

**Full-Service Community Schools Program (FSCS)  
Project Abstract FY 2022**

**Applicant Name: Puerto Rican Arts Alliance**

**Project Title:** Somos Uno / We are One

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

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

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

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

**Total number local educational agencies (LEAs) to be served by the project: 1**

**Total number of schools to be served by the project: 2**

**Total estimated number of students to be served by the project: 1,069**

**Brief description of proposed project, including project activities:** This Full-Service Project draws upon a wide range of community partners to transform its schools into vibrant hubs of community engagement and teaching and learning. Major project activities for each objective are aligned with 5 pipeline areas: 1) Developing a system of collaboration to implement the project; 2) Early childhood – PD for early childhood educators, workshops for early childhood families, and home visits for project families; 3) Expanded and enriched programming for students in and out of school; 4) Tracking and monitoring transitions from Pre-K grades through High School and into the workplace; 5) Developing and Implementing Family and Community Engagement and Supports; and 6) Developing and Implementing Social, Emotional, Health, Nutrition, Violence, Trauma, and Mental Health Services and Supports.

**Summary of project objectives and expected outcomes:** All of the following objectives and outcomes integrate the 4 pillars into the project’s programming. Objective 1 and its outcomes: Developing and Implementing a Systemic Culture of Collaboration and Evaluation resulting in 3 the establishment and

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implementation of leadership, management, and pipeline teams. Objective 2 and its outcomes: Developing and Implementing High-Quality Early Childhood Education Programs resulting in increased early childhood teacher expertise, families having developed the ability to coordinate home and school learning and increase the academic skills of families. Objective 3 and its outcomes: Developing and Implementing High-Quality School and Out-Of-School-Time Programs and Strategies resulting in increased student integrated academic and socio emotional learning through the arts. Objective 4 and its outcomes: Developing and Implementing Supports for Children's Transition into Kindergarten, and from Kindergarten to Elementary School to Middle School, from Middle-School to High-School, and from High-School to Post-Secondary Education and Into the Workforce resulting in students smoothly transitioning from Pre-K through High School and into the workforce. Objective 5 and its outcomes: Developing and Implementing Family and Community Engagement and Supports resulting in families having improved their ability to support the development of their children at school and home in personal, social, emotional, academic, physical health, mental health, and the prevention of violence while acquiring adult skills in English language learning, GED, and computer science. Objective 6 and its outcomes: Developing and Implementing Social, Emotional, Health, Nutrition, Violence, Trauma, and Mental Health Services and Supports resulting in students improving their socio emotional skills, health, fitness, nutrition, and their ability to address violence, trauma, and mental health needs.

**Proposed location(s) of implementation (e.g., city, town, county, State(s)): Cook County, IL; Chicago, IL.**

**List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable: N/A.**

**List all non-LEA organizations partnering with this project: 7; Education through Innovation and Transformation, Northeastern Illinois University, Association House of Chicago, Casa Central, Learning Dimensions, ArtisTree, Rincon Family Services.**