

ABSOLUTE PRIORITY

(a) How the Project Addresses the Absolute Priority:

Introduction: The Frida Kahlo Community Organization (Frida)--in collaboration with the National Museum of Mexican Art; the Richard J. Daley College; Matli Arts Center; Vive en Forma; the CPS Bilingual Parent Resource Center (BPRC), and Envision Community Services--proposes a five-year ***Full-Service Community Schools (FSCS) Program***, entitled as ***Resources Invested for School Enrichment (RISE)***, for four Chicago elementary schools namely; Tarkington, Hurley, Perez, and Sandoval.

Frida will marshal the resources of the above 6 community agencies to address the academic, social, and health needs of students and their families. Based on up-to-date research and effective practice, this FSCS program will focus on three eligible services: (1) remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; (2) family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; and (3) adult education and literacy services, including instruction of adults in English as a Second Language.

Founded over 10 years ago, Frida, as an agent of community change and transformation, has created a vibrant learning organization enabling adults and youth alike to improve their lives, with an emphasis on such critical issues as personal and leadership development, immigration services, health, fitness, nutrition, and academic advancement. In the spirit of its namesake, Frida Kahlo, Frida has celebrated Latino culture by developing programming that opens new horizons for the adults and children it serves while it honors and fosters an appreciation of their cultural heritage. In this regard, Frida has placed a heavy emphasis on not only offering classes, workshops, and services to the Latino community, but in engaging everyone in a collaborative learning community where personal relationships are valued and enhanced, and thriving neighborhoods are built. A key theme cutting across all of Frida's programming is the notion

that individuals can empower their communities through access to resources, opportunities, and services. In this way Frida has been able and will continue to create self-renewing communities that value the positive influence that power and accountability can have in advancing the interests or well-being of those communities.

SECTION A: QUALITY OF THE PROJECT DESIGN

(i) Student and family, and communities to be served, including demographic information about student, family, and community needs:

The Frida Kahlo Community Organization (Frida) plans to serve 1,738 students in grades 3-8, and 1,738 parents each year of this project at Perez, Tarkington, Sandoval, and Hurley Elementary Schools. Table 1 below provides demographic data on these four schools, which demonstrate a very pressing need for this Full-Service Community Schools grant. All four schools, which have over 97% of their students from either Latino or African-American backgrounds, have over 96% of their students from low-income backgrounds. The schools also have large percentages of students who are Limited English Proficient (from 33% to 52%), which exceeds the state average of 14%, as well as high chronic truancy rates (two schools at 15% and one at 32%) and significant percentages of students who have academic disabilities, from 8%- 14%. Classroom size at the four schools also indicates a need for supplemental after-school classes because class sizes range from 25 to 30 students, which is well above the state average class size of 21. Finally, Perez, Tarkington, Sandoval, and Hurley respectively have 52%, 57%, 61% and 53% of their student performing below standard on state achievement assessments in reading, and respectively 41%, 49%, 50%, and 41% below standard in mathematics (Source: Illinois State Board of Education Report Cards, 2013).

TABLE 1: Summary of Participants to be Served and Descriptive School Statistics

(Source: Illinois State Board of Education Report Cards, 2013)

School Name	Perez	Tarkington	Sandoval	Hurley
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Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

	Elementary School	Elementary School	Elementary School	Elementary School
# of Students in Project Schools	374	1059	1192	850
# of Students to be Served	187	530	596	425
Grades to be Served	3 rd to 8 th	3 rd -8 th	3 rd to 5 th	3 rd – 8 th
Class Size	25	29	30	27
# of Parents/Adults to be Served	187	530	596	425
Racial/Ethnic Background of Students	97% Latino 3% Other	77% Latino 21% African 2% Other	97% Latino 3% Other	98% Latino 2% Other
Low Income	98%	97%	98%	96%
Limited English Proficient	43%	34%	52%	33%
Individual Education Plan	13%	11%	8%	14%
Chronic Truancy Rate	32%	15%	15%	8%

Family Demographic Needs in the Schools' Communities: Three out of the four schools in RISE (***Hurley, Sandoval, and Tarkington***) are located in the Chicago/West Lawn neighborhood of the southwest side of Chicago, which is home to one of Illinois' largest immigrant Latino community as documented by 2010 U.S. Census demographic information, with 33,355 residents, approximately 80% of whom, or close to 27,000, residents who were of Latino descent. In addition, the average household income of residents in the Chicago/West Lawn neighborhood of \$46,891 is well below both the Illinois state average of \$55,137 and the Chicago average of \$59,261. The low-income realities of RISE's target school communities are only fully apparent when one digs deeper and views school data showing that an average of 97% are classified as low-income, which is a household income between \$19,000 to \$26,000. Residents of Chicago/West Lawn also have low overall levels of educational attainment. Only 65% have completed high school, as opposed to 72% for the city of Chicago, and 82% for the state of Illinois. In regards to safety in the target school communities, the Chicago/West Lawn crime index has a rate 32% higher than the Chicago average and the Chicago crime index is 80% higher than the Illinois average. Unemployment in these communities is also of concern as data from the 2013 Current Population Survey from the U.S. Department of Labor's and the Bureau of Labor Statistics (2013) showed that the unemployment rate of 9.6% for Latinos in the Chicago area was significantly higher than that for Whites, which was 6.8%. Taken as a whole, and as further evidenced by school surveys and principal interviews, the services that RISE would bring would contribute to alleviating these areas of concern.

The fourth school in RISE, ***Perez Elementary***, is located in the Pilsen neighborhood on the lower West Side of Chicago. Since mid-1800's, the Pilsen area has been home to immigrant groups, first those from Eastern European backgrounds and now those who are Latino/Mexican and call Pilsen their home community. The 2010 U.S. Census demographic information documents that of the 35,769 residents, approximately 82%, or more than 29,000 residents,

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

were of Latino descent. In addition, the average household income of residents in the Pilsen neighborhood is \$34,573, which is well below both the Illinois state average of \$55,137 and the Chicago average of \$59,261. The Perez School community, as is the case with the other three RISE schools, has a very high percentage of low income residents, with an average of 98% of the residents who are classified as low-income, and where household income is between \$19,000 to \$26,000. Residents of the Pilsen area also have lower overall educational attainment. Only 44% have completed high school, as opposed to 72% for the city of Chicago and 82% for the state of Illinois. In regards to safety in the target school communities, the Pilsen crime index is 19% higher than the Chicago average and the Chicago crime index is 80% higher than the Illinois average. Unemployment is also higher for the Latino community.

All four school communities currently offer very few opportunities for students to participate in after-school academic/enrichment programming, or parent and family development and leadership opportunities, and adult education classes and professional learning. This is further supported by the fact that within the four target schools, an average of only 20% of the student body has access to quality after-school academic/enrichment activities. Parent and family development and leadership opportunities are extremely limited as well in that there are only 4 community-based organizations across the entire service areas in which these four schools are situated that provide the types of services to parents and families that RISE will focus on. Further, the community services provided by these organizations are offered at non-school sites and are not convenient for parents and families to reach, especially when there is limited access to reliable transportation or childcare. Schools, through their Title I NCLB and Title III Bilingual parent committees provide workshops to parents and families, can only provide, because of budget cuts, only once a month workshops that last one hour in duration whereas RISE will provide programming five times per week. In the arena of adult education, schools do have access to four community-based organizations, but as is the case with family development and leadership opportunities, these services are provided primarily at

their office locations. Richard J. Daley College, the only community college on the southwest side, and a partner with RISE also provides services, has only a limited number of on-site school classes it can provide due to the scarcity of financial resources.

(ii) Eligible Services (As Listed in the Absolute Priority) to be Provided or Coordinated by the Applicant and Its Partners

As mentioned in the introduction, Frida has a 10 year history serving as an agent of community change and transformation, in collaboration with a wide range of community partners, by assisting schools in becoming hubs of creativity and learning for teachers, school administrators, children, and parents alike. The goal of the Frida Full-Service Community Schools program is to provide comprehensive programming that eliminates barriers to learning through partnerships that effectively meet student and family needs. In this project, eligible services to be provided by the applicant and its partner entities will include: (1) Remedial education and academic enrichment activities that will improve academic performance and enhance real-life, inquiry-based cultural and social skills; (2) Programs that promote parental involvement and family literacy activities to engage all school stakeholders and embrace parents as partners in their children’s learning; and (3) Adult education and literacy services, including instruction of adults in English as a Second Language. For all of the learning services described below, special emphasis will be placed on continually assessing student and family needs, and how community networks of interpersonal support, the arts, and technology can contribute to the personal and academic development of K-8 students and their families.

(1) Remedial Education, Academic Supports, and Other Enrichment Activities

Frida throughout this project will offer remedial education and enrichment activities with academic, social, and physical supports, which are developmentally appropriate.

(a) After-School Learning Classes with a Focus the Arts and Technology:

Research has found links between the arts and digital tools, and academic achievement (see page 28 for references), with even greater effects for students from low socio-economic

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

backgrounds (Garet, 2010). The after-school instructional design of this Frida project is likely to improve student achievement because it will place an emphasis on students thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others. Digital tools, supporting the learning of the arts and academic content, will also be used in after-school instruction and will be grouped into 8 categories; namely, on-line, virtual depictions, visual, audio, graphic, software, textual, and editing digital tools. Within each category students in after-school classes will use digital tools in ways that bring enhance and enrich after-school learning in the arts and the subject areas of reading and mathematics, and increase students' motivation to learn.

Accordingly, each year of RISE, 200 students (50 from each elementary school who have the need for supplemental academic support) will be given the opportunity to attend after-school cultural arts and academic enrichment programming, led by Teaching Artists (drawn from the project's community partners who have specialties in the art forms of dance, theater, music, and visual arts) and teachers from the four project schools from 3:00 p.m. to 6:00 p.m. on Mondays through Thursdays of each week for 27 weeks. Each class will have from 10 to 15 students, depending on the activity. Because teachers from the project schools will assist with instruction during these after-school programs, these after-school sessions will be closely coordinated with classroom instruction so as to remediate and enrich student learning.

Frida will offer classes in the art forms of dance, theater, the visual arts, and music. From countries of the Americas (Folklorico of Mexico, Huayano of Peru, the Bomba and the Carnival of the Caribbean, the Samba of Brazil, African influenced dances from Haiti, and the Charleston and the Lindy of the jazz age in the United States) cultural dances will serve as starting points for students to learn about music, visual arts, and theater, and how their reading and mathematics skills can be enhanced through the study of the arts. For example, students will learn from teachers and the teaching artists about the musical structure of Huayano, from its pentatonic scale to its relationship to measurement and geometric forms. Both the Carnival and

Bomba will provide students with opportunities to read and develop books and theater scripts based on these dances and explore the concept of celebrations and pageantry, discussing the rich reservoir of poetic and rhetorical vocabulary associated with the dances. Digital charts and graphs will also be employed to document dance moves in just the way that graphs are used in mathematics. The Samba will provide an opportunity to read about the connections between the influences of one culture on another, e.g. African culture on Brazil through the writing scripts and performing them, as well as studying the visual arts associated with carnival, from costumes to visual depictions of dances. The Folkloric dance traditions of Mexico will introduce students to regional dances and enable them to understand the subtext of the dances and theatrical music to illustrate sub-text in reading; as well as using visual arts to understand mathematical skills of geometric design, measurement, and proportion.

In each class, Teaching Artists also will help students will become invested in inquiry-based arts project, which are aligned with Common Core standards. These inquiry based projects, based on the Harvard Project Zero Artful Thinking program (2008) will demonstrate how such critical habits of mind as questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity can be developed. Such constructivist and critical thinking approaches will focus on students' deeper inquiry into the arts and content disciplines.

(b) Tutoring and Academic Support: A core of 6 trained high school and 6 college tutors will be an integral resource for the students participating in the RISE after-school programming. The tutors, who will be selected by the participating schools and area colleges, will take on this role as part of their service and community learning projects, and will undertake a leadership role in the after-school inquiry-focused coaching sessions. By having four senior high school students and two college students at each school join the artists during the third hour in the afternoon in an Open Studio, the students will be more likely to make connections with the inquiry-based arts projects that preceded the academic remedial tutoring.

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

Participating students and these academic coaching/tutoring teams will meet after school for the third hour of each day, Mondays through Thursdays to focus on the rich study materials that cover such core curricular areas as: social studies, English/language arts, the sciences, and mathematics, and provide support for student arts projects, and model positive social behaviors. Work in each of these subject areas will be complemented with the application of basic study skills and note-taking, time management, goal-setting, and test-taking strategies. Ten hours of training will be required for the tutors prior to the school year and continuing training will be offered monthly in one-hour follow up sessions. The tutors will also develop personal relationships that reliably model commitment, encourage success, and positive social behaviors, and even assist with college readiness.

(c) Cultural Experiences for Academic Enrichment: To further motivate students in the after-school sessions, they will attend theatre productions, concerts, dance performances, and art exhibitions at the Museum of Mexican Art, all of which will be focused on celebrating the arts of the Americas, which they have been learning about in their after-school classes. Prior to these productions, the Teaching Artists will provide background information on what they will be observing or hearing, and the students will meet afterwards to discuss how the arts productions enhanced their understanding of content knowledge.

(d) Fostering Teamwork through the Arts: During the after-school sessions, students will be organized into learning teams. The first two-hour after-school sessions will be devoted to assisting these student teams each project year with developing authentic inquiry-based arts projects. Assisted by the Teaching Artists, each student cohort team will undertake at least two inquiry-based art projects each year that require students to research cultural and family histories to present proposals for public art displays. Discussion material will be broad, interdisciplinary, and culturally relevant to the lives of students.

(e) [REDACTED]

[REDACTED]

[REDACTED]

(2) Family Engagement, Parent Involvement/Leadership, Family Literacy, and Education

The RISE project will increase family and parent engagement at the four project schools through four strategic programs: (a) a Parent Resource Center in every full-service community school; (b) a weekly schedule of activities and supports for parents and families, and their school children; (c) leadership and personal development opportunities for parents; and (d) family literacy academic engagement, health, and personal development activities. Since each school community is unique, project staff will work closely with the school and community to assess specific needs and develop strategies to ensure that efforts are successful.

(a) Weekly Activities to Foster Parent Involvement in Children’s Learning: A weekly schedule of activities will be offered at each school. Project staff also will work with parents and other school stakeholders to create, find, and offer activities to deepen parent engagement

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

and involvement with the school and the learning of their children, foster effective communication, and provide peer collaboration and support, based on an on-going assessment of family needs. The weekly groups of 10-15 parents, who will meet two hours each session and up to four times per week, will discuss various child related issues, arts-integrated family literacy activities, volunteer opportunities and coordination, health and social service supports, presentations by community organizations who offer resources to families, workshops demonstrating activities that can be done at home to support children's academic and developmental progress. Weekly workshops will be held either during the day or on Saturday, which will be focused on such home learning support topics as: strategies for reading to or with their children, strategies for talking about school work, systems for monitoring student learning, approaches to TV and computer use, and the creation of home learning centers. Additional detailed literacy activities for parents are under Section (3) below focused on Adult Education.

(b) Parent Resource Centers: A Parent Resource Center will be established at each partner school. The Centers will be designed to support the acquisition of resources for parents and provide a welcoming meeting place in the school for parents. Resource rooms will be located within each school and will be open a minimum of 20 hours per week for parents to “drop-in” for parent involvement, family literacy, and leadership activities. Tangible Resources in the Parent Resource Room will include a lending library, resource kits, “manipulatives” and other learning tools that parents can take home to support their children's academic and social development. In each of these rooms, a Parent Resource Leader, who is a trusted parent in the school and peer, will be present to answer questions and provide information for parents. The Parent Resource Leader will also work with parents, teachers, and the entire school-community to continually assess needs and offer resources and activities that are uniquely tailored to the needs of project families.

(c) Leadership Development for Parents: To develop the leadership and advocacy skills of parents, project staff will offer a series of monthly two-hour workshops for groups of 10-15

parents at each partner school on developing practical strategies that parents can employ at their home schools, including how to: increase parental involvement in school events; involve parents in planning school events; to collaborate with other parents to become advocates for their children; take an active role in parent organizations; assist with developing school policy changes; and assess school programs and policies that affect their children's educational future.

(d) Family Nights Focused on: Family and Parent Engagement and Education to Enhance Family and Parental Development: At each school, Family Nights for families (including parents and their children) will be offered weekly on Fridays for two hours to foster parent engagement with their children on a number of dimensions of personal academic, health, dietary, and social development. These sessions will place a premium on: (1) creating optimal challenges for parents and students, e.g. personal agency, self-efficacy, and home learning; (2) developing strategies for conflict resolution and collaborative problem-solving; (3) setting personal and family goals, both academic, personal, and social; (4) learning how to set up visits to libraries, computer facilities, museums; (5) developing learning centers and quiet spaces for learning at home, (6) understanding how to purchase educationally productive learning games; (7) comprehending how the body functions (including describing and explaining the structure and functions of the human body systems and how they interrelate); (8) explaining the effects of health-related actions on the body systems; and (9) describing factors that affect growth and development; (10) learning ethnic dances and other forms of exercise to set the stage for aerobic family physical activity; (11) adopting optimal eating habits including the consumption of vegetables and fruit; (12) learning about the food groups, portion control, how to read food labels, and the importance of eating breakfast; (13) acquiring healthy eating habits and providing useful tips to supporting a healthier lifestyle; and (14) making traditional recipes with healthier and food substitution suggestions.

Interactive Family Activities: All of the above activities will involve interactive activities that parents and children can undertake at home, with tips for parents to foster with

their children literacy and reading, and as well as other ways to support their children’s social development, health, and nutrition. Moreover, during these Family Nights, parents will have additional opportunities to interact with teachers, administrators and school personnel beyond the traditional report card pick up or discipline related intervention.

(3) Adult Education and Literacy Services, Including Instruction of Adults in ESL

A comprehensive program of adult education and literacy services will be available to 1,700 parents at the project’s four schools. Those adult services will include the following:

Adult Education Overview-- Frida Kahlo Community Organization (Frida) will provide expanded and more formalized job readiness training via adult education classes. Frida has been offering adult education classes in the Spanish language for over a decade. Adults have the opportunity to take Basic and Advanced Computer Skills Classes, English as a Second Language Courses, Pre-General Education Diploma (GED) classes and GED classes. Each course is offered for a total of 16 weeks and meets two times a week for a total of 4-6 hours a week, with additional open hours for extra support from instructional staff. The Computer Skills and ESL courses meet for 4 hours a week, while the Pre-GED and GED courses meet for 6 hours a week. The program consists of 16-week phases twice each project year. The courses are each divided into different levels.

(a) Component One: Computer Literacy Skills

Assessments: Candidates will complete a self-assessment of their computer literacy skills in Microsoft Word, Excel, PowerPoint and multimedia software and their application to work settings. In addition, they will have a brief written assessment that asks them to define basic vocabulary and terminology, as well as basic computer functions.

- **Basic:** Candidates in this course will learn the basic vocabulary and terminology related to word processing, the Internet, web search, and email. They will also be introduced and create documents and presentations in Word, Excel, and PowerPoint. Candidates, who successfully complete this course, will be ready for the advanced course.

- Advanced: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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

Assessments: The BEST Plus and BEST Literacy tests are Adult English Proficiency Assessments. BEST Plus measures listening and speaking skills and the BEST Literacy measures reading and writing skills. Candidates will receive both assessments prior to being enrolled in a course. They will also take the tests again once they have completed the courses. There will be three different levels offered:

- Initial: Candidates who place into the Initial ESL course function minimally, if at all, in English. They typically communicate through gestures and a few isolated words. Some candidates may not have the necessary literacy skills in their native language to begin coursework in and ESL coursework. These candidates will be placed in an initial level course, where they will learn the foundational literacy skills that they will need to begin the ESL course. Gaining these foundational skills is essential because they will be transferable to their studies of the English language.
- Level 1: Candidates who place into Level 1 function in a very limited way in situations related to their immediate needs. They can ask and respond to basic learned phrases spoken slowly and repeated often. They may recognize and write letters and numbers, and read and understand common sight words and they can write their own names and addresses. At the end of Level 1, candidates who successfully complete the course will

be ready for Level 2. They will have basic communication skills using simple phrases or sentences. They will also be able to read and write letters and numbers. Candidates will also be able to complete basic information on forms.

- Level 2: Candidates who place into Level 2 function with some difficulty in situations related to their immediate needs. They may have some simple oral communication abilities using basic learned phrases and sentences. They might be able to read and write letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. They might also be able to write basic personal information on simplified forms. Candidates, who successfully complete this course, will be prepared to take a more advanced ESL course at Daley College or begin an entry-level job that requires basic English skills.

(c) Component Three: General Education Diploma (GED)

Assessments: TABE (Tests of Adult Basic Education) Diagnostic Assessments will be given to any RISE adult candidate who has not earned a high school diploma. This test will determine whether a candidate will enroll in the Pre-GED or GED course.

Pre-GED: Any candidate who tests at a first through eighth grade level. Students will further develop their basic skills in Reading, Math, Language, Language Mechanics, Vocabulary, and Spelling to prepare them for the GED course.

GED Math & Science: Candidates who test above the eighth grade level will begin the GED course to prepare them for the Math & Science sections on the GED test.

GED Reading Language Arts & Social Studies: Candidates who test above the eighth grade level will begin the GED course to prepare them for the Reading, Language Arts, & Social Studies sections on the test. Candidates who place out of the courses offered through RISE will be immediately referred to Daley College to pursue more advanced courses.

(d) Component 2: Adult Professional and Personal Development

Adults in the RISE project also will be prepared to advance their personal and workforce development. These skills will be offered during each phase of the program. Trainings will include: job search and job application training; résumé building; goal setting and time management; and public speaking.

(iii) Potential and Planning for Incorporation of Project Activities into Ongoing Work

Beyond the End of the Grant This FSCS project will incorporate its activities into the ongoing work of Frida and its project schools. It will build capacity and yield results beyond the period of the grant, as follows. *A Commitment to Institutionalization:* First, the Frida and its project partners have indicated that they are committed to institutionalizing the project as described in this section and to use their own resources, while at the same time building school resources and capacity, to continue the project. *On-Going Organizational Teams Established:* The project also will establish organizational units in the form of teams (see pages 21-23 for a listing of these teams) through seed funds under this grant that will build teacher capacity to sustain its full-service school programming. The Management Team also will develop detailed plans on how the partnership can be sustained through appropriated school funds, private grants, and reallocation of funds. *Planning for Continued Funding to Support Arts Programming:* During years 4 & 5, specific plans will be developed by the project's teams to identify how funds can be allocated within the partner institutions to support the continued work of RISE. Specifically, (1) Project personnel will collaborate with schools to include program components into discretionary funds budgets; (2) Funding via state's 21st Century Community Learning Centers Program and the Illinois Arts Council, and private foundations will also be targeted; (3) It is anticipated that finances needed for program continuation through resource re-allocation from community partners, fund-raising, or in-kind contributions will be sufficient to continue the project, with those funds averaging after the grant ends at \$40,000 per school per year.

(iv) Building on Similar funding Streams from Other Programs or Policies

The proposed project will build upon similar efforts at Frida and its partner the National Museum of Mexican Art (NMMA) to improve relevant outcomes in academic achievement, parent involvement, and adult learning through tapping into existing funding streams from other programs supported by community, State and Federal resources. Both Frida and NMMA have funded projects improving student learning through the arts within the Chicago public school system. These projects have both integrated arts learning during the school day and after through the involvement of teaching artists. These programs have the potential to be implemented in the FSCS project schools, creating a system of whole school change through the arts. Such programs include: *The 21st Community of Learning Centers Program (\$650,000), Boeing (\$100,000), and the Target Foundation (\$100,000)* engage artists in creating after-school programming that draws on the visual arts, dance, theater, and music to teach academic subjects like mathematics, reading, and science. These after-school sessions introduce students to the power of arts to transform students' academic skills and motivation to learn. Frida also provides fee for service and Humana Foundation (*combined \$212,500*) funded adult education and family engagement programs to engage students in the learning of their children. In addition, programming for students and parents at the National Museum of Mexican Art is supported by both local and national foundations and corporations, including *Exelon (\$100,000), the MacArthur Foundation (\$63,000), the National Endowment for the Humanities (\$125,000), and the Joyce Foundation (\$75,000)* to maximize the impact of these resources by collaborating and coordinating between programs at specific school sites and with the Chicago Public Schools district. Financial support under all of these streams of funding provides support for student, parent, and adult full-service community programs that are aligned to measure student progress in meeting Common Core standards, state learning standards, and state and national fine arts standards, along with other state and national standards of academic achievement and adult development.

SECTION B: ADEQUACY OF RESOURCES

(i) The Adequacy of Facilities, Equipment, and Supplies and Other Resources

Frida as the lead partner for RISE and its school and 6 community partners will contribute extensive facilities, equipment, and supplies to the project as described in detail below:

Facilities, Equipment and Supplies: Since most of the program activities will occur at the four project school sites, the project schools also have agreed to support the project with appropriate facilities and equipment during after-school hours and on Saturdays if necessary; including: multipurpose rooms for meetings, workshops and after-school classes; meeting rooms for staff meetings and professional development; libraries; storage space; computer labs with 30 computers per lab; auditoriums or large performance/activity spaces akin to an auditorium; gymnasiums; courtyards for assemblies; access to smart-boards, projectors, and screens; access to lunchroom areas, sharing of basic supplies, copiers, computer networks, and parent communication media. In addition, counselors, teachers, and school administrators at each school will assist with: needs assessments, the identification of students with special needs, and assistance with implementing tutoring activities. Frida will provide access to its main office meeting and computer room, and to its school-based offices at each partner school site; as well as storage space; printers, photocopiers, file cabinets, desks and office supplies; and the sharing of office and computer supplies; and computers. The 6 community partners will provide the following resources: NMMA (performance spaces, art galleries, meeting rooms, theaters; and a training and professional development room; and audio-visual equipment (e.g., overhead projectors and LCD's); Richard J. Daley College (meeting and professional development rooms, and theaters; three computer labs; and two courtyards for assemblies; the Matli Arts Center (meeting rooms for dancing); the CPS Bilingual Parent Resource Center (meeting rooms, computers), Vive en Forma (meeting rooms and health monitors (e.g. blood pressure, BMI; and nutrition charts); Envision Community Services (meeting and computer software). Moreover, The NMMA is 100% accessible for physically handicapped students and close to all

modes of public transportation. Finally, school-based staff also will have appropriate work areas, meeting space, and storage at the schools. Equipment and supplies also have been appropriately budgeted, drawing on the experience of Frida in operating community schools programming for accurate estimates of what is needed for a successful program.

(ii) The Relevance and Commitment of Each Partners to the Proposed Project

The Memoranda of Understanding in the Appendix document what the demonstrated commitments and roles are of the project partners in implementing this project. As described in the above section, all of the partner schools will commit facilities and equipment and staff resources to implement the project's key components. In addition, the four project schools will make major contributions to the development, implementation, management, professional development, evaluation and planning for sustaining of the project. First, representatives of all partners will serve on the project's management groups; namely, the Governance Council, the Management Team, and the School Leadership Teams. Second, Frida will employ a Full-Service Community School Resource Coordinator to provide oversight of the work at each school site. Each site will also have a RISE School Specialist who will assist with the recruitment of participants for program components, as well as collaborate with Frida educational specialists on the day-to-day coordination of program activities. The principals and representative teachers at the partner schools will also assist with program implementation, the evaluation of student programs, and the parent involvement and leadership component.

Other partners in this project have also demonstrated their commitment to the implementation and success of the project. These partners include (with commitments in parentheses): the National Museum of Mexican Art (student after-school arts classes at the 4 schools) the Matli Arts Center (student after-school dance classes at the 4 schools); the Richard J. Daley College and satellite (via their Arturo Velazquez Institute) providing English as a Second Language and GED classes in conjunction with Frida Kahlo staff, which will provide on-site ESL and GED services); the CPS Bilingual Parent Resource Center (parent and family

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

workshops and forums, and leadership institutes, and computer classes); Vive en Forma (monthly workshops and quarterly family health and fitness nights at the 4 schools); and Envision Community Services (student reading and math activities and parent workshops on a monthly basis to provide reading and math activities as part of the overall enrichment program, as well as providing monthly workshops to parents/families on identifying challenges (gangs, drugs, and bullying) to support student academic success and personal well-being. These partners will contribute their services to the programming at each school, such as after-school education services, family programming, and adult education services to students and parents.

(iii) The Reasonableness of Project Costs

The costs for RISE are reasonable in relation to the 1,738 students and 1,738 parents to be served under this FSCS grant. The project cost is approximately \$143 per student or parent served each year or \$715 per capita for all five years. Frida and its partners also will provide additional support for the project in the form of additional private and public sector grants, and in-kind resources from these organizations. This project cost is also reasonable because grant funds will be used as seed money to establish or develop capacity in both personnel and infrastructure (e.g. the project teams) that will have a lasting impact.

Frida also considers costs to be reasonable given the breadth and scope of services to be provided. Student, parent, and family participants that take full advantage of RISE will receive intensive services that include a host of classes, workshops and activities in after-school, sessions and parent/family leadership programs, and adult education classes. These will be provided by experienced and dedicated guidance, instructional, and support personnel from a wide range of organizations. In addition, since Frida has had long and successful relationships with sites where services are/will be provided, nearly all funds requested are ones that can be tied to direct participant impact instead of overhead and other costs (e.g. rent/space rental) that don't tie directly to student/parent/family services. In addition, since instructional costs are lower than many other providers, but that do not sacrifice program quality, Frida is able to

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

operate projects on a lower than average budget. This is evidenced by the fact that not one dollar is being requested for indirect costs. Finally, RISE participants will have the added benefit of working with an organization (Frida) that has built a wrap-around support structure that can help them transition into other youth/adult/family programs (through Frida or other partners) that may be of interest to them. Because Frida will leverage the support of its partners in delivering its program services, the costs for this project will be lower. Moreover, by developing Full-Service Community Service program at each school with the establishment of a wide range of teams, the project will have established the infrastructure for the continuing development of community school initiatives. The after-school, family, and parent programming also will enable existing community services to reach a wider audience at no cost through the workshops and sessions developed under RISE. Finally, a project website will enable the project to continually share the accomplishments across the schools and the community partners in order to fully engage community resources.

SECTION C: QUALITY OF THE MANAGEMENT PLAN

(i) A Description of a Comprehensive Plan for the Project's Management

For RISE, Frida is proposing a comprehensive plan for management of the proposed project. These organizational structures will be developed and deployed to address project leadership, planning, management, coordination, and oversight. They include: (1) the Management Team; (2) the Governance Council, and (3) the School Leadership Teams.

(a) Governance Council providing overall planning and oversight: The Governance Council will provide overall leadership for the project. It will be composed of principals from the four project schools, plus the members of the Management Team (see below for the composition of that team). The Governance Council will meet quarterly to: (1) set overall policies for the program; (2) monitor the implementation of the project's objectives and the eligible services, and its budget; (3) assess the adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5) provide quality control and discuss the

effectiveness of the project with the Management Team; and (6) develop and monitor plans to sustain the project after federal funding ends.

(b) Day-to-Day Coordination of the project through the Project Management Team:

The Project Management Team, meeting bi-weekly, will provide day-to-day management and coordination of the project. The Management Team will consist of: the Full-Service Community School Coordinator/Project Director; the Parent, Family, and Adult Program Developer; the RISE Program Administrator; the Partner Content and Alignment Specialist; and the Full-Service School Program Specialists; and representatives from the community partners. This Management Team will: (1) review timelines and milestones; (2) monitor the budget; (3) define the responsibilities of all staff, (4) implement and carry out an ongoing review of the project's components; (5) modify the activities of the project based on feedback received from the project's staff; (6) collaborate with the External Evaluator (see Evaluation section) to implement the project's evaluation design, including the development of assessment measures, the collection of data, and the review and analysis of evaluation results; and (7) prepare all annual reports to the U.S. Department of Education with the assistance of the External Evaluator.

(c) School-Site Planning and Oversight through the RISE School Leadership

Teams: Planning and project oversight at each school site will be undertaken by a RISE School Leadership Team organized at each school, which will include: the school principal, the FSCS School Coordinator; the Full-Service School Program Specialists; representative parents, teachers, students, and community partners. The School Leadership Teams, which will meet weekly, will: lead the development, implementation, coordination, and oversight of all RISE activities at the school sites. They also will: (1) serve as the liaison between the principal, parents, school staff, project staff, and partners; (2) in partnership with the principal and school staff, ensure that the necessary scheduling, logistics and infrastructure support is provided to the project; (3) conduct a needs assessments to determine specific services and programs to meet school and community needs; (4) lead participant recruitment efforts, work with service

providers on participant retention, and collaborate with all on RISE to guarantee program equity, quality and consistency; and (5) collaborate with service providers, RISE staff and the evaluation team to collect reporting and evaluation data.

(d) Role of the principals in project management: The Principals will be responsible for selecting the RISE Full-Service School Program Specialists from within the school community, ensuring that the necessary logistics, school personnel, rooms/spaces, equipment, are in place, and support for the program's recruitment of students, parents and families into RISE's activities, as well as assistance with reporting and evaluation data, and serve on the project's Governance Council.

(e) Role of community partners in project management: The community partners will serve as a cornerstone of the project in that they will provide academic and enrichment services to students, workshops, personnel development activities, and leadership institutes to parents and families, and adult education (computer literacy, ESL, and GED instruction) to parents and adult family members of students. The community partners will be responsible for the operation and management of their specific services to students, parents, family, and community members at the respective school sites.

(ii) The Qualifications and Experience of Key Project Personnel

The RISE project brings together a team of experienced and qualified professionals who have spent their careers working with the target communities in the not-for-profit and educational arenas. The individuals who will serve as key personnel for the project are as follows:

Full Service Community School Coordinator/Project Director (FSCSC/PD) (80% time):

Jesus Esquivel holds a Bachelor's of Business Management from Roosevelt University, completed graduate course work (public policy/education) from the University of Illinois at Chicago. Mr. Esquivel has over 14 years of experience in working with the development, implementation and management of state and federal education grants in the Chicago Public

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

Schools (CPS) and not-for-profit sectors. He has served as Project Director for three U.S. Department of Education grants and a state and foundation grant that incorporated comprehensive after-school academic/enrichment student services, community partnerships, parent/family development and leadership workshops and activities, and adult education classes and programs. Currently, Mr. Esquivel serves as the Project Director for Frida's Project FIT (Fitness Initiatives for Tomorrow) that includes an intensive enrichment after-school program for students in the four Chicago elementary schools as well as a parent/family program that focuses on school and community leadership the areas of fitness, health and nutrition. For RISE, Mr. Esquivel will be responsible for the overall management of the project and setting up the RISE Full Service Community School model at the school sites described in this proposal. He will hire all new staff; organize and implement all staff and program schedules; lead and facilitate meetings with school coordinators, principals, instructors, parent leaders, teachers, and partners; oversee the student component and program evaluation, and ensure that all RISE goals and objectives are met in an effective, timely and efficient manner.

Parent, Family and Adult Education Program Developer (PFAEPD), (60% time): Annmarie Rios holds a Master's in Business Administration from National-Louis University and a Bachelors of Arts in Latin American Studies from the University of Illinois at Chicago, as well as a Certificate in not-for-profit management from North Park University. Mrs. Rios currently serves as the Parent Training Specialist for the Chicago Public Schools' Bilingual Parent Resource Center (BPRC). In her work at the BPRC, Mrs. Rios supervises and serves as a program leader for their workshops, adult education classes, leadership institutes, forums, and community partnerships. Mrs. Rios has presented at parent, family literacy and adult education conferences nationally. For RISE, Mrs. Rios will be responsible for overseeing the parent/family and adult education components; assist in setting up the Full Service Community School model at the target school sites; assist with hiring parent/family and adult education staff and overseeing this component's partners; organize parent/family and adult education services

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

and schedules; be an active leader in program meetings with school coordinators, principals, parent leaders, teachers, and partners to ensure that all objectives are met in an effective, timely, and efficient manner while aligned best practices, policies and partner guidelines.

RISE Program Administrator (APA), (40% time, in-kind/match): Myrna Fragoso is the founder and President of Frida Kahlo Community Organization. Mrs. Fragoso holds a General Studies Degree from the Ciudad Juarez School in Mexico and has received a certificate from Mexico's Instituto Tecnológico de Monterrey for their Centro Comunitario de Aprendizaje or Community Learning Center program. Through her 20+-year career, Mrs. Fragoso has worked in the not-for-profit and educational fields building and implementing model and innovative education projects for students, parents, families and community members in schools across the Chicagoland area. Currently, Mrs. Fragoso serves as a part-time consultant Manager for the Chicago Public Schools, Office of Language and Cultural Education, Bilingual Parent Resource Center (BPRC). Mrs. Fragoso was the original founder of the BPRC and through her 12 years of work there, she has established the Chicagoland area's leading public/private provider of parent, family, and adult education services that have served more than 10,000 parents and families. Her transformational work has been done in full collaboration with private, public, community, and not-for-profit organizations whose mission it is to serve bilingual families in the Chicagoland area. For **RISE**, Mrs. Fragoso will be Frida's senior advisor to the project and provide experienced guidance to Mr. Esquivel, Mrs. Rios and the rest of the key staff, partners and school sites. She will ensure that services are provided in a quality manner and aligned with best practices. She will help facilitate **RISE** leadership meetings and also leverage further support and resources through her years of partnership with local alderman, state elected officials, and the Illinois State Board of Education.

Partner, Content, and Alignment Specialist (PCAS), (40% in-kind/match): Melissa Gracia holds a Bachelor of Arts in Psychology and Spanish from Wellesley University and is a current Master's Degree candidate in the School of Social Services Administration at the University of

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

Chicago. For the past three years, Ms. Gracia has been working with Frida as a Program Manager in a variety of roles, including program and grant development and management, partner development, and in parental involvement and adult education content development and coordination, but most importantly working with schools, community partners and the Bilingual Parent Resource Center to establish parent and family programs, including adult education and job readiness services at 8 Chicago Public Schools. For RISE, Ms. Gracia will provide support by serving as a lead in partner relations, assist with content development and coordination, and ensure that all program components are aligned to the overall project objectives.

Full-Service School Program Specialists (FSSPS), (100%): The individuals chosen to be FSSPS will form the cornerstone of the project at each of RISE partner schools. They will lead the development, implementation, coordination and oversight of all RISE activities within their respective school site. They will serve as the liaison between the principal, parents, school staff, project staff, and partners. They, in partnership with the principal and school staff, will ensure that the necessary scheduling, logistics and infrastructure support is provided to the project. They will lead participant recruitment efforts, work with service providers on participant retention, and collaborate with all on RISE to guarantee program equity, quality and consistency. They will also work with service providers, RISE staff and the evaluation team to collect reporting and evaluation data. Minimum qualifications for the FSSPS position will include: (1) a Bachelor's Degree with an education or equivalent experience in education, parental involvement, or adult education, (2) at least three years of experience in successfully working within school environments leading or assisting with student, parent/family, and adult education programs, (3) demonstrated knowledge of effective strategies in working with parents and families in school community involvement and advancement, (4) proven experience in working with multiple community partners.

SECTION D: QUALITY OF PROJECT SERVICES

(i) Services that Reflect Up-to-Date Knowledge from Research and Effective Practice

Introduction: The Overall Design of the Full-Service Community Schools Program—

The overall design of this full-service community schools project, draws upon research that demonstrates that when community-based organizations and schools collaborate on developing afterschool programs, those students increase their academic performance and their families become immersed in programming that increase the ability of parents to improve their literacy and their ability to support the academic, personal, and social learning of their children (Magana & Marzano, 2013). After-school programs for students have the potential to motivate students to appreciate that learning has relevance beyond the school (Harris, 2007; Bender, 2012). After-school programs for children and their families, which involve a wide range of community-based organizations as in RISE, also have the potential to connect with at-risk children and youth who are disillusioned by standard school instruction (Fletcher, A.J. et al., 2005). In short, as is true of RISE, community-based service learning programs, through the arts and comprehensive family engagement, can provide young people with valuable real-life lessons that are difficult to duplicate in the classroom (Mott, 2007).

(a) Research on the Impact of Arts Learning on Academic Achievement and Other Relevant Outcomes: Frida’s RISE program uses the arts to facilitate learning in core academic subjects through arts education and arts-integrated curriculum, especially in its after-school programming. Based on the research described below, RISE’s project uses such arts as the visual arts, dance, theater, and music to facilitate learning in core academic subjects through arts education and arts-integrated curriculum in its out-of-school programming, which is delivered by experienced teaching artists. The instructional design of RISE will place an emphasis on students thoughtfully constructing their own knowledge through authentic intellectual inquiry rather than merely reporting meaning or knowledge created by others. The Harvard Project Zero’s Artful Thinking project (2008) and additional researchers (Wilhelm & Novak, 2011; Laur, D. 2013; Bender, 2012) advocate instruction that fosters such habits of mind as: questioning and investigating; observing and describing; reasoning and providing evidence;

exploring multiple viewpoints; comparing and connecting; and uncovering complexity. These constructivist approaches focus on students' deeper inquiry into the arts and content disciplines, thereby demonstrating that achievement can be enhanced when students become immersed in thinking about their thinking (Daniels & Zemelman, 2009; Marzano & Pickering, 2013; Stigler & Hiebert, 2009). In addition, research on the use of digital tools demonstrates how those tools can support authentic teaching (Donovan, et. al. 2007; Magana & Marzano, 2013).

Through the engagement with cultural arts, research also indicates that teachers are most successful in enhancing student learning when students heuristically, through engagement in the arts, gain new insights and more complex understandings from their readings and mathematical problem-solving, while at the same time building on students' cultural backgrounds and connections with students' prior knowledge (Garet 2010; Turgut, 2012; Daniels & Harvey, 2014; Wilhelm & Novak, 2012). Research as well reveals that the arts and authentic learning approaches can have the potential to be unique vehicles for students to grasp how learning can be more profoundly meaningful for them or have relevance beyond the school, thereby increasing students' engagement in their studies and their motivation to learn (Bender, 2012; Marzano & Pickering, 2010; the Harvard Zero Project, 2008). Students and schools implementing arts integrated curriculum have been found to increase test scores, with scores increasing for every additional unit of arts-integrated curriculum (Burnaford, Scripp & Paradis, 2012; Catterall & Waldorf, 1999; Ingram & Seashore, 2003). Learning in and through the arts also increases student engagement and investment in their own learning, which is critical to students deciding to stay in school and pursue higher education.

A project design using the above research: Taking this research into account, this project's activities, in its first objective, will focus on providing culturally relevant and personally meaningful arts activities focused on the arts of dance, music, theater, and the visual arts from Mexico, Peru, Brazil, the Caribbean, Haiti, and the United States. Because in the after-school programming, the Teaching Artists and teachers from the project schools will apply in c

innovative inquiry-based instructional approaches, using digital tools where students will become absorbed in authentic learning and critical thinking to improve their understanding of the arts so as to significantly improve their academic performance.

(b) Research on Family Education: The RISE project draws on up-to-date research as well as best practices drawn from its extensive best practices over the last 10 years in supporting families in the learning of their children. Such a project design is supported by studies demonstrating that parent involvement, empowerment, and leadership can play a critical role in increasing children’s academic performance (Harvard Family Research Project, 2003). A recent synthesis of 51 studies on parent involvement in student learning found that student achievement increased with parent involvement (see Henderson & Mapp, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, 2002). Fan and Chen’s meta-analysis of 25 studies indicated that high parental aspirations were shown to increase student achievement (“Parental Involvement and Students’ Academic Achievement: A Meta-Analysis,” *Educational Psychology Review*, 13(1), 2001). The evidence also validates the role that engaged parents can play in their children’s education, especially when parents are involved in a meaningful way in defining their own learning as they acquire, in family programming, academic, personal, social, and health skills (see King & McMaster, *Pathways: A Primer for Family Literacy, Program Design and Development*, 2000).

(c) Research on Adult Education: Research on adult education also shows that parents who are better educated can have a profound impact on students’ achievement in school. This objective and its activities, described in detail in Section A(ii), have drawn heavily upon scientifically-based research that demonstrates that adult educational levels are an important predictor of children’s educational and behavioral outcomes (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). The majority of

research on the ways in which parental education shapes child outcomes has been conducted through cross-sectional correlational analyses or short-term longitudinal designs in which parents and children are tracked through the child's adolescent years. In fact, in terms of socioeconomic status (SES) factors, the positive link between SES and children's achievement is well-established (Sirin, 2005; White, 1982). McLoyd's (1989; 1998) seminal literature reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems. Thus, for example as will be the case in this project's design, a child exposed to parents who model achievement-oriented behavior (e.g., obtaining higher levels of education through computer, GED, or ESL programs) can be provided with achievement-oriented opportunities (e.g., library and museum trips; after-school enrichment programs; and educational books and videos), all with the guiding belief that achievement is to be valued, pursued, and anticipated by adults and children alike.

(ii) The Likelihood that the Services Will Lead to Improved Student Achievement

Curriculum will be based on state and national standards: The project's after-school activities are designed so that they will enrich and improve students' achievement, especially those who are below grade level. Accordingly, RISE's after-school program will provide students with extensive opportunities through the arts to realize how learning can be meaningful to their lives. In this regard, RISE will be infused in the arts of the Americas following state and national art standards. Examples of how units will focus on local, state, and national arts standards for the four arts forms include the following: First, the **Consortium of National Arts Education Association standards**) will be addressed through the following types of tasks: ***Dance:*** identifying and describing the elements of pathways, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic form, contrast and repetition; and the expressive qualities of mood and emotion; ***Theater:*** understanding the elements of

acting, scripting, speaking, improvising, gesture, and picturization (shape, line and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics; **Music:** identifying elements and expressive qualities such as tone color, harmony, melody, form (theme and variation), rhythm/meter and dynamics in a variety of musical styles; **Visual Arts:** identifying and describing the elements of two and three dimensional space, figure, ground, value, and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story. **Arts learning increases student engagement and motivation to learn:** Students who actively participate in their classes and are engaged in school are more likely to improve academic performance (Wang & Holcombe, 2010). The arts are a powerful way to engage students, make school work relevant, and create authentic meaning in the classroom – indeed, engagement is a primary characteristic of quality in arts learning experiences (Seidel et al., 2009). Making decisions about color in a painting, listening intently to a fellow student’s jazz performance, collaborating with other students in an improv piece, editing sound for a video clip, critiquing a fellow student’s choreography creates the conditions that lead to improved achievement in the arts as well as in other academic content areas.

Arts learning in after-school programming being critical in improving students’ critical habits of mind: Students in RISE will become deeply and personally immersed in critical habits of mind inherent in arts learning as co-constructors of knowledge, as well as deeper levels of authentic meaning, inquiry-based learning, and disciplined discussions and exchanges that will bring new life, relevance, and excitement to learning. In short, through such artistic and transformative endeavors, students will understand the arts in a more profound way by becoming immersed in the thinking of artistic endeavors so that the arts become lived, meaningful encounters with reality transferable to learning in other academic content areas.

Arts learning contributes to academic achievement in other content areas: Supporting this after-school approach is a considerable body of research that has found links between arts achievement and achievement (Munoz, Ross, & McDonald, 2007; Smithrim & Upitis, 2005),

with even greater effects for students from low socio-economic backgrounds (Garet, 2010). As mentioned above, such constructivist and critical thinking approaches focus on students' deeper inquiry into the arts and content disciplines. (Daniels & Zemelman, 2009; Marzano & Pickering, 2013; Stigler & Hiebert, 2009). Digital tools research demonstrates how those tools under RISE can support authentic teaching (Donovan, et. al. 2007; Magana & Marzano, 2013). Through the engagement with cultural arts, research indicates that teachers are most successful, as will be true of RISE, in enhancing student learning when students heuristically, through engagement in the arts, gain new insights and more complex understandings from their readings and mathematical problem-solving, while at the same time building on students' cultural backgrounds, connections with students' prior knowledge, and grasping how learning can have relevance beyond the school (Turgut, 2012; Daniels & Harvey, 2014; Wilhelm & Novak, 2012).

SECTION E: QUALITY OF THE PROJECT EVALUATION

(i) Timely and Valid information on the Management of the Project

The project evaluation is designed to provide timely and valid information on the management, implementation, and efficiency of the project. Systems for providing feedback and on-going assessment will be established as well as measures of on-going project progress. For example, the Project Director, the School Leadership Teams, and the Governance Council will receive monthly feedback from the Project Management Team and the External Evaluator to ensure that timely and valid information is provided. Moreover, at the end of each program session, staff will meet to both reflect upon data on how effectively that program was implemented. Feedback questionnaires from students and parents will use Likert scales and open-ended items will include items on how effective program sessions have been.

Not only have benchmarks and timelines been set to annually gauge the extent to which project's activities are meeting program objectives, but a range of formative evaluation measures will be employed to provide additional on-going and continuous feedback on the project's progress. The following formative assessment strategies will be used to give

performance feedback to the Governance Council, the Management Team, the School Leadership Teams, and project staff, school staff, and program administrators: (a) Focus groups will be convened quarterly to discuss how well students are learning and what impact the project is having on students' educational and occupational performance and aspirations and parental support for them; (b) Structured and unstructured interviews will be administered bi-annually with representative students and parents, which will provide in-depth analysis of project development; (c) Staff will regularly review evaluation data, curriculum guides, and sample projects posted on the website to consider changes in project design; and (d), community staff, Teaching Artists, teachers, tutors, and Frida staff will convene monthly to review all of the above documentary data to determine how efficiently the project is being managed.

Information will be used in a variety of ways to manage progress towards the project's stated goals and objectives. First, the Project Management Team will assess during each year the degree to which benchmarks have been met for all of the project's objectives. The quantitative and qualitative measures and results (see below for a listing of student and parent pre-post measures), for both formative and yearly summative evaluations, will be shared on a quarterly basis by the Project Management Team with the Governance Council. Second, the Management Team will meet with the Governance Council and the School Leadership Teams to share the formative and summative evaluation findings and to determine which modifications in program implementation should be undertaken. Third, after these modifications have been implemented, the Project Management Team will determine – in collaboration with the External Evaluator – the impact and efficacy of the changes. Fourth, based on an evaluation of these changes, additional recommendations will be made in consultation with the Governance Council, the Management Team, and the School Leadership Teams. This process will be repeated each project year, and an on-going feedback loop will be created.

(ii) Strategies for Replication in Multiple Settings

Full-Service Community Schools (FSCS) Program—Frida Kahlo Community Organization

This evaluation will provide guidance about effective strategies for replicating the project intervention in multiple settings by documenting key project components, processes, structures, and strategies that have affected the learning of students and parents in the project. In this regard, the Project Management Team will undertake a number of critical strategies to replicate the project. First, the Project Management Team and the School Leadership Teams will fully document not only what impact the project has had on participants, but also what problems and difficulties have been encountered in implementing the project's design. In this way, extensive guidance will be provided for replication by providing adopters with detailed assistance with the development of this project's activities. Second, since the project's schools are typical of high-need urban schools, the project's evaluation results have great potential to be relevant to other major urban areas in the nation with large numbers of low-income students from a range of ethnic groups. Third, all of the project's major components will be documented in a manner that explains how not-for project agencies in partnership with schools can adopt a program that can have a profound impact on students and parents alike. For example, project staff members, who develop curricula, will continuously document for replication how students and parents can be supported in their quest for higher levels of attainment. As part of the program's implementation, the strategies that project's instructors employ will be documented as well as the problems they have encountered and how they have been addressed, thus further ensuring that guidance will be provided on the replication of the project. Fourth, the project will document how the project's organizational structures – the Governance Council, the School Leadership Teams, and the Project Management Team can be instrumental in the replication of the project. For example, the project will carefully document how these groups were able to coordinate their work, and together share their expertise to assist students and parents. Fifth, a manual and DVD will be developed and made available for other universities, community agencies, and schools to use as guidance for project implementation. For example, a Full-Service Community Schools DVD or manual will consist of a synthesis of the school-year

programs, as well as such useful information on the inquiry-based instructional units and lessons for students and parents with how they might be modified for use in different settings with reflections and anecdotal responses from focus groups from students and parents, and documented student projects and parent portfolios generated from the project, all providing detailed guidance for replication. Sixth, a network and website will be established that will facilitate the replication of the project. For example, the project's website will also provide avenues for dissemination and replication to other urban areas with high percentages of low performing high school students. Principals from project schools will be encouraged to share the success of the project with other area principals and provide technical assistance on how to promote full-service community programs can assist the development of students and parents statewide and nationally. The project's principals will be able to point to concrete examples of administrative support for the development of a full-service community school and practices being positively implemented, thereby serving as an effective agent for replication. Finally, all materials (such as handouts, curricular units, student inquiry-based project, and parent portfolios) used in the project's program offerings will be posted on the project website and thus will be available to provide guidance to others who wish to replicate the project's organizational structures and program processes to support the development of programs that enhance the futures of students and parents alike.

(ii) Methods of Evaluation that Provide Valid and Reliable Performance Data

The purpose of this project's evaluation plan is to provide a thorough analysis of whether the project's objectives have been met through a summative assessment, and how the project can be improved as it is being implemented through a formative assessment. Benchmarks and timelines will be set annually to gauge whether the project's activities are meeting the proposed objectives. Throughout the project, the performance of school administrators, students, parents, teaching artists, and mentors will be assessed using such quantitative measures as pre-post questionnaires and surveys, standardized observations instruments, attendance data, and student

standardized achievement scores in the core subjects of reading, writing, mathematics, and science; standardized test performance; attendance records for meetings, individual and group sessions, and workshops; documentation of web site, e-mail, and listserv usage as forms of communication; and the numbers of individuals participating in the project's activities.

The above assessment instruments will be developed for administration (in the case of existing measures) during the project's first year by the Project Management Team with the assistance of the External Evaluator. Pre or baseline assessments will be administered in the October months of 2014-2018 and the post assessments in June of 2015-2019. The data obtained from the above tools will be used to help team members set goals and monitor the interventions. All data will be entered into a database at Frida for analysis and comparison.

d) Data Analysis: A central data bank will be established to systematically keep track of all quantitative data on participants. Housed in the data bank will be baseline data on all teacher participants, as well as achievement test scores of K-8 students. Where appropriate, regression analyses, tests of measures of central tendency, and t-tests will be used to measure the significance of impact. The significance level for rejecting the null hypothesis will be set at .05 for all tests of significance, a level deemed appropriate in related research and evaluation.

Outcomes, Benchmarks, Performance Measures and Assessment Instruments

1. First Objective: Remedial Education and Academic Enrichment

By September 30, 2019, at the four community elementary schools in the project, there will have been an increase in the academic performance of students who have participated in the project's after-school programming, such that those students will be performing at grade level in reading and mathematics.

Performance Measure and Benchmarks for Objective 1: The academic performance of students participating in the RISE after-school programming will have increased in reading and mathematics by 4% each year at each of the project schools in each of the five years of the project.

Outcome for Objective 1: By September 30, 2019, there will have been a 20% increase in elementary school students who have participated in the after-school programming who will be performing at grade level in reading and mathematics or with with an effect size of .25SD each project year for those students based on pre-post assessments listed below.

Assessment instruments for Outcome Objective 1: (1) pre-post assessments of students' inquiry skills; (2) state standardized test scores; (3) school records of student attendance, retention, student grades, reports on students failing courses, and student advancement from one grade level to the next; (3) written curriculum guides and units; (4) attendance records at after-school sessions; (5) documentation of feedback evaluations; (6) observation protocols of instructional strategies undertaken by tutors/coaches; (7) student journals, sample lesson plans, and checklists that evaluate student academic development; (8) documentation and authentic assessments of student inquiry-based projects and the written summaries reports from those inquiries; and (9) student feedback or satisfaction surveys assessing after-school classes.

2. Second Objective: Increasing Parental Involvement and Family Literacy

By September 30, 2019, there will have been an increase in the ability of project school parents to support the development of their children both at school and at home in the subjects of reading and mathematics and an increase in families' knowledge about their personal, social, and academic development, and health.

Performance Measure and Benchmarks for Objective 2: Each project year, there will have been an increase in the ability of project school parents to support the development of their children both at school and at home in the subjects of reading and mathematics and an increase families' knowledge of their personal, social, and academic development, and health, based on pre-post assessments with a yearly effect size of .25SD.

Outcome for Objective 2: By September 30, 2019, there will have been an increase in the ability of project school parents to support the development of their children both at school and at home in the subjects of reading and mathematics and an increase families' knowledge of

their personal, social, and academic development, and health, based on pre-post assessments with a final effect size of .25SD.

Assessment Instruments for Outcome Objective 2: (1) pre-post assessments of family involvement in the education of their children; (2) pre-post assessments of family skills; (3) attendance at Family Night sessions; and (3) feedback or satisfaction questionnaires reflecting on family perceptions of what they have and have not learned. .

3. Third Objective: Increasing the Education and the Literacy of Adults By September 30, 2019, there will have been an increase in the percentage of students who have successfully completed classes acquiring a GED certificate, becoming computer literate, or becoming competent in using English as a second language.

Performance Measure and Benchmarks for Objective 3: The percentage of adult students who have successfully completed classes on acquiring a GED certificate, becoming computer literate, or becoming competent in using English as a second language by project year will have reached the following levels of attainment: 2015: 60%; 2016: 65%; 2017: 70%; 2018: 75%; 2019: 75%.

Outcome for Objective 3: By September 30, 2019, 75% of the students in the final year of the project who have attended classes on acquiring a GED certificate, computer literacy, or English as a second language will have been successful in meeting the competency requirements for those classes.

Assessment Instruments for Outcome Objective 3: (1) attendance records of adults attending adult education and literacy GED and ESL, and personal development sessions; (2) the BEST test determining the candidates ESL level; (3) assessments of computer skills levels; (4) the Adult Basic Education test determining whether the candidate educational status; (5) a pre-post assessment of adult education and literacy; and (6) feedback or satisfaction questionnaires reflecting on adult student perceptions of what they have and have not learned.