site Service Coordinators, provide integrated expanded and enriched learning time, Partner/Transition Supports Program Coordinator, and Early Childhood, collaborative community support for social-emotional development, physical health, nutrition, fitness, mental health, and prevention/treatment of violence.

Setting the Stage for External Funding to Extend the Project: It is anticipated, as stated previously, that in addition to approximately \$50,000 (10% of project funding) of in-kind support yearly through community partners, years 1-5 leading up to the federal grant funding ending, that District, project schools, and foundation funding will be appropriately reallocated to support the sustainability of the Somos Uno / We are One Project. The Management Team will have a laser-like focus on developing additional partnerships and designing strategies with an eye to continue to support the goals and objectives of the Full-Service Community Schools

Program grant as the objectives and outcomes will be achieved on an on-going basis, and potential funders will have a great impetus to fund these services as it strengthens the school communities, and this is beneficial to all stakeholders, students, families, teachers, and community members. All project partners have an established record of receiving funding from foundations such as: The Joyce Foundation, Walder Foundation, Polk Bros. Foundation, and Morse Foundation. PRAA, and its project partners, will apply to these foundations and others locally and nationally to continue the Somos Uno / We are One project.

Having Documented the Project's Accomplishments to Support Program Continuation: It is anticipated that due to the project's work products (e. g. manuals, tool kits, websites, and lesson and unit plans) finances needed for program continuation through resource re-allocation or fund-raising will be minimal and will mainly consist of funding for on-going community agency collaboration at a targeted average cost of \$15,000 per agency, per school year.

2. Detailed plans to achieve the project's second objective: By September 30th2027, 300 students will have been adequately prepared for entrance into kindergarten at two elementary schools and have satisfactorily completed the requirements of kindergarten.

Assessing the Schools Current Early Childhood Program and Its Mission

As a first step in further developing and expanding, early childhood programming will assess the scope and intensity of these two Chicago schools' current program from January through April 2023 to plan how the project can best be aligned with the most recent research and contingencies raised by the still resonating effects of the pandemic.

Early Childhood Mission: The mission of the two Early Childhood Program is to build collaborative partnerships with families the schools' serve to instill lifelong learning for themselves and their children. The purpose of the Early Childhood Program is to: (a) Assist families in understanding how to provide basic needs of their children;(b) Provide safe, nurturing, and stimulating environments for children and families so that they will develop and thrive;(c) Develop a child's sense of self, interaction with others, and social cooperation;(d)

Encourage experimentation, exploration, risk-taking, and pursuing individual interests; (e) Model how the family is the child's first teacher; and (f) Challenge children's complex intellectual and social-emotional capabilities.

Birth-to-3 Early Childhood Programming

The first three years of life is a period of incredible developmental growth by building life-long skills such as language, self-regulation and social/emotional competency. Through an evidence-based program approach, these schools offer a Birth-to-3 Program that nurtures healthy family-child relationships during the critical years and facilitates quality activities that strengthen the family/child relationship. The current programs offer age-appropriate educational activities that promote healthy brain development and self-regulation skills, referrals to community resources some home visits, some educational outings to libraries to build literacy and social skills, limited home visits, and limited family sessions in the area of nutrition, discipline, (all were limited due to the pandemic). The prospect of FSCS funding will allow these early childhood programs at the project schools to expand and thrive. Home visiting staff and an array of cultural and literacy activities, as well as high-quality PD will be transformative for families and their children.

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 the schools' Early Childhood Program.

(i) Having Offered Professional Development (PD) for 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

Ten early childhood educators and 10 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 staff from Association House of Chicago, and Family leader/mentor

and early childhood education teams from each school (60 total educator and family mentors) will be provided to support a collaborative learning culture of dialogue.

Teachers and families as partners working together 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 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, approximately 150 families who have children in the two project schools who are 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 sessions, with 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 the social time for the families.

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

Under the Somos Uno /We are One project will sponsor home visits from March through September in the first year, and from October through September each ensuing project year will be offered for 65 families each project year by early childhood staff and specially trained Family Mentors, alongside Early Childhood specialists from Casa Central and Rincon Family Services, will use the HIPPY 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 project's 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. Somos Uno /We are One 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 community eight elementary 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 Two Project Schools to Assist Them with Improving the Quality of In-School and Out of School, Integrated Expanded, and Enriched Learning Time and School Strategies and Instruction.

By September 30, 2027, 50 teachers, Pre-K through 8th grade, project schools will have increased their ability to implement inquiry and standardized-based academic and arts programming and integrated, culturally aware 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 rigorous academic standards (including Illinois Academic 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, Education through Innovation and Transformation (EdIT), Northeastern Illinois University, and Artisttree, 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 85 project teachers (augmented by a minimum of 6 Teacher Artists and three Artists-in-Residence, who possess culturally relevant sensitivity and knowledge about the African American and Latinx traditions) will participate each year in 30 hours of sustained and intensive inquiry-based standardized academic and arts PD program for deeper learning. Twelve of these teachers will function as leaders of Teacher School-Based Teams (TST) to provide on-going coordination and support for the PD workshops and coaching. Accordingly, all teachers will participate in 20 hours of PD workshop sessions each year, two-hour workshops August through May. The PD sessions will be led by a combination of teaching artists from Education through Innovation and Transformation (EdIT), Northeastern Illinois University, Artisttree, and Learning Dimensions. 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, and a digital on-line learning and school technology specialist. ***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 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 approximately 15 teachers each

semester so that by the fifth year all 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 as well as cultural sensitivity 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 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 with

reflective seminar 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 especially African American and Latinx 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 during instruction. Through the development of close personal relationships with these families, and through the weekly two-hour seminar's reflection sessions, 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. The project, will provide courses in Spanish and Conversation Clubs for Teachers for teachers who choose to participate

(b) Follow-up PD and Mentoring having been offered in Years 1- 5: The project's Teaching Artists and Artists in Residence in collaboration with 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 and African American dances 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. Somos Uno/ We are One 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 and African American Traditions, and 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 being an instrument to improve school engagement and academic performance, to being a means of fostering academic and social-emotional development. The value of arts education lies at the crossroads of these roles. It is shaped by a widely shared cultural understanding of art as being a way to express emotions and ideas, 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, which resonate with the students' Latinx and African American cultures and their connections to theater and visual arts as follows: Third through Fifth grade teachers will focus on: the Huayano of Peru, the Bomba, a dance with origins are rooted in the history of African slavery of Puerto Rico and the Caribbean, and the Samba of Brazil, a dance also originating from the African countries of Angola and the Congo. Sixth through Eighth grade teachers will focus on: the traditional Folklórico of Mexico, African influenced dances from Haiti and Puerto Rico, the Charleston of the jazz age in the United States, and the Lindy, born in the African American community during the Harlem Renaissance, 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 the PD described below, School Technology/Digital Media Specialists 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. PD will be provided based on input from student surveys and focus groups, in developing low tech and high-tech maker spaces and teaching creative and socially relevant, STEM, coding, design and computer science, media and video production as described in the extended and enriched out of school program.

(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 and Design

thinking Into Classroom Instruction and in Integrated Expanded and Enriched Learning In School and Out of School Time Instruction.

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

Student learning under the project, in collaboration with the partners will place a major emphasis on becoming immersed in authentic teaching and learning where under-served 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 in the project also will further intrinsically motivate under-served students to learn.

Having Addressed English Language Learners and Under-served 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 art, production such as scriptwriting, and graphic design, coding, STEM and design. Students will be progressively introduced to digital media, design and the arts. Learning these media arts will also

be part of a larger media literacy effort that builds capacity for under-served students to be discerning in their media consumption, including internet research (information credibility). Students will use their own lens of cultural sensitivity as they examine media in terms of their African American and Latinx traditions.

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 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. Students with engineering and designed games or products, robotics or other STEM projects will also participate. 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 and/or exhibitions are not possible these performances and demonstrations 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 area theaters. If live visits are not possible, the project will provide livestreaming of professional performances.

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

For grades K-2nd grades: Under-served 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-8thgrades:*** 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-5th Grade Students: Third through fifth grade students in years 1 through 4 will focus on the Huayano of Peru, the Carnival of the Caribbean, and the Samba of Brazil.

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

The authentic teaching and learning activities through the arts described below will be provided in collaboration with Education through Innovation and Transformation (EdIT), Northeastern Illinois University, Learning Dimensions, and Artisttree.

The Second Trimester of Each Project Year: The Bomba from Puerto Rico, and the Carnival of the Caribbean In the Caribbean, dance is an integral part of culture and life. Each island has its own 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 with origins in Africa. 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 the hip hop and break dancing. **RaRa as a form of Carnival:** Rara season overlaps with Carnival season, and so Rara activity begins on January 6th, known on the Christian calendar as Epiphany. Rara bands usually parade as small carnival bands, and then continue to parade after Carnival during Lent, until Easter. The "tone," or "ambiance," of Rara

parading is loud and carnivalesque, with performance traditions like Junkanoo, Capoeira, Calypso, Black Indians' parades, Reggae, 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 Afro-Caribbean countries, and in particular, Puerto Rico and Brazil. 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, all of which 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 from the U.S. jazz age and the Harlem Renaissance, and other African-influenced dances of Haiti and Puerto Rico.

The First Trimester of Each Project Year: Folklorico 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 and the Harlem Renaissance: In studying the Charleston, students learn the frequencies of 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. In visually depicting the dances, students learn about color and 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 hemiolas – the metrical pattern of music where groups of three and groups of two are superimposed. The Lindy is a uniquely Black American art form, and students will learn about its deep historical roots and social significance. As a means of employing the visual arts, sets will also be designed as visual backdrops to the performance of these of these musical and dance productions, 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 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 uniquely Haitian dances. The Bomba, has African roots, and it is now widely viewed as an expression of Puerto Rican art and culture; students will be exposed to its 16 rhythms and unique connection between dances and drummers.

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 several words of Maipurean origin, including: *barbacoa* ("barbecue"), *hamaca* ("hammock"), *iwana* ("iguana"), *Juracán* or huracán ("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: 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 each year as Chicago has a rich tradition of offering African American, Puerto Rican, and Mexican dance, music, and theater performances. In the case that live visits are not possible the project will provide livestreaming of professional artistic performances.

(b). Integrated expanded and Enriched Learning Time Programming and strategies.

TABLE 9: Somos Uno / We are One 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	Standards and evidence-based and school curricula aligned instructional, learning, and academic support activities driven by visible and critical strategies via “thinking routines” and	2 days per week	Year-round (56 sessions)	2 hours	Students in K-8th grades

	performance.	inquiry and project-based learning, including homework/academic support via an “Academic Power Hour”.				
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,	Technology specialists integrate technology into	2 days per week	Year-round (56 sessions)	Integrated across all	Students in K-8th grades

	internet and digital media to strengthen student academic success across all school and project content areas.	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.			program areas	
Social-Emotional Learning	Support student development where students apply knowledge, attitudes and skills to understand/manage emotions, set &	The integration of cooperative learning into all after-school learning in literacy, math, & science. The Collaborative for Academic, Social, and Emotional Learning (CASEL)	2 days per week	Year-round (56 sessions)	Infused through -out programming	Students in K-8th grades

	<p>accomplish positive goals, feel & demonstrate empathy for others, develop & maintain positive relationships, & make responsible decisions.</p>	<p>assisting students in addressing social and emotional issues in their lives to develop socio-emotional skills.</p>				
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(a) Offering Integrated Expanded and Enriched Learning Time Classes with a Focus on

the Arts and Technology: The after-school instructional design of this project, collaboratively supported in its implementation by Education through Innovation and Transformation (EdIT), Northeastern Illinois University, Learning Dimensions, and Artistree, 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 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 the project, 200 students (100 students from each project school who have need for supplemental academic support) will be given the opportunity to attend after-school cultural arts/academic enrichment programming, led by Teaching Artists (drawn from Education through Innovation and Transformation (EdIT), Northeastern Illinois University, and

Artisttree) who have specialties in art forms of dance, theater, music, media and visual arts) and teachers from the two 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. The project 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, the Bomba of Puerto Rico and the African American inspired Lindy Hop 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. Students will learn how today's dances stem from these rich cultural dance and music patterns.

In each integrated expanded and enriched learning time class, Teaching Artists and instructors will help students to become invested in inquiry-based arts projects, which are 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 as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed.

(b) Providing Tutoring and Academic Support to Under-served Students: A core of 6 trained high school and 6 college tutors will be an integral resource for students participating in the project's integrated expanded and enriched learning time programming. The tutors, to be selected by the schools and project staff jointly, 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 tutors prior to the school year and on-going training will be offered monthly in 1 hour follow up sessions. The tutors will develop personal relationships that model commitment, encourage success and positive social behaviors, and assist with college readiness.

(c) Providing Students with Cultural Experiences for Academic Enrichment: To further motivate students in the after-school sessions, they will attend theatre productions, concerts, dance performances, and art exhibits in Chicago, focused on celebrating the role of arts in life and society, which they have learned about in the after-school classes. Students will attend Livestreamed performances and art exhibitions when in person visits are not possible. Prior to the productions, Teaching Artists will provide background information on what they will be observing or hearing, and students will meet afterwards to discuss how the arts productions enhanced their understanding of content knowledge and emotional and social identities.

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

(d). 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 Project staff 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. Ongoing monitoring of attendance, including an automated notification system that informs Site Coordinators who will alert teachers and families about counseling students into the project's integrated expanded and enriched learning programming at project's two schools, and counselors.

To assist the project with providing support to students as they proceed from grade level to grade level, and from post-secondary education and eventually into the workforce, PRAA in collaboration with its partners and the schools will develop a system for tracking students. That system will engage students' families in keeping in contact with students through a variety of vehicles, including contacts with families, students' school approved email address, and a variety of social media used by students to communicate with one another.

(b) Academic Monitoring, Counseling, and Support

Academic Path Monitoring- Research suggests intervening at key transition points and creating multiple paths to adult success contribute to decreased dropout and increased high school completion (Rosch and Owen 2008 by Center for Child and Family Policy http://familyimpactseminars.org/s_ncfis04report.pdf). In collaboration with the Site Coordinator, 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 Association House of Chicago, Casa Central, or Rincon Family Services for counseling.

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

A central focus of the project is that children benefit from the interactive effect of providing both high quality, responsive instruction in preschool and kindergarten and a responsive parenting

intervention. The project 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 the staff and partners, 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.

The project, 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 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 coach working with families, as will be implemented in the project and will support the use of new behaviors across everyday activities. Under the project, 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

The project will collaborate on implementing this transition component even though the schools are pre-K -8 buildings. In order to address the specific issues related to the transition from grades pre-K-5 to middle school grades, 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 the middle grades 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 teachers will collaborate with the pre-K-5 teachers to gain information about students through meetings and from students through a survey. Using this information, the program will create a program that features: (a) a shadowing experience in which one fifth grader spent the day with a sixth grader and reported back to his/her fifth-grade class about his or her observations, (b) school tours, (c) family and student meetings to discuss the differences between elementary and middle school grades, (d) question and answer sessions, and (e) other activities. After collecting background information and ideas, families/students will be invited at two two-hour out-of-school-time sessions in April and May of each project year to share issues and concerns about middle school grade transition.

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

a. A program providing high school transition skills: First, to support students' readiness for high school, the project will employ a multi-faced approach tailored to the local high schools where most of the students attend. This is complex as students in Chicago do not necessarily attend the local high schools as there are a wide range of local, magnet, selective enrollment high schools as well as Charter School Schools. Project staff will support students to navigate the transition to high school and arrange shadow days and transition to high school workshops.

Second, each project student will develop individualized high school plans aligned with the

Chicago Public Schools and the Catalyst School’s Transition to High School guidelines and the Illinois Academic Standards, which will be reviewed throughout the school year, and will include acquiring high school prep skills, including study skills, work habits, time management, help-seeking, and social/academic problem-solving skills. The program transitions from middle school to high school 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. **Third, during high school visits, students 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 programs available; this supports them in getting engaged during their freshman year and to be on-track as freshman-a pivotal year in students’ academic lives **Fourth, students will learn academic readiness skills and positive youth development** will include: collaborative learning, trusting teacher-student relationships, investment in learning, problem-based learning, and rigorous and critical thinking. **Fifth, students' families will gain strategies to assist their children** in pursuing the best high school option for their children and begin thinking ahead about potential career interests and attaining their post-secondary aspirations. **Finally, families receive tools and information** so they can support their children in making informed decisions about high school and future career choices that best fit their goals. **(e). 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 project staff, in collaboration the partners will increase family engagement at the three project schools through five strategic programs, described in detail below.

(i) A Collaborative Model of Family Engagement: The model of family engagement and involvement begins with certain assumptions of integrating families into the fabric of the school community. First, Somos Uno / We are One views families as “adult learners who are autonomous, self-directed, and have a foundation of life experience” (Knowles, 1970). Second, families and 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 the project 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 and 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 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 know first-hand the social emotional, educational, economic, financial, safety, and societal issues in the community.

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

Support: As the result of the project's family needs assessment results, a series of two-hour interactive sessions or activities at the Full-Service Community Sites will be held two times per month for 10 groups of 10-15 family members, which will involve the active participation of families in discussing and learning about various 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, Puerto Rico, and Peru) and African American history and culture 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 cope with interpersonal conflict.

(iii) Family Leadership and Advocacy Programming: To develop the leadership and advocacy skills of families a Family Leader/Mentoring Team of 10 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 the project's partners will offer a series of monthly two-hour monthly family sessions for groups of 10-15 families and teacher teams at each partner school on developing practical strategies that families can employ at their home schools, 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 Association House of Chicago, Casa Central, and Rincon Family Services on Fridays for two hours to foster family engagement with their children on several 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 Real Life English & ESL and other classes; (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; (9) learning ethnic and culture of the Americas dances and African American dances other forms of exercise to set the stage for aerobic family physical activity; (10) comprehending how the body functions (including describing and explaining the structure and functions of the human body systems and how they interrelate); (11) explaining the effects of health-related actions on the body systems; (12) adopting optimal eating habits including the consumption of vegetables and fruit; (12) learning about the food groups, portion

control, how to read food labels, and the importance of eating breakfast; (13) acquiring healthy eating habits and providing useful tips to supporting a healthier lifestyle; and (14) making traditional recipes with healthy and food substitution suggestions; (15) the opportunity to begin a family-led book club which would focus on books of great interest to families and 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: The above-named interactive and Friday night sessions will take place in-person and 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 800 family members for Real Life English, which focuses on practical English skills, Spanish Literacy, English as a Second Language (ESL); ABE, GED attainment; and computer skills to support families in assisting families with engaging their children with learning at school and home. Life skills classes will be available for families and community members. In addition to longer term ESL classes (from 10-16 weeks in duration) offered at the school sites with City College of Chicago instructors, the program will offer a vibrant, socially transforming series of short 3-week classes at the schools focusing on Real-Life ESL for parents and community members. Some themes of these workshops include navigating: 1) medical and mental health issues; 2) the educational and social service systems; 3)

public transportation.; 4) consumer-related issues; 5) credit and banking in the US (a forerunner of saving for children's' post-secondary options and college financial aid); 6) the US justice system; and 7) workplace language activities. Support will also be provided to families in the areas of citizenship and immigration, and food and housing insecurity.

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

A program of ESL, ABE, GED Attainment and computer skill will be provided to families at the project's two schools. These courses will include examples of real-life experiences and everyday needs that will make the courses more meaningful and applicable to the participants' lives.

Family Academic Support Overview-- In this project, 60 family members per year, 30 per school, will have the opportunity to take ESL, ABE, Spanish Literacy, GED 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 tutoring 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 and create 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.

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

Assessments: The BEST Plus and BEST Literacy tests are Adult English Proficiency

Assessments. BEST Plus measures listening and speaking skills and the BEST Literacy measures reading and writing skills. Families and community members will receive both assessments from City Colleges of Chicago instructors prior to being enrolled in a course, and once they have completed the courses. There will be three different levels offered, Initial, Level 1, and Level 2. The initial 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 ESL course. At Level 1 the classes include: basic communication skills using simple phrases or sentences. They will 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 adult who has not earned a high school diploma by City Colleges of Chicago instructors.

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 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 8th grade level will begin the GED course to prepare them for Reading, Language Arts, & Social Studies sections on the test, and those who place out of the courses offered through the project will be referred to the City Colleges of Chicago to pursue more advanced courses.

(f) Detailed plans to achieve the project's sixth objective: By September 30th, 2027, 1,069 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. In the PD sessions teachers will develop strategies that will enable instruction to be designed and implemented so that students can be as interactive as possible with teachers and their peers. Fortunately, both workshops plus 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 online or in person through inquiry-based group work.

All project teachers (85) will participate 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 the partner organizations. ***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, 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 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 insights to develop more effective and impactful approaches to teaching. Finally, through these case studies, 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:

The project'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 Up-Dates and Enhances Physical Fitness and Nutrition Instruction and Curricula for Continuous Improvement: The instructional and curricular design of this project that will be infused throughout the PD sessions are based on cutting edge research physical fitness and nutrition. This PD approach will demonstrate how critical it is to: (1) assess student physical and health needs on an on-going basis *with an understanding of procedures for obtaining 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 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 Rumba of Cuba, the Samba of Brazil, the Bomba of Puerto Rico—all with African roots, and the Folklorico of Mexico, and the Huyayano from Peru), soccer, and diets that take into account 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:* The project's 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 will 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. 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:** Teambuilding, and Motivational Interviewing will be facilitated by PE teachers, staff, instructors, and partner staff 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. The 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, Character Playbook tool that teaches peer counseling and life skills that connect to SEL learning. Those state goals and their standards

are 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 Students manage transitions and changes in routine.

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

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

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

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

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

Competency 7: Mindset: Students demonstrate a willingness to learn, especially when faced with challenges or following a failure; Students practice flexible and innovative thinking; and Students 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 partner organizations 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 health component. This needs assessment process will be used to design the health

and fitness programs described below. Based on the schools' health surveys partners will collaborate with the Site Coordinator and Assistant to implement a school-wide referral system to link students identified with physical needs to services provided by partner organizations 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 need 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 to them. In addition, monthly family sessions on nutritional grocery shopping on a budget will be conducted by partner organizations.

(d) Having Organized Student Activities: Two hundred project students each year (1,000 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 all as part of the Schools' Health Improvement Plans. The three school PE teachers with expertise in fitness and nutrition, and the 85 teachers participating in the project's PD 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, flag football, team building activities, volleyball, swimming, dance, tennis, 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 partners 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 local high school students to serve as on-site and on-line mentors/coaches to project students, and 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 the following strategies meet the Department of Education's definition of "evidence of promise" since they are supported by either quasi-experimental or experimental research with citations as described in detail under Competitive Priority 4. The project's promising new strategies will build upon existing strategies, and they will be presented to students in an integrated manner. 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.

(2) Promising new nutrition strategies: Introduction—Nutrition strategies that are promising include experiential and inquiry-based learning (e.g. trying new and more nutritious diets, developing school gardens, food preparation activities, and exploring alternative diets, and implementing those diets and assessing their consequences), cross-curricular instruction (having nutrition taught across the curriculum in such subjects as mathematics, science, reading, art, and writing, 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 Two Project Schools: Association House of Chicago, Casa Central, or Rincon Family 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 the two community schools 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.

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

Table 10: Management Chart Organized by Objectives (See Key Below)

OBJECTIVES, ACTIVITIES, AND MILESTONES	TIMELINES	RESPONSIBLE
<p>Key for Persons Responsible for Above Activities: Project Director (PD); Full-Service School Site Coordinators (FSSC); Pipeline Services Specialist and Partner Liaison (PSS); Teacher School-Based Teams (TST); the Project Leadership Team (PLT); the Management Team (MT); 5 Pipeline Teams (PT); and the Independent Evaluator (EE).</p>		
<p><i>FIRST OBJECTIVE— Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among Somos Uno/ We are One Consortium of Project Partners.</i></p>		
<ul style="list-style-type: none"> • Activity: The Project Leadership Team (PLT), The Management Team (MT), and the 5 Pipeline Teams (PT) 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 	<p>Jan. 2023 & monthly and weekly PLT, MT, & PT meetings every project year</p>	<p>PD, MT, PSS, EE, PLT</p>

<p>support effective functioning of the full-service project in the two Chicago schools: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%)</p>		
<ul style="list-style-type: none"> • Activity: Project Management Team is providing day-to-day project coordination to integrate project's five pipeline services into a full-scale community service projects 2 schools 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 the full-service pipeline programming, and to provide monthly on-going project improvements and feedback. 	<p>Monthly & weekly PPT, MT, & PT meetings from Jan.-Sept. for the first yr. and Oct – Sept. each additional project year</p>	<p>PD, MT, EE, PSS, PLT</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 	<p>June 15th, 2023</p>	<p>PD, MT, EE, PSS, LT</p>

<p>Percentage of Families and Students Targeted for Services Each Year of the Program.</p> <ul style="list-style-type: none"> • Milestones: A revised evaluation plan is written and distributed to all project staff by March 2023. 		
<ul style="list-style-type: none"> • Activity: Plans for Sustaining the Full-Service Program After the Grant Period are being developed. • Milestones: First year planning process for sustaining the project is developed. Second - third years potential sources of grant and foundation funding are identified. Fourth year grant applications and preliminary proposals for reallocation of funding are written. Fifth year applications for funding and reallocation of funding are submitted to the appropriate agencies. 	<p>July 2023 - Sept. 2023 & ongoing planning each project year from Oct. - Sept.</p>	<p>PD, MT, EE, PSS, LT</p>
<p><i>SECOND OBJECTIVE—Developing and Implementing High-Quality Early Childhood Education Programs.</i></p>		
<ul style="list-style-type: none"> • Activity: The two schools’ current early childhood programs will be assessed. • Milestones: A assessment of the current early childhood program is conducted with recommendations for PD for early 	<p>Jan. – Sept. 2023; and Oct.-Sept. each ensuing year</p>	<p>PD, FSSC, PSS, EE</p>

<p>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>		
<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 the project’s PD activities. 	<p>March 2023 – June 2023 & Oct.-Sept. of subsequent project years</p>	<p>PD, PSS, FSSC</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: 150 families participate in monthly two-hour monthly family sessions and follow-up support as deemed necessary through home visits. 	<p>Monthly of each project year</p>	<p>PD, PSS, FSSC</p>
<ul style="list-style-type: none"> • Activity: Early childhood home visits are expanded. • Milestones: 65 additional home visits per year are conducted at family homes. 	<p>Monthly of each project year</p>	<p>PD, PSS, FSSC</p>
<p><i>THIRD OBJECTIVE—Developing and Implementing High-Quality School and Out-Of-</i></p>		

<i>School-Time Programs and Strategies.</i>		
<ul style="list-style-type: none"> • Activity: Sustained and Intensive Professional Development is provided to project teachers at the two project schools to assist them with improving and expanding the quality and time of school and integrated expanded and enriched learning time strategies and instruction, employing the arts of African American communities and the Americas. • Milestones: 85 teachers in two FSCS project schools 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>PD, PSS, FSSC, TST</p>
<ul style="list-style-type: none"> • Activity: Instructional inquiry-based materials are developed. • Milestones: Three sets of instructional materials are developed each project year. 	<p>Monthly of each project year</p>	<p>PD, FSSC, PSS, TST</p>
<ul style="list-style-type: none"> • Activity: Authentic Teaching and learning is implemented and provided to project students in school and integrated expanded and enriched learning time programs with an emphasis on integrating the arts, academic, and social-emotional learning into classroom instruction and out-of-school instruction to 	<p>Monthly of each project year</p>	<p>PD, SFC, FSSC, PSS, TST</p>

<p>ensure that students construct knowledge, deliberate in groups, and become engaged in meaningful and relevant learning.</p> <ul style="list-style-type: none"> • Milestones: 1,069 students participate in school day programming, and integrated expanded and enriched learning time. • 800 students will participate in programming two hours per day, two days per week for 28 weeks. 		
<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. • Milestone: Early warning system monitoring, student support and tracking are being implemented. 	<p>Feb.-Sept. of the first project year, and Oct. of ensuing project years</p>	<p>PD, SFC, FSSC, PSS, TST, EE</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- 	<p>Transitions are completed by Jun. in the first five years,</p>	<p>ECC, SFC, FSSC, PSS, TST</p>

<p>school, and from high-school to post-secondary school, and from post-secondary school into the workforce.</p> <ul style="list-style-type: none"> • Milestones: Years one through four, students from the two project schools transition from level to level. Tracking data will demonstrate that in year five at least 80% of students then in high school will transition to post-secondary education. Then in year 9, 80% of the then post-secondary or college students will obtain employment in the workforce. 	<p>and by Oct. in the 9th year under sustained funding</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: 800 families of students in the two project schools participate in weekly monthly family sessions to provide home learning support strategies. 	<p>Weekly of each project year</p>	<p>FSSC, SFC, PSS</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 	<p>Monthly of each project year & beginning in March of the 1st project year</p>	<p>PD, FSSC, SFC, PSS</p>

<p>provided at each project school to foster family engagement with children on academic, social-emotional, health, dietary, and social development.</p>		
<ul style="list-style-type: none"> • Activity: ESL, GED, Spanish Literacy, ABE, Real Life ESL, 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. <p>Milestones: Courses are offered two times per week for 16 weeks twice each project year.</p>	<p>Eight times a month each project year & beginning in March of the 1st project year</p>	<p>PSS, PD, FSSC</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: 50 teachers participate in 30 hours of PD sessions. 800 families participate in 20 hours of monthly family sessions. 	<p>Monthly each project year, & beginning in March of the 1st project yr</p>	<p>PD, PSS, FSSC</p>
<ul style="list-style-type: none"> • Activity: Programs to Enhance Student Social and Emotional Learning and violence 	<p>Monthly each project year, with a</p>	<p>PSS, PD, FSSC</p>

<p>prevention and treatment are conducted.</p> <ul style="list-style-type: none"> • Milestones: 200 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>March start date for year one</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>PSS, ECC, FSSC</p>
<ul style="list-style-type: none"> • Activity: Student health, nutrition, fitness, and group development activities are conducted. • Milestones: Two-Hundred project students each year (1,000 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>PD, PSS, FSSC</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 2 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>PSS, PD, FSSC</p>
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SECTION 6: QUALITY OF THE PROJECT EVALUATION

The purpose of this project's evaluation plan is to provide a thorough analysis of whether the Somos Uno / We are One'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 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 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 1,069 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. Psychometrics for standardized instruments and those developed by project will demonstrate adequate validity/reliability coefficients of at least .70. See section C for additional details regarding the establishment of validity/reliability of assessments.

(e) Addressing Annual Evaluation Indicators: Somos Uno / We are One 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 below will be collected from: student and teacher school and district records for teacher qualifications and student absenteeism and disciplinary rates, and graduation and promotion rates; attendance data maintained for all project PD, monthly family sessions, and meetings; needs and assets assessment surveys; feedback and satisfaction surveys administered to the participants at all project events; school and district accounting records; and pre-post student, teacher, consortium partners, and family surveys measuring the degree of improvement in collaboration, student and teacher performance, school climate, and descriptions of project events as well as instructional units and teacher and school administrator logs/journals.

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; 5) Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

Somos Uno / We are One 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 Jerry B. Olson, 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.

CCG has no affiliation these two schools, and as a result will be able to conduct an independent 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 6 tables described below include such measures as: repeated survey assessments (multiple pre or baseline and post assessments over the five project years) will be developed, piloted, and checked for reliability and validity in the project's first year from October of 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 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: The project's Independent Evaluator will choose two 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 outcomes, and how quantitative and qualitative psychometric measures will be employed. The surveys employed in this project described below 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/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 school stakeholders to ensure that the project services and programming are being directed to the students/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.

1. Table 11 for Aligned Outcomes and Objective Performance Measures for *Objective 1*

<i>(a) Objective 1: Developing and Implementing a Systemic Culture of Collaboration and Evaluation Among Somos Uno / We are One’s Consortium of Project Partners.</i>	
Outcomes	Performance Measures
By September 30th of each project year, the Project Leadership Team (EPLT), the Management Team (MT), the Teacher Teams (TT), & the Family Leader/Mentor (FLM) will have been established and meeting at least monthly.	By September 30th of each project year, the Project Leadership Team (EPLT), the Management Team (MT), the Teacher Teams (TT), the Family Leader/Mentor (PLM) & community part1. ners will have, on the average, met 12 times per project year to plan, develop, and implement the collaborative partnership system.
By December 15, 2022, pre/post evaluation instruments will have been designed, reviewed, and assessed for their reliability and validity with consistency coefficients of at least .70.	By December 15, 2022, 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.
By September 30th of each project year, collaborative community	By September 30th of each project community agencies, teachers, principals, project personnel, and families will

<p>learning community partners will have quantitatively rated the partnerships as functioning effectively.</p>	<p>have rated on a survey that the collaborative partnership is functioning effectively to support an integrated full-service community schools project in the two 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 full-service community schools services project will have undertaken plans to raise a goal of reallocated funds from foundation and governmental agency funding over the course of the 5 years of the grant.</p>	<p>By September 30th of each project year, an increasingly more detailed documented plans for institutionalizing the project and continuing the project will have been developed specific targets for raising funding from reallocated, foundation, and governmental agency funding.</p>

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

2. Table 12 for Aligned Outcomes and Objective Performance Measures for Objective 2

(b) Objective 2: Developing and Implementing High-Quality Early Childhood Education

<i>Programs.</i>	
Outcomes	Performance Measures
By December 15, 2021, the current early childhood program will have been assessed and rated, including its birth to five-year-old programming, Pre-Kindergarten screening, monthly family sessions, and home visits.	By December 15th, 2021, a report will have been developed assessing the quality of current early childhood program, including early childhood educator and community partner assessments of the quality of current programming.
By September 30th of each project year, 10 early childhood educators and 10 family leader/mentors will have participated in up to 20 hours of intensive and sustained professional development (PD) focused on delivering the early childhood education programs, and implementation of the early childhood activities.	By September 30th of each project year, 80% of the 10 treatment early childhood educators will have participated in at least 30 hours of PD, as documented in a project Excel Attendance spreadsheet, over at least an 8-month period, focused on implementing the early childhood component of the program in project classrooms (including monthly follow-up coaching).
By September 30th of each project year, 10 early childhood educators will have increased at a statistically significant level their ability to offer high-quality early childhood programs.	By September 30th of each project year, 80% of the project'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.
150 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.	By September 30th of each project year, 80% of Somos Uno / We are One's 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.
Early childhood visits will have increased the ability of families, at a statistically significant level, to provide effective early childhood education in the home.	By September 30th of each project year, 80% of project 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.

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 the project's early childhood educators; (7) units and lesson plans of early childhood educators; (8) early childhood educators reporting on the results of their home visits to project families.

3. Table 13 for Aligned Outcomes and Objective Performance Measures for *Objective 3*

<i>(c) Objective 3: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies.</i>	
Outcomes	Performance Measures
By September 30th of each project year, project teachers at the two 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 the project'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 the two project schools will have increased their academic achievement in reading and mathematics, at a statistically significant level.</p>	<p>By June 30th of each project year, 1,069 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, after-school instructors at the two 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 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 the two project schools in and integrated expanded and enriched learning 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 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.

4. Table 14 for Aligned Outcomes and Objective Performance Measures for *Objective 4*

<i>(d) Objective 4: Developing and Implementing Supports for Children’s Transition to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce.</i>	
Outcomes	Performance Measures
By September 30th of each project year, an early warning system and academic and supporting of students at-risk and tracking the	By September 30th of each project year, a detailed early warning system plan, describing what strategies, information, and

<p>percentage of students making progress through each level of education and into the workforce will have been implemented.</p>	<p>instructional materials of necessary to track students through levels of academic transition will have been implemented and will have tracked 80% of the Somos Uno /We are One 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 project’s transition tracking system functions; (2) academic records indicating that 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 the project has been effective in supporting students in making the transition through the educational system and into the workforce; and case studies documenting how project students have been able to navigate through transition points and problems encountered.

5. Table 15 for Aligned Outcomes and Objective Performance Measures for Objective 5

(d) Objective 5: Developing and Implementing Family and Community Engagement and

<i>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 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.	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 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.

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 project's 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; (4) 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 (5) academic records documenting the degree to which family members have successfully completed the project's ESL, GED, computer class programming, and other Life skills classes.

6. Table 16 for Aligned Outcomes and Objective Performance Measures for Objective 6

<i>(d) Objective 6: Developing and Implementing Social, Health, Nutrition, Violence Prevention/Treatment, Trauma, and Mental Health Services and Supports.</i>	
Outcomes	Performance Measures
By September 30th of each project year, project teachers at the two 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, violence prevention/treatment, and mental health.	By September 30th of each project year, 80% of teachers, according to reliable and valid pre and post surveys, will have 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>By September 30th of each project year, students at the two project schools and in the our-of-school-time programming will have increased their ability, at a statistically significant level, to: (1) employ social and emotional skills, (2) become physically fit, (3) improve their nutrition, and (4) maintain their physical and mental health. (5) increase their ability to address issues of violence prevention/treatment.</p>	<p>By September 30th of each project year, 80% of the 1,069 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 two 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 mental health services internal school-based and external referral system will have been implemented to serve the needs of the 1,069 students and the number of referrals each project year, and 80% of students will have reported the referrals as being highly successful.</p>

Quantitative and Qualitative Assessment Instruments for Outcomes for Objective 6: (1) Pre-post-surveys and questionnaires assessing student daily physical activity, and physical activity logs, and three-day physical activity recall (3DPAR) documenting the minutes of students’ physical activity. provided; (2) Pre-post assessments of students served 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 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; (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 6-12 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 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 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 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 Project Leadership Team, and the Management Team to determine which modifications should be undertaken. Third, after implementation of these modifications, the 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 project's surveys (see below for a list of the surveys). **Providing Valid Survey Performance Data:** Survey validity will be established through construct and criterion assessments. To establish construct validity, a panel of experts will review all questionnaires and surveys 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 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.