

Project Narrative

INTRODUCTION

Chicago Public Schools (CPS) is the nation's third largest school district with more than 330,000 students attending 650 schools. The district has over 69.8% of students qualifying for free or reduced lunch. In many communities on the city's west side, these percentages are even higher, a reflection of dramatic income disparity and employment inequality. As the world continues to grapple with ongoing socioeconomic inequities, a growing number of families have been dealing with a loss or reduction of income (Bartik et al, 2020), mass evictions (Leifheit, 2020), and loss of access to a safety net of supportive services. Historically, low-income students are more likely to drop out of school, remain chronically unemployed or underemployed, and become involved in the juvenile justice system. These inequities have been exacerbated by the COVID-19 pandemic, impacting vulnerable communities in ways that may not be recoverable for generations.

CPS is a national leader in the implementation of community schools, providing essential services to students and families to remove barriers to learning, increase parent engagement, improve students' academic achievement, and promote healthy social-emotional development. The CPS Community School Initiative (CSI) is one of the largest community school initiatives in the nation, with over 20 years of experience collaborating with non-profit organizations and postsecondary institutions across the city to implement a proven community schools model that has been proven to increase academic achievement and enriches the development of the whole child. Since its inception in 2002, CSI has launched more than 200 community schools, in partnership with over 50 lead non-profit organizations that serve as hubs to their communities meeting academic and non-academic needs of students, families, and communities.

CPS proposes the *Chicago Public Schools Community Schools Initiative Full-Service Consortium* under **Absolute Priority 1–Title IA Schoolwide Program Eligibility** and **Absolute Priority 3--Capacity Building and Development Grants**. The CPS CSI Team, in partnership with three local schools: Genevieve Melody Elementary School (Melody), Jensen Elementary Scholastic Academy (Jensen), and John Marshall Metropolitan High School (Marshall), and three community based partners, BUILD, inc., SGA Youth and Family Services, and Urban Initiatives, have formed the CPS Community Schools Initiative Full-Service Consortium, to transform two elementary schools and one high school into Full-Service Community Schools (FSCS).

1. Need for project (up to 10 points).

i. The extent to which the proposed project will provide support, resources, and services; close gaps in educational opportunity; or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project.

The Chicago Public Schools (CPS) leadership envisions schools as central, neighborhood locations accessible to all community members. Partnerships between schools and local resources focus on the integration of academics, health, social services, and youth and community development and engagement, leading to improved student learning, stronger families, and healthier communities. To that end, CPS manages one of the largest community school systems in the nation, the Community Schools Initiative (CSI). Since its inception, CSI has launched more than 200 community schools in partnership with over 50 lead non-profit organizations that serve as hubs of their communities to meet academic and non-academic needs of students and families. CSI schools are supported by the school principal, partner agencies

(PA), a Resource Coordinator (RC), and an Advisory Committee (AC). The AC is composed of school administrators, parents, community members, students, and PAs. These stakeholders promote student growth, whole-child development, and community wellbeing by removing barriers to learning, providing new and integrated learning activities, and serving community members. CSI programs are intentionally designed to directly support high risk student populations, working families, and their communities. Programming is directly informed and designed by the stakeholders. RCs working in the schools are able to gauge the needs of students and families through their daily interactions.

The CSI Project Director works with district leaders and principals to identify schools that are most in need of additional support, and have leadership in place to guarantee successful implementation of the community school strategy. CSI conducted an analysis of all eligible CPS communities to identify priority areas in Chicago emphasizing equity in opportunities and support within the district. To that end, our shortlist of schools is based on the following criteria: (1) Schools with Free/Reduced Lunch rates of 83% or greater, (2) Scores on an internal "Opportunity Index" that highlight inequities in access to funding, quality programming, and performance, (3) Concentration of targeted and comprehensive eligible schools per community area, and (4) CPS' Student Priority Index (SPI). We further narrowed our selection using informational interviews and institutional knowledge to identify schools with principals and leadership to implement high-quality community schools. The schools to be transformed into full service CSI community schools are Marshall HS, Melody ES, Jensen ES. These schools are CPS neighborhood schools - those that must enroll students who live within their geographic boundaries. The conversion into full service CSI schools will allow them to host myriad SEL, academic and enrichment activities to support learning engagement.

Melody ES, Jensen ES and Marshall HS were also selected to participate in the FSCS grant based on strong Resource Coordinators and the ACs comprehensive needs assessment of students, families and community members. The need assessment tool, developed with the National Center for Community Schools at the Children's Aid Society, measures indicators in: (1) core instructional program; (2) opportunities for academic, social, cultural enrichment; and (3) services that remove barriers to learning. The assessment took into account school demographic and performance data; student, parent, and teacher surveys; community demographic and crime data; discussions with schools; census records; the CPS database for grades and discipline referrals; teacher recommendations; and a review of each school's strategic plan. Criteria for school selection included: (1) a large number of low-income students, (2) Student Priority Index (see Table #, below), (3) the presence and needs of priority populations (e.g., African American males, Hispanic males, diverse learners, ELLs, and Students in Temporary Living Situations), (4) attendance problems leading to designation as an attendance priority school, and (5) the Hardship Index¹ for the communities where the schools are located. A key component of the needs assessment also includes student voice to ensure those directly-impacted are empowered to identify program gaps and direction on activities. Parent

¹The hardship index is a score that incorporates each of the six selected socioeconomic indicators: the percent of occupied housing units with more than one person per room (i.e., crowded housing); the percent of households living below the federal poverty level; the percent of persons in the labor force over the age of 16 years that are unemployed; the percent of persons over the age of 25 years without a high school diploma; the percent of the population under 18 or over 64 years of age (i.e., dependency); and per capita income.

<https://data.cityofchicago.org/Health-Human-Services/hardship-index/792q-4jtu>

voice to employ a lived-experience direction into programming needs outside of school. A community school integrates services for the whole family into its fabric. CPS' needs assessment process is ongoing and flexible to reflect the dynamics/changes that arise throughout the year.

In addition to need, the schools were selected for participation based on their capacity for implementation, including strong leaders and leadership teams, existing community school partnership with an experienced Lead Partner Agency (LPA), and demonstrated record of effectiveness as a result of the partnership.

The pandemic shined a light on the existing racial disparities in our communities and deep and varied needs of our students. The Student Prioritization Index (SPI) tool was created in June 2021 to ensure that across the district there is a shared, data informed approach to identifying students for support. The SPI uses many data points to provide a holistic, data based, summary to connect schools with supports that could benefit the most affected students in their school. The index contains data from one to two of the most recent school years (depending on the specific data point) to ensure we're capturing a holistic view of students. The SPI captures four categories: engagement, academic performance, social emotional need, and community factors. Melody ES, Jensen ES, and Marshall HS all have high numbers of students that fall into the SPI. Melody ES has 65 students, Jensen ES has 88 students, and Marshall HS has 122 students that fall into the SPI.

The data prioritized in the SPI falls into three categories, each composed of multiple data points from SY20 and/or SY21. These data points are translated into indicator values, as denoted below, and each category has 7 possible indicator points, with the exception of Community Indicators with 8 points.

Table #. Student Priority Index.

SPI Categories	Indicator Values
Engagement	
Inactive Student	- 1 point if the student is currently inactive (students who were last enrolled at your school, for a minimum of 5 days in SY21)
History of enrollment gaps or dropout leave codes	- 1 point if a student has a gap in enrollment-at any school-for three or more days of attendance in SY20 or SY21 OR a dropout leave code
STLS Status	- 1 point if a student is identified as STLS
Previous Enrollment in NB Jefferson or York (Alternative High Schools)	- 1 point if a student has one or more days of enrollment at Nancy B. Jefferson or York HS in SY20 or SY21
Attendance Rate	- 2 points if the student's attendance for SY21 is 80% or below in ES or 50% or below in HS - 1 point if the student's attendance for SY21 is between 80% and 92% in ES or between 50% and 75% in HS
Chronic Truancy	- 1 point if the student was chronically truant in SY21
Academics	
Course Failures	- 2 points if a students has 2 or more Fs in any core course for any quarter grade in SY21 - 1 point if a student has 1 F in any core course for any quarter grade in SY21
Course Incompletes	- 2 points if a students has 2 or more incompletes in any core course for any quarter grade in SY21 - 1 point if a student has 1 incomplete in any core course for any quarter grade in SY21
GPA	- ES GPA is Core Course GPA (same as 3-8 OT); HS GPA is unweighted cumulative - 2 points if GPA is less than 1.5 - 1 point if GPA is less than 2.5, but equal to

	or greater than 1.5
Age Cycle 15	- 1 point if the student qualifies as an Age Cycle 15 (Elementary School students who will be 15 by Sept 1)
SEL	
Serious Misconduct	- 2 points if 2 or more offenses over SY20 or SY21, combined - 1 point if 1 offense over SY20 or SY21, combined
In-School Suspensions	- 2 points if 2 or more suspensions over SY20 or SY21, combined - 1 point if 1 suspension over SY20 or SY21, combined
Out-of-School Suspensions	- 2 points if 2 or more suspensions over SY20 or SY21, combined - 1 point if 1 suspension over SY20 or SY21, combined
OSEL Endorsed SEL Intervention	- 1 point if the student is receiving a tier 2 or 3 intervention on a validated list of approved OSEL interventions
Community (optional for schools)	
Community-Based Trauma Exposure	Measured by the number of shootings that were reported within the student's home zip code in 2020. - 3 points if students live in a zip code in the 75th percentile or higher for shootings - 2 points if students live in a zip code between 50th-75th percentile for shootings - 1 point if students live in a zip code between 25th-50th percentile for shootings - 0 points if students live in a zip code with less than 25th percentile for shootings
Community COVID Positivity Rate	Measured by the May 2020 average

	<p>COVID-19 positivity rate reported for the student’s home zip code.</p> <ul style="list-style-type: none"> - 3 points if students live in a zip code with a positivity rate of 20% or higher - 2 points if students live in a zip code with a positivity rate between 15%-20% - 1 point if students live in a zip code with a positivity rate between 10%-15% - 0 points if students live in a zip code with a positivity rate less than 10% or is missing
<p>Community Hardship Index</p>	<p>Measured by the Chicago Community Area Economic Hardship Index mapped to the community area the student lives in.</p> <ul style="list-style-type: none"> -2 points if students live in a community area in the top third of the Hardship Index -1 point if students live in a community area in the middle third of the Hardship Index -0 points if students live in a community area in the bottom third of the Hardship Index
<p>Overall Aggregate Indicator Score</p>	
<p>In addition to an indicator total at each category level, a total aggregate indicator count is calculated as the sum of indicators across the three categories. This is helpful because we know that students with multiple risk factors are in need of more support than students with fewer risk factors.</p>	
<p>The Overall Aggregate Indicator Score is summarized both with and without the optional community indicators applied.</p>	

After identifying the schools with the most need, a deep dive into the school communities at Melody ES, Jensen ES and Marshall HS determined that students and families are in great need of additional social emotional support in order to thrive in their learning. Due to the community violence, trauma of Covid-19, poverty and SEL needs of students in this community area, the CSI Project Director has identified the following to be essential for meeting the needs of students and families in these school communities; an **At Risk Student Coordinator (New)**

that will work closely with a specific portfolio of students chosen based on daily attendance, academic performance, and discipline challenges, additional trauma informed services and professional development, targeted SEL, and trauma interventions with an emphasis on community and gang violence. The aim is to utilize the structure and systems of full-service community schools to transform the school not just into a community hub but a community *healing* hub. Chicago unfortunately experiences high rates of gun and gang violence. Since the start of school year 22-23, the district has experienced four shootings at, or directly near, the school sites. This coupled with the challenges families experienced and continue to experience due to the ongoing public health emergency, such as death and losses of income, have laid bare the need for additional support for those living in poverty and attending our neighborhood schools. Most schools could use multiple case managers and At Risk Coordinators, this proposal intends to place one coordinator at each selected school, so that we may begin to address these dire needs for our selected school communities.

Melody ES, Jensen ES, and Marshall HS, in the Garfield Park area, serve students and families experiencing high rates of poverty as illustrated by elevated percentages of eligibility for school-wide programs under the Every Student Succeeds Act (**Absolute Priority 1**). Garfield Park encompasses two Chicago community areas: East Garfield Park and West Garfield Park. Two of the targeted schools, Jensen ES and Marshall HS, reside in the East Garfield Park neighborhood, and Melody ES in the west. In its early days, Garfield Park was home to mostly Irish, German, Italian, Russian, and Jewish immigrants. A small shopping district once sat along Madison Street in West Garfield Park in the 1920s, and the Guyon Hotel, now on the National Register of Historic Places, once looked over nearby Washington Street (Wingard, 2022)².

² Wingard, M. (2022). The story of garfield park. Retrieved from <https://interactive.wftw.com/chicago-by-l/neighborhoods/garfield-park#:~:text=The%20Story%20of%20Gar>

According to the Garfield Park Community Council, “the Depression and World War II took a toll on the community. By 1947, the area was so disadvantaged that the Daughters of Charity opened Marillac House to serve the poor.” (Garfield Park Community Council, 2022)³. The Eisenhower Expressway a decade later displaced many people whose homes were torn down by its construction. In the 1960s, the Chicago Housing Authority started building public housing structures, and a large African American population began moving into Garfield Park (Garfield Park Community Council, 2022)⁴.

In the days following the assassination of Dr. Martin Luther King, Jr. (who had visited and helped organize in the community in the years prior), riots broke out in Garfield Park. On April 8, 1968, just a few days after the assassination, a headline on the Chicago Tribune’s front page read, “Madison St. a Blackened Scar in Heart of Chicago.” Reporter Robert Wiedrich wrote, “This was the west side of Chicago, where for nearly 48 hours, virtually uncontrolled rioting and looting had raged in the flare of burning buildings.” The article recounts how a “water stained dress dummy lay toppled on its side in the show window of a corner store.” The National Guard was brought in, and the Tribune counted at least seven deaths tied directly to the riots. Much of Madison Street was devastated, and middle-class residents and businesses left.

To this day these impacts still reverberate across the communities of East and West Garfield Park. According to the most recent Chicago Metropolitan Agency for Planning (CMAP) data, Garfield Park has a current total population of 37,425 residents, 19,992 live in East Garfield Park while 17,433 reside in West Garfield Park. The demographics of both East and West Garfield Park are roughly the same, in East Garfield Park 85% of the population is African

[field%20Park&text=A%20small%20shopping%20district%20once,looked%20over%20nearby%20Washin
gton%20Street](#)

³ Garfield Park Community Council. (2022). About. Retrieved from <https://www.gpcommunitycouncil.org/about>

⁴ Garfield Park Community Council. (2022). About. Retrieved from <https://www.gpcommunitycouncil.org/about>

American, 5% is Hispanic, and 6% is White, while in West Garfield Park 92.4% of the population is African American, 3.5% is Hispanic, and 2.8% is White. The percentage of the population under age 35 is 53.3% in East Garfield Park and 51.9% in West Garfield Park. In East Garfield Park 20.8% of the population report not having a high school diploma, while 25.3% report the same in West Garfield Park, both significantly above the city's average of 14.1%. In East Garfield Park 29.5% of the population reported having a high school degree as their highest level of degree attainment, 35.2% report the same in West Garfield Park. Only 18.8% report having a bachelor's degree or higher in East Garfield Park and 7% report the same in West Garfield Park.

The median income for those living in East Garfield Park is reported at \$23,067 and \$29,443 for those living in West Garfield Park, both fall below the city's median of \$62,097. In East Garfield Park 42.4% of the population are living in poverty and in West Garfield Park 41.7% are also living in poverty. The unemployment rates in East and West Garfield Park are also starkly similar. In East Garfield Park 19% of the population is unemployed with another 45.2% of the population not in the labor force. Similarly, in West Garfield Park 23.8% of the population is unemployed while 41.7% is also not in the labor force. Both unemployment rates are more than double the city's average of 8.1%. In East Garfield Park 50.5% of the population is enrolled in food stamps or SNAP benefits programs while 50.6% are enrolled in West Garfield Park (Statistical Atlas, 2022)⁵.

On the hardship index both communities rank high among the Chicago Neighborhoods. East Garfield Park was given a score of 83 and West Garfield Park was given a score of 92 on

⁵ Statistical Atlas. (2022). Food stamps in west garfield park. Retrieved from <https://statisticalatlas.com/neighborhood/Illinois/Chicago/West-Garfield-Park/Food-Stamps>

the Hardship Index (City of Chicago, 2022)⁶. According to Rush University Medical Center's Community Snapshot data, the Child Opportunity Index both East and West Garfield Park score either "Low" or "Very Low" in Health and Environment and Social and Economic domains. However, East Garfield Park did receive a rating of High on the Education domain of the Child Opportunity Index, while West Garfield Park received a rating of "Very Low". West Garfield Park is also reported as being "more crowded than Chicago overall, with a population per square mile of 14,462.2 people compared to 11,841.8 people per square mile in Chicago".

In the areas of simple assaults, aggravated assaults, and homicide rates per 1,000 residents both East⁷ and West Garfield Park⁸ rank significantly higher than the rates across Chicago (RUSH, 2016). In the area of simple assaults East Garfield Park reported 15.51 and West Garfield Park reported 11.72 cases per 1,000 residents compared to 5.13 across Chicago. In regards to aggravated assaults East Garfield Park reported 4.28 and West Garfield Park reported 5.39 cases per 1,000 residents compared to 1.58 across Chicago. In the case of homicides East Garfield Park reported .83 and West Garfield Park reported .49 cases per 1,000 residents compared to .16 across Chicago.

The Garfield Park community has also been significantly impacted by the ongoing COVID-19 pandemic. According to the City of Chicago's reporting as of data spanning from March 1, 2020 through September 3, 2022 the areas of both East and West Garfield Park account for 2.6% (17,666 cases) of the total COVID-19 cases in the City of Chicago (686,485 cases). Similarly East and West Garfield Park account for 3% of the total deaths (220) in the City of

⁶ City of Chicago (2022). Hardship index. Retrieved from <https://data.cityofchicago.org/Health-Human-Services/hardship-index/792q-4jtu/data>

⁷ RUSH (2016). Community snapshot: east garfield park. Retrieved from <https://www.rush.edu/sites/default/files/2020-10/chna-east-garfield-park.pdf>

⁸ RUSH (2016). Community snapshot: west garfield park. Retrieved from <https://www.rush.edu/sites/default/files/2020-10/chna-west-garfield-park.pdf>

Chicago (7,838). What is most troubling about this data is that the community of Garfield Park only accounts for 1.4% (37,425 residents) of Chicago’s overall population of 2.7 million residents.

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

Table 1. School Need Data

School Name	Melody	Jensen	Marshall HS	District	State
Chicago Neighborhood	Garfield Park			<i>City of Chicago</i>	<i>Illinois</i>
Grades Served	PK - 8	PK - 8	9 -12	<i>PK - 12</i>	<i>PK - 12</i>
Enrollment	310	300	213	<i>330,411</i>	<i>1,833,221</i>
% Low Income Students	99.4%	99.7%	98.6%	<i>69.8%</i>	<i>48.5%</i>
% Students with Individual Education Plan	16.5%	13%	25%	<i>14.8%</i>	<i>15%</i>
Attendance Rate	95%	89.5%	61.8%	<i>89.1%</i>	<i>92.5%</i>
Chronic Absenteeism	11.4%	39%	81.1%	<i>30.2%</i>	<i>21.1%</i>
Truancy Rate ⁹	3.6%	57.8%	87.4%	<i>42.2%</i>	<i>22.8%</i>
STLS ¹⁰	13.8%	29.3%	31.3%	<i>2.8%</i>	<i>1.7%</i>

⁹ Aligned with the Illinois State Board of Education (ISBE) definition, chronic truancy is the percentage of students who miss five percent or more of school days per year without a valid excuse.

¹⁰ STLS refers to Students in Temporary Living Situations (e.g.. experiencing homelessness).

School Name	Melody	Jensen	Marshall HS	District	State
Chicago Neighborhood	Garfield Park			<i>City of Chicago</i>	<i>Illinois</i>
Mobility Rate ¹¹	6.9%	5.6%	16%	5.7%	6.1%
Students who Feel Safe Rating ¹²	WEAK	WEAK	WEAK	<i>NEUTRAL</i>	<i>NEUTRAL</i>
School Performance					
Graduation Rate ¹³	N/A	N/A	39.8%	79.3%	86.8%
Freshman On Track Rate	N/A	N/A	68.6%	79%	82.2%
Dropout Rate	N/A	N/A	8.4%	2.6%	2.5%
College Enrollment 12 months post-graduation	N/A	N/A	36%	64%	70%
Proficient ELA ¹⁴	0.8%	3.7%	0%	<i>IAR: 21% SAT: 23.1%</i>	<i>IAR: 30.2% SAT: 33%</i>
Proficient MATH	0%	1.4%	1.4%	<i>IAR: 16.5% SAT: 20.6%</i>	<i>IAR: 25.2% SAT: 29.3%</i>
School Racial Composition					
White	0.3%	0%	0%	10.8%	46.7%
Black	97.4%	97.7%	94.4%	36%	16.6%

¹¹

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

¹² CPS 5Essentials Survey, 2019

¹³ CPS' 4 year cohort graduation Rate (students who entered 9th grade in SY17-18)

¹⁴ IAR for Elementary, SAT for High School. Retrieved from <https://www.isbe.net/iar>

School Name	Melody	Jensen	Marshall HS	District	State
Chicago Neighborhood	Garfield Park			<i>City of Chicago</i>	<i>Illinois</i>
Hispanic	2.3%	2%	3.3%	46.6%	27%
Native American/Alaskan	0%	0%	0%	0.3%	0.2%
Multi-Racial	0%	0.3%	0%	1.4%	3.9%
Asian	0%	0%	0%	4.4%	5.4%
Hawaiian/Pacific Islander	0%	0%	0%	0.1%	0.1%
Not Available	0%	0%	2.3%	0.4%	0%

Source: Illinois State Report Card, SY 2020-2021.

More than 98% of the student population across the three targeted schools live in low-income households, drastically above the district’s 69.8%. The majority of our students in these three schools live in low-income households, are diverse learners and contend with high rates of mobility compared to district and state averages. The consequences are challenging: Highly mobile student populations create difficult conditions for teaching and learning; and students with IEPs, are less likely to be involved in extracurricular activities or to have activities in their plans (Agran et al. 2020. “Examining Whether Student Participation in School-Sponsored Extracurricular Activities Is Represented in IEPs”), making it essential for RCs to work with special education teachers/staff to curate relevant programs to meet individual needs.

The most recent Illinois Assessment of Readiness scores for elementary students and SAT scores for high school students (measured above as ELA and Math proficiency) demonstrate that all three schools are significantly below the state and district averages.

In addition, Marshall HS has incidences of misconduct seven times higher than the CPS average. Low-income students disproportionately face non-academic issues that negatively impact their academic achievement, including tumultuous living circumstances and social emotional and health issues^{15 16}. Research shows that OST experiences mediate these barriers to learning and achievement¹⁷.

Gaps and Weaknesses in Current Programming

Melody, Jensen and Marshall HS have demonstrated their capacity to implement community schools programming. All three schools currently implement academic supports, enrichment, and recreational Out of School Time (OST) programming that are supported through an Illinois State Board of Education 21st Century Community Learning Centers (21st CCLC) grant. These activities focus on: (1) academic programs aligned with school-day curriculum delivered through an MTSS model, (2) health and wellness activities, (3) youth/character development addressing social-emotional learning standards, (4) enrichment and recreational activities, and (5) family programming. Individual strategies within each of CSI's five core focus areas are tailored to meet the specific needs of each school. These activities also support the Illinois Learning Standards for academic content area instruction, social-emotional learning (SEL), health and wellness, and physical activity.

CSI requires schools to form Advisory Committees (AC) to create the infrastructure for shared leadership and community ownership in CSI schools. The Advisory Committee (AC) creates a structured collective review process that can help ensure program quality and

¹⁵ Manfra. (2019). Impact of homelessness on school readiness skills and early academic achievement: a systematic review of the literature.

¹⁶ Oh et al., 2018. Systematic review of pediatric health outcomes associated with childhood adversity.

¹⁷ McCombs, Whitaker, & Yoo. (2017). The value of out-of-school time.

improvement of services. Members' knowledge and connections can support the community school's sustainability. Advisory Committees (AC) lead the needs assessment process in order to identify and implement activities aligned to student, parent, and community needs. Advisory committee members also become key ambassadors for the community school, contributing manpower and skills to special events and projects. The RC makes certain that key stakeholders within the school have a seat on the AC such as school teachers, social workers, counselors, parents, students and principals.

The Advisory Committee (AC) is convened and managed by the school based Resource Coordinator (RC). The RC role is vital to the success of the Community Schools Initiative at the school site. The nature of their work is four-fold: 1) liaison between the school day, OST programs and other school community stakeholders, 2) provide oversight for OST and adult programming 3) lead needs assessment and continuous quality assessment for all community school programs, 4) work with and support school administration on overall climate and culture of the school. Some examples of this work include relationship building with students, families, school administration, teachers and community organizations to shape programs; and working to ensure all programs align with grant requirements and Illinois Learning Standards (ILS); monitoring programs and related data to ensure quality, and working with the Behavioral Health Teams (BHT) to holistically support students. The RC is responsible for all tracking and compliance to ensure adherence to all policies and procedures.

Despite the range of services provided through the 21st CCLC grant, student attainment remains low at these schools, as does the schools' overall performance. To establish a comprehensive model that meets the range of needs experienced by students at Melody, Jensen and Marshall HS, additional strategies must be implemented. The 21st CCLC Grant provides

OST programming, including on evenings and weekends; however, limited funding restricts the scope of services to academic support, enrichment, and recreational activities. A significant gap, therefore, is the integration and provision of critical SEL, behavioral supports, counseling, and mental health services to students within the school day and connecting the students at most risk to direct services. Hiring a full time **At-Risk Coordinator** will allow us to further bridge the gap of the provision of SEL supports during the school day and out of school time. The FSCS **At-Risk Coordinator** will increase SEL and behavioral supports during the school day to complement existing academic programming and provide students with the support they need to participate and be successful in their core classes and during OST.

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

To implement MTSS, principals, Behavioral Health Teams, At Risk Coordinator, teacher leaders, MTSS Coordinators, Restorative Justice Coordinators, counselors, Resource Coordinators, and external partner staff receive ongoing training on how to identify, support, and monitor student achievement and adjust systems, structures, protocols, and content according to individual student needs. Tier 1 (Universal) contains universal and differentiated instruction in the core curriculum for all students. Tier 2 (Group) provides additional targeted, small group academic and behavioral supports where needed. Tier 3 (Individual) refers to deep and intense

supports based on individual and small group needs. Rather than a one-size-fits-all approach, the MTSS facilitates an equitable and strategic approach to the delivery of services. (Averill & Rinaldi, 2011. District Administration Magazine). MTSS is a proven strategy promoted by the U.S. Department of Education.

Many CPS schools use teaming structures to provide SEL supports during the school day. Behavioral Health Teams (BHTs) are designed to put a team of professionals together to coordinate and structure referrals and services for students during the school day and OST. While Melody, Jensen and Marshall HS currently have BHTs, the team lacks formal training, operates without formal processes and protocols, and has limited access to appropriate Tier I-III interventions. The At Risk Coordinator role will be a key component of the BHTs at their respective schools and will help with the prioritization of the students with the highest needs and ensure provision of the services to students identified. Ensuring that the schools have high functioning BHTs will further support the academic, social and emotional health and overall well-being for the students in most need of wraparound support at Melody, Jensen and Marshall HS.

These schools identified a gap in the availability of much-needed group and individual mentoring and counseling for students. Despite each school having school social workers, the priority of diverse learners limits their ability to provide sufficient counseling opportunities to serve the full caseload of students who could benefit from social work support and interventions. The Melody school community has experienced multiple traumatic gun violence events in recent months. Jensen's school community lost multiple parents to the COVID-19 pandemic. These traumatic experiences require ongoing SEL and trauma supports that are not available at this

time. The At-Risk Coordinator will be a key component to ensure that our schools receive the continuous support the students and families require.

Currently, all three schools partner with Youth Guidance to support some of their at risk students. Melody partners with Youth Guidance for the group based Working on Womanhood (WOW). WOW is a school-based clinical mentoring and counseling program designed to reach young women who have been exposed to violence and trauma as a result of the economically and socially distressed conditions present in their community. Jensen and Marshall both currently have WOW and Becoming a Man (BAM) mentoring program. BAM utilizes a blend of clinical theory and practice and men's rites of passage work to guide students as they build social skills, make responsible decisions, and become positive members of their school and community. The At Risk Coordinator will work closely with the WOW and BAM counselors at their respective schools to make referrals and follow up with participants to ensure a continuum of services.

In addition, there is currently a gap at Melody, Jensen and Marshall HS in extending SEL and related approaches and supports outside of school and into the home. This is a critical gap, as parents and community members, like the students, also experience trauma. Coping mechanisms are important for parents' and community members' health and wellbeing, as well as that of the students who they interact with. Urban Initiatives, SGA Youth and Family Services and BUILD, Inc will be implementing community based SEL and trauma focused supports for the three school communities by providing training for parents and community members. Partners will also incorporate restorative practices to help support healing amongst community members and will help empower the community to educate fellow community members on reducing and repairing harm. Partners will also focus on increasing SEL skills within the community by providing workshops on the five core competencies of SEL (self-awareness, social awareness,

self-management, relationship skills, and responsible decision-making) and the development of a growth mindset.

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

2. Quality of the Project Design (up to 25 points).

Goals, Objectives, and Outcomes

To improve the life trajectories of the students at Melody, Jensen, and Marshall, the Chicago Public Schools (CPS) Community Schools Initiative, in collaboration with our nonprofit partner organizations, proposes to implement the CPS Community Schools Initiative (CSI) Full-Service Consortium to provide comprehensive, coordinated services for students, families, and community members. The FSCS Consortium is designed to address gaps and weaknesses in services and infrastructure in each school's existing community school model to better meet the needs of each school community and generate improved student outcomes. New services funded through the FSCS grant will integrate with existing CSI programming at each school, including academic supports and enrichment, parent engagement strategies, and recreational activities. Key elements of the proposed FSCS model include: (1) academic programming aligned with school-day curriculum, (2) At Risk Coordinator, (3) the development of a Behavioral Support Team at each school, (4) social-emotional learning (SEL) programs, (5) a Multi-Tiered System of Support (MTSS) to provide targeted SEL, behavioral health, and academic programming and interventions, (6) counseling, (7) restorative justice practices, (8) family engagement strategies, and (9) services for community members. Programming will be supported with comprehensive

professional development for resource coordinators, At Risk coordinators, Restorative Practices coaches, school leaders, teachers, and educational support staff.

The CPS Community Schools Initiative Full-Service Consortium grant will be rigorously evaluated by the American Institutes for Research (AIR), a third-party evaluator with experience evaluating community schools and MTSS implementation, using a propensity score matching quasi-experimental design that meets What Works Clearinghouse Standards for ‘Evidence with Reservations’. The evaluation findings, which will be shared with the U.S. Department of Education at the conclusion of the study, will contribute to the growing national body of research on full-service community schools, generating information regarding student, family, and community member participation; effective strategies; student outcomes; and lessons learned through implementation.

CPS FSCS Consortium Goals and Objectives

A key facet of documenting implementation is quantifying the degree to which students are involved in and receiving community school-related support and activities (Implementation Question 5) and how they are showing signs of improving and having their needs met (Outcome Question 1). AIR, working with CPS, will develop and refine a series of key performance indicators to describe the extent to which youth are involved in or receiving restorative practice and case management-related activities and services and the degree to which students on the SPI are improving in key areas based on those specific student outcome areas outlined in the SPI, including school attendance, disciplinary incident, and academic performance as measured by grades. The indicators constructed at this point in the process to guide and assess the progress of program implementation can be found in Exhibit 1 below. All analyses related to the calculation of the key performance indicators will be descriptive in nature,

relying on data collected in Cityspan, Branching Minds, and the CPS data warehouses.

(Absolute Priority 3--Capacity Building and Development Grants).

Exhibit 1. Key Performance Measures

Goal 1: Enhance community school service provision to at-risk youth	
<p>Objective 1: Provide support to youth on the SPI that exposes them to restorative practices, learning support, and expanded learning opportunities, while coordinating new grant-funded activities and services with existing CSI support</p>	<p>Daily contacts. After Year 1 of the grant, 70% of the youth on the SPI will have daily contacts with designated school staff on 90% of school days attended. Starting in Year 2, this threshold will increase by 5% per year, reaching 90% by Year 5.</p> <p>Case management plans. After Year 1 of the grant, 70% of the youth on the SPI will have a case management plan in Branching Minds. Starting in Year 2, this threshold will increase by 5% per year, reaching 90% by Year 5.</p> <p>CSI activity enrollment. After Year 1 of the grant, 50% of the youth on the SPI will be enrolled in community school activities and services. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p> <p>Regular participation. After Year 1 of the grant, 30% of the youth on the SPI will regularly participate in community school activities and services. Starting in Year 2, this</p>

	<p>threshold will increase by 5% per year, reaching 50% by Year 5.</p> <p>Application of restorative approaches. The percentage of disciplinary incidents that are resolved through the application of restorative approaches will increase by 5% per year for each year of the grant among youth on the SPI.</p>
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Goal 2: Enhance school-related outcomes for youth on the school priority index

<p>Objective 2: Provide support that addresses student learning and development needs through restorative practices and case management support</p>	<p>Improved school connectedness. After Year 1 of the grant, 50% of youth on the SPI will demonstrate improvement on the psychological sense of school membership scale on the 5 Essentials survey relative to the prior school year. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p> <p>Improved school attendance. After Year 1 of the grant, 50% of youth on the SPI who were chronically absent in the previous school year will demonstrate improvement in school day attendance. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p>
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	<p>Fewer disciplinary incidents. After Year 1 of the grant, 75% of youth on the SPI will demonstrate no incidents triggering a disciplinary referral. Starting in Year 2, this threshold will increase by 5% per year, reaching 95% by Year 5.</p> <p>Improved academic performance. After Year 1 of the grant, 60% of students on the student priority list where the majority of the course grades they earned were at or below a C after the 10-week marking period will demonstrate an overall improvement in grades at the final marking period for the courses or content areas in question. Starting in Year 2, this threshold will increase by 5% per year, reaching 80% by Year 5.</p>
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Goal 3: Enhance family and community engagement

Improved family and community engagement. The number of parents, adult family members of students, and community members participating in FSCS activities related to restorative practices and community development will grow by 5% percent per year for each year of the grant.

Positive perceptions of family and community engagement programming. Starting at the end of Year 2 of the grant, 50% of parents, adult family members, and community members participating in programming provided by Build, SGA Youth and Family Services, and Urban Initiatives will report satisfaction with their participation in these offerings and the development of either new knowledge or connections that they plan to apply to support their school community's development. Starting in Year 3, this threshold will continue to increase, reaching 75% by Year 5.

Additionally, the evaluation team will be prepared to report on the required performance indicators to be specified in the annual performance reporting process:

- Student chronic absenteeism rates
- Student discipline rates, including suspensions and expulsions
- School climate information
- Expanded and enriched learning time and opportunities

- Family and community engagement efforts and impact
- Information on the number, qualifications, and retention of school staff; Rates of teacher turnover; Teacher experience
- Graduation rates
- Changes in school spending information
- Collaborative leadership and practice strategies
- Regularly convening or engaging all initiative-level partners
- Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement
- Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment

AIR will work with CPS to obtain and report on data across each of these mandated school-related outcomes as specified in the Notice Inviting Applications. We assume that exact criteria for reporting on these indicators will be specified in future iterations of the FSCS Annual Performance Report, so we have not taken steps to define key performance indicators aligned with these outcomes akin to what we have done in Exhibit 1.

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

Pillar 1: Integrated Student Supports.

A student's feeling of connectedness to their school community is not only important, but it is necessary for their safety, healthy decision making processes, and academic attainment

(American Psychological Association, 2014)¹⁸. According to the CDC, “students who feel connected to their school are also more likely to have...higher grades and test scores, have better school attendance, and stay in school longer” (CDC, 2022)¹⁹. The American Psychological Association also found that students “who feel connected to their school are less likely to engage in many risky behaviors, including early sexual initiation, alcohol, tobacco and other drug use, and violence and gang involvement”. While Melody, Jensen, and Marshall already have existing full time Resource Coordinators (RC), these RCs will work in collaboration with a newly hired At-Risk Coordinator to enhance their impact on the students at the school. The At-Risk Coordinators will play an integral role in connecting at-risk students within the school back to their school community through the appropriate resource allocation and restorative justice practices within their schools.

The **At-Risk Student Coordinator** will have a portfolio of students they provide targeted interventions to. The students will be selected based upon daily attendance, academic performance and behavior and discipline issues. Restorative Practices will be strengthened at each school site and the At-Risk Coordinator, along with the Behavioral Health team, will prioritize alternatives to suspension and expulsion by identifying programs from a range of community partners that provide complex interventions for students referred for infractions related to gang involvement, substance abuse, conflict-resolution, self-regulation, or decision-making. Participating students are able to continue to attend their home school while completing an intervention program. The intent is to select an intervention that best matches the cause or function of the misconduct in order to meet the academic, social, emotional and

¹⁸ American Psychological Association (2014). School connectedness. Retrieved from <https://www.apa.org/pi/lgbt/programs/safe-supportive/school-connectedness>

¹⁹ CDC (2022). School connectedness. Retrieved from https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

behavioral needs of referred students. This bucket of work will be managed by the At Risk Coordinator and will be their primary responsibility for their cohort of students. This operationalizes the theory of restorative practices and makes them the approach used within each school community.

To address barriers to learning, CPS Full-Service Consortium, RC and At-Risk Student Coordinator will coordinate behavioral health and social service partnerships focusing on social-emotional learning, conflict resolution training, trauma-informed care, and restorative justice practices that consider student mental health and seek to lessen conflict and bullying and decrease suspensions and other punitive disciplinary actions. The Consortium proposes to implement integrated Restorative Justice Practices, Behavioral Health and Trauma-Sensitive Care, and Tiered SEL services at Melody, Jensen and Marshall.

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

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

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

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

Talking Circles proactively build relationships among a classroom or team through a structured process. Talking circles may be used as daily check-ins, and to set classroom norms and agreements, teach social and emotional skills, provide feedback, and discuss pertinent issues and topics. The recommendation here is for the At Risk Coordinator to have a rotating class schedule of implementation.

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

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

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

the conflict is resolved. BUILD will provide staff training or support in gang conflict, mediation practices, other relevant topics, or targeted conflict resolution services for youth.

Behavioral Health and Trauma-Sensitive Care

To meet the mental health needs of students, the CPS Full-Service Consortium will provide targeted services to identified at-risk students, supported through a comprehensive professional development plan for staff, as described below. Central to this work will be the schools' Behavioral Health Teams as well as the At-Risk Coordinator and the Resource Coordinator.

Fully Trained Behavioral Health Teams (Existing, to be improved)

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

Additionally, the ***At-Risk Student Coordinator (NEW)*** directly supports students who have been identified based on attendance, performance, and discipline challenges. The At-Risk Student Coordinator provides case management and support to students within their portfolio, builds high quality, supportive and challenging relationships, and connects with other adults in their life to help support holistic strategies for development and success. The At-Risk Student Coordinator utilizes strategies such as home visits, coordinating with classroom teachers and clinical professionals, familiarizing themselves with afterschool and out-of-school supports, etc.,

to develop a holistic understanding of students' learning, home, and social context. The At-Risk Student Coordinator must be able to work with multiple stakeholders, independently build strong relationships among them and be self-directed in purpose while holding student achievement at the center. The At-Risk Student Coordinator will review and analyze student-level data to understand and report on the effectiveness of interventions for students on their caseload.

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

Impact of Exposure to Trauma on Students, Staff and the School Community trains all school staff to increase awareness about the impact of trauma exposure on students' development and learning. The training supports school staff to adopt a "trauma lens" to be better able to recognize signs of trauma as well as develop effective schoolwide and classroom-based strategies for creating an environment that is supportive of students.

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

Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) is a skill-building program geared towards adolescents (grades 6-12) who have been exposed to chronic stress or trauma who may still be living with ongoing stress and are experiencing

problems in several areas of functioning. In this intervention, students learn to recognize the impact of trauma/stress on one's functioning, create meaning for one's life, increase communication and connectedness with others, and improve coping skills. SPARCS uses school-based group psychotherapy, which has promising evidence of effectiveness for students like refugee students, who have been exposed to war (Layne, 2008)²⁰ (**Competitive Preference Priority 4**).

Individual Counseling (Existing) is offered at all schools, although in a limited capacity. The school-based counselors are master's level clinical social workers that provide comprehensive, de-stigmatized mental health services to youth and families, with a focus on addressing risk factors and enhancing coping, problem solving and communication skills. They work with teachers, administrators and other school staff, as well as parents and other family members to build support networks that are key for long-term youth development. The counselors primarily focus on 10 to 20 Tier II or Tier III students.

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

Youth Guidance Mentoring School Day Interventions: Working on Womanhood (WOW) and Becoming a Man (BAM) (Existing)

²⁰ Layne, C. (2008). Effectiveness of a school-based group psychotherapy program for war-exposed adolescents: a randomized controlled trial. National Library of Medicine. <https://doi.org/10.1097/CHI.0b013e31817eeca>

At Melody, Jensen and Marshall HS, WOW is delivered by a masters-level Counselor to 55 girls across four to five groups. WOW is an in-school clinically-based mentoring and counseling program designed to reach young women who have been exposed to violence and trauma as a result of the economically and socially distressed conditions present in their community. WOW provides girls in 7th-12th grades with the safe space and supportive structure to address anxiety, trauma, self-esteem, and depression. Through weekly small-group counseling sessions around five core values - Self-Awareness, Emotional Intelligence, Healthy Relationships, Visionary Goal Setting, and Leadership - WOW participants increase their school engagement and achievement, decrease aggression, and improve their psychological well-being by moving through the 24-lesson WOW curriculum.

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

Becoming a Man (BAM (Existing)) - Jensen and Marshall HS, BAM is provided to a minimum of 55 students by a BAM Counselor. BAM is designed to serve young men of color who are at highest risk of becoming a victim or perpetrator of violence due to school dropout, poor academic performance and engagement, and previous involvement with the criminal justice system. BAM utilizes a blend of clinical theory and practice and men's rites of passage work to guide students as they build social skills, make responsible decisions, and become positive members of their school and community.

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

Youth Guidance's BAM program was evaluated by University of Chicago Urban Labs researchers using randomized control trials in 2009-10 and 2013-15 to assess programmatic

outcomes including crime involvement and academic engagement. This study showed promising results; a 50% decrease in violent crime arrests and 30% decrease in arrests for other crimes, along with positive education outcomes such as school attendance, persistence, and GPA achievement, and increased graduation rates by 12-19%. (Heller et al., 2015)²¹

YAP (existing at Marshall) - Marshall partners with YAP to hire neighborhood-based, culturally responsive Advocates and mobile behavioral health professionals, which helps to keep local dollars and resources in the communities we serve. YAP Advocates are skilled in engaging youth and families. They meet program participants and their parents and guardians where they are and provide them with tools to lead and direct their individual and family service plans.

Led by the program participant and family and what they identify as their needs, hopes and interests, frontline YAP staff connect youth with tools that empower them to learn new skills and introduce them to people and places that provide meaningful supports in their community. Advocates, for example, identify neighborhood businesses where young people can gain work experience (at no cost to the business). YAP staff also connect program participants with other nonprofits where young people and their parents and guardians can access educational, workforce and other training, along with basic needs resources, that are fundamental to strengthening program participants' family foundation.

UCAN (existing at Marshall) - The goal of UCAN at Marshall is to prevent violence and help students heal from trauma. UCAN is the lead agency in The Peace Hub, a collaborative of more than 30 youth-serving Chicago nonprofit organizations whose goals are to increase engagement of Chicago's youth ages 12-24 in programs and services, enhance communication and partnership among local service providers, and to leverage underutilized services to address

²¹ Heller, S., Shah, A., Guryan, J., Ludwig, J., Mullainathan, S., & Pollack, H. (2015). Thinking, fast and slow? some field experiments to reduce crime and dropout in Chicago. <https://doi.org/10.3386/w21178>

violence in Chicago . The Peace Hub seeks to reduce exposure to or participation in violence, address trauma and improve positive outcomes for youth by facilitating easy access to programs and services. Established in 2010, The Peace Hub now serves more than 100 youth, who have experienced a 68% decrease in arrest rates and a 47% increase in community engagement as a result of the program. Marshall students benefit from a number of programs that UCAN offers, including (but not limited to) referrals and connections to counseling services, crisis management, court advocacy, and group mentoring.

Habilitation Services Inc (existing at Melody) - Habilitative Systems, Inc. (HSI) is a nationally-recognized human services agency that uses a continuum of care approach to provide much-needed programs to underserved populations and people living with an array of health and human service needs. Headquartered on the west-side of Chicago, HSI has offered supportive programs to Chicago's most disadvantaged and vulnerable residents for over 40 years and provides services to over 7,000 people annually in the North Lawndale, West Garfield, Austin and Englewood communities in Chicago. At Melody, Habilitation Services has provided one-on-one counseling and group counseling, both during and outside the school day.

Peace Circle Support (NEW - Marshall) - This is a program that Marshall used to have that was very successful, but is no longer provided after the pandemic. The At Risk Student Coordinator will be trained to provide on-going peace circles throughout the day as issues arise. The school's feel like they have been short-staffed in this area and only have resources available for events that are on a larger scale and involve many students. There is a need for smaller groups and more consistency.

City-Year Chicago (Existing - Jensen): City Year City Year is a program that helps students and schools succeed by delivering holistic support to students, classrooms and the whole

school to contribute to positive student outcomes. They provide multi-tiered systems of supports that address the academic and social-emotional needs of students including In-class support that increases differentiated learning and teacher capacity, expanded learning opportunities through before and after school programs, school-wide activities that improve school climate, near peer mentorship to support at-risk Focus Group Students, focus on critical transition years to support the graduation pipeline and family and community engagement through events and direct contact with the home.

SEL Supports within the MTSS Framework

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

- **Tier I (Universal Supports)** aims to provide staff with knowledge around how to do preventative trauma screenings which will encourage linkage to referrals and services to reduce gaps in treatment.
- **Tier II** referrals take place either via universal screening or staff / parent referral. The BHT will recommend a plan of treatment which may include both Tier II and Tier III interventions. These interventions may happen simultaneously, but generally increase in intensity (i.e. a student will usually first receive a Tier II intervention). If satisfactory progress is not achieved at the conclusion of services, the student will be reassessed and considered for Tier III (individual) treatment either through a school based counselor or external mental health professional. The highest priority cases will automatically receive Tier III counseling either alone or in concert with Tier II. The BHT serves a critical role in this process and carries out the following duties: notifying the student's

parent/guardian post-referral, performing student in-take, securing parental/guardian consent, coordinating scheduling with the student (in case of pull-out sessions), alerting CBOs providing the Tier II intervention, and monitoring student progress.

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

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

Table 3. SEL Project Services within the MTSS Framework

<p>Supportive Learning Climate and Universal SEL Instruction (Tier I)</p>	<ul style="list-style-type: none"> ● Cultivating SEL for Adults ● SEL@Home ● Guided Discipline ● Integrating SEL with Academic Instruction ● Restorative Mindsets and Language ● Talking Circles ● Umoja Seminar Class ● Youth Mental Health First Aid
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Targeted Supports for Some Students (Tier II)	<ul style="list-style-type: none"> ● Behavioral Health Teams ● BAM and WOW Mentoring Groups ● Check-In/Check-Out ● Impact of Exposure to Trauma on Students, Staff and the School Community ● Peace Circles ● Peer Conference ● Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
Individualized Supports for a Few Students (Tier III)	<ul style="list-style-type: none"> ● Alternatives to Expulsion Behavior Intervention ● Individual Counseling ● Urban Life Skills Gang Intervention

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

As described in Section A. Quality of the Project Design, Jensen Elementary and Marshall HS have high rates of chronic truancy and absenteeism and Melody, Jensen and Marshall HS have below average academic attainment. CPS and school leadership believe the prevalence of trauma, or other mental and behavioral health needs of the students, who may be at-risk due to their exposure to violence, is a contributing factor to this poor performance.

Exposure to Community Violence. As previously discussed, students at Melody, Jensen and Marshall HS are schools likely to have been exposed to violence and may be at risk. Research shows that both primary and secondary exposure to trauma have a wide variety of impacts on youths as they attempt to develop a set of coping skills to mitigate its harmful effects. The Treatment and Services Adaptation Center identifies several symptomatic behaviors that are likely to occur in youths after experiencing or witnessing a highly traumatic event, including (1) re-experiencing the event (flashbacks, nightmares, etc.), (2) avoidance (heightened attempts avoid thinking about the event; general disengagement in social settings), (3) negative mood (blaming others and themselves for event, diminished interest in activities), and (4) arousal

(constant state of fight-or-flight, increased sense of dread or worry). Additionally, the Child Mind Institute further suggests that children who have experienced high degrees of trauma often struggle with executive functioning and self-regulation. These various responses to trauma commonly manifest in ways that are deemed disruptive for school-day learning.

Research suggests Restorative Justice, Trauma-Informed Care, and SEL reduce suspensions. Based on previous success in CPS and other large urban school districts, SEL, Mental Health Services, Restorative Justice, and Trauma-Sensitive Care are demonstrated strategies to decrease suspensions, chronic truancy, and absenteeism.

Restorative Justice disciplinary practices have already led to CPS' tremendous success in reducing suspensions. Since 2012, CPS was able to reduce the number of out-of-school suspensions by 76%, and in-school suspensions by 40%. The district attributes this transformative reduction to SEL supports and the widespread use of restorative justice practices, using the MTSS to guide delivery and monitoring. Studies show restorative justice programs and practices reduce suspensions and violence (Dignity in Schools, 2012)²². Evidence that speaks to restorative justice's powerful role in reducing suspensions can be seen in school districts such as Denver Public Schools, where since adopting restorative justice discipline policies there was a 68% reduction in police tickets in schools and a 40% reduction in out-of-school suspensions, and West Philadelphia High School where suspensions decreased 50% and serious incidents or violent acts fell 52% after one year of implementation, demonstrate the potential impact of this intervention (Dignity in Schools, 2012)²³

²² *Model School Code*. Dignity in Schools. (n.d.). Retrieved September 12, 2022, from <https://dignityinschools.org/take-action/model-school-code/>

²³ *Model School Code*. Dignity in Schools. (n.d.). Retrieved September 12, 2022, from <https://dignityinschools.org/take-action/model-school-code/>

SEL & Trauma-Informed Care is another promising practice. CPS recently implemented tiered SEL supports and trauma informed care including universal trainings such as Youth Mental Health First Aid, SPARCS group interventions, and individual student counseling at ten high schools where students are frequently exposed to violence. These schools created Behavioral Health Teams (BHTs) to deliver SEL services within the MTSS Framework. A quasi-experimental design study of this program's effectiveness revealed a statistically significant reduction in in- and out-of-school suspensions as compared to a control group of similar schools (AIR, 2019)²⁴.

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

Reducing suspensions may be particularly valuable at Jensen, and Marshall where chronic truancy and absenteeism rates are high. Research shows that suspensions contribute to chronic absences, poor academic performance and consequently greater chances of dropping out and becoming implicated in the juvenile justice system (Justice Center, 2014; Advancement Project, 2010)²⁵. Even 1 suspension reduces a young person's likelihood of graduation by 12% (Alliance for Excellent Education, 2016)²⁶. The inclusion of SEL at every level of the MTSS is based on evidence of positively impacting student success, including increasing academic achievement and attainment (Durlak et al., 2011)²⁷; (Osher et al., 2016)²⁸; (Taylor et al., 2017)²⁹,

²⁴ *Chicago Public Schools Community Schools initiative*. American Institutes for Research. (n.d.). Retrieved September 12, 2022, from <https://www.air.org/project/chicago-public-schools-community-schools-initiative>

²⁵ Justice Center, 2014; Advancement Project, 2010

²⁶ Alliance for Excellent Education, 2016

²⁷ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

²⁸ Osher, D., Kidron, Y., Brackett, M., Dymnicki, A., Jones, S., & Weissberg, R. P. (2016). Advancing the science and practice of social and emotional learning. *Review of Research in Education*, 40(1), 644–681. <https://doi.org/10.3102/0091732x16673595>

²⁹ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>

as well as improving students' attitudes and behaviors toward themselves and others (Durlak et al., 2011; Jones et al., 2017; Yeager, 2017).

Finally, building students' SEL skills and competencies, and working to reproduce safe and supportive school environments may also be a strategy to drive long-term gains in academic attainment. Research shows that social-emotional competence and academic achievement are closely interconnected (Schonfeld et al., 2015)³⁰, and that coordinated instruction in both areas maximizes students' potential to succeed in school and throughout their lives (Payton et al., 2008)³¹. Studies also suggest that the pairing of intensive academic interventions with SEL and behavioral supports can lead to significant improvements in behavior and academic performance. (Cook et al., 2014)³². These findings suggest that a wraparound model that addresses students' needs from various points of intervention may have the greatest likelihood of sustained positive outcomes. One study on social-emotional learning, which included an analysis of SEL programs that served over 270,000 students in kindergarten through high school, found that participants improved not only in soft-skill areas, but also showed an 11% increase on academic performance measures (Durlak et al., 2011. *Child Development*)³³. The CPS Full-Service Consortium therefore considers developed SEL competencies as a lever to achieve improved grades and test scores, in addition to fewer instances of misconduct, more positive social behaviors, and healthier peer relationships.

Pillar 2: Expanded learning time and opportunities.

The integration of SEL supports (Pillar 1) will enable students to take full advantage of existing academic enrichment activities that incorporate project-based learning, academic

³⁰ Schonfeld et al., 2015. *School Psychology Quarterly*

³¹ Payton et al., 2008. *CASEL*; Jones, Greenberg, & Crowley, 2015. *American Journal of Public Health*

³² Cook et al., 2014. *National Bureau of Economic Research*

³³ Durlak et al., 2011. *Child Development*

interventions, educational field trips, and recreational activities offered during out of school time (OST). These activities will support all objectives associated with CPS FSCS Consortium goals

OST Activities Aligned to the Academic MTSS

CSI recognizes that the needs of students are impacted by school culture, as well as the development of each individual child. All programs are ongoing and will incorporate culturally and developmentally relevant teaching strategies. While services will be tailored to the needs of each site, all schools will provide programs in the following categories: (1) academic programs, (2) health and wellness activities, (3) youth/character development addressing social-emotional learning standards, (4) enrichment and recreational activities, and (5) family programming.

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

Table 4. Academic MTSS Activities

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

Academic Interventions (Tiers II & III)	Academic interventions are provided based on assessment of need. Academic supports are provided to students who are identified for MTSS Tier II and III interventions. Interventions include one-on-one and group tutoring sessions, reading circles, and mathematics camps.
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Project-Based Learning (Existing) is linked to the school day curriculum and Illinois Learning Standards, implemented during after-school, and designed to significantly increase college readiness and decrease high school dropout rates. PBL engages students in complex, real-world problem-solving through which they use inquiry, research, planning, reasoning, and critical thinking skills. Projects originate with a student-generated inquiry on an issue that is meaningful to them and activities that lead to a product and/or presentation. PBL paves the way for increased opportunities in college and future careers in science and engineering (STEM), by providing multiple opportunities to build on the knowledge and skills gained during each grade. A literature review of Project-Based Learning concludes that there is promising evidence of the effectiveness of this strategy--but that it is not yet proven due to the rigor of previous evaluation designs and variation in implementation of PBL in different studies.(B. Condliffe et. al.,2017)³⁴.

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

³⁴ B. Condliffe et. al., MDRC, 2017

recreational activities that support arts integration and other core subjects, foster student leadership, and overall contribute to increasing students' sense of belonging.

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

Health and Wellness Activities

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

Sports and Fitness Clubs (Existing) encourage students to develop skills they need to engage in health enhancing physical activity. They provide an outlet for students to achieve and maintain a health-enhancing level of physical fitness by using continual self-assessment, and helping students develop team-building skills. Marshall also has intramurals and sports conditioning. Jensen has Double Dutch, Dance, and Girls on the Run to promote fitness. These activities also build SEL skills and fosters teamwork between students with different backgrounds. Melody, Marshall, and Jensen also offer a variety of after school sports.

Girls On The Run Chicago (Existing Jensen) : Girls mentorship and play program for 3rd – 5th grade girls to help foster healthy relationships and comradery among young ladies offered during out of school time hours. This partnership helps address the increasing number of

fighting happening at the school among young ladies, and helps build community and positive healthy relationships among young girls.

Nutrition-Related Clubs (Existing) promote a focus on healthy eating and food preparation. In the Garden Club, students participate in planning, planting, caring for (weeding, watering, etc.), and harvesting fruits and vegetables in the school garden, plus regular garden-related field trips (e.g., to the Garfield Park Conservatory, Oak Park Conservatory, and various community gardens). At the same time, students undertake related cooking projects, such as preparing a variety of dishes, pairing foods, using utensils and measurements, understanding recipes and basic vocabulary, utilizing safe cooking methods, and exploring what foods/recipes promote healthy living.

The Big Green: The Demarco Webster Learning Garden (Existing): Big Green provides a “Ready, Set, Grow” K-8 curriculum designed by Big Green to support the integration of Learning Gardens and food literacy programming. RSG links garden-based learning lessons to classroom-based learning extensions that target Next Generation Science, National Health Education, and Common Core English/Language arts standards and targets. The activities are hands-on, engaging, and involve learning outcomes that encourage students to think deeply about food, health, and acting to support wellness for themselves, their families, schools and the larger community.

Health Services and Referrals for Students and Families (Existing) Community schools programming emphasizes physical health and wellness as a gateway to being present in schools and feeling well enough to learn. CSI community schools provide health and wellness services to students and families in various ways. CSI collaborates with the CPS Office of Student Health

and Wellness (OSHW) to provide students with vision, dental, and hearing screenings. In partnership with OSHW, Walgreens may provide free on-site flu vaccines. Melody also partners with Rush Hospital to provide any developing health needs throughout the year (such as food drives). Additional services include immunizations, physicals, dental exams, and diabetes, cholesterol, and heart health screenings through mobile healthcare units or referrals to school based health centers. RCs also draw on relationships with local medical centers or clinics to promote preventative care and wellness for students and families.

The Need for Health & Wellness Activities

Health, wellness, and enrollment services are needed to support students, families, and community members in the prevention and management of chronic health conditions and assisting uninsured residents in Garfield Park to enroll in health insurance. Students who are not healthy may be less able to focus in school or have to miss school entirely. Illness contributes to student absence from school, and increased coverage may enable students to receive care to prevent or mitigate the seriousness of minor illness to stay healthy and able to learn. Furthermore, based on the incidence of obesity in these communities, students and families may benefit from activities centered on nutrition and exercise. Some evidence also suggests that overweight and obese adolescents have more annual sick days on average than students who are not (Pan et al, 2013)³⁵.

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

³⁵ Pan, L., Sherry, B., Park, S., & Blanck, H. M. (2013). The Association of Obesity and school absenteeism attributed to illness or injury among adolescents in the United States, 2009. *Journal of Adolescent Health, 52*(1), 64–69. <https://doi.org/10.1016/j.jadohealth.2012.04.003>

CSI community schools are required to provide programming for a minimum of 12 hours out-of-school-time, 4 to 6 days per week for a minimum of 28 weeks (excluding summer). While programs may run for a full 28 weeks, it will be broken out into smaller participant groups by age. The minimum number of students to be served at each site is specified in attachment 3. At least five hours of family programming will take place per month. A sample schedule for schools is below. In adherence to the requirement set forth by the 21st CCLC grant that no activities will be considered as supplanting, all are in addition to current activities.

Marshall High School Site Schedule			
Level	Program	Days/Hours	Description/Rationale
9-12	Intramural Sports	Mon-Friday 7:00-8:00a m	Sports programming will support students' physical health as well as build SEL skills such as teamwork, collaboration and leadership skills. Sports will rotate seasonally in their focus. The goal is exposure to many different activities (28 weeks)
9-12	S.T.E.M Lab	Mon/Wed 3:15-4:15 pm	STEM Lab provides hands-on learning for all ability levels. Learning can be personalized and motivating to engage all types of students in real-world STEM activities. Students will be exposed to STEM-related careers and professionals. (28 weeks)
9-12	Mentoring (Boys)	Tues/Thurs 3:15-4:15	Students in the program will build communication skills, strengthen self esteem, and gain a stronger sense of self identity that will encourage him to live an all around healthier life. Students will gain new and honest friendship throughout the program and walk away with a better sense of self and their values. (28 weeks)
9-12 Girls	Mentoring (Girls)	Tues/Thurs 3:15-4:15	Students in the program will build communication skills, strengthen self esteem, and gain a stronger sense of self identity that will encourage him to live an all around healthier life. Students will gain new and honest friendship throughout the program and walk away with a better sense of self and their values. (28 weeks)
9-12	Credit Recovery	Mon/Wed 3:15-4:45 pm	Students have the opportunity as a strategy to retake a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements. Students have up to ten (10) weeks to complete a credit recovery course and should devote at least ninety (90) minutes everyday to ensure successful completion of the course (30 weeks - 3 10 week courses)

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9-12	Student Leadership Lounge	Mon/Wed 3:15-4:15	Students will be given an opportunity to complete their homework in this structured time. Students will be divided into grade level groups. Staff will assist in homework completion by helping students with tutoring to help students remain on task and by applying age appropriate direct guidance and questioning techniques. Students will also come up with bi-annually school events and projects to host for the school community. Ex: Building a garden, designing new art work for school walls, committee for prom. (28 weeks)
9-12	Barbershop	Tues/Thurs 4:15-5:30	Youth will learn the basic and advanced techniques you need for a successful career/hobby in barbering. Youth will learn sanitation methods of equipment and how to use varying cutting techniques for different hair types and textures. (28 weeks)
9-12	Cooking	Monday 4:15-6:00	Common Threads' original core program is the after school Cooking Skills and World Cuisine class. Twenty students learn from a trained chef instructor and a team of volunteers to expand their world, skills, and experiences. Each lesson consists of a movement component, a nutritional lesson, and a cultural lesson specific to a different country. The students then cook 3 to 5 healthy, affordable recipes and share a meal together with the teachers and volunteers. (28 weeks)
9-12	Hip-Hop Dance	Wednesday 4:15-6:00	Hip-hop dance is a vibrant form of dance that combines a variety of freestyle movements to create a cultural piece of art. Students will immerse themselves into dance by learning its three main styles of popping, locking, and breaking. (28 weeks)
9-12	Art/Fashion Design	Thursday 4:15-6:00	Students will use their creative imaginations to manipulate a wide variety of materials, such as paints, stencils, origami, patterns, fashion designs, and more. Students will also have the opportunity to communicate ideas and concepts through artistic creations. Through this activity, students will develop color recognition and hand-eye coordination. Student's understanding of surrealism, modernism, and symbolism in art will improve by the end of the program. Students will also learn the basics of sewing on an industrial machine and how to cut fabrics. Students will maintain portfolios of their work and designs and display them at the school year. (28 Weeks)
9-12	Cosmetology (Make-up)	Wednesday 4:15-6:00	Students will develop skills in proper make-up techniques. Students will also learn practical application of all the classic techniques & elements of make-up artistry. Students will independently know how to apply make-up and build on their base knowledge. (28 Weeks)

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9-12	Sports Conditioning	Mon-Thurs 3:14-5:15	The purpose of this activity is to expose students to the different elements of recreational sports and allow students to fully experience the process of each sporting game. Students will be given the opportunity to become more knowledgeable of the rules of intramural sports (e.g. football, basketball, baseball, soccer). By the end of the term, students will have tested diverse components of recreational sporting and will have the required knowledge to develop their own interest regarding recreational sports. Students develop fine and gross motor skills and build their vocabulary base by learning terminology related to sports. (28 weeks)
Adult	Power of Parents	Saturdays 10-12	Adults will participate in technology workshops titled, "You Don't Need a Degree to Use Technology Creating Individual Technology Plans." The workshop will address the 'Digital Divide' issues by creating a solution that adults can use by explaining the importance of using technology, understanding technology, explaining technology plans and assessing technology usage. (12 weeks)
Adult	GED	Saturdays 10-12	Prepare participants to pass the GED exam(s), and assist them in the development of individual study plans and schedules towards completing the exam(s). (16 wks)

Melody Elementary School Site Schedule			
Level	Program	Days/Hours	Description/Rationale
K-8	Morning Reading	Mon/Wed 7:30-8:30 am	Students will participate in various reading activities, including reader's theater, games, and centers. Students will work in whole groups, small groups, and individual reading activities. There will be a focus on both phonics and reading comprehension, and students will have many choices around the texts that they read. (28 weeks)
K-8	Morning Math	Tue/Thurs 7:30-8:30 am	This will be a "fun" math class that focuses on money. There will be hands-on math-based games and activities to reinforce a variety of math skills. Students will use real-world math problems and solve them in groups. (28 weeks).
K-8	Robotics LEGO STEM Club	Fri 3:30-4:30 pm	LEGOS STEM club is a hands-on after school program in which students will get a chance to build using LEGO robotic products. Students will learn about simple machines such as lever, pulleys, wheel and axis, ramp and more during this program and have a chance to explore this by building their own machine. (28 weeks)

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K-8	Academic Tutoring	Mon-Thurs 3:30-4:30 pm	Teachers will support students Reading and Math development through increased skills and strategies. Students will receive reading challenges and work in partnership with staff to identify areas of strength and areas for improvement. (28 weeks)
6-8	Arts Integration	Tue/ Thurs 4:30-5:30 pm	Students will use a variety of artistic media to create original works of art. Projects may correspond to season, holidays, or special events. Students will reflect new techniques and skills developed through demonstration and practice. (28 weeks)
K-5	Music Class	Tues/Thurs 4:30-5:30	Students will learn the notes on a scale and practice playing varying instruments based on interest and age. Students will also work towards a culminating performance to demonstrate what they have learned (28 weeks)
6-8	Youth Leadership	Wed 4:40-5:30	Students will meet weekly to discuss student concerns and brainstorm possible solutions. They will identify needs in their community and design school-wide service projects. (28 weeks)
K-5	Spanish	Wed 4:30-5:30	Students will learn beginner Spanish vocabulary and phrases. Students will practice conversation and learn through games and songs. (28 weeks)
6-8	Music Production	Mon 4:30-5:30	Students will use a computer program to create their own tracks of music. They will learn about various careers in the music industry. (28 weeks)
K-2	Dance	Mon 4:30-5:30	Students will learn vocabulary and history of a variety of genres of dance. They will learn how to connect their body movements to the beat of the music. They will have opportunities to create their own dances as well as learn choreography (28 weeks)
3-5	Drama	Mon 4:30-5:30	Students will learn stage directions and how to use their voices. They will both read and write their own plays. They will perform as part of a culminating activity. (28 weeks)
K-8 Adul ts	Common Threads Cooking	Tues 4:30-6:00 pm	Common Threads' original core program is the after school Cooking Skills and World Cuisine class. Twenty students learn from a trained chef instructor and a team of volunteers to expand their world, skills, and experiences. Each lesson consists of a movement component, a nutritional lesson, and a cultural lesson specific to a different country. The students then cook 3 to 5 healthy, affordable recipes and share a meal together with the teachers and volunteers. (28 weeks)

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K-8	Mentoring	Mon/Wed 4:30-5:30 pm	Using SEL strategies, students will share about their week with a mentor. This program will focus on character development and is designed to empower students to make thoughtful and healthy decisions. Sessions will address mental and emotional challenges of the students. (28 weeks)
Adult	Fitness Fun	Wed 5:00-6:00 pm	To promote physical fitness, teachers will conduct work out activities for parents, including but not limited to: jogging, stretching, toe touches, jumping jacks, jump rope and hula hoop. These sessions will give parents an hour per week of health and fitness-related activities to promote a healthy lifestyle and assist with reducing obesity. (28 weeks)
Adult	Financial Literacy	Thurs 5:00-6:00 pm	Adults will be given tools to assist them with spending, saving, and planning for their future. They will have the opportunity to utilize spreadsheets to analyze their spending and start a savings account if they do not have one already. (14 weeks)
Adult	Family Cooking	Tuesday 5:00-6:00 pm	Adults will work with their own children to create meals together based on recipes/ingredients provided by Common Threads. They will get to choose topping and personalize the recipes and be encouraged to repeat at home!

Jensen Elementary Site Schedule			
Level	Program	Days/Hours	Description/Rationale
K-8	All Star Saturdays	Saturdays 10-12:30PM	Students will have the opportunity to work with Jensen teachers to strengthen their literacy and writing skills through class readings and writing activities. This extra time will allow students to become more confident writers, and allow them to gain more experience peer reviewing each other's works. This will help nurture writing for students and allow them to tackle their school assignments with more ease and support. (28 weeks)
K-2	Reading & Art Fall	Mondays & Wednesdays 4:15-6PM	Students will work with a teacher to read short stories and create their own illustrations of the stories. They will also write their own stories as a group and illustrate the completed work. Students will increase confidence and self-esteem about their reading/writing ability.(14 weeks)

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K-2	Arts & Crafts Spring	1 Wednesdays 4:15-6PM & Fridays 7:45-8:30A M	Children will create Arts & Crafts by hand using everyday objects. Children will learn about different cultures and their effect on the traditions of today. Children will use their creativity to make art that expresses who they are and what they have learned. Children will enhance their ability to hold writing utensils, paintbrushes, and other materials. (14 weeks)
5-8	Comic Book Creation (Fall)	Tuesdays & Fridays 4:15-6PM	Students will create a class comic book together by each contributing one page to a final product. Students will learn how to do a project in stages to produce a quality product. Students will learn that art is both independent and corporate. (14 weeks)
5-8	Photography (Spring)	Wednesdays 4:15-6PM & Fridays 7:45-8:30A M	Students will learn art and culture through numerous different concepts. The teacher will mainly be focused on developing students' ability to be creative and recognize popular art styles and trends. The goal of this program is to help students be more aware of Art and allow the students to create their own masterpieces. Students will produce 3 pieces of original artwork. Students will choose one piece of art to showcase at our culminating event.(14 weeks)
5-8	Skills Development- Fall	Wednesdays & Fridays 4:15-5:45	Basketball is offered to students in grades 5th through 8th. A major emphasis is placed on the development of basketball skills. Although winning is desirable, skill development and participation is emphasized at this level. : Students are taught about the importance of having a healthy and active lifestyle. Will have improved communication and team building skills. Students will have a better understanding of proper nutrition to perform at their best. (14 weeks)
5-8	Basketball Intramurals- Spring	Wednesdays & Fridays 4:15-5:45	Basketball is a great way to develop fitness in youth as well as team-building. Students will spend two weeks practicing with their teams and 12 weeks participating in intramural competition. Students will debrief with a coach about what their team did well and how to improve each game. (14 weeks)
5-8	Cheerleading- Fall	Wednesdays & Fridays 4:15-5:45	Students will learn the fundamentals of cheerleading, its relationship to sports and physical techniques to implement the process of cheerleading activities. Students will learn to be active for at least 60 minutes everyday. This will increase health, life expectancy, and overall brain activity in students encouraging them to lead less sedentary lives as teens and adults. (14 weeks)
3-6	Jump Rope - Fall	Tuesdays & Thursdays 4:15-5:30P M	Students will learn how to jump rope with a single rope to work on timing and rhythm. They will learn chants/cheers/tricks to demonstrate their skill development. There will be a culminating performance at the end. (14 weeks)

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3-6	Double Dutch Spring	Tuesdays & Thursdays 4:15-5:30P M	Students will learn the fundamentals of double dutch, and will practice the skills they learn. Students will learn the history of double dutch and the role it played in the culture of some generations here in the US. : Students will learn to be active for at least 60 minutes everyday. This will increase health, life expectancy, and overall brain activity in students encouraging them to lead less sedentary lives as teens and adults. (14 weeks)
5-8	Gamers Club	Monday & Wednesday 4:15-5:30PM	Students will be introduced to unfamiliar games and logic puzzles and use their problem solving and decision making skills to compete and create with one another. By working together, students will demonstrate teamwork and healthy competition to win games or accomplish their goals (28 weeks)
7-8	Girls for Greatness	Monday & Wednesday 4:15- 6PM	Girls for Greatness will be a club where middle school girls can discuss the challenges they face in everyday life with an emphasis on promoting healthy behaviors and relationships. With partnership with YWCA and WOW, girls will learn about sexual violence prevention, online behaviors, establishing healthy relationships, and how to support one another through hardships. (28 weeks)
3-5	Girls On the Run- Fall	Tuesdays & Thursdays 4:15- 5:30	Girls on the Run has fun, evidence-based programs that inspire all girls to build their confidence, kindness and decision making skills. Dynamic lessons instill valuable life skills including the important connection between physical and emotional health. (14 weeks)
3-5	Girls On the Run Spring	Tuesdays & Thursdays 4:15- 5:30	Girls on the Run has fun, evidence-based programs that inspire all girls to build their confidence, kindness and decision making skills. Dynamic lessons instill valuable life skills including the important connection between physical and emotional health. (14 weeks)
3-5	Intermediate Math Enrichment	Wednesdays & Thursdays 4:15-5:30	Teachers will be working with students in tiered small groups for intensive individualized instruction based on students' individual academic goals and their assessment data. Some elements of the instruction include but are not limited to Phonemic awareness and the teaching of phonics. Decoding and word studies, including the learning of a sight vocabulary, Language development, to include vocabulary development. The explicit teaching of comprehension strategies. Meaningful writing experiences. The development of fluent reading by reading and rereading familiar texts. A wide range of reading materials. Opportunities for both guided and independent reading. Guided math instruction, Math talks, and Math workshops. (28 weeks)

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3-5	Intermediate Reading Enrichment	Wednesdays & Thursdays 4:15-5:30	Teachers will be working with students in tiered small groups for intensive individualized instruction based on students' individual academic goals and their assessment data. Some elements of the instruction include but are not limited to Phonemic awareness and the teaching of phonics. Decoding and word studies, including the learning of a sight vocabulary, Language development, to include vocabulary development. The explicit teaching of comprehension strategies. Meaningful writing experiences. The development of fluent reading by reading and rereading familiar texts. A wide range of reading materials. Opportunities for both guided and independent reading. Guided math instruction, Math talks, and Math workshops. (28 weeks)
4-8	Jensen Student Council	Tuesdays & Wednesdays 4:15-5:30	This club will consist of 10 selected students chosen to be a representative of their grade levels at Jensen. They will get to voice their opinions about how the school functions and bring up suggestions for how to improve their school. As student leaders, the students will listen to their peers, identify the issues they see in their student body, and bring their concerns to Jensen administration. (28 weeks)
4-8	Junior Chefs Cooking Program	Wednesdays 4:15-5:30	Students will prepare and serve healthy snacks and learn about nutrition and will develop an awareness of the nutritious values of the foods they eat, common misconceptions about healthy foods, and skills they can use to prepare food in the kitchen. They will be encouraged to try new foods, seek out healthy options, and think critically about the food they're putting in their bodies. (28 weeks)
4-8	LGBTQ+ Club	Tuesdays & Thursdays 8-8:45AM	This activity will be a safe space for LGBTQ+ students and allies to learn about the history of LGBT rights, the barriers to access for LGBT folks, the basics of gender and sexuality studies, and to celebrate LGBTQ+ identities. (28 weeks)
7-8	Men Of Honor	Tuesdays & Thursdays 4:15-6PM	Men of Honor will be a club where middle school boys can discuss the challenges they face in everyday life with an emphasis on promoting healthy behaviors and relationships. With partnership with YWCA and BAM, boys will learn about sexual violence prevention, online behaviors, establishing healthy relationships, and how to support one another through hardships (28 weeks)
6-8	Middle School Financial Literacy Math Enrichment	Tuesdays & Thursdays 4:15-5:30P M	Students will be exposed to concepts about money, including saving, spending, and investing. Student will use a computer program to learn how to invest in stocks and track their spending. Students will... 1. Make a plan for investing. 2. Track their investments. 3. Make a plan for how to spend/save their investments.(28 weeks)

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6-8	Reading Enrichment: Poetry and Journalism	Tuesdays & Fridays 4:15-5:30P M	Students will spend 14 weeks reading/writing/sharing poetry. The goal is to gain an appreciation for the writing style and express creativity. During the other 14 weeks, students will work together to create a monthly news bulletin for the schools(28 weeks).
5-8	Music Band	Mondays & Thursdays 4:15-5:30	Students will be led in basic music instruction and learn to play in a group setting. Students will learn how to read music, follow a conductor, and learn the basics of an instrument. By the end of the school year, they will have the opportunity to showcase their skills in a cumulative concert performance. (28 weeks)
5-8	Out Stories, My Words	Mondays 4:15-5:30	Our Stories, My Words is a club where students will read narratives and excerpts from cultural texts written by a diverse group of authors throughout the United States. Each week, they will be studying a text through the lens of a certain theme on Tuesdays, and on Thursdays they will be writing their own short story, poem, or another form reflecting their own experiences. Near the end of the program, students will have the last two weeks to workshop a piece of their choice to share at a cumulative end of the season showcase. (28 weeks)
K-2	Primary Math Enrichment	Mondays & Wednesdays 4:15-5:30P M	Teachers will be working with students in tiered small groups for intensive individualized instruction based on students' individual academic goals and their assessment data. Some elements of the instruction include but are not limited to counting, number recognition, basic addition and subtraction skills and more! Guided math instruction, Math talks, and Math workshops. (28 weeks)
K-2	Primary Reading Enrichment	Tuesdays & Wednesdays 4:15-5:30P M	Teachers will be working with students in tiered small groups for intensive individualized instruction based on students' individual academic goals and their assessment data. Some elements of the instruction include but are not limited to Phonemic awareness and the teaching of phonics. Decoding and word studies, including the learning of a sight vocabulary, Language development, to include vocabulary development. The explicit teaching of comprehension strategies. Meaningful writing experiences. The development of fluent reading by reading and rereading familiar texts. A wide range of reading materials. Opportunities for both guided and independent reading. Guided math instruction, Math talks, and Math workshops. (28 weeks)

5-8	STEM Robotics	Tuesdays & Thursdays 4:15 - 5:45	Students answer questions such as, “What can a robot do?” and “How can a robot be coded to do so?” This course is an exploration of how robots can and have replaced human jobs and the application of programming robots to accomplish certain tasks. By applying their knowledge of how robots function and the purposes for which they are used, students will learn how to code in the mBlockly application and program their own mBot robots for a specific purpose. The final lessons of the course include a team competition in which students apply the skills they’ve learned and a debate in which students consider important ethical questions around the use of robots to replace human workers in the modern world. (28 weeks)
Adults	Career Connections	Wednesdays & Fridays 4:15-6PM	Career Connections will be a place for parents to learn job skills and develop resumes. They'll also have the opportunity to do mock interviews and be directed towards resources that will prepare them for future careers. Adults who join this program will be able to develop high-demand skills that will make them more prepared to enter the workforce and connect them to resources that will allow them to seek out opportunities for growth and success (14 weeks)
Adults	Jaguar Guardians	Tuesdays & Thursdays 4:15-5:45 and 7:45-9AM	This activity will be a space for Jensen parents to congregate and talk about their wants and needs for the school. They will also have an introduction to everything regarding being a CPS parent, - 25 - including how to check grades, contact teachers, and request support. After a community is established, we will bring in more speakers and classes based on what the parent would like to see. (14 weeks)

The Need for Enrichment and Recreational Activities

The benefits of expanded learning time opportunities touch on some of Melody, Jensen and Marshall’s significant student needs. OST programming shows promise as a means of fostering positive school culture to increase attendance, and developing key skills and competencies for target groups such as students who are performing below average academically.

As previously stated, two of the three schools have high rates of chronic truancy and absenteeism. With high mobility rates, in addition to the trauma of Covid-19, some students have stated it is hard to feel connected to school culture. Additionally, if students aren't succeeding academically, they may become disengaged and not see the value in attending classes. After school programming is an appropriate lever to drive improvements in attendance, as well as producing positive effects on safety/supervision and academic achievement (Devaney et al., 2015; Naftzger et al., 2015). However, the need is so great at these schools following Covid-19 that additional connections to Tier I supports and systems have been identified. The At-Risk Coordinator will be responsible for referring and connecting students to the Resource Coordinator in order to ensure engagement in before school and after school programs.

Many students require additional academic support to master material taught through classroom instruction. The inclusion of academic enrichment, tutoring, and course recovery may be essential for students at these high priority levels. Given the low levels of academic attainment for adults in Garfield Park, parents may be unable to assist students with challenging coursework, especially if they are unfamiliar with the language themselves. By offering enrichment aligned to school day coursework, these students can receive academic support they may not be able to receive at home.

Pillar 3: Family and Community Engagement

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

Other Community Activities (Existing)

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

SEL For Adults (NEW)

Family and Community Nights in partnership with BUILD (NEW)

Connecting youth with a positive community is a big part of violence prevention, and some of BUILD's most popular activities are family nights. On these fun evenings BUILD mentors create a positive space for families and networks to gather and be together - enjoying sports, games, art projects, food, music, and learning about additional support services in a casual and relaxed environment. These nights end up strengthening bonds across *all* communities, families and beyond.

The BUILD Community Ambassadors (NEW) will become an essential part of the neighborhood. They promote activities that engage residents and also provide Trauma-Informed Practices, and engage in Violence Prevention to help promote resilience, support and health in communities faced with trauma and civil unrest.

Adult and Community SEL Training with Urban Initiatives (NEW) Urban Initiatives offers interactive and impactful training to build proven practices in adults that support growth in social emotional learning indicators—like psychological sense of belonging and school connectedness—for young people. With 20 years of experience in youth development in

Chicago, including partnership with more than 60 schools in SY23, UI can share proven methods tested in some of the city's most challenging contexts.

UI builds training for adults with a healing centered SEL framework. Urban Initiatives collaborated with the Weikart Center to select research-based Coach Behaviors and Program Activities that we've seen support experiential SEL growth and healing in young people. These practices are proven to drive positive youth outcomes, and we build them into all the programs across the organization.

The training focuses on building eight coaching behaviors—things that adults can *do*—and six Program Activities—structures programs can create—that build a CASEL-aligned healing centered environment where all kids can learn and grow. Research shows that kids who feel connected to and welcomed by adults at school are more likely to attend, the most essential step for gaining access to support. And because we focus on behaviors that adults can implement right away, our trainings are customized for each specific audience to make them maximally relevant and actionable.

SGA Youth and Family Services (New) SGA Youth & Family Services has developed a proven and innovative method called the Cycle of Opportunity©. This system helps break the cycle of adversity and provides families with the opportunities they need to change their lives and their communities. Family by family, block by block, the Cycle of Opportunity© is creating sustainable community change, from generation to generation. The model builds strong foundations for families by providing a continuum of comprehensive services at every stage of life, from cradle to career. We focus on four main service areas: Parenting, Early Childhood, Education Support Services, and Workforce Development. All of our programming falls under one of these categories. These services are key factors in preventing infant mortality, violence,

school dropouts, and unemployment. We begin with prenatal care, supporting young parents, and ensuring their children are ready for kindergarten. We work with children at every grade level to help them succeed in and out of the classroom and transition to college or a career. This innovative model fosters resilience, instills hope, and helps individuals realize their potential.

The Need for Family & Community Programming - Evidence

Research demonstrates the powerful influence that families have on their children's achievement. Schools with high rates of parent involvement were nearly 10 times more likely to see improvements in math-related outcomes than schools with lower rates (Bryk et al., 2010)³⁶. Building trust among school stakeholders is essential to advancing the academic mission of CPS. Studies find that students with involved parents are more likely to earn higher grades/test scores, pass their classes and earn credits, attend school regularly, have better social skills and behavior, and graduate and go on to postsecondary education (Henderson & Mapp, 2002)³⁷. Programs that engage families in supporting their children's learning at home, such as those to be implemented through the parent mentor program, are linked to higher student achievement (Sammons et al., 2015)³⁸.

Pillar 4: Collaborative Leadership and Practices

CSI believes that Community Schools cannot exist without collaborative leadership. The first step between a school and a partner is to develop a shared vision statement. The school and Lead Partner Agency (LPA) develop the shared vision statement based on knowledge of the school and surrounding community. It simultaneously represents the interests of the school and the LPA, as well as details the goals and expectations of the partnership. Ideally, the shared

³⁶ Bryk et al., 2010. *Consortium on Chicago School Research*

³⁷ Henderson & Mapp, 2002. *National Center for Family & Community Connections with Schools*; Bryk et al., 2010. *Consortium on Chicago School Research*

³⁸ Sammons et al., 2015. *Journal of Children's Services*

vision statement is revised over time to ensure it remains consistent with the goals of the partnership and the needs of the community.

After a shared vision is created, an Advisory Committee is formed. The RC, school and LPA share information about the Community School model to engage key stakeholders including teachers, students, support staff, parents, partners, and community members. The advisory committee subsequently participates in developing, evaluating and improving community school programming through the use of shared decision-making. The RC, school, LPA and advisory committee assess the needs and resources of the school and community. The assessment also includes financial and logistical resources (i.e. building space). It informs the decision-making of the Community School model to improve the planning and implementation of Community School programming. Ideally, it is ongoing and comprehensive.

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

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

gifted students, immigrant populations, off track students, minority males, and or students experiencing trauma.

The MTSS model embraces the importance of engaging families and the community in collaborative partnerships. Leadership that fosters effective partnerships with students, parents, families, community members, and educators is important to inclusive implementation of MTSS. A positive and welcoming school environment that fosters family engagement, improves student outcomes, and is conducive to accelerated learning starts with effective shared leadership.

School-Based Behavioral Health Teams

Following the SEL Multi-Tiered Systems of Support model, the consortium will engage Melody, Jensen and Marshall HS in strengthening their Behavioral Health Team (BHT) with the addition of the **At-Risk Coordinator** role. BHTs are an evidence-based behavioral practice that entails making decisions about how to promote healthful behaviors, integrating the best available evidence-based interventions with practitioner expertise, case management, and other resources. Increasing the access to integrated care and targeted interventions improves student outcomes. BHT's are an example of Assertive Community and Integrated Treatment, both which are widely recognized evidenced based practices.

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

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

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

3. Quality of the Project Services (up to 15 points).

i. The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership

It is Chicago Public School's (CPS) mission to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life. In current five year vision which spans from 2019-2024, CPS has restated its commitment to promoting equity of opportunity for all of its students as the driving goal, as it strives to eliminate barriers to success among students of different races, ethnicities, socioeconomic status, gender identities, and learning paths, as well as to reduce the gap for schools in the most underserved neighborhoods. Particular focus will be on students that are identified in the SPI at Melody, Jensen and Marshall who are the most at risk to drop out and of not completing a postsecondary degree.

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

Student Voice

The community school model includes student voice at the center of all wraparound supports and OST programming provided to students. The yearly needs assessment mandates student participation and leadership in the development of services and all Advisory Councils

must have student representation. To take it further, with the addition of Full-Service Consortium at these school sites, CSI will create Student Voice Committees at each school site.

The CPS Equity Framework states that in order to achieve equity in schools, student voice must be promoted and uplifted. Many of our schools have Student Voice Committees that ask schools to face and address adultism and biases while empowering the youth to use their voices to challenge varying acts of oppression. The CSI Full-Service Consortium will develop Student Voice Committees at Melody, Jensen and Marshall HS. “Multiple rigorous, longitudinal studies in CPS and beyond have found that student voice: promotes the civic capacities, commitments, and forms of engagement listed in the outcome measures” (CPS Student Voice 360 Guide). It has also been found that when adults respond to student input, “a positive sense of belonging, connection to peers, better attendance and reduced rates of chronic absenteeism. In schools students judge to be responsive to their expressed concerns, students have better grades” (CPS Student Voice 360 Guide)³⁹.

In addition to Student Voice Committees, the At-Risk Coordinator will work directly with the students in their portfolio to provide trauma focused interventions and supports that center around each student’s personal experiences. The work of the **At-Risk Coordinator** will be in collaboration with each and every student they engage with. Each student will also receive SEL supports and their voices will be instrumental to their individualized plan. Progress will be discussed with students in one on ones and in group sessions to further allow students to offer direct input and take leadership through the program. All students in the **At-Risk Coordinator’s** portfolio will be students identified in the SPI.

Student Connectedness 5 Essential Surveys, and My Voice My School:

³⁹ CPS Student Voice 360 Guide. Retrieved from <https://ssce.cps.edu/student-voice/>.

Every year, Chicago Public Schools (CPS) invites key stakeholders to share their perspectives in the three important surveys: the 5Essentials Student Survey, the 5Essentials Teacher Survey, and the My Voice My School Parent Survey. Students and teachers are invited to participate in the CPS 5Essentials survey between February 15, 2023 and March 25, 2023. This survey is administered by UChicago Impact for the CPS. The survey asks students and teachers about their individual experience and feelings in the school environment; having such information directly from students and teachers is critical for developing plans to improve schools as they know their needs best.. CSI schools use this data to share within their Advisory Committees and to inform programming for students and families. The goal is for CSI to help increase any areas of need the school community has identified through the surveys.

The annual My Voice My School Parent survey is an intentional opportunity for parents'/guardians' perspectives to be heard. Parents and guardians of CPS students are invited to complete a survey about their child's school between April 1, 2023 and April 30, 2023. The survey takes about 5-10 minutes to complete, it is available in several languages, and it is completely anonymous. The data collected from My Voice, My School parent surveys is also utilized to help develop school improvement plans.

Starting in 2011, the American Institutes Research (AIR) and the Diehl Consulting Group provided evaluation support to the Community Schools Initiative administered by Chicago Public Schools (CPS). To help advise AIR and Diehl Consulting in undertaking this important work, the CPS CSI team has recruited and convened an Evaluation Advisory Group (EAG). Composed of 15 to 20 members, the EAG meets quarterly in a virtual format to review CSI evaluation plans and findings and offer guidance on evaluation priorities, methods, interpretation of results, and the dissemination and use of findings. Each EAG meeting is typically scheduled

for 2 hours. The EAG is made up of resource coordinators, lead partner agency representatives, principals, central office staff, and key members of the community.

During the next year, we envision that the EAG will be involved in helping to make decisions about the following evaluation activities: 1) Continued development and evolution of the CSI Continuous Quality Improvement Process; 2) Modifications to the needs assessment and service planning processes; 3) Measurement of youth development outcomes and parent perspectives on program design and delivery; 4) Efforts to always include parents and students in data collection and interpretation activities; 5) Efforts to document effective approaches and strategies related to implementation of the community school strategy in Chicago

Dissemination and Outreach

The CPS Community Schools Initiative Full-Service Consortium will also be supported by a multifaceted dissemination and outreach plan to ensure information regarding the program is regularly shared with students, families, and the community. This effort will be led by the Resource Coordinator (RC) at each school using a variety of communication methods. In addition to social media, partners will work with schools to produce printed materials that can be easily distributed, posted, carried, or mailed home. RCs will also attend ongoing meetings and events at the school, including Report Card Pick-up Day, Parent-Teacher Conferences, and Open Houses, where they will engage parents to provide information regarding the services provided through the Full-Service Community School program and answer questions. Partner and school staff will post flyers around the school, and at nearby parks, libraries, churches, social service

agencies, and alderman's offices. Grant activities are designed for communities with high immigrant and refugee populations; therefore, having materials and advertisements available in the students' native languages will be essential in engaging with them. Program staff will coordinate with district staff and partners through an established process to ensure that translation and interpretation services are available as needed.

The RC will also hold a series of informational meetings to promote program activities at various times to accommodate differing schedules of stakeholders. Securing students' regular participation relies strongly on relationships built with program staff. As a result, program staff from the school will attend these events to build rapport with students and recruit leaders who can help build traction for the program. Programs will be designed to connect with the academic school day, aligned with the Instructional Leadership Teams, and incorporate student interests. By offering programming to students before, after, and during school, the schools will provide safe, productive environments for students while parents are at work, maximizing participation and retention while maintaining flexibility for the schedules of students and families.

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

Each proposed strategy has been selected by the Consortium based on the specific needs of students, families, and community members as supported by data and the on-the-ground experience of the Community Based Organization (CBO) partners and educators in the schools

and communities, and based on research demonstrating the effectiveness of these approaches on the target populations (Learning Policy Institute, 2017; Bryk et al., 2010).

Collaboration of Partners to Maximize the Effectiveness of Services

Partners in the CPS FSCS Consortium have strong well-established relationships with the schools and communities they serve, making them sensitive to their needs, desires, strengths, and interests. To support implementation of the Full-Service Community Schools model, all schools have formed an Advisory Committee to ensure the inclusion of student, parent, and community voices when identifying and implementing offerings aligned to their needs. Prior to the start of programming each year, the school's Advisory Committee will collaborate with their community school Partner Agencies (PA) to implement the needs assessment tool and ensure services are tailored to the community's needs. RCs at each school have access to the CPS AspenData Dashboard, which houses real-time data (e.g. on-track rates, attendance rates, and grades) that can inform programming decisions. Collaboration with partners, school leaders, community members, and project stakeholders during Advisory Committee meetings helps ensure project services are aligned to the needs of the community, thus maximizing service effectiveness.

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

At-Risk Coordinators, Resource coordinators, school Principals, BHT members, and other key personnel will be supported in carrying out grant goals and activities through robust

professional development. Some of these trainings are referenced in the above section. The complete schedule for ongoing professional development is documented below.

Table 6. Comprehensive Professional Development Plan

Audience	Frequency	Provider	Topics
SEL Professional Development & Training			
All adults in building	3 hours, Year 1 or 2	UI	Cultivating SEL for Adults
All teaching staff	3 hours; Year 2 or 3	UI	Integrating SEL with Academic Instruction
All school staff	7 hours; Year 1	OSEL / Umoja	Restorative Mindsets & Language
All school staff	8 hours; Year 1	OSEL	Youth Mental Health First Aid
BHT members	Ongoing - 3hrs 4x annually; Years 1-5	OSEL	Professional Learning Community Meetings
Check In/Check Out Coordinator or BHT members	3 hours; Year 1	OSEL	Check In/Check Out
All school staff & community partners	Year 1	OSEL	Impact of the Exposure of Trauma
Counselors, Restorative Practices school leaders	7 hours; Year 2 or 3	Umoja / Other	Peace Circles
Other Professional Development			
Resource Coordinator; At Risk Coordinator; Partner Agencies; Principals	Years 1-5	CSI Team, National Center for Community Schools (NCCS-CAS), Center for Urban Education (CUE) at DePaul	Background on the Community School Model including the Full Service Community Schools and 21st CCLC grants; Requirements and responsibilities; Key resources.

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Audience	Frequency	Provider	Topics
Resource Coordinators; Partner Agencies; Principals; At Risk Coordinators	1 full day & 2 half-day sessions, 3x annually; Years 1-5	AIR, CPS CSI Team	Needs & resource assessment. Student recruitment & retention; Delivery of integrated services; CSI Self-Assessment Rubric; Youth Program Quality Assessment (YPQA); Cityspan Reports, Dashboard, & evaluation data to inform programming.
Resource Coordinators; Partner Agencies; Principals; At Risk Coordinator;	Monthly	CUE DePaul	Linkage from classroom to home, Project Based Learning, CSI Impact on CIWP and SQRP scores, SEL, Art and STEM Resources.
Resource Coordinator, At Risk Coordinator; OST staff	Quarterly	OCCS – OSEL, Illinois Caucus for Adolescent Health (ICAH), Illinois Balanced and Restorative Justice (IBARJ), Resilience (formerly Rape Victim Advocates)	Restorative Practices, Peace Circles, Social service referrals / linkages, Sexual Abuse and Prevention Education, Youth Mental Health First Aid.
Resource Coordinators; At Risk Coordinator; Partner Agencies; CSI Staff	Annually (Fundamentals) and every two years (National Forum)	NCCS, CAS	NCCS, CAS Community Schools Fundamentals and Practicum, National Forum for Community Schools

Professional development will enable CSI schools to build their capacity to implement effective programming and to build a community school infrastructure. It will also provide a

platform through which PAs, principals, and RCs can collaborate, exchange effective practices, and develop multi-year plans for program improvement.

4. Adequacy of Resources (up to 10 points).

At Risk Student Coordinator (NEW)

Due to the students that fall into the SPI category, CPS CSI is going to hire an At-Risk Student Coordinator through the Full Service Community Schools Grant that will be staffed 100% of the time at each school. The At-Risk Student Coordinator provides case management and support to students within their portfolio, builds high quality, supportive and challenging relationships, and connects with other adults in their life to help support holistic strategies for development and success. The At-Risk Student Coordinator utilizes strategies such as home visits, coordinating with classroom teachers and clinical professionals, familiarizing themselves with afterschool and out-of-school supports, etc., to develop a holistic understanding of students' learning, home, and social context. The At-Risk Student Coordinator will also be trained in Restorative Justice Practices in order to address needs from a trauma informed perspective. This role, in relationship with the full time Resource Coordinator, will work closely together to create a pipeline of services for our highest needs students between the Full Service Community Schools Grant and the 21stCCLC programming.

Relevance and Commitment of Partners

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

BUILD is a nationally respected gang intervention, violence prevention, and youth development organization based on Chicago's West Side. BUILD mentors young people who face the steepest obstacles, reaching 3500 youth a year in Austin, East Garfield Park, Humboldt Park, Hermosa, Logan Square, and Fuller Park. By offering both individualized as well as community-based programming, BUILD opens doors for youth who many have given up on, empowering them to take charge of their lives, futures, and communities. BUILD's Peace Leagues bring together ex-gang members, police, and neighborhood kids to create positive alternatives to street life and to build essential bonds that last a lifetime. Intensive mentoring provides troubled youth with the support and opportunities needed to develop goals and hold themselves accountable.

Their Youth Leadership Council, Restorative Justice Initiative, and Inward Healing Camping Trips are just some of the ways BUILD ensures that court- and gang-involved youth invest in their futures.

Urban Initiatives (UI) believes that play matters and utilizes the power of sport and play to empower Chicago's youth to achieve academic success, develop social-emotional skills, and build social capital. The high school program pairs participants with mentors from Chicago's professional community and hosts workshops that teach the skills needed to succeed after high school. UI facilitates training to prepare parents, guardians, or community participants to immediately organize and implement sport and play sessions for healing, connections and resiliency.

SGA Youth and Family Services believes that sustainable community change results from a focus on early childhood, education support services, parenting, and workforce development. SGA uses proven techniques for helping to make real, sustainable change for the most underserved individuals and neighborhoods in Chicagoland. SGA has a focus on four main service areas: Parenting, Early Childhood, Education Support Services, and Workforce Development. All of our programming falls under one of these categories. These services are key factors in preventing infant mortality, violence, school dropouts, and unemployment.

Reasonableness of Project Cost in Relation to Benefits

The total federal request per participant is \$1818 per year, based on a combined total of 275 students, to be matched by a total of \$373 per participant per year. These funds will reach beyond simply the student population at each school. Community School programming will also reach approximately 80 parents, families, and community members per project year.

In considering the reasonableness of project costs, CPS and its partners propose to provide \$513,337.05 in matching funds to support grant programming at. Additionally, Jensen, Melody and Marshall school leadership and counselors will contribute time toward the implementation of grant activities at their schools.

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

FEDERAL, STATE, & LOCAL FUNDING TO BE COORDINATED WITH PROGRAM:

The CSI works proactively to bring all schools in the initiative additional resources. CSI partners with the Children and Family Benefits Unit to ensure that eligible students are enrolled in income support programs, such as All Kids, Medicaid, food stamps, and cash assistance. Through the OSHW, CSI offers dental, vision, and hearing screenings to students. Many schools receive IL-Empower funding that can supplement 21stCCLC programming for targeted interventions. Melody, Jensen and Marshall HS currently receive IL-Empower funds to support their schools academic goals. In addition, the PAs will apply for government and private grants to enhance and expand services. Due to the diverse needs and the size of CPS, Title I funds are allocated directly to schools that meet the requirements to support students in most need. Schools can use these dollars to expand 21st CCLC programs to ensure targeted students are receiving the support they need. CSI partners with One Summer Chicago for summer job opportunities, After

School Matters for paid apprenticeships, Communities in Schools for SEL field trips, Polk Brothers foundation for small grants, Common Threads for cooking programs and many more. CSI also partners with Chicago Public Libraries, City Colleges of Chicago, Chicago Department of Public Health, and the Chicago Park District to connect students and families to services. It is a priority of Chicago Public Schools (CPS) to establish community schools that not only produce the intended results – increased attendance, improved academic achievement, increased parental involvement – but that are sustainable long term in both size and scope.

The CPS Community Schools Initiative (CSI) and FSCS partner agencies (PAs) SGA Youth and Family Services, Urban Initiatives, and BUILD, Inc., bring a wide range of resources, cultivated through their combined years of experience, that will lead to sustainability in community schools. Additionally, CSI schools participating in the grant will benefit from the CSI Implementation and Sustainability Process Strategy (ISPS) that is in practice for all community partnerships, fundraising, and access to existing funding streams.

CSI also has a five-year Sustainability Guide that is completed on an annual basis to start the process of sustainability in year one. To administer and manage community schools, a full-time Resource Coordinator (RC) will be employed at each site who will oversee the implementation of CSI community school programming. This individual will be responsible for coordinating resources within the school and in the community to maximize the effectiveness of out-of-school time programming in a cost efficient manner. The RC is also responsible for identifying new grant opportunities and braiding school funds into the out-of-school time space. At the end of the grant period, many RCs are hired full time by the school.

Partnerships are crucial for community school sustainability, and the CSI and PA teams are highly experienced in building relationships and identifying available resources that can support community schools. CSI coordinates across CPS departments to provide services for youth and families, such as after-school tutoring, college readiness training, hearing and vision screenings, and social emotional learning. In addition to leveraging resources within the CPS network, CSI and the PAs actively develop partnerships with community-based organizations, local colleges and universities, corporations, foundations and individuals. In the coming year, CSI will partner with the City Colleges of Chicago to provide free GED and ESL classes at CSI community school sites. Through the CPS Department of Literacy, and the CPS Department of Social Science and Civic Engagement, free civics and financial literacy will be provided. Through the USDA, all students participating in programs receive a 3rd meal option.

The Office of Social Emotional Learning will provide free professional development on social emotional learning as it relates to academic achievement and students holistic well-being. CSI and the PAs will seek to develop additional corporate relationships, as well as identify job shadowing and mentoring opportunities with Chicago-based businesses.

Fundraising will comprise a portion of sustainability efforts. CSI schools will solicit financial and in-kind contributions from local donors and businesses for programming during and after the grant period. Special events will be held annually to raise financial support, including, but not limited to, scholastic bowls, banquets, talent shows, and silent auctions. Events

will also serve as opportunities to identify volunteers and supporters. CSI and the PAs will dedicate time to developing proposals and applying for grants. In previous years, CSI has successfully applied for grants to support community schools. PAs have also been successful in applying for additional funds and resources to support their partner schools.

PAs will collaborate with school staff to identify and apply for grants to fund field trips, projects, and other activities that arise that are not covered in the schools' 21st CCLC budgets. This practice will build the capacity of school staff to seek funding for sustainability after the 21st CCLC grant has ended.

Participating schools have access to multiple funding streams which can be leveraged to support community schools, including federal Title I, After School Matters, Communities In Schools, and other federal, state and private funding. PAs will also use their partners to leverage funding and in-kind resources for the schools.

CSI has developed an Implementation and Sustainability Process Strategy (ISPS) that acts as a user-friendly guide to community schools when maintaining or improving programming. This tool has been validated, evaluated, and been shown to be helpful in both implementation and sustainability of community schooling. The tool's emphasis on building a strong infrastructure to support the CSI model, evaluation and feedback loops, relationship building and community engagement, and the integration of in and out-of-school time has been integral in maintaining the size and scope of programming, drawing student and parent interest, and attracting additional funding from community partners. The ISPS ensures that schools understand and invest in community schooling; thus, making them more likely to sustain the model.

CSI has created a Sustainability Guide for schools and partners to use to help guide the sustainability planning process starting in year one of the grant. The guide is connected to the ISPS and the Continuous Quality Improvement Process.

CSI partnered with the American Institutes for Research to provide guidance through the Beyond the Bell Toolkit. Beyond the Bell Toolkit is a suite of professional development services, products, and practical tools designed to help after-school program leaders and staff members create and sustain high-quality, effective after-school and expanded learning programs.

Sustainability of Services

The impact of the CPS FSCS Consortium will extend beyond the five-year grant period, increasing the value of this programmatic investment. By building the capacity of school staff through training, professional development, and teaming structures, staff and BHT members will be well-equipped to continue providing essential SEL and behavioral health interventions. The abundant SEL supports introduced and integrated during this grant will transform school cultures and shift mindsets, such that school environments are transformed and there is a cultural shift in communities toward embracing SEL competencies and opting for restorative practices over merely punitive ones.

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

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

Table 7. Sustainability Planning Guide

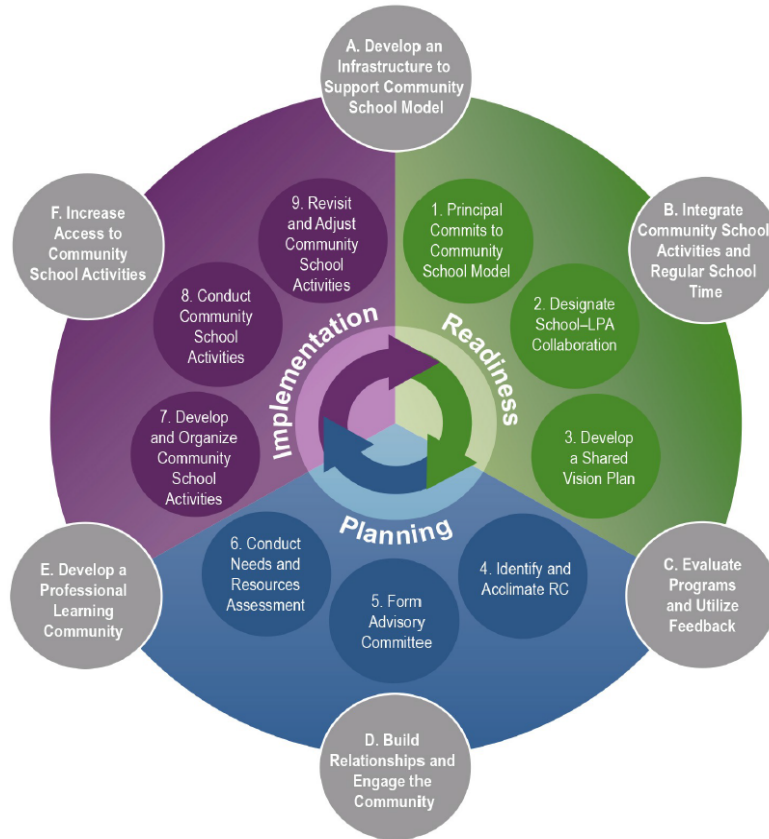
Sustainability Planning Guide Year 1	Vision	Develop and communicate a shared vision for the Community School among stakeholders.
	Program Summary	Obtain, communicate and use information from a comprehensive needs and resources assessment to guide Community School programs and services. Be sure to align the program summary with your school’s goals as listed in the Continuous Improvement Work Plan (CIWP).
	Partner Agencies	Establish and maintain an advisory committee with representatives from the school, LPA, community partners and the community at large. List all agencies, stakeholders, community members, subcontractors and staff that are providing activities or services to students and adults. This will also include people participating in your Advisory Council.
	Current Funding Sources	Provide comprehensive information regarding all funding sources supporting services at your school.
+ Year 2	Potential Funding Sources	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. In identifying resources, think beyond grants. What small businesses in the community may support the programs through small donations or

		in-kind services? Are there churches that may have volunteers to help lead programming once the grant ends?
+ Year 3	People Responsible for Securing Resources	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. Establish and maintain relationships with stakeholders to sustain services. Who are the individuals, organizations, and partners responsible for securing resources and funding?
+ Year 4	Newly Identified and Secured Resources for End of Grant	Collaboratively identify, obtain, and allocate diverse resources to support the Community School infrastructure. List all secured funds.
+ Year 5	Programs and Staff that will be Sustained Beyond Year 5 of Grant	Establish and maintain Community School programs and services. Determine the Role of the Resource Coordinator after phase 5. Provide information regarding all staff, program instructors, activities, and services that will be sustained. Please include adult and student activities and services.

5. Quality of the Management Plan

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

Figure A. CSI Readiness, Planning, and Implementation Cycle



Readiness Phase

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

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

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

Planning Phase.

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

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

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

The Consortium will allocate up to the first quarter of the grant period for planning purposes in order to: ensure the alignment of all consortium member expectations; establish

clear, well-defined roles and responsibilities for each partner; collectively review the goals, objectives, and outcomes; collaborate with the external evaluator to plan for evaluation activities and communicate the evaluation requirements and timeline with all parties; establish or update any contracts; and recruit, interview, and hire project personnel. During this time, the Advisory Committees will meet twice monthly.

Implementation Phase.

7. Develop and Organize CS Activities. The Needs and Resources Assessment is used to inform the development and organization of Community School related programming and activities. Services related to the specific needs of the community are found, quality instructors are identified, and a strategic program schedule is created. Additionally, Community School instructors are made aware of specific school policies and practices to maximize consistency with the regular school day.

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

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

Resource Coordinators will be integral to the successful coordination of the Consortium's work. They are at the school during and after the school day and act as liaisons between the principal, teachers, school staff, families, participating students, and other partners and service

providers working in the school. RCs embed themselves within the school culture by attending Instructional Leadership Team (ILT) and grade-level staff meetings, sponsoring student activities, working in conjunction with teachers and school staff to discuss student referrals, interventions and progress-monitoring, coordinating CSI AC meetings, collaborating with stakeholders to design CSI programming aligned to ILS, and communicating with the principal to review progress, make decisions, and allocate resources.

This specific process has been used to implement hundreds of successful Community Schools with CPS. Each step has been specifically designed to ensure an environment built on all four pillars, while still allowing to tailor the work to each specific school community. The CSI Readiness, Planning, and Implementation Cycle paired with the CSI Staff, who have decades of experience in Community Schools work, will ensure successful implementation and positive outcomes.

Management Plan.

Project Level Management. The FSCS program will be run by the CSI. Personnel responsible for project-level management, time commitments, and responsibilities include:

Management	Role	Budget Allocation against 21stCCLC grant
Project Director (PD) – Autumn	Oversees day-to-day project operation, directs professional development, handles scheduling, monitors work at schools,	CPS funded, not charged

<p>Berg CSI Senior Manager (20% effort).</p>	<p>monitors budgets, and meets regularly with staff and partners. Manages the evaluation goals and objectives by meeting weekly with AIR to monitor progress towards goals.</p>	<p>against the grant.</p>
<p>FSCS Manager – To be Hired (100% effort).</p>	<p>Manage consortium of partners, grant deliverables, implementation, coaching, and At Risk Coordinators, budgets, grant reporting, reporting requirements by providing feedback to CSI team, PA and school. Supports program evaluation goals and objectives by meeting monthly with AIR to receive feedback on goals and objectives to problem solve areas where growth is needed.</p>	<p>Grant funded.</p>
<p>21stCCLC Grants Program Manager (20% effort)</p>	<p>Manage grant deliverables, implementation, coaching for co-applicants and schools, oversee program coordinators. budgets, grant reporting, IWAS requirements by providing feedback to CSI team, PA and school. Supports program evaluation goals and objectives by meeting monthly with AIR to receive feedback on goals and objectives to problem solve areas where growth is needed.</p>	<p>CPS funded, not charged against the grant.</p>
<p>Grants Budget And Compliance</p>	<p>Manage grant budgets, spend, grant reporting, compliance related activities, IWAS budget and amendment requirements by providing feedback to CSI team, PA and school. Create grant based budget tracking documents.</p>	<p>CPS funded, not charged against the grant.</p>

Manager (20% effort)		
Program Coordinators OCCS CSI Program Coordinator (100% effort).	Coaching, visit sites, track programs, provide professional development and technical assistance, troubleshoot and work with RCs on specific problems, assists in program quality, implementation and fidelity to the CSI community schools model.	Grant funded.
CSI Data Strategist (10% effort).	Provide support in internal evaluation, program quality, implementation and fidelity to the CSI model. Meets regularly with AIR to support goals and objectives, pulls data needed for review and annual reports. Creates internal data reports that are shared monthly with schools and partners.	CPS funded, not charged against the grant.
Compliance Coordinator (20% effort)	Oversees the compliance related documents required for grant fidelity and monitoring visits. Supports completion of grant related documents required such as GATA reports, spring surveys, APR and evaluations. Provides one on one support to schools around grant compliance.	CPS funded, not charged against the grant.

School-level Management. In the CSI model, schools partner with agencies with at least three years of experience in adult and youth programming. The school, PAs, and CSI jointly interview

to hire a full-time RC and the At Risk Student Coordinator to identify and pursue resources to meet the school’s needs. The RC may be hired by the school or by an agency, but is housed in the school, and is supervised by the principal and Program Coordinators. School-level personnel responsible for implementation include:

Management	Role	Budget Allocation against 21stCCLC grant
Principals (5%)	Work closely with the RC and PAs to ensure that programs meet the needs of the school population ensure members of the CSI AC, the school’s LSC, parents, teachers, and school personnel share common goals and objectives; bring programming desired by families into the school; facilitate an active and cooperative working relationship with the PAs.	CPS funded, not charged against the grant.
Partner Agencies (PA) (40%)	Coordinate and facilitate the process by participating in needs assessment, identifying and assembling partners, delivering core program elements and leadership for financial contributions.	Partner Funded

<p>Resource Coordinators (100%)</p>	<p>Serves as the liaison between partners and the school; identifies and secures resources; works closely with the school to provide families with access to programs and services; provides administrative oversight to all site-based programs as well as supervision of contractual staff; completes compliance documentation; and serves as a lead member of the AC to ensure that programming vision of all stakeholders.</p>	<p>Funded by Existing Grants</p>
<p>At-Risk Coordinators (100%)</p>	<p>Works with students identified through the Student Priority Index to ensure connectedness to Tier I, II or III services. Coordinates and expands the accessibility and quality of SEL supports available at the school.</p> <p>Will serve on the schools' Behavioral Health Teams to ensure school wide needs are being met, while focusing on targeted and tiered approaches for individual students.</p>	<p>Grant Funded</p>
<p>Continuous Quality Improvement Facilitator (5%)</p>	<p>CQIP facilitator leads the continuous quality improvement process at the schools by convening the Advisory Council, reviewing data and providing feedback on goals and objectives.</p>	<p>Stipend Based Not grant funded</p>

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

SUCCESS OF THE APPLICANT:

CPS manages one of the largest Community Schools Initiatives in the nation, and brings over 16 years of experience collaborating with non-profit organizations across Chicago and a proven model in community school programming that increases academic achievement and enriches the development of the whole child. During the 2020-21 school year, CPS faced its greatest challenge in providing high-quality education and services to our students and communities due to the Covid-19 pandemic that adversely impacted our attendance rates (see Figure1). Beginning the year remote, and ensuring a safe reopening of school buildings, led to unique challenges for the community schools in our 21stCCLC cohorts. The CSI team, CPS staff, resource coordinators, PAs and community members were able to provide critical programming to students and families to support their needs during this unique time.

Despite these challenges, CSI bounced back to show growth over three years. CSI served over 12,500 students and over 3,000 adults during the 2019-2020 school year and over 6,000 students during the 2020-21 school year and over 18,000 students after successfully stabilizing schools in 2021-22. CSI staff has significant experience managing a wide range of OST academic enrichment programs across the district. A key function of CSI is facilitating the coordination of programs already at the proposed schools to improve implementation, leverage resources, and increase sustainability. As the schools identified in this application are not previously funded, the activities and services proposed in this grant are based on the needs assessment for each school. Programs may change based on need, but will still include the CSI core categories as well as STEM and project-based learning.

Project Timeline

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

Table #. Timeline

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

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

*Board of Education of the City of Chicago
Full-Service Community Schools Program*

Intensive Project Planning	X																				CPS CSI, Consortium Members	
Establish Advisory Committees	X	X																			RC, PAs	
Hold Advisory Committee meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	RC, PAs	
Recruit, interview, & hire FSCS Manager and school-based staff (At Risk Coordinators)	X	X																			Project Director, Principals	
Establish contract with external evaluator	X																				Project Director	
Monitor project budget/expenditures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						Project Director, FSCS Grants Manager, Budget Operations Coordinator
Provide internal and external stakeholders with a formal report on project progress				X			X				X				X				X	X	CPS CSI Team, FSCS Grant Manager	

*Board of Education of the City of Chicago
Full-Service Community Schools Program*

Submit annual grant progress reports to ED				X					X										X	Project Director	
Submit final evaluation report to ED																				X	Project Director, AIR
Goal 1 - Enhance community school service provision to at-risk youth																					
Objective 1 - Provide support to youth on the SPI that exposes them to restorative practices, learning support, and expanding learning opportunities, while coordinating new grant-funded activity and services with existing CSI support																					
Provide professional development on restorative practices, CS model, SPI factors to At Risk Coordinators				X	X	X	X		X		X		X		X		X				CPS CSI team, LPAs, OSEL, external professional development partners
Integrate At Risk Coordinator into the BHT, Advisory Committees				X	X																RCs, LPAs, Principals
Share SPI data with At Risk Coordinator quarterly to create and update caseload				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		Principals
Meet with SPI students weekly to establish relationships				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	At-Risk Coordinator

and determine integrated support services needed																					
Work with RC to ensure CSI offerings meet the needs of SPI students and monitor the number of students engaged in programming			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	At Risk Coordinator, RC
Attend BHTs and Advisory Meetings to share progress and align services			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	RCs, At Risk Coordinators, BHT
Goal 2 - Enhance school-related outcomes for youth on the school priority index																					
Objective 2 - Provide support that addresses student learning and development needs through restorative practices and case management support																					
Identify areas of support and strengths for SPI identified students by meeting with school staff, partners and family members			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	At Risk Coordinator
Meet with SPI students to self-identify			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	At Risk Coordinator

Key Project Personnel. The project is composed of experienced professionals who will be responsible for various aspects of the project. Their wealth of knowledge in their respective fields will ensure the successful attainment of the proposed goals. As demonstrated by Figure B, the CPS FSCS Consortium Project will be overseen by leadership from the CPS Community Schools Initiative, and managed in collaboration between the District, school leadership, and consortium partners BUILD, inc., SGA Youth and Family Services, and Urban Initiatives.

District-Level Program Staff:

Project Director (20% In-Kind). [REDACTED], Community Schools Initiative Senior Manager, will serve as project director devoting 20% time in-kind to the project. The Project Director will manage the day-to-day implementation of the project, including collaborating regularly with CPS departments and external partners to coordinate, oversee, and monitor the school-based service delivery and establish contracts as needed; providing support to the Advisory Committees and attending regular meetings; working closely with the external evaluator, district- and school-based program staff, and consortium members to facilitate the evaluation and ongoing continuous improvement process; developing and monitoring the program budget; and ensuring compliance with grant guidelines. In her current role as the CSI Senior Manager, [REDACTED] supervises, coaches, and supports all CSI Program Coordinators to ensure project implementation fidelity to the CPS Community Schools model. She coordinates all applications, deliverables, and project budgets related to the 21st Century Community Learning Centers grants associated with over \$40 million grant funds. This role requires communication with a wide range of stakeholders, fostering and negotiating partnerships with community organizations, and supporting school leadership and partner agencies with program

implementation. In 2010, ██████ became a Community Schools Initiative (CSI) Program Coordinator for Chicago Public Schools (CPS) and in 2019, moved into the Senior Manager role, directly overseeing the CSI model in over 107 schools and supporting external partners in 117 schools. CSI currently has three different implementation models. The Sustainable Community Schools, which is a partnership between CPS and the Chicago Teachers Union, CSI schools funded through Nita M. Lowey 21st Century Community Learning Centers grants, and the Full Service Community Schools grant. Though each model differs, they all support the whole child and family, while also ensuring connection to community assets and resources. As a leader, ██████ wants to use the Community School strategy to reimagine how school buildings and systems are equitably designed, bring resources and services in to create hubs for the community, and provide students and families a platform to be the leaders in how and what they learn.

██████████ holds a B.A. in Urban Theological Studies from The Urban Institute and a B.A. in Sociology from Chicago State University and certifications for Youth Program Quality External Assessor, Youth Mental Health First Aid, and Restorative Justice and Peace Circles.

CSI 21stCCLC Program Manager (20% In-Kind). - ██████████, CSI Program Manager, will serve as the Program Manager/Coordinator, providing 20% time in-kind to the project. As Program Manager/Coordinator, she will be responsible for managing grant deliverables, budgets, and grant reporting. In her current role as the CSI Grants Program Manager, ██████ supervises, coaches, and supports all CSI Program Coordinators to ensure project implementation fidelity to the CPS Community Schools model. She coordinates all applications, deliverables, and project budgets related to the 21st Century Community Learning Centers grants associated with over \$15 million grant funds. This role requires communication with a wide range of stakeholders, fostering and negotiating partnerships with community

organizations, and supporting school leadership and partner agencies with program implementation. She synchronously holds a CSI Program Coordinator position, wherein she provides support and guidance for the 100 participating schools.

Finance and Compliance Manager (20% In-Kind). [REDACTED], Community Schools Initiative Finance and Compliance Manager, will monitor grant spending and assist with the completion of required reports. As the Finance and Compliance Manager within CSI, [REDACTED] manages the business operations for 15 local and state grants with a budget totaling \$26 million. She insures the preparation of financial reports and tracks grant spending to maximize the impact of resources and keep projects on track. Previously, [REDACTED] has served as a budget analyst for the CPS Office of College and Career Success. She has also participated in an evaluation of the CPS budget through a Civic Federation internship. She is currently a Policy Fellow with the Institute of Educational Leadership program. [REDACTED] has received a Master's of Public Affairs from Indiana University, as well as a Bachelor's Degree in Education from the Ball State University Teachers College.

Compliance Coordinator (20% In-Kind). - [REDACTED], Compliance Coordinator, will assist with the preparation and submission of all grant compliance components. As the Compliance Coordinator within CSI, [REDACTED] oversees all CSI schools to ensure they are remaining compliant in all grant matters, and manage all external or internal monitoring. Previously, [REDACTED] has served as a Finance and Compliance Specialist for the Office of Innovation and Incubation at Chicago Public Schools. [REDACTED] has received a Master's of Public Administration and a Bachelor's Degree in Organizational Communication from DePaul University.

Data Strategist (20% In-Kind). To Be Hired. The CSI Data Strategist will utilize programmatic data from FSCS funded programs, as well as student, school, and community level data to provide strategic project management and evaluation guidance for the CPS Community Schools Initiative. The Data Strategist will work to complete all federal and state grant reporting requirements in order to ensure funding streams are uninterrupted, while also working to develop internal progress monitoring and evaluation tools in order to inform and refine services. The Data Strategist will report to the Community Schools Initiative Manager, and will work closely with the CSI team, Community School Resource Coordinators and school administrators to make data understandable and actionable in strengthening the community schools model as a whole.

Full Service Community Manager (1.0 FTE). - To Be Hired. The FSCS Manager will be responsible for managing the implementation of the FSCS model at Melody, Jensen, and Marshall. They will supervise and coach the Program Coordinator, Resource Coordinator and At Risk Student Coordinator to ensure all grant requirements are met. They will act as a key liaison between the schools and leader partner agencies, troubleshooting any issues, and ensuring all relationships are beneficial. The FSCS manager will be responsible for organizing the consortium of partners on a regular basis to ensure alignment of services.

Program Coordinator (CSI Grant Funded). The CSI Program Coordinator will serve as a key liaison for this project, working closely with the school, Lead Partner Agencies, and the district. They will serve as a main coach for the Resource Coordinators and At-Risk Coordinators, ensuring they are equipped to meet and handle all grant requirements. They will collaborate with Finance and Compliance CSI team members to ensure each school is on track with spending and meeting all compliance requirements.

School-Based Staff:

Principals. (5% in Kind) Principals serve as a key champion for this important work.

While they oversee all school operations, they will work in collaboration with the Lead Partner Agency, the CSI Team, Resource Coordinators, and community members to strengthen this initiative. Below are the three specific principal bios:

Marshall - Principal [REDACTED] -

[REDACTED] has been an executive director of a (level 5) middle and high school. For three years he has been creating, building and sustaining partnerships with school stakeholders, district leaders, policy makers, and community partners to ensure academic and annual target goals. His education experience includes 9 years as a certified high school English teacher, 6 years as a building principal of Orr Academy High School and Rich Central High School, 3 years as executive director of Memphis Academy of Science and Engineering Charter Schools, and 5 ½ years at Marshall High School.

He is a product of New Leaders for New Schools, one of the nation’s premiere principal preparation groups. He was also trained as a turnaround principal with the Academy for Urban School Leadership to lead the nation’s first turnaround high school in Chicago, IL. He worked extremely hard to build a school that had gone from being labeled as one of Chicago’s worst to what the New York Times published in 2008 as a “National Model for Turnarounds.” In 2012, under his leadership, Rich Central High School became one of US and World News Reports top 300 schools in the country with 70% of students passing their AP course assessments and also receiving 14 Bill Gates Millennial Scholarship Awards in 2 years.

Jensen - Principal [REDACTED] -

- Educator/Lifelong Learner with a solid history of success in and out of the classroom. Proud product of the Chicago Public Schools and the westside of

Chicago. In each of my positions as an educator, I have strived to be a positive role model to my students while providing them with encouragement to become successful lifelong learners, productive citizens and college and career ready. I teach because I love giving back that which once was bestowed upon me.

- More than 10 years of experience in the classroom setting high expectations for myself and my students. I believe that all students are capable of learning and that effective teachers can reach every student. I also believe that students learn best through real world experiences which are meaningful to them. My platform on education is that learning should be meaningful, engaging and fun.
- Successful 6-year career as a Reading Specialist/Literacy Leader for 2 different schools. I was instrumental in the positive incremental growth of both schools ranging from as low as 19% of students meeting state standards to approximately 75% of students meeting state standards in both reading and math. I worked closely with administration by assisting with observations and providing feedback and professional development to teachers to enhance their skills. I was instrumental in helping to develop teachers toward improving their instructional practices while at the same time raising the expectations for their students.
- Proven administrative leader as a Principal and Assistant Principal for 3 different schools on Chicago's westside. In each school, I was successful in transforming my teachers by giving feedback and training but also by modeling my vision. As the building Principal, over a 3-year period, I strategically and successfully moved students from academic warning and below standards to meeting and exceeding state standards. Most recently, as Assistant Principal, I helped elevate

the school from Level 3 to Level 1 status while also improving attendance from 93% to 96% within one year.

- A successful 20+ year career building relationships with students, staff and parents, gaining the trust of staff and school communities, developing teachers and improving schoolwide academic achievement. I believe that it takes a village to educate students. I have strived to strengthen collaboration, communication, and engagement among teachers, families, and communities to support and enrich the lives of their children, who are our future.

Melody - Principal [REDACTED] -

[REDACTED] is a native Chicagoan from the south side and is a third-generation teacher/administrator for Chicago Public Schools. She has served the district for 27 years in different capacities but enjoys her 10 year tenure as the Principal of Melody STEM School located in West Garfield Park. She would affectionately like everyone to know that the southside raised her but the westside saved her therefore, it is safe to say that she obtains dual citizenship. She is thankful to her attended universities for her lifelong education and skills from the following: Southern Illinois/Carbondale, Chicago State, and Concordia University where she obtained her graduate degrees in Mortuary Science, Elementary Education, Curriculum, and Instruction in addition to General Administration.

An unknown fact about Principal [REDACTED] is that throughout her elementary to college years, she was an active cheerleader, pom-pom dancer, in addition to a modern dance instructor and tap dancer for Mayfair Academy of the Performing and Fine Arts.

This is why it is important to her to “cheer for her community, dance for her students, and bring out the tap shoes for her family and friends”. Principal [REDACTED] is known to have mantras

that motivate herself and others. For example, we must continue to promote productivity and team work, be better than the generations before us, and to leave a legacy for the generations to come.

Her professional organizations/affiliations include Alpha Kappa Alpha Sorority, Incorporated, Illinois Principal Association, Chicago Principal and Administrator Association, State's Attorney Office Community Justice Center, Chicago Urban League Boys and Girls Club, Chicago Police CAPS 11th District, BigTen Conference, Pepper Construction, Rush University Medical Center, and 345 Art Gallery.

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

At Risk Coordinator (1.0 FTE per school). To Be Hired. The At-Risk Student Coordinator provides case management and support to students within their portfolio, builds high quality, supportive and challenging relationships, and connects with other adults in their life to

help support holistic strategies for development and success. The At-Risk Student Coordinator utilizes strategies such as home visits, coordinating with classroom teachers and clinical professionals, familiarizing themselves with afterschool and out-of-school supports, etc., to develop a holistic understanding of students' learning, home, and social context. They will also serve on the Behavioral Health Team to help implement a school-wide strategy while focusing on targeted approaches.

Consortium Partner Organizations:

BUILD, Inc. Since 1969, BUILD has helped thousands of young people transform their lives, and today reaches over 6,500 youth and families a year with caring adult mentors and a rich variety of experiences in the arts, athletics, college & career preparation, entrepreneurship, leadership development, technology, and mental health programming. Their model blends the best practices of restorative justice, conflict mediation, prevention, development, and behavioral health, and is designated an evidence-based Effective Program by the US Dept. of Justice. In May 2019, BUILD celebrated 50 years as a life changing Chicago institution.

SGA Youth and Family Services. SGA has been a constant in the Chicagoland area since 1911, using proven techniques to make real, sustainable change for the most underserved individuals and neighborhoods. SGA creates and implements innovative, tailored solutions based on best practices to continuously improve outcomes for individuals and communities. Their success is driven by using innovative services, providing sustainable programs, employing collaborative efforts, and by having measurable outcomes. They are constantly evolving to adapt to the communities they serve and the ever-changing needs of those they serve.

Urban Initiatives. UI believes that providing Chicago youth with opportunities for success starts with unifying families, school communities, and neighborhoods of all types. From

teaching students structured games on the playground to helping schools establish new partnerships with enrichment and extracurricular programs, they empower school communities to thrive. Urban Initiatives (UI) provides schools with SEL activities which uses the power of play to foster SEL and resiliency in youth. Staff engage students in interactive, small groups with topics that include leadership, growth mindset, and communication.

Evaluator: American Institutes of Research (AIR), Principal Investigator, [REDACTED]

[REDACTED], ***PhD.*** [REDACTED] is a principal researcher working on afterschool and expanded learning initiatives at AIR. An experienced evaluator and researcher within the field of afterschool programs, [REDACTED] has spent more than a decade designing and conducting evaluations and research studies in the after-school and extended learning time arena that involve the collection and analysis of data in various forms, particularly in relation to the 21st Century Community Learning Centers (21st CCLC) program. [REDACTED] studies both the impact of youth-serving programs on various outcomes and the role program quality plays in this process. [REDACTED] has been the principal investigator on research grants from the Charles Stewart Mott and William T. Grant Foundations and on statewide evaluations of the 21st CCLC programs in New Jersey, Ohio, Oregon, Texas, and Washington. [REDACTED] also is leading a multi-year evaluation of the Community School Initiative administered by Chicago Public Schools and a study funded by the National Science Foundation to study how youth interest and engagement develop in STEM-oriented summer learning programs.

6. Quality of the Project Evaluation (up to 15 points).

The American Institutes for Research® (AIR®) will design and conduct the evaluation of the Full-Service Community Schools (FSCS) grant in partnership with Chicago Public Schools (CPS). This evaluation will provide CPS and its partners with:

- a deeper understanding of how key components of the initiative are being implemented;

- the ability to monitor progress in addressing initiative goals and objectives;
- an understanding of how the initiative is supporting the achievement of desired youth outcomes.

Building on the AIR team’s extensive knowledge of community schooling, the evaluation plan is based on measurement and data collection strategies that will allow for a targeted assessment of how restorative justice and case management support is enhancing the capacity of community schools to meet the needs of youth appearing on the student prioritization index (SPI). The evaluation design will enable an assessment of the combined impact of existing community school programming and new service components on youth outcomes.

The evaluation will assess FSCS implementation and effectiveness employing a mixed-methods approach. The implementation study will document and monitor implementation fidelity, indicate areas where implementation needs improvement, and identify factors that may hinder or facilitate implementation. The outcomes study will be linked to a set of key performance indicators and will assess how youth grow and develop over time as they participate in FSCS-related services and activities. The project evaluation plan described below meets the project evaluation criteria for the FSCS program. In the following sections, we first provide a summary of AIR’s extensive experience conducting evaluations of community school initiatives with CPS and then articulate the plan for collecting valid and reliable implementation, performance, and outcome data on key project components and targeted outcomes and then discuss how evaluation results will be used to inform continuous improvement efforts.

Evaluator Experience

The proposed evaluation is made more thorough and feasible by AIR’s extensive knowledge of the Community School Initiative (CSI) administered by CPS, given that AIR has served as the

Initiative's evaluator since 2011. More specifically, AIR has evaluated multiple cohorts of community schools funded by the 21st Century Learning Centers program (21st CCLC), the Sustainable Community Schools Initiative (a partnership between CPS and the Chicago Teacher's Union), and an existing Full Service Community Schools grant. AIR's extensive understanding of how community schooling is currently being implemented at district schools and how the inclusion of grant-funded support will complement and extend these efforts will ensure the evaluation effectively capitalizes on the data collection and evaluation infrastructure that is already in place and expands on it to address the specific evaluation needs of the grant. Specifically, AIR has worked with the district's CSI service and youth outcome data over the past 11 years to:

- inform the development of a self-assessment tool and process aligned to the Community Schools Implementation Framework to help schools understand how well they are implementing the community school model, identify areas of strength and weakness, and target key facets of implementation for improvement;
- develop a series of key performance indicators related to CSI implementation and youth progress on key outcomes derived from data housed in the district's data warehouse and in systems designed to collect data on student participation in CSI activities and services;
- identify key drivers of community school implementation and elevate those practices more broadly to the Chicago community school community to support broader adoption;
- conduct rigorous effectiveness analyses exploring how CSI implementation is contributing to youth outcomes.

This knowledge will ensure the evaluation methods and analyses employed by AIR reflect the realities of current CSI operation and are optimally aligned with the complementary goals and objectives of expanding community school operation to include a focus on restorative practices and providing case management-oriented support to youth on the SPI.

The evaluation plan for the expansion of FSCS-supported services and activities will allow for a targeted assessment of (1) how schools enrolled in the FSCS initiative implement the restorative practices and case management support detailed in the preceding sections of this proposal and (2) what impact this extension and coordination of community school services has on student outcomes.

The effectiveness study will assess how youth on the SPI grow and develop over time as they participate in FSCS-related services and activities and how this compares to similar students attending schools that lack access to this unique set of support activities.

AIR has designed an evaluation plan that will answer both implementation- and outcome-related questions. These questions are described in this section.

Implementation Questions

AIR will answer the following set of implementation questions on an annual basis during the grant period to document the extent to which restorative practices and providing case management-oriented support to youth on the priority student index are being integrated into the broader community school strategy at schools receiving grant funding.

Implementation Question 1: What training was provided to the at-risk coordinators and the behavioral health team at each school to support the implementation of restorative practices and SEL-related MTSS supports?

Implementation Question 2: To what extent did at-risk coordinators and behavioral health team members perceive the training they received on restorative practices and SEL-related MTSS supports to be relevant, useful, and actionable in supporting their work to engage and support school staff in employing these practices?

Implementation Question 3: What processes were used to engage students on the high priority index, enroll them in community school activities and services, and monitor student progression?

Implementation Question 4: What did each school do to integrate grant-supported activities and services with the broader array of CSI and MTSS programming it provides?

Implementation Question 5: How many youths on the SPI received grant-funded support and were enrolled in other community school programming provided by the school?

Implementation Question 6: How helpful did students and caregivers of students engaged in grant-supported activities and services report these activities to be in addressing student needs and resolving problems youth were experiencing?

A key thread which flows each of the implementation questions is the role the full-time at-risk coordinators are envisioned to play in connecting with SPI students, coordinating community school services and activities, and supporting the adoption of restorative practices more broadly at the school.

Outcomes Questions

We hypothesize that student exposure to current CSI programming and additional restorative and case management-related support provided through the grant will lead to: (a) student improvements in key outcomes, including school day attendance, disciplinary referrals, academic performance, and responses to the 5 Essentials survey⁴⁰ (a measure that assesses key organizational conditions and school climate and culture related to student outcomes) over time and (b) better outcomes among program participants relative to similar students attending comparison schools where this support is not available. AIR will execute an evaluation plan that will address the following two outcome questions:

Outcome Question 1. To what extent are youth on the SPI demonstrating improvement on key school-related outcomes?

Outcome Question 2. What is the effect of restorative practices and case management activities combined with existing CSI and MTSS programming on student outcomes compared to students attending similar schools where CSI and grant-funded activities and services are not available?

For Outcome Question 1, AIR will monitor priority-index student progress on key school-related outcomes annually through the key performance indicators adopted for the grant. These indicators will be based on service and activity provision, contact and activity and service attendance, and school outcome data collected and maintained in the Cityspan data collection system and the data warehouses maintained by the district.

To answer Outcome Question 2, the proposed effectiveness analyses will explore the impact of restorative practices and case management support in combination with the other services and

⁴⁰ See <https://uchicagoimpact.org/our-offerings/5essentials> for additional information.

activities provided by each grant-funded school as part of the broader implementation of community schooling relative to similar non-CSI schools without this set of services and activities. The goal in answering this question is to demonstrate the potential value of a full-service community school based on the implementation framework adopted by CPS for the provision of these services compared to when this support is potentially absent or at least not coordinated through a community school strategy.

Evaluation Methods

Design Overview

Like most new programmatic efforts, each school's implementation of restorative and case management practices will require a period of start-up, so we have first structured the implementation evaluation to follow the expected development and evolution of grant-funded services and activities implementation. The evaluation design we have adopted will vary evaluation activities over the span of the project to document changes in implementation and emphasize student outcomes as the project matures. In this section of the proposal, we provide an overview of the evaluation design by year, and then follow this section with a more detailed explanation of data collection and analysis methods.

Grant Years 1 and 2. Year 1 evaluation efforts will focus on developing and preparing to use data collection protocols, including making modifications to the existing Cityspan data collection system. Years 1 and 2 will focus on understanding the progress each school makes in developing and using the new case management infrastructure to engage and support youth on SPI.

We will use implementation-related data collection activities conducted during Years 1 and 2 of the project to document how each school is putting the infrastructure in place to carry out the proposed restorative and case management practices (e.g., decision rules for when restorative approaches are employed to address discipline incidents, daily contact and check-in procedures, processes and procedures to use data to monitor youth response to services, and processes for ensuring multiple staff working with a particular youth are collaborating on approaches).

AIR will also use interviews and focus groups to identify successes and challenges and to focus on identifying areas where additional training and support may be needed to effectively implement the full complement of grant-funded components. We will address the following topics as part of the qualitative data collection activities conducted during this period:

1. how often at-risk coordinators work with other MTSS and school staff to coordinate services and activities for youth, what is discussed in these interactions, and how effective these interactions have been in supporting the goals and objectives related to the implementation of restorative justice and case management support;
2. how student and school data are being used to inform the design and delivery of grant-funded support and services;
3. how willing school staff are to learn and try various restorative support activities and approaches;
4. what procedures have been adopted to ensure youth on the SPI are connected to services and activities that are aligned with their needs;
5. what mechanisms there are for coordinating grant-funded support and services with other activities and services provided under CSI.

We will also use Year 2 data collection activities to collect survey data on the experiences of youth and parents/caregivers based on the implementation of restorative practices and case management provision, with the goal of identifying facets of implementation that can be improved on. To support improvement efforts, AIR will share survey results directly with each school and facilitate a planning with data session to help schools interpret their results and develop initial plans for improving activity and service implementation based on these results. Part of our work in the first two years is on identifying those practices that we will hone in on in Years 3 and 4 with the goal of verifying those effective practices and approaches that can be shared more broadly within CPS community schools.

Grant Years 3 and 4. In Years 3 and 4, we will begin to focus more heavily on identifying practices that appear to be effective in supporting implementation and perceptions of school staff, parents, and students of restorative and case management practices and the differences it may be making in the lives of youth. As a result, during this period, qualitative data collection activities will focus on describing the key features of restorative practice and case management implementation that seem to be driving especially effective approaches and services and perceived impacts on the needs of at-risk students. During this period, we will conduct interviews with key staff implementing activities and services and focus groups with students, parents, and teachers, and will examine associations between activity and service participation and improvement on key school-related outcomes. We will continue to collect student and parent surveys during this period.

In Year 5, we will transition to focusing on describing how the combination of restorative practices and case management support provided through the grant in combination with existing CSI support served to affect youth on the SPI. To this end, we will conduct interviews with

school administrators and parents and caregivers to focus on what they have observed in terms of initiative impact. We will also conduct the effectiveness evaluation using a quasi-experimental design to further understand the relationship between the implementation of grant support and the achievement of desired student outcomes by assessing how youth participation in community activities and services in Years 2–4 is related to youth outcomes for youth on the SPI.

In the following section, we describe the data collection and analysis methods the evaluation team will employ during the grant period to address the implementation and outcome questions we seek to answer.

Data Collection Methods and Analysis Plans

Implementation Evaluation

To better understand how the implementation of restorative and case management services are implemented at each of the grant-funded schools, we will stagger qualitative data collection activities over the 5 years of the grant.

- In Years 1 and 2 we will focus our efforts on understanding how services are being implemented in each school to identify what restorative, case management-related, and MTSS training was provided at each school and the school staff participating in that training (Implementation Question 1) and to explore how staff perceived the relevance, utility, and quality of the training (Implementation Question 2).
- In Years 3 and 4 we will focus data collection efforts on understanding students' and parents' perceptions of how these services support students' academic success and positive youth development (Implementation Questions 3 and 6).

- In Year 5 we will direct data collection efforts at understanding what structures of support and implementation practices are promising and could be considered for replication in other sites and how key stakeholders perceive the impact of grant-provided support on youth on the SPI.

In the sections below we provide further details on the data collection activities in each year of the grant.

Years 1 and 2

Interviews with at-risk coordinators and CSI resource coordinators. During Years 1 and 2 of the grant, AIR will conduct interviews with each at-risk coordinator responsible for the implementation of restorative and case management services at each of the three grant-funded schools. Support for effective school implementation of restorative and case management practices begins with training provided to school staff, particularly the newly hired at-risk coordinator. Successful implementation of restorative and case management practices with fidelity at each grant-funded school will also require a common vision for implementation and shared leadership, a willingness by staff to learn and try new strategies and approaches, a dedication to collaboration among school staff working with youth on the SPI, and the development of processes and procedures that enable effective identification and monitoring of at-risk students in need of aligned and targeted services and interventions to meet those needs (Implementation Question 3). AIR will explore each of these topics with the at-risk coordinators as part of the interviews. The interviews will also ask about how schools have taken steps to integrate restorative and case management activities with the broader array of CSI programming the school provides (Implementation Question 4).

In Year 1, we also will interview the CSI coordinators at the same time as at-risk coordinators at each of the three grant-funded schools. The CSI coordinators are responsible for implementing community school programming supported through the receipt of 21st CCLC funding provided by the Illinois State Board of Education. In this case, we are particularly interested in the progress schools are making in integrating grant-funded restorative practices and case management support with other activities and services provided under the auspices of CSI (Implementation Question 4). We also will utilize these interviews to collect data about effective strategies and approaches schools may be employing to support the coordination of CSI and grant-funded supports so they can be potentially adopted more broadly.

Focus groups with the behavioral health teams. In year 2, we also will conduct a focus group with representatives from the behavioral health team recruited from each of the three schools to explore how useful they have found the enhanced training they received to be helpful to their work (Implementation Questions 1 and 2) and how they coordinate the provision of MTSS supports with the at-risk coordinator to more effectively support SPI students (Implementation Question 4). An existing tool, the BHT Monitoring Tool⁴¹, which contains criteria for effective implementation of the MTSS strategy will be used to inform and structure focus group questions.

Years 3 and 4

Focus groups with youth and parents. AIR will conduct focus groups with parents (year 3) and youth (year 4) at each grant-funded school (six focus groups in total) to understand how they

⁴¹ The BHT Monitoring Tool is an instrument used by a school-based team to evaluate whether they have current systems and structures in place to have an effective Behavioral Health Team within their school. There are 23 items that assess the following components: Administrative Leadership and Prioritization of Behavioral Health, Tier I Supports, Collaboration with School Staff, Referral and Screening Procedures, Team Meetings among Behavioral Health Staff, Tier II Interventions, and Tier III Interventions.

experience interactions with the at-risk coordinator, the extent to which they have felt the support to be useful and relevant to the situations they are facing, and the extent to which the additional support has been helpful in improving their educational experiences. Parents/caregivers will be asked additional questions about how their student's participation in support activities has influenced their student's perspectives on schooling and academic ambitions (Implementation Question 6).

Year 5

Interviews with at-risk coordinators. In Year 5, we will interview each at-risk coordinator with the goal of identifying promising practices in implementing restorative and case management practices with fidelity. These interviews will focus on the extent to which:

- a common vision for implementation and shared leadership has solidified and taken root in the school,
- staff have learned and tried new strategies and approaches,
- a dedication to collaboration among school staff working with youth on the SPI has emerged, and
- the development of processes and procedures that enable effective identification and monitoring of at-risk students in need of aligned and targeted services and interventions to meet those needs have been implemented over the 5 years of the grant.

In addition, AIR will use the interviews to capture the primary successes of implementation during grant period and how the school plans to sustain those changes after the end of the grant (Implementation Question 3). Additionally, at-risk coordinators will be asked about what impact

they have observed on students and families as a result of the provision of restorative practices and case management support (Outcome Question 1).

Analysis of Qualitative Information

The evaluation team highly values the combination of quantitative and qualitative data collection and analysis techniques. The rich information gathered through interviews, focus groups, and open-ended items on surveys will be instrumental in identifying innovative or promising practices. Interviews and focus groups will be recorded (with permission), transcribed, and imported into NVivo, a qualitative analysis program. In analyzing qualitative data, a codebook will be developed for each source and coders will calibrate using an interrater reliability test. Coders will meet an interrater reliability threshold of 0.85 or more on each code. In analysis AIR researchers will identify common themes addressing the research questions above and will identify new themes and emergent patterns in qualitative data across schools enrolled in the project. Procedures used to conduct all descriptive analyses and file preparation tasks for the key performance indicators and effectiveness analyses will be saved to syntax and reviewed by a second analyst to ensure they are performed correctly.

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

Youth and Parent Surveys

As part of the current evaluation of CSI being undertaken by AIR, the evaluation team has developed a set of youth and parent surveys that will be modified to collect additional information about youth and parent experiences with the restorative practices and case

management support provided through grant-funded resources.⁴² Starting in Year 2, AIR will administer youth surveys to students in Grades 5–12 who are on the SPI and engaged in programming. Parent surveys will be administered for parents of youth on the SPI engaged in community school activities and services in Grades K–4. Additionally, AIR will also administer surveys to parents, adult family members, and community members participating in activities with a restorative or community development focus facilitated by Build, SGA Youth and Family Services, and Urban Initiatives to explore their satisfaction with these activities and how they envision applying the knowledge and connections they gain through their participation in these offerings.

As AIR has typically done in CSI evaluation activities, the evaluation team will select a sample of up to 50 students in each grade level band participating in CSI programming, stratified by grade level and participation level. We will replicate this approach here, but ensure the sample contains overrepresentation of students involved in grant-supported activities and services. Additionally, schools have been traditionally afforded flexibility in administration methods, choosing to either administer the survey in hard copy or online. We will continue to provide choice in administration methods during the course of the project.

Analysis of Survey Data

Upon completion of the survey effort, the project team will download the electronic data from the online survey platform or from the scantron files for cleaning, analysis, and reporting in a statistical package, most likely SPSS. We will conduct data diagnostics to assess outlier and

⁴² The youth survey is based on the Youth Motivation, Engagement, and Beliefs Survey. Additional information about the survey can be found at <https://ydekc.org/wp-content/uploads/2016/11/Final-YDEKC-Survey-Validation-Report.pdf>.

skewed distribution features of the data and by running frequency tables, investigating ranges of responses, and examining means and standard deviations.

After we have cleaned all quantitative data, we will conduct descriptive analyses and develop a reporting format for tables and figures. We will also explore additional disaggregation of the survey data by subgroups of interest to CPS. In cases in which survey scales are being employed, we will analyze survey data using Rasch measurement approaches (Linacre, 2005) to create scale scores that can be used to better understand the distribution of responses. AIR will use Rasch analysis approaches to combine survey items from the same set (typically five or six questions) to form construct scale scores, scores that can then be used to summarize the underlying construct (e.g., relationships with adults as perceived by youth).

Data on Activity and Service Provision and Students

Cityspan and Branching Minds. CPS relies on the Cityspan data collection system (<https://www.cityspan.com/>) to collect data on activities and services provided as part of the Community Schools Initiative. The AIR evaluation team will work with CPS and Cityspan to revise existing data collection screens and add new functionality to the system to capture the data needed to track efforts by the at-risk coordinator to engage youth on the SPI, particularly at they pertain to tracking student participation in expanded learning opportunities, including what activities these students are participating in, who is providing these activities, and how much targeted students are participating.

Branching Minds is the system relied upon by the district to support the tracking of MTSS interventions for students. The evaluation team will also work with CPS to make changes to Branching Minds to more directly support the individualized restorative practice and case

management services provided to youth on the student priority list and to track MTSS SEL-related interventions provided to SPI students.

District Data Warehouses. Additionally, the evaluation team will obtain data from the district about the demographic make-up of students on the SPI and their performance history on key school-related outcomes of interest to CPS, particularly in relation to school attendance, disciplinary incidents, school connectedness and related perceptions, and academic performance. AIR has a master data-sharing agreement with CPS that facilitates access to much of the data that will be needed to support the calculation of key performance metrics relying on these data which related to both Implementation Question 5 and Outcome Question 1 and conduct the proposed effectiveness analysis to be undertaken in the final year of the project (Outcome Question 2).

Key Performance Measures

A key facet of documenting implementation is quantifying the degree to which students are involved in and receiving community school-related support and activities (Implementation Question 5) and how they are showing signs of improving and having their needs met (Outcome Question 1). AIR, working with CPS, will develop and refine a series of key performance indicators to describe the extent to which youth are involved in or receiving restorative practice and case management-related activities and services and the degree to which students on the SPI are improving in key areas based on those specific student outcome areas outlined in the SPI, including school attendance, disciplinary incident, and academic performance as measured by grades. The indicators constructed at this point in the process to guide and assess the progress of program implementation can be found in Exhibit 1 below. All analyses related to the calculation of the key performance indicators will be descriptive in nature, relying on data collected in Cityspan, Branching Minds, and the CPS data warehouses.

Exhibit 1. Key Performance Measures

Goal 1: Enhance community school service provision to at-risk youth

<p>Objective 1: Provide support to youth on the SPI that exposes them to restorative practices, learning support, and expanded learning opportunities, while coordinating new grant-funded activities and services with existing CSI support</p>	<p>Daily contacts. After Year 1 of the grant, 70% of the youth on the SPI will have daily contacts with designated school staff on 90% of school days attended. Starting in Year 2, this threshold will increase by 5% per year, reaching 90% by Year 5.</p> <p>Case management plans. After Year 1 of the grant, 70% of the youth on the SPI will have a case management plan in Branching Minds. Starting in Year 2, this threshold will increase by 5% per year, reaching 90% by Year 5.</p> <p>CSI activity enrollment. After Year 1 of the grant, 50% of the youth on the SPI will be enrolled in community school activities and services. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p> <p>Regular participation. After Year 1 of the grant, 30% of the youth on the SPI will regularly participate in community school activities and services. Starting in Year 2, this threshold will increase by 5% per year, reaching 50% by Year 5.</p> <p>Application of restorative approaches. The percentage of disciplinary incidents that are resolved through the application of restorative approaches will increase by 5% per year for each year of the grant among youth on the SPI.</p>
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Goal 2: Enhance school-related outcomes for youth on the school priority index

<p>Objective 2: Provide support that addresses student learning and development needs through restorative practices and case management support</p>	<p>Improved school connectedness. After Year 1 of the grant, 50% of youth on the SPI will demonstrate improvement on the psychological sense of school membership scale on the 5 Essentials survey relative to the prior school year. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p> <p>Improved school attendance. After Year 1 of the grant, 50% of youth on the SPI who were chronically absent in the previous school year will demonstrate improvement in school day attendance. Starting in Year 2, this threshold will increase by 5% per year, reaching 70% by Year 5.</p> <p>Fewer disciplinary incidents. After Year 1 of the grant, 75% of youth on the SPI will demonstrate no incidents triggering a disciplinary referral. Starting in Year 2, this threshold will increase by 5% per year, reaching 95% by Year 5.</p> <p>Improved academic performance. After Year 1 of the grant, 60% of students on the student priority list where the majority of the course grades they earned were at or below a C after the 10-week marking period will demonstrate an overall improvement in grades at the final marking period for the courses or content areas in question. Starting in Year 2, this threshold will increase by 5% per year, reaching 80% by Year 5.</p>
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Goal 3: Enhance family and community engagement	
Objective 2: Provide activities related to restorative practices and community development for parents, adult family members, and community members associated with a given school community	<p>Improved family and community engagement. The number of parents, adult family members of students, and community members participating in FSCS activities related to restorative practices and community development will grow by 5% percent per year for each year of the grant.</p> <p>Positive perceptions of family and community engagement programming. Starting at the end of Year 2 of the grant, 50% of parents, adult family members, and community members participating in programming provided by Build, SGA Youth and Family Services, and Urban Initiatives will report satisfaction with their participation in these offerings and the development of either new knowledge or connections that they plan to apply to support their school community’s development. Starting in Year 3, this threshold will continue to increase, reaching 75% by Year 5.</p>

Additionally, the evaluation team will be prepared to report on the required performance indicators to be specified in the annual performance reporting process:

- Student chronic absenteeism rates
- Student discipline rates, including suspensions and expulsions
- School climate information
- Expanded and enriched learning time and opportunities

- Family and community engagement efforts and impact
- Information on the number, qualifications, and retention of school staff
- Rates of teacher turnover
- Teacher experience
- Graduation rates
- Changes in school spending information
- Collaborative leadership and practice strategies
- Regularly convening or engaging all initiative-level partners
- Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement
- Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment

AIR will work with CPS to obtain and report on data across each of these mandated school-related outcomes as specified in the Notice Inviting Applications. We assume that exact criteria for reporting on these indicators will be specified in future iterations of the FSCS Annual Performance Report, so we have not taken steps to define key performance indicators aligned with these outcomes akin to what we have done in Exhibit 1.

Assessing Effectiveness

The outcome evaluation will focus on how implementation of restorative practices and case management support, integrated with other community school activities and services, served to affect student outcomes. Specifically, the outcome evaluation will be constructed to answer the following question:

- What is the effect of restorative practices and case management activities combined with existing CSI programming on student outcomes compared to students attending similar schools where CSI and grant-funded activities and services are not available (Outcome Question 2)?

Student outcomes to be examined will include school-day attendance, disciplinary referrals, academic achievement, and student-level responses to the 5 Essentials survey, including in the areas of emotional health, psychological sense of school membership, student-teacher trust, and school safety.

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

comparison schools that are as similar as possible to the community schools in question and that only large effects will likely be detectable.

The set of comparison schools will not offer CSI services and will demonstrate more limited implementation of restorative practices based on historic data on the disposition of disciplinary incidents. To allow for some time for each school to get restorative and case management processes up and running, the treatment period to be examined will encompass Years 2–4 of grant implementation. AIR will perform the actual effectiveness analyses during the fifth and final year of the grant.

In conducting these analyses, individual students in the treatment schools will be matched with similar students in 8–10 comparison schools in answering the impact-related evaluation question. Student characteristics will be used to generate a predicted value (a propensity score) for each student's likelihood of enrolling in a treatment school, given background characteristics and prior achievement. AIR will use nearest neighbor matching (Rubin, 1973) to create a matched comparison sample of students who did and did not enroll in the treatment schools but share similar propensities to do so—minimizing self-selection bias and maximizing internal validity. Matching students in treatment schools with similar counterparts in comparison schools will allow for efficient analysis of student-level treatment versus comparison in outcomes as a proxy for school-level intervention, given that a school-level quasi-experimental design or experiment meeting evidence standards would be inadequately powered and cost-prohibitive. AIR has conducted similar matching studies with CPS and produced comparison samples matching more than 95% of treatment students, using calipers of 0.10, and that produced no differences at baseline exceeding 0.25 *SD* (therefore meeting What Works Clearinghouse criteria). A regression model will estimate the relationship between treatment status (enrollment in a treatment school)

and each outcome while controlling for school and student characteristics allowing for residual covariate (beyond matching procedures).

A detailed summary of the data collection methods used to answer each evaluation question can be found in Exhibit 2. In the following sections, we detail our data collection activities aligned with the proposed evaluation design in greater detail.

Summary of Data Collection Activities

Exhibit 2 provides a summary of what data collection approaches will be relied on by the evaluation team to answer the implementation and outcome evaluation questions specified for the evaluation.

Exhibit 2. Summary of Evaluation Questions by Data Source

Evaluation question	Interviews	Focus groups	Youth/parent surveys	City span	Branching Minds	District data warehouse
Implementation questions						
1. What training was provided to the at-risk coordinators ...	X	X				
2. To what extent did at-risk coordinators and behavioral health team members perceive the training ...	X	X				
3. What processes were used to engage students on the high priority index ...	X	X				
4. What did each school do to integrate grant-supported activities and services ...	X	X				
5. How many youths on the SPI received grant-funded supports ...				X	X	
6. How helpful did students engaged in grant-supported activities and services ...		X	X			
Outcome questions						

Evaluation question	Interviews	Focus groups	Youth/parent surveys	City span	Branching Minds	District data warehouse
1. To what extent are youth on the SPI demonstrating improvement ...				X	X	X
2. What is the effect of restorative practices and case management activities ...	X			X	X	X

Ensuring Valid and Reliable Evaluation Data

Exhibit 3 provides a summary of what data will be collected and analyzed during each year of the project. To ensure the data collection activities outlined in Exhibit 3 produce valid and reliable data, AIR will undertake a careful process in the design, testing, and refinement of each data collection protocol. Interview protocols will be designed in close consultation with the CSI team at CPS to ensure both the appropriate breadth of issue coverage related to the implementation of restorative practices and case management support and proper use of terminology to avoid confusion in respondent responses. In addition, AIR has also assessed the validity and reliability of the Youth Motivation, Beliefs, and Engagement Survey that will be used to assess student experiences in SASI programming and explore key outcomes of interest to the initiative (Naftzger, 2016).

In analyzing qualitative data, a codebook will be developed for each source. Procedures used to conduct all descriptive analyses and file preparation tasks for the key performance indicators and effectiveness analyses will be saved to syntax and reviewed by a second analyst to ensure they were performed correctly.

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

Exhibit 3. Summary of Data Collected and Analyzed by Grant Year

Data source	Year 1	Year 2	Year 3	Year 4	Year 5
Implementation evaluation					
Interviews					
At-risk coordinator	X	X			X
CSI coordinator	X				X
Focus groups					
BHT focus group		X			
Student focus groups			X		
Parent focus groups				X	
Surveys					
Youth surveys		X	X	X	X
Parent surveys		X	X	X	X
Administrative data					
Cityspan	X	X	X	X	X
Branching Minds	X	X	X	X	X
District data warehouses	X	X	X	X	X
Outcome Evaluation					
Key performance indicators					
Cityspan	X	X	X	X	X
Branching Minds	X	X	X	X	X
District data warehouses	X	X	X	X	X
Effectiveness analyses		X	X	X	X
District data warehouses					X

Reporting and Continuous Improvement

AIR and the CSI team at CPS will work in concert to ensure that results from the evaluation are utilized to inform efforts to enhance implementation of restorative and case management practices and support the further integration of these practices with existing CSI activities and services.

Annual Reports. The evaluation team will summarize results from each year of the evaluation in annual reports that present a broader perspective on the evaluation. Each annual report will include findings related to implementation efforts, results from surveys, and performance on key performance indicators adopted for the initiative. In addition, the evaluation team will share any recommendations for improvement relating to implementation fidelity or initiative outcomes.

Presentation of Findings. At the end of each grant year, AIR will present findings in person, including a set of field-friendly materials for broader dissemination within CPS. AIR will work with CPS CSI staff to make determinations on the types of materials that would be most useful, but these will likely include a public-facing slide deck summarizing the evaluation approach and findings and executive summaries for each annual report.

Planning With Data. Each year starting in Year 2, the evaluation team will sponsor a planning with data session attended by the at-risk coordinator and the CSI coordinator from each grant-funded school. This session will be scheduled before the start of the school year to review the previous year's data and engage in a process of reflecting on those data to inform improvement strategies for the upcoming school year to enhance implementation of restorative practices and case management support and the coordination of grant-funded and CSI activities and services.

Competitive Preference Priority 1 - Meeting Student Social, Emotional, and Academic Needs.

The CPS Community Schools Initiative Full-Service Consortium will incorporate multiple evidence-based practices to support students' academic achievement and social-emotional development, parent engagement in school, and the needs of the surrounding community. Key project components backed by Promising Evidence (as defined by the U.S. Department of Education in the Federal Register Notice Inviting Applications for the FSCS grant) include: (1) the use of the SPARCS group therapy intervention for traumatized youth (Layne et al., 2008), and (2) the implementation of the rigorously evaluated BAM model from Youth Guidance (Heller et al., 2013; Heller et al., 2016), which has demonstrated through two rigorous randomized control trial studies, dramatic improvements for student participants, including previously justice-involved youth successfully avoiding recidivism as a result of BAM programming. Our students face myriad social, emotional, and academic disparities. Research suggests that over 80% of high-school youth in Chicago have been exposed to violence in their lifetime and that this violence is concentrated in communities with high rates of disinvestment (Gorman-Smith et al., 2014). Data from the 2019 CDC Youth Risk Behavior Survey (YRBS) demonstrates that students experience high rates of emotional distress (35%) and suicide attempts (10%); and reflects an increase in the number of high school students who report feeling sad and hopeless (28% in 2005, 38% in 2019). The National Association of School Psychologists estimates that the pandemic will result in an overall doubling or tripling of students who exhibit social, emotional, behavioral, and academic challenges at school (2020). The pandemic has been especially devastating for Black and Latinx populations for whom rates of infection,

hospitalization, and death are disproportionately high. SAMHSA's recent Double Jeopardy report describes how these effects are compounded by steep gaps in access to care (2020). Additionally, the Teen Mental Health Council, a student group run in collaboration with the Chicago Department of Public Health and CPS' Office of Student Health and Wellness, reported that students are not aware of the mental health resources available and identified a need for more culturally-responsive care. From these factors it is clear: CPS schools must not only improve their ability to recognize mental health needs and refer students, but must also include a connection between minoritized status and adverse health outcomes that can be applied to prevention efforts connecting safe and supportive school climates with mental well-being and student success, while centering equity and cultural relevance. In 2020, CPS published the CPS Equity Framework which defines equity as "Championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations" (CPS, Equity Framework, 2020). Accompanied by the creation of an Equity Office, the CPS Equity Framework drives shifts and practices and change ideas through liberatory thinking, inclusive partnerships, resource equity, and fair policies and systems. These major tenets are integrated throughout all CPS programming, including the work of CSI.

This project is designed to mitigate the barriers and improve students' social, emotional, academic, and career development, with a focus on underserved students, through providing Multi-Tiered, Multi-Domain Systems of Supports (MTMDSS, Hatch, T. 2017) that address learning barriers both in and out of the classroom to enable healthy development. The district's Multi-Tiered Systems of Support model, a three-tiered approach that targets intensive assistance is provided relative to student need: Tier I ("Universal") consists of research-based core

instructional methodologies designed and implemented for all students; Tier II consists of supplemental instruction and short-term interventions provided in addition to Tier I supports; and Tier III consists of intense instructional interventions provided in addition to Tier I and II (Averill & Rinaldi, 2011)⁴³. Building on the principles of MTSS, MTMDSS incorporates the three domains of school counseling - academic, social-emotional, and postsecondary - across the tiers to ensure that all students get the level of support they need across these three foundational success areas. The framework includes both instruction and interventions with targeted supports for those students who require additional, explicit, focused instruction to meet the standards of each domain. Students are identified for interventions during regular school hours and after school. Led by the school counselors at each school, MTMDSS engages with staff to refer students to the appropriate school-based or external support staff for interventions.

Competitive Preference Priority 2 - Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

This proposal project is designed to improve outcomes for underserved students by establishing effective cross-agency partnerships to ensure students' and families' needs are met. CPS emphasizes the importance of strengthening cross-agency coordination and community engagement in order to equitably advance systemic change. The district has established partnerships with schools, campuses, and community based organizations to provide students and families with the resources and referrals they need to meet their full potential. The district's current *Five-Year Vision* is to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life (CPS, *Five-Year Vision*, 2019). This vision highlights community partnership as a core value in all planning

⁴³ Averill & Rinaldi, 2011. District Administration Magazine

across CPS and stressing equity across district planning by engaging key stakeholders such as students, parents, teachers, leaders, partners, and community members.

Our broad coalition of partners, which includes community-based organizations, citywide nonprofits dedicated to supporting youth development, a postsecondary institution, various offices of the school district, are experienced program managers and service providers with expertise in the design and implementation of community school models; strong, established relationships with the communities to be served; and a commitment to improving student outcomes through the use of proven strategies.