

**Full-Service Community Schools Program (FSCS)
Project Abstract FY 2023**

Applicant Name: University Center of Lake County (UCLC)

Project Title: El Centro

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

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

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

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

Total number local educational agencies (LEAs) to be served by the project: 2: Diamond Lake School District 76 and North Chicago School District 187

Total number of schools to be served by the project: 5

Total estimated number of students to be served by the project: 1,682

Brief description of proposed project, including project activities: This project draws upon a wide range of partners to transform diverse and rich school communities, serving mostly low-income Latino and African American participants, into vibrant hubs of community engagement, teaching, and learning. Project activities for objectives are aligned with the 5 pipeline areas: 1) Developing a system of collaboration to implement the project; 2) Providing early childhood PD for early childhood educators, workshops for families, and a family home visit model; 3) Expanding enriched programming for students in-and-out-of-school; 4) Tracking and monitoring transitions from Pre-K, elementary, middle school, and high school, postsecondary, and into the workplace; 5) Developing and implementing family and community engagement and supports; and 6) Developing and implementing social-emotional, health, nutrition, violence, trauma, and mental supports. Activities for students include academic and enrichment programs, health and wellness including mental health, violence prevention, and adventure education. Parents activities focus on academics, social-emotional issues, life skills, ESL, computer classes, and child development through the cradle to college years. Teacher professional development

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focuses on inquiry-based, reflective learning practices in literacy and STEAM, and socio-emotional learning and mental health.

Summary of project objectives and expected outcomes: All objectives and outcomes integrate the 4 pillars. Objective 1 and its outcomes: Developing and Implementing a Systemic Culture of Collaboration and Evaluation resulting in the establishment and implementation of leadership, management, and pipeline teams. Objective 2 and its outcomes: Developing and Implementing High-Quality Early Childhood Education Programs resulting in increased early childhood expertise, families having developed the ability to enhance home and school learning and increase student academic skills. Objective 3 and its outcomes: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies resulting in increased student integrated academic and social-emotional learning through the arts. Objective 4 and its outcomes: Developing and Implementing Supports for Children's Transition from and to Pre-K, Kindergarten, elementary school, middle school, high school, postsecondary, and into the workforce. Objective 5 and its outcomes: Developing and Implementing Family and Community Engagement and Supports resulting in families having improved abilities to support the development of their children with social-emotional, academic, health, mental health, and violence prevention while acquiring adult education skills. Objective 6 and its outcomes: Developing and Implementing Social, Emotional, Health, Nutrition, Violence, Trauma, and Mental Health Services and Supports resulting in students improving their social-emotional skills, health, fitness, nutrition, and addressing violence, trauma, and mental health. Further, the project will contribute to research and educational policies in that: 1) It is designed to build upon What Works Clearinghouse findings, by adopting a quasi-experimental design to measure transformations on school climate, academics, socio-emotional development, and will use a comparison group. 2) It will demonstrate innovative methods of instruction to create culturally relevant arts to inspire all students, families, and teachers. 3) It will employ authentic forms of instruction where students, parents, and teachers construct knowledge, deliberate in groups, and experience meaningful learning. 4) It embeds psychological supports to increase engagement and wellness for participants. 5) It will use a psycho-dynamic approach to learning which enables participants to reflect and acquire new strategies that enhance their lives.

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Mundelein, Lake County, Illinois and North Chicago, Lake County, Illinois

List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable: Diamond Lake Elementary School, West Oak Intermediate School, West Oak Middle School in Diamond Lake School District 76, and Evelyn Alexander Elementary School and Forrestal Elementary School in North Chicago District 187

List all non-LEA organizations partnering with this project: Rosalind Franklin University School of Medicine, Southern Illinois University Carbondale, Northeastern Illinois University, the College of Lake County, the Lake County Regional Office of Education, Mano a Mano Family Resource Center, Boys and Girls Club, Together for Childhood Network, the YWCA of Metropolitan Chicago, Lake County Health Department, Local Learning, and North Chicago Community Partners