

**Skokie/Morton Grove School District 69
Proposal to Full-Service Community Schools Program: CFDA number 84.215J
April 15, 2019**

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I. QUALITY OF PROJECT DESIGN

Skokie/Morton Grove School District 69 (SD69) encompasses three campuses: Madison School, serving 678 students in pre-K through second grade; Edison School, serving 564 students in grades 3–5; and Lincoln Junior High, serving 577 students in grades 6–8. In accordance with the Full-Service Community Schools (FSCS) Program’s Absolute Priority, SD69 and its Community School Action Team (CSAT) will implement the proposed project, **We Are All Together (WAAT)**, in all three District Schools, each of which is designated Title 1.

SD69 and CSAT maintain standing work groups in the priority areas of Health and Wellness, Expanded Learning Opportunities, and Family Engagement. The mission of CSAT’s Health and Wellness work group is “to foster a culture of health and empower the community to engage resources that support comprehensive wellness.” Focus areas under this priority include nutrition, healthcare, mental health, and trauma-informed awareness and practices. The mission of the Expanded Learning Opportunities work group is to “establish and provide accessible, high-quality, student-driven expanded learning opportunities to all SD69 students before, during, and after school.” Focus areas include increasing families’ awareness of available Out-of-School-Time (OST) opportunities; establishing OST programming for grades pre-K through 2 (Madison School); enhancing OST for grades 3–8 at both Edison and Lincoln; and offering enrichment programs during half-days in the areas of citizenship, STEM, and job/career mentoring. The mission of the Family and Community Engagement work group is “to bring together and empower families, schools, and community partners to build meaningful relationships that positively impact students’ lives.” Focus areas include developing a menu of volunteer opportunities, offering family programming to foster greater engagement and community connection, and provide parent education and leadership opportunities. WAAT will

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work with current SD69/CSAT partners and forge new community collaborations to sustain and/or expand existing pipeline services and launch new services to address the needs of District children from birth through grade 8 and their families.

Competitive Preference Priority #2: WAAT is a project of SD69's Community School Action Team (CSAT). Established in fall 2016, the CSAT is a broad-based consortium that encompasses area school districts (SD69, Niles Township High Schools District 219, Niles Township District for Special Education #807 [NTDSE]); public-sector agencies (Village of Skokie, Skokie Park District, Skokie Public Library, Morton Grove Public Library, Niles Townships' ELL Parent Center); community and faith-based nonprofits (Infant Welfare Society of Evanston [IWSE], SLAM, Metropolitan Family Services, Y.O.U. [formerly Youth & Opportunity United], Turning Points, Asian Human Services, Jewish Child and Family Services/Response Center, St. Peter's United Church of Christ, YWCA, Childcare Network of Evanston [CNE]); funding organizations (The Education Foundation, United Way); area corporations (Woodward); healthcare providers (Riveredge Hospital, Preferred Dental Care, Advocate Lutheran General, Ageless Eye Care, Lenscrafters), and SD69's Parent Organizations (PLUS, Fund69, PTO).

Competitive Preference Priority #3: In an effort to meet the needs of its diverse community, SD69 began investigating the Community School model in 2012. In 2019, SD69's Community School Model incorporates three main goal areas of Health and Wellness, Family and Community Engagement, and Expanded Learning Opportunities. These work groups engage 81 stakeholders. Over the past seven years, significant impacts have been demonstrated in all three areas.

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Health and Wellness: WAAT partners with Advocate Hospital’s Care Mobile, The Village of Skokie, and local healthcare organizations to provide comprehensive health services to students and their families.

- Output: **516** physicals, flu shots, dental visits, and vision exams
- Impact: **4%** decline in chronic truancy since 2015, **4%** lower absentee rate than the State of IL in 2018

Family and Community Engagement: WAAT boasts three parent leadership groups that provide an array of funding, services, and events to all families and community members. SD69 also launched a parent leadership training program in collaboration with the Chicago-based nonprofit Community Organizing and Family Issues (COFI), and an ongoing family engagement component that regularly partners with Niles Township’s ELL Parent Center and the Skokie Public Library to offer activities for students and their parents.

- Output: **92** parents attended ESL classes, **230** holiday meals, **44** family events and information sessions
- Impact: Student mobility rate declined by **7%** since 2015, Parent satisfaction rate

Expanded Learning Opportunities: In 2012, the District established a lead partnership with the youth development agency Youth & Opportunity United (Y.O.U.) in neighboring Evanston with the goals to: 1) build a Community School framework; and 2) provide an OST program to Lincoln Junior High students with funding from the Illinois State Board of Education (ISBE)’s 21st Century Community Learning Centers (21CCLC) initiative.

In 2015, SD69 worked with Y.O.U. to extend its OST program to Edison School and grades 3–5. SD69’s Community School Model now offers a variety of co- and extracurricular programs for students in grades 3–8. In 2016, SD69 introduced bus transportation for students taking part

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in OST activities, significantly increasing afterschool enrollment as well as participation by low-income students, students of color, and English Learners. In 2017/18, SD69 partnered with 42 community agencies to offer 30 OST programs; facilitate 949 physicals, dental/vision exams, and flu shots; provide 213 parents with leadership training, networking opportunities, and parent-focused workshops; engage 340 families in Family Night events; distribute 173 holiday meals; and make wireless internet service available to 26 families.

SD69's lead partner agency, Y.O.U. has a long history of effectiveness in the Evanston/Skokie area for more than 45 years. They serve 1,600 youth annually and 4,000 family members each year through afterschool and summer programs, clinical counseling, street outreach, and parent engagement programs. YOU's impact reports indicate:

Student and Family Survey Impact Data

93% of Y.O.U. youth report greater confidence after participating in programs.

85% of Y.O.U. youth are improving or maintaining their academic achievement.

88% of Y.O.U. caregivers feel more involved in their child's learning.

96% of Y.O.U. youth report strong academic motivation.

91% of Y.O.U. youth demonstrate strong leadership skills.

94% of Y.O.U. youth report knowing how to make healthy choices.

Student Achievement Impact Data

Impact: Increase of **6%** in overall math achievement, Decreased racial achievement gap by **6%** and low income achievement gap by **2%** since 2015.

Competitive Priority Preference #4: WAAT's Community School Model will be enhanced through a comprehensive service approach starting at birth. For this project, WAAT is only selecting activities, strategies, or interventions that meet the "promising evidence" threshold

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established by the What Works Clearinghouse (WWC). In addition, the work relies on the emerging evidence of Integrated Student Supports (ISS) by Child Trends. This study looked at how schools secure and deliver coordinated, school-based supports that target various barriers to student achievement. There is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement, reading and ELA, and overall GPA. This finding is based on 11 rigorous evaluations completed to date, and published in the ChildTrends “Integrated Student Supports: The Evidence” document that can be found at https://www.childtrends.org/wp-content/uploads/2017/12/ISS_ChildTrends_February2018.pdf.

WAAT will provide services with its partners starting at birth. WAAT will implement high-quality, evidence-based early childhood education programs, particularly those that recognize parents as a child’s first teacher. Current research (Bierman et. al., 2015) shows that support provided to children in the pre-K classroom involving the use of curricular strategies to aid in the acquisition of pro-social skills, emotional understanding, self-regulation, and social problem-solving skills helps children both in later academic achievement, and in the development of social-emotional skills. SD69 proposes to reach all children in the community at birth and to provide high quality preschool programming to an increased number of children. Research shows that engagement by parents promotes behaviors in children that include interactive reading, rich language use, and positive interpersonal support are positively correlated with positive child cognitive and socio-emotional development (Bierman, 2015; Bierman & Mathis, 2014; Reese et al., 2010).

Beginning in preschool, WAAT believes in providing OST programming to students and their families. OST programming will use the following evidence-based academic interventions,

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rated by What Works Clearinghouse (WWC) as having positive effects on students overall or specific to EL populations:

- *Literacy*: Leveled Literacy Intervention

Citation	Relevant Findings	Improvement Index
<p>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI).</p> <p>Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: https://eric.ed.gov/?id=ED544374</p>	<p>Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.</p>	<p>+11</p> <p>ESSA Tier 1</p>

- *Math*: Peer Assisted Learning System (PALS)

Citation	Relevant Findings	Improvement Index
<p>Scaling up an early reading program: Relationships among teacher support, fidelity of implementation, and student performance across different sites and</p>	<p>Meets WWC standards without reservations</p>	<p>+30</p> <p>ESSA Tier 1</p>

<p>years.</p> <p>Stein, M. L., Berends, M., Fuchs, D., McMaster, K., Sáenz, L., Yen, L., & Compton, D. L. (2008). Educational Evaluation and Policy Analysis, 30(4), 368–388. Retrieved from: https://eric.ed.gov/?id=EJ951754</p>		
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- *Behavior*: Functional Behavioral Analysis-Based Interventions

Citation	Relevant Findings	Improvement Index
<p>Function-based interventions for students who are nonresponsive to primary and secondary prevention efforts: Illustrations at the elementary and middle school levels.</p> <p>Lane, K., Rogers, L., Parks, R., Weisenbach, J., Mau, A., Merwin, M., & Bergman, W. (2007). Journal of Emotional and Behavioral Disorders, 15(3), 169–183. Retrieved from: https://eric.ed.gov/?id=EJ775175</p>	<p>Meets WWC standards without reservations</p>	<p>NA</p>

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WAAT also believes in supporting children during transitions with pipeline support system. District data indicates that academics decline by up to 10% during transition years. In SD69 we have several transitions due the grade level center structure. Children transition to PreK, again in Grade 3, again in Grade 6, and again in Grade 9. SD69's pipeline support system is based on developmental research into the ways in which the transitions to elementary school, from elementary-school to middle-school, from middle-school to high school can be made more successful through the use of bridge programs. According to Bierman, et. al.'s 2015 study, which was well-designed and used an experimental method with a randomized controlled trial, meaning that it exceeds the WWC guideline for promising evidence, children in families receiving home visits to increase parent engagement in addition to early childhood programs performed better on emergent literacy tests ($d = .25, p < .05$), and were better at self-directed learning ($d = .28, p < .05$). SD69's pipeline services for supporting children's transition from elementary to middle-school and from middle-school to high-school are also supported by current research. WAAT intends to provide a whole-child approach which include strategies such as cooperative learning. Several studies have shown that cooperative learning, which will be used to improve students' collaboration and mutual respect, contributes to students' ability to work together in cohesive groups to achieve shared learning objectives (Slavin, 2011; Johnson & Johnson, 2008; Van Dat Tran, 2014. These skills are life long skills needed not only to be successful in the classroom, but also in the workplace.

WAAT recognizes that students cannot be successful without engaged families. Recent quasi-experimental research in this field (Leithwood & Patrician, 2015) has shown that students who are struggling academically, are less engaged in school, or come from disadvantaged backgrounds can attain statistically significant gains in these areas compared to a control group

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after parents have received tools to help them become more engaged in their children's education. WAAT's Family and Community Engagement work group will use strategies aligned with these evidence-based practices. Mitchell & Begeny (2014)'s study had a medium to large effect size using a quasi-experimental one-group pretest/posttest design. This study engages parents with children who are struggling with reading by providing parent workshops on helping children with reading, followed by one on one parent-child reading sessions in the home. Afterwards, children who had received this treatment were assessed using several literacy assessment instruments, including the DORF (Dynamic Indicators of Basic Early Literacy Skills Next Oral Reading Fluency), and GORT (Gray Oral Reading Test) both Fluency and Comprehension. On the DORF, the effect size of the achievement was 2.09 ($p < .001$), while on the GORT Fluency and Comprehension tests, the achievement effect sizes were 1.3 and .9 ($p < .01$) respectively.

WAAT is committed to using evidence based strategies and programs complimented by a whole child approach to student success.

Student, Family, and Community to be Served: In 2017/18, SD69 served 3,177 students and 975 parents/family members through its Community School programs (*Note:* Historical totals include duplicated numbers). By year five of the grant period, WAAT will have the capacity to serve approximately 1,800 unduplicated children/students from birth through grade 8 and their families. SD69's student demographic is 38.5% White, 9.7% Black, 17.1% Hispanic, 28.7% Asian, 0.0% Native Hawaiian/Pacific Islander, 0.2% Native American, and 5.8% Multiracial. More than 52% of students qualify as low income; 25.6% have Limited English Proficiency, 1.9% are homeless, and 11.7% have Individual Education Plans (IEPs).

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Needs Assessment: The SD69 catchment area comprises approximately one-fourth of Skokie zip code 60077 and one-sixth of Morton Grove zip code 60053. SD69 serves a high number of families with linguistic, cultural, economic, and other challenges that have been shown to put children at risk of academic failure; currently, the District’s population exhibits rates of poverty, foreign-born residents, Limited English Proficiency, unemployment, truancy, and teen births that exceed the state average.

Racial/Ethnic Makeup: The Skokie/Morton Grove community boasts one of the most diverse populations in Illinois. According to 2016 American Community Survey (ACS) data, Skokie has an estimated population of 64,873, with a racial/ethnic makeup that is 62% White, 6.6% African American, 0.39% Native American, 25.6% Asian, 0.0% Pacific Islander, and 5.56% Other/Mixed race. Hispanics comprise approximately 10.6% of the population. Currently, 40.5% of Skokie residents are foreign-born—nearly three times the state average.¹ Since 2002, Skokie’s Hispanic population has grown by 4.9%, and the proportion of Asian residents has risen 4.4%.²

Morton Grove (estimated population 23,413) is 52.3% White, 3.4% African American, 30% Asian, and 4.3% Multiracial/Other; 6.3% of the population is Hispanic. Morton Grove’s Asian population has risen 7.8% since 2000.³ Approximately 40% of residents were born outside the

¹ <http://www.city-data.com/races/races-Skokie-Illinois.html>.

² Ibid.

³ 2012–16 American Community Survey 5-Year Estimates, retrieved from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

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United States (versus 14% statewide), with India, the Philippines, and Pakistan as the top three countries of origin.⁴

Poverty: Overall, 10.8% of Skokie’s population lives below the poverty level. In 2016, 6.2% of residents received Supplemental Security Income (SSI), 2.8% received cash public assistance, and 11.5% received Food Stamps/SNAP benefits within the past 12 months. Nearly 12% of Skokie households are led by single women (2010 U.S. Census), and 21.8% of female-headed households with minor children are living in poverty.⁵ In Morton Grove, approximately 8.2% of all residents, and 11% of families, live below the poverty line, with highest rates among African Americans and Hispanics. In 2016, 3.4% of residents were on SSI, 1.8% received cash public assistance, and 6% received Food Stamps/SNAP benefits. An estimated 16.5% of families were led by single women, and 15.9% of these households were living below poverty level.⁶

Community Health: Per 2016 ACS estimates, Skokie’s birthrate was 5%. An estimated 6.9% of births were to women ages 15 to 19 (versus 4% statewide), and 21% of births were to unwed mothers—the highest rate in the immediate area of Evanston, Niles, and Lincolnwood. Approximately 83% of unwed mothers were women of color, and 3% were on public assistance.⁷ The birthrate in Morton Grove was 4% during the prior 12 months, with all births reported to

⁴ 2017 American Community Survey, retrieved from

<http://www.towncharts.com/Illinois/Demographics/Morton-Grove-village-IL-Demographics-data.html>.

⁵ 2012–16 American Community Survey 5-Year Estimates.

⁶ Ibid.

⁷ Retrieved from <http://www.towncharts.com/Illinois/Demographics/Skokie-village-IL-Demographics-data.html>.

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married women over age 25.⁸ Per most recently available data from the Cook County Department of Public Health (2008), 7.3% of the 1,824 infants born in Skokie and 5.5% of the 676 newborns in Morton Grove suffered from low birth weight. Six infants deaths in Skokie were also reported.⁹ In 2015, 8,777 children in Cook County were indicated for child abuse or neglect—a rate of 7.1 per 1,000 children age 17 and under.¹⁰

According to the Skokie Department of Public Health, one in three Skokie children is overweight or obese and one in six is obese.¹¹ On the 2015 National Citizen Survey, 17% of Skokie residents said they did not consume at least five portions of fruits and vegetables per day, citing costs and not knowing the best way to prepare healthy meals.¹² The Illinois Behavioral Risk Factor Surveillance System (2010–14) found that 6.5% of suburban Cook County residents reported heavy alcohol consumption and 20.3% reported binge drinking.¹³ In 2015, there were 45,817 drug-related arrests in Cook County, with 51% stemming from cannabis violations.¹⁴

⁸ Retrieved from <http://www.towncharts.com/Illinois/Demographics/Morton-Grove-village-IL-Demographics-data.html>.

⁹ Cook County Department of Public Health, *Community Profiles Outside of Jurisdiction 2006–2008* (Skokie) and *Community Profiles North District 2006–2008* (Morton Grove). Retrieved from <http://www.cookcountypublichealth.org/files/pdf/data-and-reports/community-profiles-06-08/outside-of-jurisdiction-0608r.pdf>.

¹⁰ Illinois Department of Children and Family Services, 2015 data.

¹¹ Skokie Department of Public Health, *The Skokie Community 2015 Childhood Obesity Report*.

¹² Skokie Department of Public Health, *Skokie Community 2017 Health Plan*.

¹³ Illinois Department of Public Health, Illinois Behavioral Risk Factor Surveillance System: Suburban Cook County Round 5 (2010–14).

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Eleven percent (11%) of Skokie residents completing the 2016 Community Health Survey reported difficulties accessing medical care, with difficulties four times more likely among people who were unemployed or had annual household incomes below \$50,000.¹⁵ In addition, 26% reported difficulty accessing mental health and dental care.¹⁶ Aggregate hospital data for 2010–14 further showed that Skokie residents who paid out of pocket for their own care were less likely to get routinely recommended health screenings.¹⁷

Characteristics of District 69 Students and Families: District 69 experiences both the benefits and challenges of serving a community that is becoming more and more socioeconomically diverse. District students currently speak more than 75 languages; 26% of students are identified as English Learners (ELs), and 149 students are refugees or new immigrants to the United States. Twelve percent (12%) of District students have been identified as having a disability. These disabilities have increased in severity over the last five years, ranging from developmental delays to autism and cognitive impairments. In addition, 52.4% of District students qualify as low income, and nearly 2% are considered homeless. Research shows that students from low-income homes lag behind their higher-income peers in both cognitive and behavioral development.

SD69 also serves a high proportion of families with low educational attainment, placing children at further risk. Two percent (2%) of District families are led by parents with no high-school education, and an additional 24% by those with only a high school diploma or GED.

¹⁴ Illinois Criminal Justice Authority, *Illinois Drug Arrests, 2015*.

¹⁵ Skokie Department of Public Health, *Skokie Community 2017 Health Plan*.

¹⁶ Ibid.

¹⁷ Ibid.

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District families also report an unemployment rate of 8%—nearly twice the Skokie average and well above the 5.9% average statewide.¹⁸

SD69 has a 92.5% attendance rate, a chronic truancy rate of 10.8%, and an average student mobility rate of 9.2%. Among low-income students, the mobility rate (12.9%) exceeds the state average (9.6%) by more than 30%, while the rate among students with Limited English Proficiency (19.2%) is more than twice the state average (9.3%). This is attributable to a confluence of factors, including SD69’s high proportion of low-income households; the recent influx of immigrant/refugee families in Skokie/Morton Grove (many of whom settle initially in District 69); and the fragmentation of the Skokie school system, which comprises nine separate districts serving an area of approximately 16 square miles. As a result, students and families transition frequently into and out of District 69—either to secure affordable housing or settle more permanently—even as they remain in the community.

According to 2017/18 assessment data from The Partnership for Assessment of Readiness for College and Career (PARCC), 36% of SD69 students are college and career ready. Kindergarten AIMSweb data indicate that only 30% of students are entering “kindergarten ready” in both early numeracy and early literacy skills.

SD69’s Lincoln Junior High matriculates into District 219’s Niles West High School. In 2017, Niles West experienced an overall mobility rate of 3.8% and a dropout rate of 0.4%. However, rates among Black students (who made up 3.9% of the school population) were significantly higher, with a mobility rate of 11.9% and a dropout rate of 2.1%. Among the 2017 graduating class, 75.6% met ACT benchmarks in English, 49.5% in Math, 51.8% in Reading, and 45.2% in science, with 32.5% of students meeting benchmarks in all four subject areas. As

¹⁸ Data obtained from Skokie/Morton Grove School District 69.

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demonstrated by SAT scores, approximately 56% and 54% of students met or exceeded proficiency relative to Illinois Learning Standards in English and Math, respectively. Nearly 96% of students complete high school in four years, and 86.2% of students enroll in college within 12 months of graduation.¹⁹ National Clearinghouse data indicates that of the 86.2% only 22% of Lincoln Jr. High students graduated with a four year degree. In a survey of students' postsecondary plans, 66.9% of 2017 graduates reported plans to attend a four-year college, 29.9% a two-year college, and 3.2% Other, with 65% attending a public college/university and 34% a private institution. Eighty percent (80%) were attending in-state schools, versus 20% attending college outside of Illinois.²⁰

¹⁹ 2018 Illinois School Report Card. Retrieved from

http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2017&code=0501621900003_e.pdf

²⁰ 2017–18 Profile of District 219 Niles West High School. Retrieved from https://www.niles-hs.k12.il.us/west/college-career-resource/wp-content/uploads/sites/30/2017/10/West_Profile17-18-1.pdf?x39160.

II. QUALITY OF PROJECT SERVICES

WAAT will provide six of the eight eligible FSCS services identified in the Notice Inviting Applications. The project will expand or enhance the following four services with new activities and/or extend services into additional schools:

- High-Quality Early Childhood Education (Madison)
- High-Quality School and OST Programs and Strategies (expanded at Edison and Lincoln and new at Madison)
- Family and Community Engagement (expanded at all schools)
- Social, Health, Nutrition, and Mental Health Services and Supports (expanded at all schools)

In addition, WAAT will newly implement the following services:

- Support for Student Transitions (all schools)
- Juvenile Crime Prevention and Rehabilitation (Lincoln).

Key enhancements of WAAT include 1) Expanded afterschool academic interventions (reading and math) for grades pre-K–8, using evidence-based curricula; 2) Community partnerships that make onsite health and wellness supports available to District parents, as well as children ages birth–3, for the first time; 3) School-based teams to assess and identify students at risk, work with families to establish a family service/intervention plan, and link those students and their parents to WAAT’s continuum of OST programs and community resources.

Coordination of Services: Under the direction of SD69’s Program Supervisor and the CSAT Steering Committee, WAAT’s full-time Community Schools Program Director will work with principals as well as with Community School Managers and OST Managers embedded in each of the District’s three schools to:

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- 1) coordinate, implement, monitor, and assess WAAT's array of services, to be delivered in individual schools (if targeted to specific ages/grade levels) or District-wide;
- 2) ensure continuity of services, alignment with academic curricula; and grade/age-appropriate advancements in the continuum of supports as students and families transition from birth to grade 2, grades 3–5, grades 6–8, and on to secondary school; and
- 3) continue to identify unmet and/or emerging needs among students, families, and the greater community and develop responsive strategies.

The Community Schools Program Director will additionally work with WAAT's Community Schools Development Director to secure needed resources and supports from community-based providers, businesses, local public agencies, and individual volunteers.

To strengthen outreach and engagement among the District's linguistically diverse (and often linguistically isolated) families, WAAT will also employ multilingual parent peers, known as Family Liaisons. In addition to providing interpretation and translation support as needed, Family Liaisons strengthen SD69's cultural competencies and interactions with diverse segments of the population, conduct community outreach, raise awareness of WAAT's resources, and facilitate family events to promote participation and greater social cohesion.

At each school, the Community School Manager, OST Manager, and Family Liaisons will be integrated into SD69's Multi-Tiered System of Supports (MTSS), a multidisciplinary problem-solving team that currently encompasses school psychologists, intervention specialists, teachers, school social workers, Behavior Specialists, principals, and District administration. The MTSS uses student data and/or parent referrals to identify individuals or groups of students experiencing academic or behavioral issues, screen and identify students who require additional supports, and create individualized plans to address student needs. Currently, MTSS plans only

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refer students to resources and interventions available during the school day. With the added participation of WAAT program staff, the MTSS will have additional options to link students to OST academic interventions and enrichment opportunities, and to refer parents to an array of co-located resources that can help stabilize and strengthen whole families. The Community School Manager, a Family Liaison, and school social worker will meet with families to recommend resources, develop a family plan for WAAT services, and coordinate any referrals.

SD69 will develop a community calendar listing relevant WAAT programs and events and distribute a printed schedule to families once per year. SD69 will also post an electronic version of the community calendar on its website, to be updated as needed, and will send reminders to District families via e-mail blasts and biweekly electronic newsletters from school principals. Since introducing online school registration in 2017/18, SD69 has tasked Family Liaisons with assisting District families in setting up e-mail accounts, accessing and navigating the Parent Portal, and registering students for school and OST activities.

Annual Performance Goals, Objectives, and Outcomes

Goal A: Children are prepared for kindergarten

Objective A1: Increase number of families enrolled in TOPS/Ready for Success (ages 0–5).

Baseline: 80 students in TOPS preschool (ages 3–5) in SY 17/18.

No 0–3 programs offered.

Outcomes at Year 5 (Ready for Success):

230 students in TOPS.

60 children ages 0–3 in home-visiting Prevention Initiative program.

Performance Indicator: Enrollment totals

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Objective A2: Increase early literacy among children ages 0–5.

Baseline: 30% of students enter kindergarten on track in literacy.

Outcomes at Year 5:

60% of students enter kindergarten on track in literacy.

Performance Indicator: FastBridge Early Literacy Assessment

Objective A3: Increase number of students ages 3–5 meeting developmental milestones.

Baseline: An average 84% of TOPS students (total enrollment=80) meet or exceed developmental milestones (socio-emotional, physical, language, cognitive, literacy, mathematics).

Outcomes at Year 5:

Minimum 85% of 230 TOPS students meet or exceed developmental milestones.

Performance Indicator: GOLD Assessment

Goal B: Ensure children are achieving academically

Objective B1: Increase expanded learning opportunities for grades Pre-K–8, including math, reading, and STEM interventions

Baseline: 0 OST activities at Madison.

0 OST hours/week of Academic Intervention and 17 enrichment programs at Edison.

0 OST hours/week of Academic Intervention and 18 enrichment programs at Lincoln.

Outcomes at Year 5:

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Minimum 5 OST hours/week of Academic Intervention at Madison.

Minimum 4 OST hours/week of Academic Intervention and 20 enrichment programs at Edison.

Minimum 4 OST hours/week of Academic Intervention and 20 enrichment programs at Lincoln.

Performance Indicator: OST activity list

Objective B2: Increase number of students participating in OST programming, ensuring all subgroups are represented based on the overall population.

Baseline: 0% of Madison students enrolled in OST programming.
26% of Edison students enrolled in OST programming.
34% of Lincoln students enrolled in OST programming.

Outcomes at Year 5:

30% of Madison students enrolled in OST programming.
45% of Edison students enrolled in OST programming.
45% of Lincoln students enrolled in OST programming.

Performance Indicator: OST enrollments

Objective B3: Increase number of students annually meeting growth targets in reading and math.

Baseline: 54% of students meet their expected reading growth target as measured from spring benchmark to spring benchmark.
56% of students meet their expected math growth target as measured from spring benchmark to spring benchmark.

Outcomes at Year 5:

65% of students meet their expected growth target in reading.

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67% of students meet their expected growth target in math.

Performance Indicator: NWEA Measures of Academic Progress

Objective B4: Increase number of students who successfully transition from elementary to middle school and grade 8 to secondary school.

Baseline: 16.5% of sixth-grade students failing with a grade of D/F.

15% of ninth-grade students failing with a grade of D/F.

Outcome: 10% or less of students in grades 6 and 9 earn a D/F.

Performance Indicator: Grades

Goal C: Ensure children are safe, healthy, and supported by engaged parents

Objective C1: Establish school-based, multidisciplinary staff teams to promote family engagement, identify students at risk, work with families to coordinate a comprehensive service/intervention plan, and link students and parents to WAAT's continuum of resources.

Baseline: Multi-Tiered System of Supports (MTSS) comprising school psychologists, intervention specialists, teachers, school social workers, Behavior Specialists, principals, and District administration (school-day student interventions only).

Community School staff: OST Managers and Edison and Lincoln.

Three part-time, multilingual Family Liaisons.

Outcome by Year 1: Addition of a full-time FSCS Program Director, full-time Community School Managers at Edison and Lincoln, and a full-time Community School/OST Manager at Madison, and a Community Schools Partnership Coordinator.

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Four part-time Family Liaisons, with new Liaison focused on Black, African American, and Carribean communities.

Integrate FSCS program staff into MTSS to coordinate family-focused intervention plans.

Performance Indicator: Hiring Records; Number of Students Served by MTSS

Objective C2: Increase the number of children who attend school 90% of days or more during the academic year.

Baseline: District truancy rate of 11%.

Outcome at Year 5: District truancy rate of 5%.

Performance Indicator: Student attendance data

Objective C3: Increase number of children receiving health and wellness screenings and referrals for follow-up care.

Baseline: Physicals/Vaccinations: 45

Flu shots: 142

Dental: Fall 273, Spring 279

Vision: 210

Outcome at Year 5:

Physicals/Vaccinations: 60

Flu shots: 200

Dental: Fall 300, Spring 300

Vision: 300

Performance Indicator: Participation records

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Objective C4: Establish health and wellness screenings and referrals for follow-up care for parents/families.

Baseline: Screenings and referrals for D69 students only (primarily Medicaid eligible).

Outcomes at Year 5: Medical, dental, and behavioral health screenings and referrals for parents and children including ages 0–3; access to onsite psychiatric services.

Performance Indicator: Referral logs, Health Fair attendance/sign-in sheets

Objective C5: Increase nutrition/healthy eating supports for students and families

Baseline: All students have daily access to fresh fruit and vegetables through school lunch program. Currently there is no program offering fresh fruit and vegetables to families.

Outcomes at Year 5: Twice-monthly Fresh Market to provide fresh produce to students and families outside of the school day.

Performance Indicator: Fresh Market attendance, produce sales

Objective C6: Increase the number and diversity of programs aimed at helping families move toward greater life and financial stability.

Baseline: 2 ESL classes with 12 sessions offered during the 2018/19 school year.

Outcomes at Year 5: ESL classes offered three times per year at 16 sessions each, as well as classes in financial literacy, work skills, citizenship, and advanced workshops in parent leadership/advocacy.

Performance Indicator: Class Offerings and Registration

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Objective C7: Increase number of parents/family members engaged in FSCS activities and supports.

Baseline: 975 families participated in a community schools activity or support during 2017/18. (Note: family participant numbers are duplicated)

Outcome: Increase participation by 10% each year. Y1 participation will be baseline of unduplicated families served.

Performance Indicator: Event attendance

Objective C8: Reduce incidences of truancy and other behavioral issues among junior high students, both on and off campus.

Baseline (2017/18): 198 students in an Alternative Learning Environment (ALE).
77 students requiring a formal behavior plan.
71 in-school suspensions.
24 out-of-school suspensions.

Outcomes at Year 5:

Decrease ALE incidents by 30%.
Reduce in-school suspensions by 30%.
Reduce out-of-school suspensions by 30%.
Decrease number of students who receive repeat tickets for the same offense.

Performance Indicator: Office Referral Data, Police Issued Tickets

EXPANSION OF EXISTING SERVICES

High-Quality Early Childhood Education Programs

FSCS Objectives/Outcomes Supported: A1–4, C1

According to the National Center for Children in Poverty, children aged 4 who live below the poverty line can lag 18 months or more behind their age group in cognitive and socio-emotional development, a gap that can persist well into later years. High-quality, affordable early childhood education programs are a critical intervention that can help close this gap for low-income children. SD69’s Preschool for All (PFA) program, Teaching Our Preschoolers (TOPS), was established in 2011/12 and is the only PFA program in the area specifically serving economically disadvantaged families. TOPS is a half-day, center-based program at Madison School; in partnership with Childcare Network of Evanston, SD69 also offers home-visiting pre-K for children ages 3–5. SD69’s current early childhood education and development activities include:

Activity	Duration/Frequency	Community Partners/Resources
Outreach	Ongoing	SD69 Family Liaisons, local governments, local school districts, healthcare providers, mental health agencies, homelessness services, public libraries, refugee agencies, local police departments
Coordinated Screening and Placement	Monthly	Skokie/Morton Grove Early Childhood Alliance
Special Education Referrals	As needed	Niles Township District for Special Education #807 [NTDSE]

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<p>TOPS PFA: Research-Based Curricula include: Creative Curriculum, Eureka Math, Handwriting Without Tears, Language for Learning, Imagine Learning, Second Step.</p>	<p>2.5 hours per day/ 5 days per week</p>	<p>10:1 children-to-adult (teachers and paraprofessionals) ratio in each classroom. Classrooms accommodate a maximum of 20 students.</p>
<p>Inclusive Special Education</p>	<p>30% of classroom slots dedicated to students with disabilities/special needs.</p>	<p>The District allocates a full-time Special Education teacher to provide instruction, consultation, and case management for all TOPS students with IEPs. In addition, TOPS maintains a dedicated Social Worker, School Psychologist, and Speech/Language Pathologist. Students also have access to SD69's Occupational Therapist and Physical Therapist.</p>
<p>Comprehensive supports</p>	<p>Ongoing; includes linkages to community-based health screening and services, including vaccinations, to all children several times</p>	<p>TOPS Early Childhood Parent Coordinators, Village of Skokie Health Department, Erie Family Health, Asian Family Services, Preferred Dentistry, Metropolitan</p>

	throughout the year, and linkages to twice-annual dental screenings and follow-up services to children in need.	Family Services, Turning Points, Niles Township Food Pantry, Niles Township ELL Parent Center, Skokie Village Hall, local libraries and community colleges, Interfaith Housing, Skokie Park District and providers of job training and adult ESL classes, adult literacy, housing, financial asset building, and cultural resources.
Parent/Family Engagement and Education	Parent Workshops (6 per year) Family Fun Nights (3 per year)	Family Liaisons Community partners with expertise in selected topics Family Advisory Council
Transition Services	Ongoing support to transition students to kindergarten (SD69/Madison School)	Family Liaisons Early Childhood Transition Coordinator

In 2018, SD69 received a grant from ISBE to expand TOPS to serve 160 students, doubling the program’s enrollment capacity. The ISBE grant also supported the creation of the Ready for Success Network, a collaboration between SD69 and Infant Welfare Society of Evanston (IWSE) to establish the District’s first coordinated birth-to-third grade continuum. SD69 and IWSE will work together through the Network and its community partners to facilitate seamless transitions

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between Prevention Initiative, PFA, and K–3 programs; streamline access to Special Education services and other community resources, strengthen kindergarten readiness, and ensure that the community’s most vulnerable children receive the necessary supports to succeed in their earliest years and beyond.

SD69 serves a community with a high proportion of English Learners and recognizes the importance of developing English language proficiency. All TOPS teachers hold ESL endorsements, and the program builds a strong focus on literacy into many of its activities. Parent surveys also indicate that the most effective strategies for parent and family engagement and recruitment is word of mouth. District participation data show that families primarily speaking languages other than English demonstrate increased levels of participation when contacted personally and in their native language. Given significant growth in the number of foreign-born residents, including recent immigrants, in Skokie/Morton Grove, WAAT will further strengthen SD69’s early childhood services by:

1) Providing a full-time Birth-to-Third Grade (B–3) Coordinator (funded by ISBE/Preschool for All) to support children and families. Given that only 30% of District students currently start kindergarten “ready” in math and reading, this new intervention will help close a critical achievement gap from birth to third grade. This educator will be embedded within the classroom to develop relationships with students and staff. The B-3 Coordinator will also work with families as needed to support students at home. Beginning in Year 1, the B-3 Coordinator will serve all 160 TOPS students and families. In Years 2–5, the B-3 Coordinator will create and implement family literacy programs. These will include:

- A family lending library with books, games, and activities

- Workshops modeling activities parents can do at home with their children to help develop literacy. WAAT will offer three 90-minute sessions per year, to take place outside of school hours.

2) Increasing SD69's corps of Family Liaisons. SD69 identifies and engages Family Liaisons to serve as the primary outreach arm for TOPS. Family Liaisons live in the community, have children enrolled in the school district, and are multilingual; currently, Liaisons speak Spanish, English, Urdu, Hindi, Assyrian, Arabic, and Gujarati. Liaisons attend all District events as well as numerous community functions, reaching out to families in their native language to provide encouragement, build relationships, and facilitate access to school information and events. SD69 now proposes to increase the number of Family Liaisons to support recruitment for both TOPS and the Ready for Success Network. Liaisons will conduct regular visits to Ready for Success' partner agencies, becoming a vital point of contact for families receiving other community services and linking families of children ages 3–5 with SD69's Early Childhood Transition Coordinator for screening and eligibility determination. Liaisons will also build family networks, convening monthly group meetings to discuss needs, offer parent education, and strengthen communal bonds.

Recent feedback from African American families in the District revealed that Black, African American, and Caribbean parents/guardians often struggle to connect with D69 schools and staff. To address this barrier, WAAT will add a Family Liaison identified within the Black, African American, and Caribbean community to strengthen relationships with this population and help to address any racial inequities that are occurring. The new Liaison will support approximately 40 families in Year 1, with the number of families increasing by 10% in each subsequent year.

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(Note: SD69 will deploy Family Liaisons across all WAAT activities and schools to promote and increase program participation.)

- **High-Quality School and OST Programs and Strategies**

FSCS Objectives/Outcomes Supported: B1–4, C1

OST activities—encompassing specialty (sports, STEM, youth development), multipurpose (21CCLC, childcare); and academic (reading, math, summer learning) programs—provide children with additional learning time in core subject areas; opportunities to gain new experiences and skills; and access to a safe, structured environment after school hours (RAND Corporation, 2017). Currently, dedicated OST Managers at Edison and Lincoln (staffed by partner agency Y.O.U. and funded via 21CCLC) manage and oversee afterschool academic and enrichment programs for students in grades 3–5 and grades 6–8, respectively. WAAT will establish a combined Community School Manager/OST Manager position at Madison to implement afterschool opportunities for grades pre-K–2 for the first time. In addition to offering expanded learning opportunities for students, SD69’s free or low-cost OST programming is a vital resource for low-income, working District parents who cannot afford childcare. OST participation can also reduce risks of children engaging in antisocial or delinquent behavior while unsupervised after school.

WAAT’s FSCS Director and OST Managers will partner with respective school principals and the District’s Academics Department to coordinate and align OST academic, health/wellness, and enrichment opportunities with core academic needs and general student needs/interests. OST activities will be open to all students; however, SD69 will reserve 10 slots per activity, per grade level, offering these first to students identified by MTSS as performing

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below the 20th percentile academically. Family Liaisons will extend personalized invitations to students at risk and their families to encourage enrollment.

Via WAAT, SD69 will also expand its work with the Classrooms First Collaborative (CFC). A partnership among Niles Township High Schools District 219, SD69, and Golf Elementary School District 67, CFC aims to ensure that all K–12 students benefit from a common curriculum and assessment program in mathematics, literacy, and STEM that properly prepares them for high school and college. Through this partnership, D219 designs co-curricular, extracurricular, and summer learning programs that are aligned with Common Core and Next Generation Science Standards and provides SD69 teachers with Professional Development to deliver these curricula. SD69 will leverage CFC to establish additional, year-round OST Academic Interventions for grades Pre-K–8 in reading, math, and STEM subject areas.

WAAT’s OST programming will use the following evidence-based academic interventions, rated by What Works Clearinghouse (WWC) as having positive effects on students overall or specific to EL populations:

- *Literacy*: Read Naturally, Leveled Literacy Intervention, Phonological Awareness Training, Lexia, Wilson Reading System, Repeated Readings, Reading Mastery, Corrective Reading, Instructional Conversations, Literature Logs.
- *Math*: Peer Assisted Learning System (PALS), Do the Math, and Connecting Math Concepts.
- *Behavior*: Functional Behavioral Analysis-Based Interventions

Madison School: Currently, Madison does not have funding to support afterschool programs for students in grades pre-K–2. A parent survey administered in spring 2018 indicated that 78.8% of students do not take part in any afterschool activities; barriers to participation included cost, lack of transportation, and length of the day. Parents indicated interest in enrolling their child in

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less time-intensive afterschool art, music, sports, academic, and STEM activities. WAAT will introduce OST programming at Madison three days per week, 4.5 hours per week for 30 weeks during the academic year, as well as during summers:

Activity/Partner	Schedule	Students/Year	Fee
Art Club/SD69	1 hr/week for 10-week sessions Three sessions per year	30	\$22/session
Music Club/SD69	1 hr/week for 10-week sessions Three sessions per year	30	\$22/session
Sport Club/SD69	1 hr/week for 10-week sessions Three sessions per year	30	\$22/session
Academic Intervention/ SD69 &CFC	1 hr/day, 3 days/week for 10 weeks Three sessions per year	60	Free
STEM/SD69 & CFC	1 hr/week for 10-week sessions Three sessions per year	30	\$22/session
Preschool Club/SD69	(AM & PM) 1 hr/week for 10-week sessions Three sessions per year	30	\$22/session

Edison School: In 2015, with support from 21CCLC, SD69 partnered with Evanston-based Y.O.U. to launch OST programming at Edison for grades 3–5. Edison now offers a variety of clubs and activities five days per week, 12 hours per week, for 30 weeks during the academic

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year, as well as during summers. However, many of these clubs are filled to capacity and maintain a waitlist. Current annual OST programs comprise:

Activity/Provider	Schedule	Students	Fee
Y.O.U. (Homework help and interest-based clubs)	Year-round; 3 hrs/day; 5 days/week	45	Free
Let's Make Music/SD69	Fall/Winter/Spring; 1.5 hrs/week	61	\$22/session
Robotics/SD69	Fall/Winter; 1.5 hrs/week	50	\$22/session
Science Olympiad/SD69	Fall/Winter; 1.5 hrs/week	36	\$44/session
Art Pod/SD69	Fall/Winter/Spring; 1.5 hrs/week	77	\$22/session
Track & Field Club/SD69	Fall; 3 hrs/week	50	\$22/session
Kindness Club/SD69	Fall; 1.5 hrs/week	18	\$22/session
Reading at the Movies/SD69	Fall/Winter/Spring; 1.5 hrs/week	59	\$22/session
Authentic Authors/SD69	Fall/Winter/Spring; 1.5 hrs/week	39	\$22/session
Book Adventures/SD69	Fall; 1.5 hrs/week	20	\$22/session
Yoga, Meditation & Mindfulness/SD69	Fall/Winter/Spring; 1.5 hrs/week	59	\$22/session
Explode the Code/SD69	Winter; 1.5 hrs/week	26	\$22/session
Sports Club/SD69	Winter/Spring; 1.5 hrs/week	104	\$22/session
Number Ninjas/SD69	Winter; 1.5 hrs/week	24	\$22/session
R.I.O.T. (Researchers and Investigators of Tomorrow)/SD69	Spring; 1.5 hrs/week	31	\$22/session

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Band/SD69	Year-round; 1.5 hrs/week	65	Free
Orchestra/SD69	Year-round, 1.5 hrs/week	97	Free
Academic Intervention: Reading & Math SD69 & CFC	Fall/Winter 1 hr, 2 days/week	60	Free

Student surveys conducted in spring 2018 indicated that Edison students would like more sports, art, and cooking offerings. To increase the number of students meeting expected growth targets in reading and math, WAAT is also expanding free OST Academic Interventions from three days to four days per week and will begin offering these interventions year-round, including summers:

Activity/Provider	Schedule	Students	Fee
Art Club/SD69	Fall/Winter/Spring; 1.5 hrs/week	30	\$22/session
Sport Club/SD69	Three days per week for 10 weeks Three sessions per year	30	\$22/session
Cooking Club/SD69	Fall/Winter/Spring; 1.5 hrs/week	30	\$22/session
Academic Intervention: Reading & Math SD69 & CFC	Fall/Winter/Spring/Summer; 1 hr, 4 days/week	60	Free

Lincoln Junior High: In 2012, Lincoln became the first District school to offer OST programs, via a collaboration with Y.O.U. and with 21CCLC funding. Current programming takes place five days per week, 12 hours per week, for 30 weeks during the academic year, as well as summers:

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Activity/Provider	Schedule	Students	Fee
Y.O.U. (Homework help and interest-based clubs)	Year-round; 3 hrs/day; 5 days/week	45	Free
Drama Club/SD69	Academic Year; 2 hrs/week	38	\$22/semester
Intramurals/SD69	Academic Year; 4 hrs/week	20	\$22/semester
Robotics Club & Advanced Robotics Team/SD69	Fall/Winter; 1 hr/week (club) and 2 hrs/week (team)	50	\$22/semester
Art Squad/SD69	Fall/Winter/Spring; 1 hr/week	32	\$22/semester
Lincoln Alliance/SD69	Winter/Spring; 1 hr/week	15	\$22/semester
Battle of the Books/SD69	Bimonthly; 1.5 hrs/session	9	Free
Chess/Strategic Gaming Club/ SD69	Academic Year; 1 hr/biweekly	10	\$22/semester
Spanish Club/SD69	Academic Year; 2 hrs/week	30	\$22/semester
Math Team/SD69	As needed before competitions	12	Free
Student Council/SD69	Academic Year; 1 hr/week	10	\$22/semester
LMC Zone/Y.O.U.	Academic Year; 5 hrs/week	36	Free
Martial Arts Club/Y.O.U.	Academic Year; 1 hr/week	16	Free
MoPeD Dance Club/Y.O.U.	Academic Year; 1 hr/week	15	Free
Mug Appetit Cooking Club/Y.O.U.	Academic Year; 1 hr/week	13	Free
Yoga Club/Y.O.U.	Academic Year; 1 hr/week	12	Free

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Via surveys, Lincoln students indicated they would like football, soccer, and additional cooking clubs. To increase the number of students meeting college and career readiness standards, WAAT will also expand free OST Academic Interventions from three days to four days per week and begin offering these interventions year round, including summers:

Activity/Provider	Schedule	Students	Fee
Academic Intervention: Reading & Math/D69 & CFC	Fall, Winter, Spring, Summer; 1 hr, 4 times/week	60	Free
Graphic Design/SD69	Fall/Winter/Spring; 1 hr/week	20	\$22/semester
Soccer/SD69	Fall/Spring; 1 hr/week	60	\$22/semester
Highway to High School/Y.O.U. (grade 8)	Academic Year; 1 hr/week	unlimited	Free

For all District students (grades pre-K–8), SD69 will also conduct once-yearly, half-day Junior Achievement “JA in a Day” sessions—designed to support a range of Illinois Learning Standards including Social Science, Social Emotional Learning, and Career Student Competencies—as well as two field trips per grade level per year that align with or enhance the core academic curriculum.

- **Family and Community Engagement**

FSCS Objectives/Outcomes Supported: C1, C6, C7

A 2017 literature review conducted by Nellie Mae Foundation and the American Institute for Research affirmed that family engagement strategies—such as developing social networks among parents, empowering parents with leadership roles in the school environment, providing

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parents with classes to advance their own or their child’s education, and offering families opportunities to engage with their children’s education at home and at school—have been found to correlate to improved student achievement. SD69 organizes a number of events to increase family engagement and provide parents with ongoing education opportunities. Since 2014, the District has also partnered with the Chicago-based nonprofit Community Organizing and Family Issues (COFI) to provide training in COFI’s Family Focused Organizing Model, a parent leadership and community organizing curriculum that empowers low-income parents and caregivers (primarily mothers and grandmothers) to improve life opportunities for children and families.

Current family and community engagement activities comprise:

Madison School	Partners	Participants	Fee
Pre-K Family Night	Skokie/Morton Grove public libraries; Y.O.U.	20 families	Free
Pre-K Family STEM Night	Skokie/Morton Grove public libraries; Y.O.U.	18 families	Free
Madison Family Night	Y.O.U.; Sizzling Summer STEM, Skokie/Morton Grove park districts	82 families	Free
D.E.A.R. Week Pajama Party	SD69 PTO	103 families	Free
ESL Classes (12 classes @ 1.5 hrs)	ELL Parent Center	29 parents	Free
Early Childhood Play Dates	Infant Welfare Society of Evanston	5 families	Free

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Edison School			
Edison Family Night	Y.O.U.; CFC; Oakton Community College; Park Districts	57 families	Free
Taste of Edison	Food Vendor; Community Agencies; PLUS	80 families	Free
Edison Movie Night	SD69 PTO	175 families	Free
D69 Talent Show	SD69 PTO & Family Advisory Board	50 families	\$10 adult/ \$5 student
Lincoln Junior High			
ELL Parent Night (twice per year)	D219; Y.O.U.; ELL Parent Center; Skokie Public Library	20–30 families per event	Free
PLUS Thanksgiving Potluck	Y.O.U.; SD69 PLUS; Skokie Public Library	30–40 families	Free
PLUS Block Party	Skokie Police and Fire departments; Skokie Library Bookmobile	30–40 families	Free
PLUS Culture Night	Skokie Public Library	30–40 families	Free
Eighth-Grade Dance	SD69 PTO	80 students	\$25/ticket
Drug Awareness Night	Skokie Park District; Behavioral Health Services, Y.O.U.	30 families	Free

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COFI Self, Family & Team Training: Phase One	COFI	18–20 parents	Free
PLUS Parent Organization Meetings (ongoing)	PLUS	Open to all	Free

WAAT will increase supports for the District’s low-income, homeless, and refugee/immigrant families by providing centralized access to a greater array of continuing education opportunities, including ESL, financial literacy, workforce development, citizenship, and parenting programs. WAAT will also introduce Phases Two and Three of COFI’s Family Focused Organizing training for parents across all three schools. By helping at-risk families move toward greater stability and become grassroots advocates for social and policy change, WAAT will foster a family and community environment in which children can thrive and be supported in every phase of their academic and personal development. New activities and community partners include:

Activity/School/Schedule	Partners	Families	Fee
Parent Training (All Schools) Phases 1 and 2 in Year 1; Phase 3 beginning Year 2 7 sessions per Phase @ 2 hrs per session	COFI	20 in Year 1, with 10% increase in each of Years 2–5 to a total of 40 families annually	Free

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Family Liaison Parent Groups (All Schools) Monthly	SD69 Family Liaisons	20 participants per group in Year 1, increasing to 40 per group by Year 5	Free
ESL Classes Twice per year; 16 sessions @ 1.5 hrs per session	ELL Parent Center; Oakton Community College	40	Free
Financial Literacy 4 sessions @ 2 hrs/session	YWCA	20	Free
Workforce Development 4 sessions @ 2.5 hrs/session	Metropolitan Family Services	20	Free
Parenting Fundamentals 2 hrs/week for 10 weeks	Metropolitan Family Services	10	Free
Citizenship 9 sessions @ 2.5 hrs/session	Oakton Community College	20	Free
Community-Wide Events (Block Parties, Potlucks, Wednesday on the Green,	PLUS, Village of Skokie, Skokie Police Department, local	50 in Year 1, with 10% increase in each of Years 2–5 to a total of ~75 families	Free

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Walk-a-Thon) (All Schools) 4 per year	businesses	annually.	
WAAT Family Events (Cultural Night, Family Nights, etc.) All Schools 2 times per year at each school (6 total)	Local businesses, mental health agencies, SD69 parent organizations	50 in Year 1, with 10% increase in each of Years 2–5 to a total of ~75 families annually.	Free

- **Social, Health, Nutrition, and Mental Health Services and Supports.**

FSCS Objectives/Outcomes Supported: A3, C2–7

Children living in poverty are often exposed to risk factors—including lack of access to health care, adequate nutrition, and decent housing—that are thought to contribute to poor student performance (EdSource, 2003). To mitigate these risk factors and reduce geographic, economic, and social barriers to essential human services, SD69 currently coordinates and delivers a range of co-located supports for students, including primary, oral, vision, and mental health care.

Through Skokie Park District, SD69 also offers fee-based childcare before/after school hours:

Activity/School/Schedule	Partners	Participants	Fee
S.P.A.C.E. Before/After School Care	Skokie Park District	60 (A.M./P.M.)	\$300/month per child

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(Madison)			
S.P.A.C.E. Before/After School Care (Edison)	Skokie Park District	10 in A.M. session 60 in P.M. session	\$300/month per child
Physicals & Vaccinations	Caremobile Advocate Health	45	Free
Flu Shots	Skokie Health Department	142	Free
Dental	Preferred Dentistry	Fall: 273 Spring: 279	Free
Eye Care & Glasses	Ageless Eyecare and Lenscrafters	210	Free
Mental Health Assessment and Counseling	Y.O.U. Metropolitan Family Services Turning Points	90	Free/Sliding Scale

WAAT will enhance and diversify SD69’s Community School services to address gaps and unmet needs among District families. Recognizing that many of the District’s low-income and refugee families are dealing with histories of stress, trauma, and other challenges, SD69 provides all direct staff with Professional Development in trauma-informed practices, delivered by consultants from Hephzibah Children’s Association, Youth Mental Health First Aid Training,

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and Dr. Doug Bolton, Principal of North Shore Academy. SD69 conducts mental health screenings for all students twice per year, and maintains partnerships with Metropolitan Family Services, Refugee One, and Turning Points, as well as counseling services accessed through Y.O.U., for students requiring mental health counseling and diagnostic assessment. However, families who are subsequently referred to psychiatric services by a school social worker or Behavioral Specialist are often uncomfortable seeking such help and/or face significant waitlists. WAAT will therefore establish an onsite family psychiatrist to make higher-level mental health interventions more accessible to all District families.

Currently, SD69’s Community School health and wellness programs serve only enrolled students. WAAT will expand this pipeline with new supports for parents and family members under age three, including Community Health Fairs that offer medical, dental, vision, and mental health screenings twice per year, with referrals to follow-up care at community-based providers. At any time throughout the year, parents may also self-refer or be connected by Family Liaisons to WAAT’s Community School Managers to access family counseling.

WAAT will also support the goals of the Skokie Community 2019 Health Plan by increasing access to healthy food options for all District students and families. In fall 2019, SD69 began offering “Breakfast After the Bell,” a Kellogg Company-funded initiative and National School Lunch Program that makes healthy breakfasts available to students who do not arrive early to school. In partnership with the Greater Chicago Food Depository, SD69 will also host onsite Fresh Markets twice per month, provide healthy snacks as part of all OST programs, and work to supply local food pantries with more fresh food items.

Service (All Schools)	Partners	Students/Families
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Breakfast After the Bell (daily)	Kellogg Company National School Lunch Program	20 students in Year 1; ~30 students by Year 5
Community Health Fair (twice per year)	Skokie Health Department, Preferred Dental, Ageless Eyecare, Lenscrafters, Advocate Lutheran General Caremobile	50 families in Year 1; ~75 families by Year 5
Fresh Market (twice per month)	Greater Chicago Food Depository; Niles Township Food Pantry	20 families in Year 1; ~30 families by Year 5
Healthy snacks provided for all OST Programs	Greater Chicago Food Depository	100 students in Year 1; ~145 students by Year 5

NEW SERVICES

- **Support for Student Transitions**

FSCS Objectives/Outcomes Supported: B4

SD69 students transition to new campus buildings after second grade and fifth grade, before graduating to Niles West High School/District 219 for secondary school. Student achievement data, as well as parent testimonials, indicate that transitions to junior high and high school are particularly challenging for students and families, with 16.5% of sixth graders and 15% of ninth graders earning failing grades. To address this issue, WAAT will introduce new transition supports for all students in grades 5 and 8, coordinated by Community School Managers and school principals at Edison, Lincoln, and Niles West. Activities will include:

- Peer-to-peer information sessions throughout the academic year, in which students from Lincoln visit fifth-graders at Edison and share insights into the expectations and challenges of junior high school, as well as helpful resources and strategies. In partnership with D219, ninth-grade students will also visit Lincoln eighth-graders to share their perspectives on starting high school.
- Visits to Lincoln (for grade 5) and Niles West (for grade 8) during the academic year, providing students with early exposure and orientation to the new school environment.
- End-of-year programs (school visits, orientation sessions) for students and their parents, building the family's familiarity with the new school environment, new faculty, and available school resources.
- Summer programs at Lincoln (for rising sixth graders) and Niles West (for rising freshmen), designed to combat summer learning loss and acclimate students to their new schools. Activities will include academic interventions/curriculum supports, as well as activity nights to promote parents' and students' early engagement in their new school community.

These activities build on SD69's existing partnership with D219 in the Classrooms First Collaborative (CFC), and support CFC's goals to improve K–12 integration and ensure students are prepared to succeed in high school and college. (Historically, SD69 has not experienced similar academic declines among students moving from grade 2 to grade 3. The District's new Ready for Success B–3 continuum is providing enhanced transition support for children ages 0–5.)

- **Juvenile Crime Prevention and Rehabilitation Programs**

FSCS Objectives/Outcomes Supported: C2, C8

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SD69 continues to experience disciplinary and behavioral issues among its student population:

According to District data, there were 71 school suspensions and 24 out-of-school suspensions in 2017/18 at Lincoln Junior High. In addition, 198 students in grades 6–8 (34.3% of Lincoln students) required an In School Suspension or Alternate Learning Environment and 77 students required a formal behavior plan. Students—primarily those at Lincoln—have also been ticketed on and off school property for vaping, truancy, physical altercations, and other incidents.

To reduce incidents of juvenile misdemeanors and ordinance violations, promote positive relationships with law enforcement (who may be perceived as hostile or threatening by many District families), and support parents confronting discipline issues at home, WAAT will assign Lincoln’s School Resource Officer (SRO) to serve as a liaison between the Skokie Police Department and families facing a delinquency charge. The SRO will meet with the student and parents to discuss next steps, such as engaging legal representation, as well as strategies to avoid repeat offenses. WAAT expects the SRO to engage with 10 students/families in Year 1 and increase to 20 students/families by Year 5. WAAT will also connect students to the YWCA program “Violence Prevention: Building Healthy Relationships,” which helps children and youth build the social-emotional skills to treat one another with respect and dignity at each stage of their development. YWCA’s middle-school curriculum (a series of six one-hour sessions) focuses on adolescent behaviors such as jealousy, gossip, social networking, and avoiding the peer pressure and stereotyping that can lead to unhealthy patterns of abuse and violence.

Lastly, WAAT will partner with the Skokie Health Department, YWCA, and Metropolitan Family Services (a local provider of substance abuse prevention and treatment services) to deliver Parent Education sessions three times per year on such subjects as vaping, which has become a prevalent problem among District youth. These sessions will engage 20 parents in

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Year 1 and increase to 60 parents by Year 5. SD69 will also partner with PEER Services to offer linkages to counseling and treatment for youth and adults with active substance use issues.

III. ADEQUACY OF RESOURCES

Facilities and Operating Resources: SD69 will make all District spaces—including libraries, classrooms, tech labs, gyms, playgrounds, and cafeterias—available for WAAT programs and partners. In addition, SD69 will provide office space, Internet, copy machines, office supplies, printing, postage, school curriculum materials, academic software, and recreational equipment.

WAAT partner agencies will provide the following resources:

Partner	Resource/Program/Service Provided	Number of Students/Families Served	Schools Served	Financial Contributions/year
School District 69	<ul style="list-style-type: none"> • Serve as Lead Agency to oversee all grant activities • Hire and train FSCS staff as indicated in grant • Provide office, technology supplies • Facilitate space for contracted and partners to deliver programs/services • School Principals hold bi-weekly meetings with CS Manager and OST Manager • Provide professional development to staff on CS Manager and OST Manager 	1,800 students	All	\$20,500 (Does not include PFA and Title funds allocated to family engagement)

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	<ul style="list-style-type: none"> roles • Assist with coordination of space and delivery of programs/services • Provide space for CS Manager and OST Manager to work 			
CFC	<ul style="list-style-type: none"> • Provide curriculum development, professional development, and instructional support/intervention 	1,800 students	All	\$15,00
ELL Parent Center	<ul style="list-style-type: none"> • Provide one ESL teachers and two assistance to facilitate ESL classes • Provide three childcare worker during classes • Provide Parent Mentor Coordinator for facilitate Parent Mentor Program (PMP) • Provide scholarships to send parents to Annual Statewide Bilingual Summit 	<p>40 parents-ESL Class</p> <p>8 parents-Parent Mentor Program</p>	<p>ESL- All PMP- Madison, Edison</p> <p>All</p>	\$667

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<p>Erikson Institute</p>	<p>Erikson will implement the Early Development Instrument (EDI) in the 2018-2019 Academic School Year. Prior to implementation, Erikson engages the community in every phase of the process. Once the data is released, Erikson provides ongoing support in data literacy and usage of the data. This includes supporting schools and communities in equitable alignment of resources, systems coordination, strategic planning, and any other assistance in the form of training and support that are needed.</p> <p>The EDI is a population measure that can be used as a community needs assessment. The tool is a checklist that measures child development in 5 holistic developmental domains and the data is released aggregated by census tracts in the form of maps and tables. Rich conversations about the data as the community provides context and inquiry pave the way for community change.</p>	<p>All Children and Families in the given community</p>		<p>\$190,000</p>
<p>Infant Welfare Society of Evanston</p>	<ul style="list-style-type: none"> • Provide three full time and one part time Family Support Specialists to facilitate weekly home visiting services ages 0-3; part 	<p>60 families</p>	<p>All</p>	<p>\$314,000 (federal funds)</p>

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	time Case Manager, Clinical Consultant; Training Consultant <ul style="list-style-type: none"> • Facilitate monthly parent/child socialization groups • Facilitate collaborative preschool screening process 			
Lenscrafters	Provide one optometrist to provide vision exam and necessary referral follow up	10 students	All	\$1,500
Morton Grove Public Library	<ul style="list-style-type: none"> • Provide one Youth Service School Liaison Librarian to facilitate Famished for Fiction program • Provide one teen librarian to facilitate Battle of the Books program • Provide programming during family and community events, expanded learning opportunities 	10 students	Edison	\$175
		9 students	Lincoln	
		3 Family Events Total- Approx. 40 families	Madison	
Preferred Dentistry Associates, P.C.	Provide one dentist and up to four dental assistants to provide dental cleanings/screenings/ fluoride varnish application and placement of dental sealants and any necessary referral follow up	250 students	All	\$7,000

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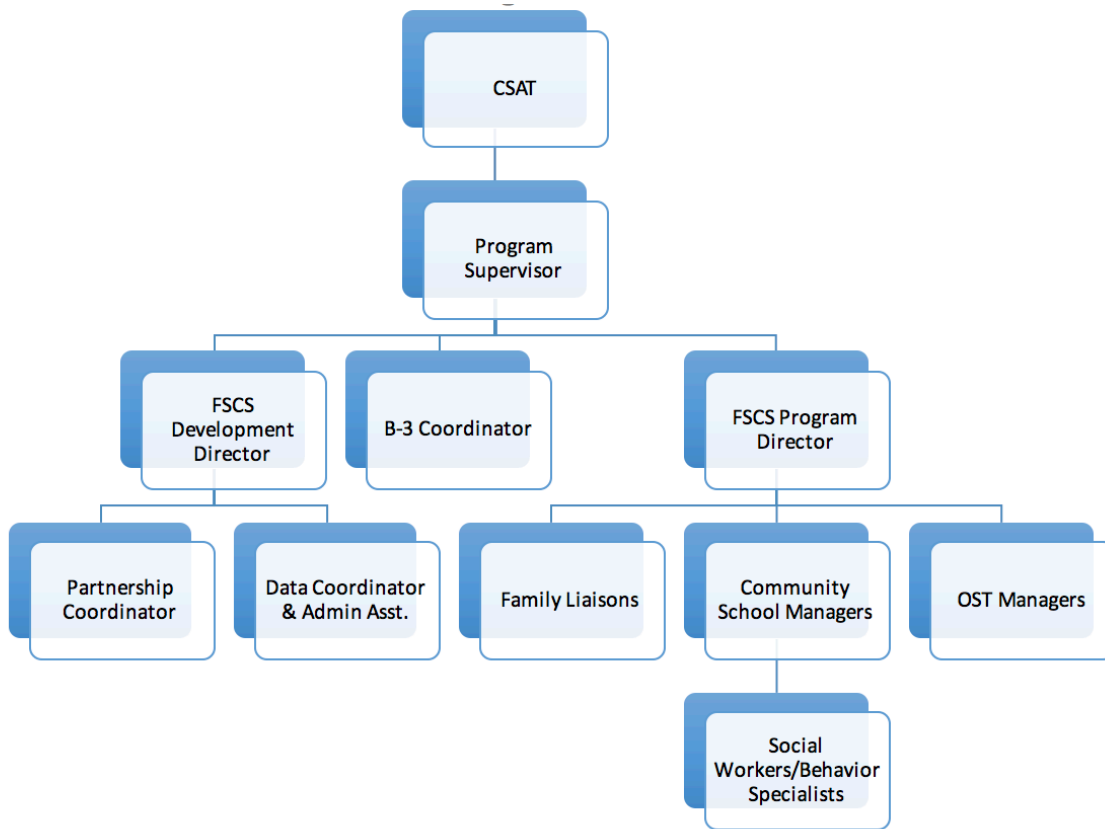
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SLAM	Provide one program manager three lead teachers and four assistants to provide after school support in literacy and math; 2 hours; 2 days week	24 students	Madison	\$30,000
The Education Foundation	<ul style="list-style-type: none"> • Provide 1,500 healthy snack option to hungry students • Provide summer program scholarships 	<p>1077 total snacks distributed</p> <p>10 Summer Scholarships</p>	<p>Snacks - All</p> <p>Madison-Scholarships</p>	\$8,500
Youth & Opportunity United (Y.O.U)	<ul style="list-style-type: none"> • Provide an OST Manager and 2-4 Youth workers per site to facilitate 3 hours of after school programming; 5 days week • Provide summer programming; 5 days a week; 6 hours • Provide clinicians to support social and emotional needs of participating students • Provide quarterly family engagement activities/ site 	<p>50 students (Lincoln)</p> <p>60 students (Edison)</p> <p>140 students (Summer)</p>	Edison, Lincoln	\$250,000/site (federal funds)
Woodward	Provide funding and volunteers to support STEM-based expanded learning opportunities	<p>35 students (RIOT)</p> <p>60 students (Science Fair)</p>	Edison	\$1,350

Staffing:

WAAT ORGANIZATIONAL CHART



SD69’s Program Supervisor (FTE, existing position [allocated], funded with local funds) will

1) liaise with the CSAT Steering Committee to oversee, monitor, and assess WAAT activities and progress toward project outcomes; 2) supervise the FSCS Development Director; FSCS Program Director, and 3) lead the project evaluation with support from the Erikson Institute.

FSCS Development Director (FTE, new position, funded by FSCS Program) will oversee the development of the Community School initiative. This Director will supervise the Partnership Coordinator, work with funders, and ensure that the Community School initiative is a shared model by the community. In addition, the FSCS Development Director will facilitate and manage the CSAT Steering Committee.

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FSCS Program Director (FTE, new position, funded by FSCS Program) will oversee day-to-day operations of WAAT across all three schools, including supervising and coordinating the efforts of the Family Liaisons, Community School Managers, and OST Managers. The FSCS Program Director will ensure that WAAT services are aligned to respective grade and age levels, reinforce progress toward measurable objectives and outcomes, and coordinate a continuum of sequential and iterative supports for both students and families.

B-3 Coordinator (FTE, funded by ISBE/Preschool for All) will support TOPS preschool students during the school day and coordinate parent and family activities designed to promote Family Literacy and whole child well-being.

Partnership Coordinator (FTE, existing position, funded by Title I) will steward and expand SD69's resource network, including cultivating, vetting, and securing new partners/providers and recruiting and maintaining SD69's corps volunteers.

Data Coordinator and Administrative Assistant (PTE, new position, funded by FSCS Program) will be responsible for managing data on program processes for use in Continuous Quality Improvement, as well as outcome data for interim, annual, and summative reports on progress toward measurable program objectives. Additional duties will include supporting planning and logistics for WAAT activities and events.

Family Liaisons (SD69 PTEs funded by Title I and by 21CCLC). SD69 currently employs one Family Liaison bilingual in English-Spanish, funded via Title I; one Family Liaison bilingual in English-Urdu/Hindi/Gujarati, funded via Title 1; and one Family Liaison bilingual in English-Assyrian/Arabic, funded via Title I, and 1 Affinity Liaison serving Black, African American, and Caribbean families, funded via 21CCLC. The FSCS Program Director will work with Community School and OST managers to allocate these cultural and linguistic resources when

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and where they are most needed or will be most effective.

Community School Managers (2 FTEs, new positions, funded by FSCS Program). SD69 will establish Community School Managers at Edison and Lincoln to manage implementation of all non-OST programming such as parent education, family engagement, health services/referrals, juvenile crime prevention, and transition supports. Community School Managers will relay any existing or emerging student/family/community needs to the FSCS Program Director, who will then work with the Partnership Coordinator to identify and secure appropriate resources from community providers.

OST Manager, Lincoln High School (FTE, staffed by Y.O.U.; funded by 21CCLC)

OST Manager, Edison School (FTE, staffed by Y.O.U.; funded by 21CCLC)

In addition to the new Community School Managers, Edison and Lincoln will maintain a dedicated OST Manager to implement afterschool and summer programming for District youth. SD69 will leverage these existing positions for WAAT. OST Managers report to the FSCS Director, monitoring implementation and effectiveness and identifying any additional student needs or interests that might be addressed through OST programming.

Community School/OST Manager (1 FTE, new position, funded by FSCS Program) will be established at Madison School. Given that Madison is introducing a shorter OST schedule (three days per week), SD69 is combining these positions and will leverage additional support from the school principal and Ready for Success program staff to implement and oversee both OST and non-OST activities for students in grades pre-K–2 and their parents.

Social Workers/Behavior Specialists (9 FTEs, current positions, funded by SD69 local funds and the Individuals with Disabilities Education Act [IDEA]). Social Workers/Behavior Specialists at each District school will 1) provide direct student support in areas of social,

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emotional, and behavioral health; 2) provide referrals to WAAT programming including parent education, family engagement, health services/referrals, juvenile crime prevention, and transition supports; 3) relay any existing or emerging student/family/community needs to the Community School Manager, and 4) work with the WAAT program team to secure appropriate resources from community providers.

Professional Development: WAAT's Program Supervisor and FSCS Directors will coordinate Professional Development (PD) for project staff. Activities will include three sessions of initial training in the first month, on such topics as 1) the philosophy of the Community School Model, 2) existing services, programs, and resources in the District, 3) trauma-informed practices, 4) logic models/theories of change, and 5) data collection/analysis, followed by ongoing PD sessions quarterly, as needed.

SD69 will partner with Children's Home and Aid (formerly Illinois Federation of Community Schools) and its Northern Illinois Network group, which provides Community Schools with technical assistance in systems integration, evaluation, marketing, fundraising, volunteer programs, and community partnerships. Community Schools Consultant Erin Moore (currently at Parent Leaders United and previously Director of Community Schools at Y.O.U.) will train and mentor the FSCS Directors, and the FSCS Directors and Community Schools Consultant will train the Community School Managers. Leaders from OST partner Y.O.U. will train the OST Managers. SD69 will contract outside providers for logic model trainings, and the Program Supervisor will train staff on data collection. The FSCS Directors will receive leadership-level training in these topics; all other staff will receive informational and functional training in these subjects as they pertain to their roles and responsibilities.

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WAAT staff will also attend the biannual Community Schools National Forum, a cross-sector convening that brings together experts in community schools, systems integration, family engagement, outcomes/data analysis, student engagement, and other topics. Attendees have access to a broad range of informational sessions designed to disseminate research, innovations, policies, best practices, and tools that impact and advance the Community School Model.

Commitment of Partners: SD69 and its existing CSAT partners have a Memorandum of Understanding to provide the following services to WAAT participants:

Agency	Service	Schools
IWSE	Prevention Initiative Home Visiting, Play Dates	Madison
Supporting Literacy and Math (SLAM)	Afterschool Intervention Program	Madison
Village of Skokie Health Department	Physicals, Immunizations, Flu Shots, Re-Think Your Drink Program	All
Skokie Public Library	Wireless Internet Access	All
Metropolitan Family Services	Drug Prevention Initiative Parent Event	All

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Y.O.U.	Afterschool and Summer Programs	Edison and Lincoln
St. Peter's United Church of Christ	Holiday Meal Distribution	All
The Education Foundation	Healthy Snacks, Summer Scholarships	All
Turning Points	Mental Health Assessment/Counseling	All
Riveredge Hospital	Mental Health Treatment Referrals	All
Asian Human Services	Healthcare Referral	All
Response Center	Mental Health Referrals	All
YWCA	Mental Health Referrals	All
Morton Grove Public Library	Famished for Fiction, Battle of the Books	All

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ELL Parent Center	Parent Mentor Program, ESL Classes	All
Preferred Dental Care	Dental Cleaning/Screening	All
Woodward	Science Fair, R.I.O.T. afterschool club	Edison
District 219	Classrooms First Collaborative (Curriculum and Academic Interventions)	All
Advocate Lutheran General	Physicals, Immunizations	All
Skokie Park District	Afterschool and Summer Programs S.P.A.C.E. before/after school care	All
Ageless Eye Care	Vision Screening, Glasses	All
Lenscrafters	Vision Screening, Glasses	All
Childcare Network of Evanston	Home-Visiting Pre-K (ages 3-5)	Madison

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Erikson Institute	EDI Community Needs Assessment	All
Community Organizing and Family Issues (COFI)	Family Focused Organizing: Phase 1	All

In addition, SD69 is securing MOUs with the following partners to deliver new and/or enhanced WAAT services:

Agency	Service	Schools
YWCA	Financial Literacy Workforce Training Violence Prevention (Lincoln)	All
Oakton Community College	ESL and Citizenship Classes	All
Metropolitan Family Services	Parenting Fundamentals	All
ELL Parent Center	Onsite ESL Classes	All
Turning Points	Psychiatric Consultation	All

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Metropolitan Family Services	Parent Education Substance Abuse Treatment	All
Community Organizing and Family Issues (COFI)	Family Focused Organizing: Phases 2 and 3	All
Erikson Institute	Evaluation Audit	All

Cost Per Student: WAAT has a total annual budget of \$499,000, and at full implementation aims to serve all SD 69 students, ~1700 students, and a minimum of 275 parents/family members, making the final cost per participant \$253.

Plans for Sustaining Programs and Services: SD69 will continue to allocate local public funds as well as monies from Title I, Title III, Preschool for All, Prevention Initiative, and 21CCLC grants to help sustain WAAT programming and services. The FSCS Development Director will work during the five-year grant period to raise awareness of the value of FSCS initiatives and secure additional sources of private funding from community partner agencies, local businesses, and individual donors. SD69 is also investigating revenue-generating strategies, such as a membership/fee structure for partnering agencies in exchange for advertising placement, recognition in SD69 newsletters/communications, and other benefits.

IV. QUALITY OF MANAGEMENT PLAN

Planning, coordination, management, and oversight of eligible services. Madison, Edison, and Lincoln schools will each have dedicated Community School Managers/OST Managers to implement and oversee WAAT activities in their respective schools. The FSCS Program Director will monitor these school-based teams and work with the Partnership Coordinator, and Family Liaisons to provide any necessary resources for school and District-wide activities and programs. The FSCS Program Director will also work with principals at each school to ensure WAAT activities align with and are responsive to students' academic needs and interests. The FSCS Directors will hold weekly staff meetings with the Community School Managers, OST Managers, Partnership Coordinator, Data Coordinator, and Family Liaisons to monitor implementation and address any issues—such as enrollment, quality of services, staffing, and student concerns—that may impact program effectiveness.

SD69 will establish a **WAAT Leadership Team** comprising the Program Supervisor, FSCS Program Director, FSCS Development Director, Partnership Coordinator, one Community School Manager, one OST Manager, the Data Coordinator/Administrative Assistant, a Teacher Leader from each school, and a Family Liaison. The Leadership Team will meet monthly to review program data and progress toward WAAT outcomes, and plan/organize additional WAAT events.

SD69 will also create an **FSCS Advisory Committee**, comprising representatives from the CSAT Steering Committee, partnering community agencies, participating parents, and program staff. This Advisory Committee will meet every trimester to 1) ensure that programming is aligned to WAAT's vision and mission; 2) monitor all program data and contribute feedback to inform ongoing CQI activities; and 3) review outcome data on performance indicators to assess

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WAAT’s progress in achieving its objectives.

Implementation Plan

Implementation Timeline, Years 1–5 (PS=Program Supervisor, FSCSPD=FSCS Program

Director, FSCSDD = FSCS Development Director, PC=Partnership Coordinator,

CSM=Community School Managers, OSTM=OST Managers, B3C=B–3 Coordinator, DC=Data

Coordinator and Administrative Assistant, SW/BS=Social Workers/Behavioral Specialists,

FL=Family Liaisons)

Planning	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Announce grant award & convene CSAT (PS)										Y1		
Recruit & hire qualified staff (FSCSPD & FSCSDD)											Y1	
Solidify partnerships (PC)	Y1				Y2-5							
Train CSMs, OSTMs, B3C (FSCSPD)	Y1											

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Coordinate logistics for program implementation and data collection (FSCSPD, PC, DC, CSM)	Y1							Y2-5				Y2-5
Finalize subcontracting agreements with project providers. (FSCSDD, PC)			Y1			Y2-5						Y2-5
FSCS training for Leadership Team and Advisory Team (All)			Y1									
Weekly supervision and staff meetings (All)	Y1-5											
Monthly Leadership Team meetings (PS,	Y2-5			Y1-5								

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FSCSPD, FSCSDD)												
CSAT and Advisory Committee Meetings (FSCSDD)			Y1-5				Y1-5				Y1-5	
Staff training and professional development (All)	Y1-5		Y1-5		Y1-5		Y1-5		Y1-5		Y1-5	
Collaboration and partner meetings (PC)	Y1-5		Y1-5		Y1-5		Y1-5		Y1-5		Y1-5	

Implementation	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Community notification and informational events (FSCSDD, CSM, FL)		Y1			Y2-5							

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Identify highest-risk students for priority enrollment in OST (CSM, OSTM, FL, B3C, SW/BS)		Y1		Y2-5						
Finalize curriculum and materials (B3C, CSM, OSTM)			Y1	Y2-5						
Recruit additional participants (PC, CSM, OSTM, FL, B3C, SW/BS)		Y1					Y2-5			
Provide OST programs (OSTM)		Y2-5	Y1-5					Y2-5		
Provide mental health referrals for students identified during twice-annual school		Y2-5								

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screenings (CSM, PC, B3C, SW/BS)												
Facilitate parent programs (PC, CSM, FL, B3C, SW/BS)	Y2-5											
Implement nutrition programs (CSM, PC, FL)	Y2-5											
Implement juvenile crime prevention programs (CSM, PC)	Y2-5											
Implement transition programming (CSM, B3C, FSCSPD, FL)	Y1-5											

Evaluation	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Formative evaluation (All)	Y2-5									Y1-5		

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Benchmark data reviews for CSAT/Advisory Committee meetings (PS, DC, FSCPD, FSCSDD)		Y1-5				Y1-5				Y2-5		
Summative evaluation and planning (PS, DC)						Y1-5						
CQI (All)	Y1-5											

Qualifications of Key Project Personnel

Megan Aseltine, Program Supervisor/Project Evaluator (10% FTE) is SD69’s Assistant Superintendent of Academics, and has supervised the District’s Community School model since its inception in 2012. She coordinated and implemented the CSAT Learning Team; worked with Y.O.U. since 2014/15 to implement health and wellness services; and attended the Community School National Forum in 2016 and 2018. She holds an Education Specialist degree in school psychology that includes extensive knowledge of assessment and data analysis and an Educational Doctorate in Curriculum, Instruction, and Assessment. She has conducted all data assessment planning, implementation, and evaluation for SD69 for the past six years. She is trained in Tableau (a data visualization tool) and, in collaboration with Niles Township High Schools District 219, develops and implements data visualizations that support analysis of academic, behavior, demographic, and trend data for the District. She has conducted program

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evaluations (Special Education, EL, Preschool, Advanced Learners) for the past eight years, providing guiding principles and recommendations for each program alongside a leadership team.

Sarah Rankin, FSCS Program Director (100% FTE) currently serves as SD69's Partnership Coordinator. Previously, she was a Community School Manager for five years in North Chicago and also led the Education Program at the Kohl Children's Museum in Glenview, Illinois.

Liza Sullivan, FSCS Development Director (100% FTE) currently serves as the B-3 Coordinator. Prior experience includes being the Director of the Winnetka Early Childhood Alliance.

Partnership Coordinator (50% FTE, to be hired). SD69 seeks a candidate with experience in the Community School Model and demonstrated success building/managing community collaborations and volunteer programs.

Community School Managers (2 @ 100% FTE, to be hired); Madison Community School/OST Manager (1 @ 100% FTE). SD69 will seek candidates with a basic understanding of the Community School Model, a minimum three years' experience working with diverse children and/or adults in a nonprofit social service or community development organization, and demonstrated abilities in project planning and management.

OST Managers, Edison School and Lincoln Jr. High School (2 @ 100% FTE) are currently staffed by partner agency Y.O.U. Y.O.U.'s OST Managers have a minimum three years' experience working with elementary age youth through youth development, education, or case management and managing complex and multi-faceted programs with measurable successes and program growth. They must also demonstrate leadership experience in an educational

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setting, youth development agency, or OST program as well as experience in direct classroom or family support work with families of diverse backgrounds.

Social Workers/Behavior Specialists (9 @ 25% FTE) provide mental health referrals and direct counseling services to students, as well as referrals and resources to families. Staff have Professional Education Licenses with the Social Work, School Counseling, or School Psychologist Endorsement. Many also have their MSW and/or LCSW. SD69 employs one Social Worker/Behavior Specialist per grade level, with a staff-to-student student ratio of 1:200.

Family Liaisons (4 PTEs) are bilingual community residents and often parents of current SD69 students/alumni. SD69 identifies Liaisons who can 1) bring specific cultural competencies to the District's interactions with diverse populations; 2) conduct activities to increase parent and family engagement; and 3) support outreach efforts with interpretation/translation in languages that are most commonly spoken among District families. SD69 employs Liaisons year-round for an average 18 hours/week.

B-3 Coordinator (100% FTE, to be hired) will be funded by ISBE/Preschool For All. SD69 will seek an educator with a strong background in early childhood, as well as experience working with students and families who have histories of trauma.

Data Coordinator/Administrative Assistant (100% FTE, to be hired). The successful candidate will have a detailed understanding of Learning Management and Student Information Systems commonly used in K-12 public education, as well as experience as an administrative assistant with strong verbal and written skills.

V. QUALITY OF PROJECT EVALUATION

The Program Supervisor will evaluate WAAT's processes (implementation) and outcomes using a comprehensive, mixed-methods approach. Process monitoring will include checklists and reflection back to the implementation plan. Outcomes will be assessed to ensure that WAAT is delivering progress toward attaining objectives in each goal area. The Data Coordinator will collect data throughout each project year, to be reviewed at monthly Leadership Team meetings. Data will be triangulated and analyzed at each trimester (fall, winter, spring) as benchmarks toward end-of-project-year outcomes. Each summer, the Program Supervisor will complete a full project evaluation using the assessment methods and evaluation design described below, and develop a comprehensive report that will be disseminated to the CSAT, the WAAT Advisory Committee, and other stakeholders.

Formative Assessment will include exit surveys and event/program attendance collection. This will also include gathering testimonials and other qualitative feedback from participants.

Summative Assessment will analyze exit surveys and event/program attendance, and aggregate that data both as a composite and by subgroups (age, ethnicity, economic status, ELL status, at-risk status, and language spoken). Student achievement data will also be collected and analyzed to ascertain progress toward WAAT's objectives.

Quantitative Evaluation will 1) analyze academic and behavioral outcome data for all students participating in WAAT services, and 2) disaggregate this data to assess academic and behavioral outcomes by subgroup (age, ethnicity, gender, economic status, ELL, at-risk status, language spoken). This will ensure that WAAT programs are targeting and engaging all diverse subgroups in the District community. Baseline data will be identified prior to program and service enrollment and throughout program and service participation. Progress data will be

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collected three times per year on academic and behavioral outcomes to review progress toward annual and project objectives. (*Note:* Due to anticipated difficulties securing an adequate, matched comparison group from within the SD69 student population, the District is not undertaking a quasi-experimental study.)

Qualitative Evaluation will use a range of established methods—including but not limited to structured interviews, site observations, focus groups, and content analysis—to capture and report changes in the performance indicators listed below, and to identify project process and outcomes features that will complement or enhance quantitative data. The qualitative data will be collected and analyzed for trends and intended outcomes. Summaries of the qualitative data will be included in each evaluation report to all stakeholders.

Program Evaluation Audit. SD69 is a partner in the pilot of Erikson Institute’s Early Development Instrument (EDI), a neighborhood-level population measure that gauges young children’s development within the context of their community. Erikson will additionally perform a comprehensive, third-party audit of SD69’s WAAT evaluation plan to ensure community needs, project objectives, performance indicators, and data collection are in alignment.

INDICATORS TO BE MONITORED IN THE WAAT EVALUATION		
STUDENTS AND SCHOOLS		
Indicator	Data Source	Project Objective
Student attendance	Sign-in sheets	A1, B2, C2, C8
Student assessment scores (overall, Pre-K, EL, Special Education, Gifted)	NWEA Measures of Academic Progress GOLD Assessment (TOPS)	A1–3, B1, B3

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	FastBridge Early Literacy Assessment	
Disciplinary referrals	Office Referrals	C8
Participation in OST programs	Enrollment	B2
Program Satisfaction	Parent Survey	B2, B4, C1, C6
Program Satisfaction	Student Survey	B2, B4, C1, C6
Number of families accessing fresh fruit and vegetables	Fresh Market Sales	C5
Number of students accessing healthcare	Referral Logs	C3
Number of students accessing mental health services	Referral Logs	C3
Academic performance post-transition (grade 6/grade 9)	Student Grades (N.B.: SD69 maintains a formal data-sharing agreement with D219 that allows for tracking academic performance of SD69 students through secondary school.)	B4
FAMILIES		
Indicator	Data Source	Project Objective
Number of family members attending engagement	Sign-in Sheets	C7

events/activities		
Number of families accessing healthcare	Referral Logs, Attendance at Community Health Fairs (Sign-in Sheets)	C4
Number of families accessing educational and parent leadership supports	Registration records, Sign-in Sheets	C6
Number of families accessing mental health care	Referral logs	C4
Number of families accessing healthy food options	Attendance/sales at Fresh Markets	C5
PARTNERS		
Indicator	Data Source	Project Objective
Number of partner programs	Partner Rubrics	A1, B1, C1–8
Level of satisfaction	Partner surveys	A1, B1, C1–8

CONCLUSION AND GRANT REQUEST

Through WAAT, SD69 will continue to evolve its Community School model to ensure that children are positioned for success in and beyond school; create a foundation for children’s academic and developmental growth by improving health and wellness among students and families; and transform all District schools into hubs that support a vibrant, safe, and healthy

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environment for children, families, and the greater community. WAAT's total budget is a projected \$499,000 per year; SD69 respectfully seeks a grant of \$499,000/year for five years to expand its array of pipeline services, and strengthen its capacity to deliver comprehensive, coordinated, and holistic interventions that improve academic achievement for students and life outcomes for families and communities most at risk.

Thank you for your consideration.