

**Center for Community Arts Partnerships (CCAP) at Columbia College Chicago**

**Full-Service Community Schools Grant**

**Project Narrative**

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**Absolute Priority**

Columbia College Chicago's Center for Community Arts Partnerships (CCAP) proposes to work in partnership with an LEA (Chicago Public Schools) and community-based organizations to expand Full-Service Community Schools in three schools in Chicago over five years. This project, called *ACCESS: Activating Comprehensive Community Education and School Services through College Partnerships, Youth Development, and Arts Learning*, will serve approximately 800 students and 600 parents each year in three K-8 elementary schools that primarily serve children living in poverty in Chicago: Crown Community Academy, Mahalia Jackson Elementary School, and Sabin Magnet School.

CCAP will leverage the resources of community partners and Columbia College Chicago (CCC), one of the nation's largest arts and media colleges, to create result-based partnerships and provide coordinated and integrated services to address the academic, social, physical and psychological/emotional needs of students and their families. The hallmarks of the project's services, based on up-to-date scientifically based research and professional practice, are its focus on arts-based learning, college and career readiness, parent engagement, and social emotional learning. Through the arts, CCAP will work with adult and college student mentors who are artists or teaching professionals, to connect powerful ideas and concepts into academic content areas to improve the achievement of at-risk students. The project will provide the following three services: (1) *Remedial education*, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; (2) *Family engagement*, including parent involvement, parent leadership and empowerment, family literacy and parent education programs; and (3) *Mentoring* and other youth development programs.

Partnerships are important to the success of this project. Our schools reside in under-resourced communities and currently do not have a large number of partnerships to support student and family needs. One of our goals will be to increase the number of partners at these schools to support sustainability and a wider array of resources. We are grateful for the support

of our current community partners which include: The Illinois Federation for Community Schools, Lawndale Amachi Mentorship Program (LAMP), Girls in the Game, Common Threads, and United Way of Metropolitan Chicago. With these partnerships, CCAP will leverage a wide array of resources and services for students and their families, including professional development; networking and partnership –building support; mentoring; and sports, fitness, nutrition and health education. CCAP has a national reputation for quality arts programs for youth, and over fifteen years of experience in partnering with the communities to create reciprocal partnerships to transform teaching and learning at schools in and through the arts. CCAP has successfully implemented Community Schools programming in Chicago since 2001. In fact, its out of school time program was recognized in 2010 as the recipient of the National Arts and Humanities Youth Program Award. This prestigious award, given at the White House by First Lady Michelle Obama, is the highest honor in the nation for after-school arts and humanities programs for children and youth. CCAP was also the Illinois lead agency for the U.S. Department of Education Parent Information and Resource Center program from 2006 to 2011. CCAP implemented this project at six Community Schools sites in Chicago. Through the FSCS grant, CCAP will build upon this outstanding record by developing even more comprehensive strategies and best practices for engaging parents and families in schools.

## **I. Quality of the Project Design**

The Center for Community Arts Partnerships (CCAP) at Columbia College Chicago will partner with Chicago Public Schools and community partners to develop and implement a comprehensive service plan to meet the educational, personal, and social developmental needs of K-8 students, and to build the parental involvement and family literacy skills of their parents.

### **A) Description of the Needs of Students, Families, and Communities to be served**

CCAP plans to serve 800 students and 600 parents each year through this project at Crown Community Academy, Mahalia Jackson Elementary School, and Sabin Magnet School.

**TABLE 1: DEMOGRAPHIC OVERVIEW OF SCHOOLS TO BE SERVED**

Sources: 2013 Illinois School Report Cards; Chicago Public Schools; Illinois Interactive Report Card

| School Name                        | Crown          | Jackson        | Sabin     |
|------------------------------------|----------------|----------------|-----------|
| <b>School Characteristics</b>      |                |                |           |
| Chicago Neighborhood               | North Lawndale | Auburn Gresham | West Town |
| Grades Served                      | preK-8         | preK-8         | K-8       |
| Enrollment                         | 341            | 340            | 611       |
| % Low Income Students              | 95.9           | 94.7           | 90.7      |
| % of Students who are LEP          | 0.9            | 0              | 16.7      |
| % of Students with IEP             | 19.4           | 21.7           | 10.3      |
| Attendance Rate                    | 92.0           | 90.8           | 94.6      |
| Truancy Rate                       | 65.7           | 20.9           | 18.3      |
| Mobility Rate                      | 30.2           | 30.1           | 9.1       |
| % of Students who Feel Safe        | 33             | 53             | 90        |
| <b>School Racial Composition</b>   |                |                |           |
| White                              | 0              | 0              | 1.5       |
| Black                              | 96.2           | 98.5           | 16.0      |
| Hispanic                           | 3.5            | 1.5            | 82.2      |
| Asian/Pacific Islander             | 0.3            | 0              | 0.3       |
| <b>School Performance</b>          |                |                |           |
| Reading - % Meeting/Exceeding      | 29             | 31             | 45        |
| Reading - % Points Below State Avg | 58             | 50             | 48        |
| Math - Meeting/Exceeding           | 32             | 23             | 58        |
| Math - % Points Below State Avg    | 56             | 54             | 38        |

**Crown:** Students at Crown come from the predominantly African American

neighborhood of North Lawndale. Almost 96% of students are low-income, reflecting the community's low median household income (\$25,797 according to the 2010 U.S. Census, less than half the state median income) and high poverty rate (42% in 2010). Almost 30% of adults in North Lawndale lack a high school degree; fewer than half are high school graduates, and only 9.5% of adults over 25 years old have a college degree (2010 Census). The unemployment rate in 2010 was 22%, with roughly 59% of 20 to 24 year-olds without jobs. The recession has been hard on the community, as violence, chemical addiction and incarceration have impacted residents. The high crime rate also negatively impacts the safety of community members: North Lawndale ranked 13<sup>th</sup> amongst America's most dangerous neighborhoods in 2013. According to the 2013 My Voice, My School survey results for Crown, only 33% of students reported that they feel safe both in and around the school building, and while they travel to and from home.

Students in North Lawndale have few safe options for out of school time programs that focus on the arts and academics. While some health, educational and social services are available in North Lawndale, such as the Lawndale Christian Health Center, Neighborhood Housing Services, YMCA, Lawndale Christian Development Corporation, and Family Focus, not all parents are aware of the services, and the level of need in the neighborhood still exceeds capacity. CCAP has had a longstanding relationship with Crown through our partnership with the Chicago Public Schools and the Illinois Parent Information Resource Centers to provide out-of-school time and parent engagement programming. Dr. Lee Jackson began his tenure as Crown principal in 2002 when CCAP launched its Community Schools program there, and has been a strong supporter ever since. Until recently, Crown's arts specialist both taught and coordinated after-school classes, and those hired by CCAP to lead parent activities were not only parents of current students, but were students at Crown themselves. Improvements in academic achievement have been made as a result of the partnership, but there is more work to be done. The FSCS grant will provide an opportunity to expand programs and services to address these needs.

***Jackson:*** Almost 95% of students at Mahalia Jackson are low-income, reflecting the low

median household income in the Auburn Gresham neighborhood (\$34,767 in 2010), and high poverty rate (29% in 2010). In this community, 89% of adults over 25 years old do not have a college degree, and less than half have a high school diploma (2010 Census). The unemployment rate in 2010 was 24%, compared to 11% for Chicago as a whole. The high crime rate also negatively impacts the safety of residents and students: Auburn Gresham ranked 4<sup>th</sup> in America for violent crime in 2013. This was confirmed by the 2013 My Voice, My School survey results, where 47% of students reported feeling not safe traveling to and from school.

Mahalia Jackson was a struggling school designated in 2013 by the Chicago Public Schools Board of Education to be closed. However, with the leadership of a new principal, and a vision for building a Community School, it was one of two schools removed from the school closure list. This was due, in part, to recognition of the future promise of the partnership with CCAP. We have been partners for approximately a year and a half, but the strength of our relationship and potential for growth rivals that of any of our long term partners. We have provided much needed out-of-school time programs and opportunities for parents and helped to infuse the school culture with arts learning and a “college-bound” attitude.

The school has a significant special needs population including students who are deaf and hard of hearing, and autistic. Working to include and support this population of students is of particular interest to our partnership. We believe in the power of the arts to create this change and support all children to learn and thrive. Also, while parent participation and engagement in the school is good, it can definitely be improved.

**Sabin:** Almost 91% of students at Sabin are low-income, and over 20% of students are limited English proficient and thus face multiple barriers to making progress in core academic subjects. In West Town, the poverty rate is 17%, and about 8% of adults over the age of 16 are unemployed (2010 Census). Approximately 19% of adults over 25 years have not attained a high school degree, and 44% do not have a college degree. The West Town neighborhood has experienced a high degree of gentrification in the last two decades, resulting in increasing rental

and market housing prices, and rising property taxes, making it less affordable for lower income families to remain in the community.

Sabin has been a partner with CCAP for eight years. During that time, we have maintained robust, high quality arts programming and parent programs. However, funding has been limited and sporadic, and the school principal has changed four times during our tenure. These factors have made it difficult to create school-wide vision and impact. The current principal has been there for several years and has a vision for the school as a Community School. There is a need to provide more options for bilingual students, engage the community, deepen parent engagement, and support and enrich students' learning and development.

Large numbers of parents in the project's communities need help to support their children in their academic, physical and social emotional growth. Many lack a deep understanding of the developmental needs of their children and strategies to support children in meeting higher educational and occupational goals. Although some parent meetings are currently held at these schools, only a small percentage of the parents are able to attend those sessions to learn about educational programs. Finally, because of the high unemployment and low rates of educational achievement, students need educational and occupational role models to inspire and empower them academically and professionally.

### **B) Eligible Services to be Provided or Coordinated by the Applicant and Its Partners**

Over the past 13 years, CCAP has created an award-winning Community Schools model that centers on the arts as a driver of student engagement and achievement. The goals of the proposed comprehensive FSCS program are: 1) To support student achievement and healthy development through out-of-school time programs coordinated with school day goals; 2) To engage parents as partners in supporting their children's learning and development; 3) To eliminate barriers to learning through partnerships with community agencies to meet student/family needs. Eligible services to be provided or coordinated by CCAP and its partner entities 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* to engage all school stakeholders and embrace parents as partners in their children’s learning; and (3) *Mentoring and other youth development programs* to improve the personal, social, and cultural development of students.

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

CCAP will provide remedial education and enrichment activities with academic, social, and physical supports that are age-appropriate and developmentally appropriate.

**a) Out of School Time Arts-Based Learning:** Research has found that arts learning can substantially bolster student academic achievement and engagement: arts-involved students do better on many measures, their performance advantages grow over time, and these advantages impact lower-income students even more (see Section IV.A below). CCAP will offer classes in all art forms, including dance, music, theater, visual arts, media arts and literary arts. In each class, teaching artists will help students develop rigorous inquiry-based projects in the arts connected to Common Core standards. Through inquiry-based artistic processes, students will become more engaged in their learning, strengthen knowledge in core academic subjects, and improve their critical thinking through their immersion in the arts.

Each semester, students will select classes and activities according to their interests and need for additional academic and social supports. A sample of academic enrichment classes is: **5 Pillars of Hip Hop** - Students learn performance techniques within a cultural and historical foundation; **Product Development** - Middle School students created original designs in illustrator and Photoshop and develop products (using technology) – tee shirts, stickers, books, etc., allowing students to apply math in real context as they merchandise their products; **Parent as Tutors in the Classroom** - The program supports parent learning and professional growth while also supporting student learning, assisting the teachers and improving school climate; **World Rhythm Music** – young students interpret, perform and create music within a cultural perspective improving their ability to communicate– especially the younger bilingual learners;

**Mixed Media Class** – Middle school students used visual arts to document life science using 3D sculptures, videos (technology), photographs and drawings; **Common Threads Cooking Classes** – cooking, health and nutrition for families.

Digital media arts and technology will be a special focus of the arts and academic learning options. “Digital media” refers to technologies that allow users to communicate and create content in digital formats, including photography, film and video, interactive games, audio, animation, and social media. This focus will increase technology and media skills that students need to succeed in the 21<sup>st</sup> century, as well as building their 21<sup>st</sup> century competencies and college/career readiness skills such as media literacy, critical thinking, and collaboration. Columbia College Chicago is renowned for its film/video department and other departments in its School of Media Arts; this expertise will be accessed as a resource in this project. CCAP has implemented several federally funded digital media integration projects, including Convergence Academies, an initiative funded by the Investing in Innovation (i3) Fund.

Instructional methods will be hands-on, project-based and student-centered. Classes will mirror the curriculum of Columbia College Chicago, which includes theatre, music, journalism, dance, and the visual and media arts. All curricula will incorporate the Common Core State Standards, Illinois Social Emotional Learning Standards, and state and national Fine Arts Standards. Instructors will create and use an assessment rubric aligned to these standards to evaluate student progress, based on a template that has been refined through several iterations of use. Each class will participate in a culminating event that showcases students’ work and allows them to set goals and have pride in their work, including one large culminating showcase with all school partners at Columbia College Chicago in order to provide an audience for student work to further inspire them in their studies.

Each class will range from 10 to 25 students, depending on the activity. Classes will have an instructor-to-student ratio of 1:15. College student assistants will work in larger classes or activities, especially those in which students work in small groups such as filmmaking and music

production. Each activity will take place two days per week (Monday/Wednesday or Tuesday/Thursday) for 1.5 to 2 hours. Up to 3 hours of programming will take place each day, and will be offered 4 to 5 days a week, depending on the school's schedule, for a minimum of 12 hours a week. Instructors will include Columbia College faculty, alumni, and practicing artists, who will serve as mentors to students. By working with artists, students will be introduced to possible careers in the arts and other professions, exposing them to possible occupations.

**b) Fostering Teamwork through Sports, Recreation, and Fitness:** CCAP recognizes the importance of sports, recreation and fitness programs to foster healthy bodies and support teamwork concepts. Staff will collaborate with teachers and community sports organizations to provide team and intramural sports, including softball, baseball, basketball, soccer, and various seasonal intramural sports. Additionally, there will be clubs and recreational activities that support physical well-being, health and nutrition, such as "Girls in the Game," which supports physical activity for young women, and a culinary arts program in partnership with an instructor at the Cooking and Hospitality Institute of Chicago.

**c) Tutoring and Academic Support:** To ensure that all students have the support that they need to be successful in school, CCAP will offer extensive tutoring and academic support at each school. Project staff will collaborate with teachers to identify students who are in need of additional support in the core academic subject areas like reading, writing, mathematics, and science. College student mentors will lead 1-2 hour tutoring sessions, meeting with students individually or in small groups. The mentor/tutors will be specially trained and supported to serve these students (see section below on professional development).

**d) Community Service, Service Learning, and Civic Engagement:** Many students want to have an impact on their communities. At each school, college student mentors, teaching artists, and school teachers will work with groups of 10-15 students to develop and explore needs of the community, and create a student-designed project focusing on these areas. These projects could include serving at senior citizen community centers, developing community gardens,

volunteering at hospitals or social service centers, and painting murals at the schools or in the community. At the end of each service project, students will prepare reports summarizing the results of their service to the community.

**e) Campus and Cultural Experiences for Academic Enrichment:** CCAP will also work to broaden students' experiences with academic or cultural enrichment opportunities. Some of these will take place at Columbia College Chicago, with opportunities including theatre, performances, lectures, open houses, exhibitions, and youth arts camps. The project will provide mentoring by Columbia College students that will take place partly on the college campus, providing a non-intimidating setting for K-8 students to experience college life. Additionally, CCAP partners with a large number of community arts organizations that also provide out-of-school time opportunities for arts and cultural engagement by engaging them in such activities as set design and acting, as well as dance and musical productions.

**f) Professional Development to Support Students Academically:** In order for students to have high-quality learning experiences, teaching artists and college student mentors will participate in professional development (PD). Monthly 2-hour PD sessions will be held after school or on Saturdays to prepare teaching artists and college student mentors for effective mentoring and teaching in out of school programming. These professional skills, based on research on innovative and effective instructional practices, will enable the mentors and teaching artists to teach collaboratively, incorporate artistic expertise into curricular units, and coordinate out of school programming with classroom work. Participants will be assisted in translating concepts such as inquiry-based learning, and the habits of mind and meta-cognitive forms of thinking that can deepen students' authentic learning. Specific topics include: Policies and Procedures, Strategies for Successful After School Implementation, Youth Development, Social Emotional Learning, Assessment, Curriculum Development, Lesson Planning, and Classroom Management. A sustained and intensive approach to PD will be provided in that participants will also receive follow-up support in the form of coaching, team-teaching, and reflection sessions.

## **2) Family Engagement, including Parental Involvement and Family Literacy**

CCAP's previous work as lead agency for the Illinois Parent Information Resource Center (PIRC) has paved the way for CCAP to develop an array of best practices for parent engagement. CCAP will use these best practices to reach approximately 600 parents each year to promote parent involvement: (a) a Parent Resource Center in each school; (b) a weekly schedule of activities for parents and families; (c) leadership development for parents; and (d) family literacy and academic engagement activities. Since each school community is unique, project staff will collaborate closely with the school administrators, teachers, and parents to assess specific needs and develop strategies to ensure that parent program initiatives are as successful as possible.

**a) Parent Resource Centers:** A Parent Resource Center will be established at each FSCS school that will provide a welcoming place for parents with resources for their use. Centers will be open a minimum of 15 hours per week for parents to drop-in for parent involvement, family literacy, and leadership activities. Tangible resources 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. A part-time Parent Resource Leader, who is a trusted parent in the school, will be hired to work in the Center to answer questions and provide information. The Parent Resource Leader will work with parents, teachers, and the entire school community to continually assess needs and offer resources and activities are uniquely tailored to each specific FSCS.

**b) Weekly Activities to Foster Parent Involvement:** A comprehensive weekly schedule of activities for parents will be offered at each school to deepen parent engagement and involvement, foster effective communication, and provide peer collaboration and support. Designed to meet the individual needs of parents, these activities will focus on arts-integrated family literacy, volunteer opportunities and coordination, health and social service supports, ways to support children's academic and developmental progress, and reading readiness for younger children and their parents. A series of weekly activities will focus on home learning

support topics as: strategies for reading to or with their children, ideas for talking to children about their school work, systems for monitoring student learning, approaches to TV and computer use, and the creation of home learning centers.

**c) Leadership Development for Parents:** In order to develop the leadership and advocacy skills of parents, CCAP will offer monthly two-hour workshops for groups of 10-15 parents on practical strategies to increase their involvement in the school; collaborate with other parents to become advocates for their children; take an active role in parent organizations; assist with developing school policies; and assess school programs and policies that affect their children's educational future. The project will also provide support for parents to take on official leadership roles at the school (such as local school council and NCLB committee). The project will also offer opportunities for parents to develop classes or activities to share skills and knowledge with other parents. These could include teaching computer classes, leading a book club, sharing an art skill or talent, or leading other areas identified by parents.

**d) Family Literacy and Academic Engagement:** Some parents in the project's communities are either struggling with literacy issues themselves or are unclear how to support their children's literacy. At each school, two Family Literacy/Reading Nights will be offered each year to foster parent engagement in their children's reading and literacy success. Such sessions will provide interactive activities that parents and children can undertake at home, tips for parents to foster literacy and reading, and tangible resources for parents to take with them to use in assisting their children to learn more effectively. Parents also need support to assist their children in other content areas including math, science, social studies, and the arts. Through participation in "Family Nights," parents will better understand and be able to support their students' academic success. Family Portraits, a multi-session family arts workshop, will create opportunities for cooperative learning between parents and children. Family Science Day allows families to explore scientific concepts in Columbia College's science learning labs through projects that incorporate robotics, physical science, conservation, and more.

### **3) Mentoring and Other Youth Development Programs**

In order to support youth to be successful, the project will provide opportunities to improve the personal, social, and cultural development of students. With a focus on developing personal voice, CCAP's arts programs provide a unique opportunity to enhance social emotional learning among students by stimulating, "mediated reflections". While some arts disciplines better lend themselves toward social emotional learning, all teaching artists will utilize social emotional learning standards in curriculum and instruction, and receive professional development to develop the ability to support these areas. Students will interact with a wide variety of mentors: Columbia College students, teaching artists, teachers, and Columbia College faculty and alumni. These mentors will enable students to interact with adult role models with whom they can develop positive relationships. These mentors will also expose students to a world of careers not encountered in their home communities and thereby serve as a source of inspiration.

#### **a) Mentorship and Relationship Development during Out of School Time Hours:**

Mentorship and youth development support will be offered during out-of-school programs, as students work closely with teaching artists and professionals who will serve as mentors in learning about careers in the arts and other fields. Programs will also allow them to develop skills, talents, and interests to guide their career paths. In this way, these mentoring programs will create opportunities for "connectedness" by allowing students to bond with a wider spectrum of adults who can serve as inspiring role models for them.

**b) Group Mentoring:** The project will also offer adult facilitated mentoring and/or peer groups at each school. These groups will foster discussion of important developmental issues, focused on student interests such as a "Girls Only Group", a Boys Mentoring group, or "Teen Talk". These groups will be led by a trusted teacher, counselor or trained professional. Also, the project will train and develop an "Alumni corps" of community schools students who are high school age or older to assist in mentoring with younger students. Student-to-student mentoring will take place weekly with peers (or near-peers) meeting for 30 minutes or more each week.

**c) College Readiness Activities:** CCAP will provide support for students and parents to build a college-going culture, which will enable students to understand the importance of college attendance. Research shows that the transition to high school is one of the most challenging periods for youth, with dropout rates soaring in 8<sup>th</sup> through 10<sup>th</sup> grades. CPS students and parents are often overwhelmed or unaware of their options for choosing an appropriate high school. CCAP will work with school counselors to conduct trips to CPS high school fairs and provide information to students and parents in workshops about high school options, the importance of freshman year, and other high school/college readiness factors. Also, the Consortium on Chicago School Research has found that “college knowledge” is a key requirement for CPS students to enter college (Allensworth & Easton, 2007). CCAP will collaborate with counselors and teachers to help students increase their “college knowledge” through: workshops for students and parents; presentations by college students and professionals on college experiences and careers; visits to 2-3 college campuses each year; and “College Week,” a week-long series of events to support students’ interest in college. Middle school students will also have the opportunity to participate in the “Big Art Fellows” mentorship program which pairs Columbia College Chicago students with middle school students. Students from the college and the school will come together on campus monthly to create art together and dialogue about interests, future and college.

**C) Potential and Planning for Incorporation of Project Activities into Ongoing Work**

CCAP has designed the project in order to incorporate the purposes, activities, and benefits of the project into its ongoing work beyond the end of the grant through several measures. First, CCAP and Columbia College Chicago are committed to continuing to develop an arts-focused Community Schools model. The FSCS grant will allow infrastructure and resources to be created that can be used beyond the end of the grant for sustaining partnerships and project activities at each of the project schools, as well as disseminating the model to new partner schools in the future. These resources include: a manual with templates, sample class curricula with student artwork, photo and video documentation, and a final evaluation report. Second, CCAP will

conduct sustainability planning at each of the project schools in the last year of the grant, working in partnership with school leadership and stakeholders to create a workable plan that identifies the priorities of each school and strategies for pursuing those priorities in the context of a full-service community schools model.

**D) Extent to Which Project Will Build on Similar Efforts Using Existing Funding Streams**

The proposed project will integrate with and build on similar efforts at CCAP to improve relevant outcomes such as academic achievement, social emotional learning, arts learning, and parent engagement, using existing funding streams from other programs supported by community, State and Federal resources. These programs can be offered to the FSCS schools, including: The *Arts Integration Mentorship Project (Project AIM)* pairs artists with classroom teachers to create school-day classroom curriculum that draws on media arts, dance, theater, poetry, music, and visual arts to teach academic subjects like math, science and literacy. This project is supported by private funders including foundations and corporations. *Convergence Academies* is a whole-school model that integrates digital media and technology into all aspects of curriculum and instruction. This project is supported by the U.S. Department of Education Investing in Innovation Fund, as well as several private foundation grants and corporate grants and in-kind donations. CCAP also provides professional development for teaching artists working in public schools through the *Teaching Artist Development Studio*, which provides over 40 hours of training and practicum experience to new and mid-career teaching artists. This project is supported by private foundations and corporations. CCAP's *Urban Missions* program connects Columbia College Chicago academic departments with community-based initiatives, including those in public schools. This program is supported by local foundations and corporations, the Illinois Arts Council, and Columbia College Chicago. CCAP works to maximize the impact of these resources by collaborating and coordinating between programs at specific school sites and with the Chicago Public Schools district.

## II. Adequacy of Resources

### **A) Adequacy of Support, Including Facilities, Equipment, Supplies and Other Resources**

Columbia College Chicago is a private, four-year undergraduate and graduate higher education institution, accredited by the North Central Association of Colleges and Schools, and is the premier institution of its kind in the visual arts, performing arts, media arts, and communications.

*The Center for Community Arts Partnerships (CCAP)* was founded in 1998 to further the College's commitment to community engagement. CCAP develops and implements high-quality, arts-based programs with schools and community-based organizations. CCAP has grown considerably since its establishment: from an initial staff of two to a full-time staff of 23, along with 200 instructors and teaching artists (many of them Columbia College faculty and students) who work with a network of over 40 community-based organizations and 50 public schools.

**Facilities, Equipment and Supplies:** Program activities will take place primarily at partner school sites. The three *partner schools* have agreed to support the project with appropriate facilities and equipment (see the MOUs for verification of these commitments). For example, the schools have indicated that they will provide the project with the use of audio-visual equipment (e.g., overhead projectors and LCD's) and computers. Classrooms or auditorium usage are available at all school sites. All of the schools have also agreed to open their facilities to students and parents during after school hours and on Saturdays. In addition, counselors, teachers, and school administrators at each school will assist with: student assessment, the identification of students with special needs, and the development and implementation of tutoring and other activities. The facilities of *Columbia College Chicago* will also be available as sites for field trips, mentoring programs, culminating events, and summer classes. The college's facilities include state-of-the-art studios, classrooms, auditoriums, libraries, theatres, galleries and performance spaces to support a student population of over 10,000. The college is 100% accessible for physically handicapped students and close to all modes of public transportation. Project staff will have office space at the *CCAP office* with access to adequate

computers, printers, photocopiers, file cabinets, desks and office supplies. School-based staff will also have appropriate work areas, meeting space, and storage at the schools. Equipment and supplies such as art class supplies, media technology equipment, sports equipment, and supplies for professional development events and culminating events, have been appropriately budgeted, drawing on the experience of CCAP in operating community schools programming for accurate estimates of what is needed for a successful program. *Community partners* will also provide appropriate facilities, equipment and supplies as listed in the MOUs (see Appendix B).

### **B) Relevance and Demonstrated Commitment of Each Partner in the Project**

As documented in the MOUs, the commitment of each partner to the project's implementation and success are clearly demonstrated. All of the partner schools will commit facilities and equipment and staff resources to implement the project's key components. All schools will make major contributions to the development, implementation, and evaluation of the project. First, representatives of all partners will serve on the planning, management, and oversight groups of the program; namely, the Project Oversight Committee, the School Steering Committees, and the Project Management Team. Second, CCAP will employ a Full-Service Community School Resource Coordinator to work at each school site, who will assist with the recruitment of students and parents for program components, as well as collaborate with CCAP staff and school stakeholders 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 during the grant period and beyond, in order to help sustain the project after the end of the grant period. These partners include: The Illinois Federation for Community Schools, Lawndale Amachi Mentorship Program (LAMP), Girls in the Game, Common Threads, and United Way of Metropolitan Chicago. These partners will contribute planning time and their services to the programming at each school, such as health and

social services, adult education services, food and nutrition resources, and others.

### **C) The Extent to which Costs are Reasonable**

The costs for this project are reasonable in relation to the number of persons to be served and services to be provided. The project cost is approximately \$499 per student or parent served each year. CCAP will provide additional support for the project in the form of additional private and public sector grants, with cash funding and in-kind resources from the College equaling \$182,900 over the course of the five year period. This project cost is also reasonable because the schools will develop capacity in both personnel and infrastructure that will have a lasting impact.

The potential impact of the strategies developed during the five year project period demonstrates the cost effectiveness of this effort. As CCAP leverages the support of its partners and other organizations, the result will be a more efficient method of delivering service. It is anticipated that the organizational structures (e.g. see a list of these organization units in sub-section B above) established at the partner school sites will encompass many existing partnerships at the schools, thus reducing some bureaucracy. The other services provided by CCAP, including training, information and resources on NCLB regulations, will be communicated through instruments that Columbia College is uniquely qualified to deliver in its capacity as a school of media arts and communications. The College will provide communication services to this project that would be at a significant cost if they had to be purchased.

## **III. Quality of the Management Plan**

### **A) Planning, Coordination, Management and Oversight of Project Services**

This FSCS initiative proposes a comprehensive plan for management of the proposed project. Three organizational structures have been developed to address planning, management, coordination, and oversight of the project. They include: (1) the Project Oversight Committee, (2) the Project Management Team, and (3) the School Steering Committees.

#### **a) Project Level Planning and Oversight through the Project Oversight Committee:**

The Project Oversight Committee will meet monthly during the first project year to conduct planning for the entire project, and then meet quarterly in Years 2-5. It will include representatives from the lead agency (Columbia College Chicago), the LEA (Chicago Public Schools), partner school principals, Resource Coordinators, parent leaders from each school, and the Project Management Team. The Oversight Committee will review the project design in collaboration with the External Evaluator to provide continuing improvements, assess the adequacy of resources, review the management plan to ensure proper support and quality control, and review evaluation plans and summative outcomes to determine the degree to which benchmarks have been met so that adjustments in the program design can be made. Evaluation findings will foster a continuous improvement cycle to support the effective management and implementation of the project.

**b) Coordination at the Project Level through the Project Management Team:** The Project Management Team will provide management and coordination of the project. This team will meet bi-weekly and will consist of the Project Director, the Executive Director, Community Schools staff, Resource Coordinators, and the Budget and Operations Manager. This group will: (1) review timelines and milestones; (2) monitor the budget; (3) define the responsibilities of all staff; (4) implement and carry out an on-going 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 to implement the evaluation design, including the development of assessment measures, the collection of data, and the review and analysis of evaluation results; and (7) share and use data to drive decision-making; and (8) 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 School Steering Committees:** Planning and project oversight at each site will be undertaken by the School Steering Committees, which will include: the principal, Resource Coordinator, partner entities, parents, teachers, students, and members of the community. The Committee will first meet to create a

site-based implementation plan, and in subsequent monthly meetings, will revise plans to meet program needs and align these plans with the school's existing school improvement plans. The School Steering Committee will also continually monitor, assess, and suggest improvements for programs and additional services. In the initial project planning phase, a needs assessment will be conducted at each school to determine specific services and programs to meet school and community needs. Each school will also create a student advisory committee. This group will meet with the steering committee or as a separate committee to discuss program services, needs and interests to ensure student voice in planning services. The project will also collaborate with the school principals to assist them in being community and instructional leaders for the project. The commitment of the principal is seen as a key component to ensure that the project is effectively coordinated with the project's community partners.

**d) Coordination and Day-to-Day Management through the Full-Time School-based FSCS Resource Coordinator:** To ensure full coordination of efforts at each school site, CCAP will employ school-based FSCS Resource Coordinators who will be responsible for coordinating services at the site level. They will work closely with the principal, staff and students to ensure that program delivery is smooth and effective through coordination of space and facilities, scheduling, program staff, and student enrollment and recruitment for service delivery. Their embedded and pivotal role in the school will allow them to develop important relationships with school stakeholders and continually assess and identify needs for their specific school population. The Resource Coordinator will also facilitate the Steering Committee, and engage any partners that provide services in the school so that all school stakeholders are aware of and engaged in the fully coordinated, collaborative vision of a FSCS. To ensure proper and appropriate management, a system of employee reporting, accountability and responsibilities will guide the efforts of the management team. At the school level, day-to-day management of the project, its services, partners and staff is the primary responsibility of the Resource Coordinator. The Resource Coordinator will have dual accountability and responsibility to the Principal for anything that is

delivered at or impacts the school, its parents, community members, staff or students; and to the Project Director for project planning and implementation, following the systems, structures and processes as determined by CCAP, ensuring adherence to grant requirements, and aligning school based efforts with CCAP's organizational mission. The Resource Coordinator and Project Director will meet bi-weekly to discuss progress of school-based services and activities.

**e) Oversight of Qualified Program Services:** Oversight of qualified program services at each school will be shared between the Resource Coordinator and the Project Director in consultation with the principal, School Steering Committee, and Project Management Team. The Project Director will help to ensure that program services are delivered as outlined in the approved grant proposal. The Resource Coordinator, in collaboration with the principal, will provide oversight and will facilitate the School Steering Committee to ensure that program services are delivered on time according to each school's service plan. Additionally, the Project Director will meet bi-weekly with a team consisting of Resource Coordinators from each school to share ideas and successes, problem solve, and address areas of improvement. The Project Director will develop processes to ensure quality assurance such as professional development of service providers, program observations, and additional groups and committees. The MOU includes more specific details on program oversight and management.

### **B) Qualifications of the Full-Service Community School Coordinator & Other Personnel**

**Full-Service Community School Resource Coordinator (100%) (to be hired):** This position will be responsible for implementation and coordination of all site-based services at each partner school, including supervising contractual and part time staff, developing and monitoring budgets, and maintaining communication with all partners. This position requires a bachelor's degree in education or a related field, experience in or understanding of out of school time programs, and a minimum of two years experience working with schools, community-based organizations, and/or arts partnerships. These positions will be hired once the project is launched.

**Project Director (50%):** This position is responsible for overall management of out-of-

school programs, including supervision of Resource Coordinators and other project staff, professional development, program evaluation, continuous improvement efforts, and partnership-building. This position requires a master's degree in education, experience in community education programs, and knowledge of arts education. April Langworthy will be Project Director for the FSCS project. Ms. Langworthy managed the GEAR UP college readiness program at CCAP from 2002 to 2005 and has supervised the Community Schools program for over 8 years. In 2014 she received the Illinois Federation for Community Schools leadership award for her work and dedication to Community Schools in Illinois. Prior to CCAP, Ms. Langworthy worked with Chicago Public Schools in program improvement, evaluation, professional development, and classroom instruction. Ms. Langworthy has a Master of Education degree in Curriculum and Instruction with a focus on School Improvement Practices and Arts Integration, and a B.S. in Theatre Education.

**Resource Coordinator Trainer and Coach (25%):** This position is responsible for supporting the training and on-boarding of new Resource Coordinators and coaching them to build/develop capacity for resilience. Rachel Culich will serve in this role for the project. Ms. Culich worked as a school-based Resource Coordinator for 8 years prior to her appointment as Program Manager. She holds a M.A. in Arts Administration from the School of the Art Institute of Chicago, and a M.S.W. from Loyola University Chicago.

**CCAP Executive Director (20%):** This position is responsible for providing overall project supervision, quality assurance, and adherence to grant commitments. This position requires a master's degree in arts or arts education and a minimum of 5 years of experience as director of an arts organization. David Flatley has been in this position since 2006. He has over two decades of experience in developing and implementing educational and intercultural initiatives to improve teacher practice and student achievement. He has an M.A. in Arts Administration from the University of Wisconsin-Madison and a B.S. in Business Administration from the University of Illinois-Champaign. He has served on the board of the

Illinois Federation for Community Schools for the past seven years.

**Teaching Artists:** CCAP recruits teaching artists from a deep pool of arts educators in Chicago, including Columbia College alumni. Teaching artists are hired on the basis of extensive experience and qualifications in arts education and youth development.

**Prior Performance of the Applicant:** CCAP has extensive experience in community schools and after school programming, as well as arts learning programs of all disciplines. As part of the Chicago Coalition for Community Schools, CCAP has played a vital role in the development, success and sustainability of the Community Schools initiative in Chicago since its inception. Since 2001, CCAP has implemented Community Schools in six different Chicago Public Schools sites. CCAP has demonstrated its capacity to provide effective services through: its track record in successfully delivering such services, Columbia College Chicago's distinguished history as a significant higher education institution, and CCAP's excellent record in administering major government grants and contracts.

CCAP's Community Schools Initiative has received several awards and measures of public recognition for its effectiveness. CCAP was one of 15 organizations across the country to receive the 2010 National Arts and Humanities Youth Program Award, bestowed by First Lady Michelle Obama. This prestigious award is the highest honor in the nation for after-school arts and humanities programs serving children and youth. Additionally, CCAP was evaluated by the Southwest Educational Development Laboratory (SEDL) National Center for Quality After School and deemed a "best practice" site for quality arts programs in after-school settings. The program also received the Dimon Distinguished Community Schools Award in 2009 for Jenner Academy for the Arts and in 2008 for Pulaski Fine Arts Academy. The Dimon Award of the Illinois Federation for Community Schools recognizes outstanding community schools in Illinois that have shown excellence in the implementation and outcomes of a community school.

External evaluators have attested to CCAP's Community Schools programs having a positive impact on students and parents. In the past five years, the percentage of students meeting

or exceeding standards at partner schools have increased an average 5 points in reading, and average 7 points in math. Teacher reports also show improvements in student academic achievement. One school improved its status on the Academic Warning list to make AYP for three consecutive years, crediting CCAP's program for supporting this success. The 2012-2013 CPS Community Schools Initiative Partner Profile found that CCAP's current Community Schools students had higher attendance, lower chronic absenteeism, less misconduct, and higher perception of safety than at other community schools.

CCAP has successfully managed and operated several large multi-year federal, state and local grants and contracts for arts integration, service learning, college readiness, parent engagement, and out-of-school time programs. These include a Learn and Serve America grant from the Corporation for National and Community Service from 2003 to 2006, and many grants from the U.S. Department of Education: a GEAR UP grant from 1999-2005; a 21<sup>st</sup> Century Community Learning Center grant from 2001 to 2004; a FIPSE grant from 2004-2006; a 3-year Arts-in-Education Model Development and Dissemination (AEMDD) grant from 2005 to 2008; a 5-year Parent Information Resource Center from 2006 to 2011; a 4-year AEMDD grant from 2008 to 2012; another 4-year AEMDD grant from 2010 to 2014; a new (and fourth overall) 4-year AEMDD grant starting in 2013; and a 3-year Investing in Innovation (i3) Fund grant starting in 2013. In addition, CCAP has received and administered several grants from the Illinois State Board of Education's 21<sup>st</sup> Century Community Learning Center program, and contracts from Chicago Public Schools for out of school time programs.

#### **IV. Quality of Project Services**

##### **A) Extent to Which Project Services Reflect Up-to-Date Research and Effective Practice**

###### **a) Research on the Impact of Arts Learning on Academic Achievement and Other Relevant**

**Outcomes:** Based on the research described below, the project will use visual arts, dance, theater, music and other art forms to facilitate learning in core academic subjects through arts education and arts-integrated curriculum. Researchers such as David Lazear, Howard Gardner, and Elliott

Eisner have demonstrated how effective an arts integrated design is in serving students with different learning styles: instructional approaches such as arts integration, project-based work, and hands-on instruction can reach students who have difficulty learning through traditional teaching methods. Researchers have found significant statistical relationships between arts education (like the programming offered in this project) and student achievement (Rabkin & Redmond, *Putting the Arts in the Picture*, 2004; Center for Arts Education, *Staying in School: Arts Education and New York City High School Graduation Rates*, 2009). An analysis of data from the National Educational Longitudinal Study showed that students with high levels of arts participation (measured by classes and extra-curricular activities like those offered under this project) performed better than their peers across a wide range of achievement variables (Catterall, Chapleau, and Iwanaga, “Involvement in the Arts and Human Development” in *Champions of Change*, 1999). Another national sample indicated that youth who participated in arts programs for an average of 7-10 hours a week for 32-40 weeks a year were four times as likely to win an award for academic achievement, four times more likely to participate in a math and science fair, and three times more likely to win an award for school attendance (Heath, *Living the Arts Through Language + Learning*, 1998). Research on arts integration in particular shows a positive impact on students, teachers and schools (Burnaford, Brown, Doherty & McLaughlin, *Arts Integration Frameworks, Research & Practice*, 2007). 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, *Partnerships in Arts Integration Research (PAIR) Project: Final Reports*, 2012; Catterall & Waldorf, “CAPE: Summary Evaluation, in *Champions of Change*, 1999; Ingram & Seashore, *Arts for Academic Achievement: Summative Evaluation Report*, 2003).

**b) Research on the Impact of Parent Involvement and Family Literacy:** CCAP’s project draws on up-to-date research as well as best practices from its Illinois Parent Information Resource Center to involve parents in their children’s education. Such a project design is

supported by studies demonstrating that parent involvement and family literacy can play a critical role in increasing children's academic performance (Harvard Family Research Project, *Parent Involvement and Early Literacy*, 2003). A recent synthesis of 51 studies on parent involvement found that "student achievement increased directly with the extent to which parents were engaged in a parental involvement training program" (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 literate parents can play in their children's education, especially when parents are involved in a meaningful way in defining their own learning and they acquire technology skills (see King & McMaster, *Pathways: A Primer for Family Literacy, Program Design and Development*, 2000).

**c) Research on the Impact of Mentoring:** CCAP's project employs college students and adults to mentor students in groups and one-on-one. This objective and its activities, described in detail in Section 1(iii), have drawn heavily upon up-to-date, scientifically-based research that demonstrates that high school attendance, student retention, the accrual of credits, and the completion of high school can be improved if students become engaged with mentors who support their academic studies and champion their educational development. Such scientifically-based research demonstrates that mentors can contribute to improving academic performance and personal development by nurturing deep interpersonal bonds and modeling academic success (see Herrera, Sipe, & McClanahan, *Mentoring School Age Children: Relationship Development in School-Based and Community-Based Programs*, 2000; Jekielek et al., *Mentoring: A promising strategy for youth development*, 2002). Dubois et al. ("Effectiveness of mentoring programs for the youth: A meta-analytic review," *American Journal of Community Psychology*, 30, 2002) analyzed 55 studies to find that mentoring programs offered the greatest benefits to students

considered to be at-risk. Other studies have found that students in mentoring programs have scores increase in all subject areas (Thompson and Vance, “The impact of mentoring on academic achievement of at-risk youth,” *Children and Youth Services Review*, 23, 2001).

### **B) The Likelihood that Project Services Will Lead to Improvements in Achievement**

Similar projects implemented by CCAP in the past have led to improvements in the achievement of students as measured against rigorous academic standards. This evidence demonstrates the likelihood that the proposed FSCS project will have a similar impact. *First*, the Arts Integration Mentorship Project (Project AIM) implemented arts integrated curriculum similar to that being proposed in out-of-school time activities in the FSCS project. The evaluation design compared standardized test scores for three project and three comparison schools. Student test score data from the 2009-2010 year showed a significant positive difference between treatment school students’ scores in writing and math and comparison school students’ scores. Treatment students meeting or exceeding proficiency increased from 47% to 63%, an increase of 16 percentage points, which was double the rate of increase for comparison school students (48% to 56%, an increase of 8 percentage points). The difference was also significant at the .05 level. For mathematics scores, treatment student scores increased by 4 percentage points (from 59% to 63%) while comparison student scores actually decreased (from 62% to 61%).

*Second*, from 2006-2011, CCAP administered the U.S. Department of Education Parent Information Resource Center (PIRC) grant. The CCAP PIRC program employed a full service community schools model in five schools in Chicago, similar to that being proposed in this FSCS project, including: a parent resource center; activities designed with the advice of parent steering committees; parent involvement through workshops, classes, and summits for teachers, parents, school administrators, and community members; and the dissemination of school-based models, all addressing Title I school needs. A comparison was made between the composite average school scores for the five school sites in the areas of reading and mathematics, using an interrupted time series assessment of student academic performance over five years. In the 2005-

2006 baseline school year, 56% of the students at the five hub site schools were at grade level. By the 2010-2011 school year, 66% of the students at those five hub site schools were performing at grade level in the areas of reading and mathematics. It should be noted that one school showed dramatic increases in its test scores. Pulaski achievement scores increased from a baseline of 63 to 82 in year five, a 19 point increase. Crown showed a 19 point increase from 41 percent at grade level to 60 percent. In both cases these increases were statistically significant at the .05 level. Two other schools showed increases as well. Herzl went from a baseline of 49 at grade level in reading and mathematics to 53. Jenner also went from a baseline of 50 to 58. Overall, the project during its five years demonstrated that parent programming could make major improvements in students' academic performance.

## **V. Quality of the Project Evaluation**

### **A) How Project Evaluation Will Provide Timely and Valid Information**

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 Steering Committees, and the Project Oversight Committee 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 Project Management Team, the School Steering Committees, 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 semi-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) Mentors, school staff, and CCAP staff will convene monthly to review all of the above 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 Project Oversight Committee. Second, the Management Team will meet with the Project Oversight Committee and the School Steering Committees 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 Project Oversight Committee and the School Steering Committees. This process will be repeated each project year, and an on-going feedback loop will be created.

### **B) How Project Evaluation Will Provide Guidance or Strategies for Replication**

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 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 ethnically diverse, 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 colleges in partnership with schools can adopt a program that can have a profound impact on students and parents alike. For example, project staff will continuously document for replication how students and parents can be supported in their quest for higher attainment. As part of the program's implementation, the strategies that instructors employ and the problems they may encounter in implementing them will be fully documented, 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 Project Oversight Committee, the School Steering Committees, 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 colleges and universities, community agencies, and schools to use as guidance for project replication. For example, a DVD or manual will consist of a synthesis of the summer and 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 website will be established that will facilitate the

replication of the project. Principals from project schools will be encouraged to share the success of the project with other area principals to promote the use of how students and parents can be fully supported 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.

### **C) The Extent to Which the Methods of Evaluation Will Provide Valid and Reliable**

#### **Performance Data on Relevant Outcomes**

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 test scores. Qualitative assessments will include interviews, focus groups, portfolios, written reports, journaling, minutes, course unit plans and lessons, and course materials.

**a) Management of Project's Evaluation:** The Project Management Team will be responsible for managing the project's evaluation design. This group will work with the External Evaluator and the Project Director to refine the evaluation design, implement it, and report quarterly to the Project Oversight Committee on formative and summative evaluation results. In addition, each school will have a contact person for statistical data collection and the returning of

surveys. The Management Team and Project Director will be responsible for all federal accountability reports. The evaluation team will also have, as a consulting partner, an External Evaluation Consultant, Jerry B. Olson, a former Associate Dean for School Relations at Northeastern Illinois University. Dr. Olson has over 35 years of experience as an evaluator and a director of numerous federal and state funded grants (see the Appendix for resume), including student, parent, and school improvement and professional development projects.

**b) Timelines and Reporting to the U.S. Department of Education:** The Project Management Team and the External Evaluator will be responsible for conducting the project's evaluation activities in a timely manner. Baseline data for summative assessments will be collected when each school year begins: October of 2014 in the first year, and August of ensuing years. Post-assessments will be administered in August of each project year. Formative assessments will be administered quarterly throughout each project year. Finally, the project will report on this program's GPRA measure documenting the percentage of individuals targeted for services who receive services during each year of the project period.

**c) Objective Performance Measures:** The quantitative performance assessments will include such measures as: pre-post surveys and questionnaires for students and parents; school attendance rates; enrollment statistics; records of students receiving a passing grade in all of their core academic subjects and advancing from one grade level to the next; state standardized achievement scores in the core subjects of reading, writing, mathematics, and science; students' grades and 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 effectiveness of interventions. All data will be entered into a database at CCAP 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**

**Outcome 1a.** By September 30, 2019, for the three community elementary school students in the project who have participated in the project, there will have been an increase of 10% of elementary school students passing all of their core academic subjects, an increase of 10% of students advancing from one grade level to the next, and an increase of 15% being at grade level in the core subjects of reading, writing, mathematics, and science.

**Performance Measure and Benchmarks for 1a:** The percentage of elementary school students in the project who pass all of their core academic subjects (2% per year), advance from one grade level to the next (2% per year), and are at grade level in the core subjects of reading, writing, mathematics, and science (3% per year) will have increased for elementary school students according to the percentages indicated in parentheses by the end of each year of the project.

**Outcome 1b.** By September 30, 2019, there will have been 25% increase in the number of participating students' with the knowledge and skills necessary for success as related to the Common Core State Standards Career and College Readiness Anchor Standards.

**Performance Measure and Benchmarks for 1b:** The percentage of participating students who have the ability to meet state standards for career and college readiness will increase by 5% at the end of each project year.

**Assessment instruments for Outcomes 1a and 1b:** (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) meeting minutes, agendas, field notes, and sign in sheets at the summer, Saturday, and after-school sessions; (5) documentation of feedback evaluations; (6) observation protocols of instructional strategies undertaken by mentor/coaches; (7) student journals, sample lesson plans, and checklists that evaluate student academic development; and (8) documentation and authentic assessments of student inquiry-based projects and the written summaries reports from those inquiries.

## **2. Second Objective: Increasing Parental Involvement and Family Literacy**

**Outcome 2a.** By September 30, 2019, there will have been a 25% increase in elementary school parents who will have participated in the project and who will have the ability to support the development of their children both at school and at home through meeting with and collaborating with their teachers in such areas as: teaching core academic subjects in reading, mathematics, writing, and science, reading to or with their children, talking to their children about their school work, monitoring their learning, as well as TV and computer use, and creating a home environment supportive of learning.

**Performance Measure and Benchmarks for 2a:** The percentage of parents who have the ability to support the development of their elementary school children both at school and at home in the types of areas specified in 3a above will have increased on the average 5% each project year for elementary school students .

**Outcome 2b.** By September 30, 2019, there will have been a 25% increase in the project elementary school parents who have demonstrated a range of such family literacy skills on indices or scales such as: reading, writing, speaking, technology, and managing finances.

**Performance Measure and Benchmarks for 2b:** The percentage of community parents and community members who have demonstrated a range of scaled family literacy skills as

specified above will have increased on the average 5% for elementary school students by the end of each year of the project.

**Assessment Instruments for Outcomes 2a and 2b:** (1) pre-post assessments of parent involvement in the education of their children; (2) pre-post assessments of family literacy skills in the areas of reading, writing, speaking, use of technology, and managing family finances.

### **3. Third Objective: Increasing Mentoring and Improving Personal, Social, and Cultural Youth Development**

**Outcome 3a.** By September 30, 2019, there will have been a 25% increase in the percentage of elementary school students within this project who are mentored by community adults.

**Performance Measure and Benchmarks for 3a:** The percentage of elementary school students within this project who are mentored by community member adults will have increased 5% by the end of each project year for elementary school students.

**Outcome 3b.** By September 30, 2019, there will have been a 25% increase in the percentage of project community elementary school students who have demonstrated an improvement in youth development on a range of interpersonal, social, and cultural developmental indices or scales such as self-esteem, cooperation and teamwork, respect, cultural appreciation and celebration, responsibility, fairness, civic virtues, and caring.

**Performance Measure and Benchmarks for 3b:** The percentage of elementary school students who demonstrate improvement in youth development on the indices and scales specified in 3b will have increased on the average 5% for elementary school by the end of each year of the project.

**Assessment Instruments for Outcomes 3a and 3b:** (1) records of students being mentored in the summer, Saturday, and after-school sessions; (2) a pre-post assessment of students' self-perceptions according to the scales listed above in 2b; (3) records of student interactions and use on the project's website and in e-mails and chats with mentors; and (4) feedback questionnaires reflecting on student perceptions of what they have and have not learned.