

Part III- Narrative

West Chicago Elementary School District 33 (D33) through its WeGo Together for Kids (WGTK) community collaboration proposes to implement the US Department of Education Full Service Community Schools for students at Project Hope, Early Learning Pre-School Centers and Currier Elementary School. The students that attend these schools are likely to experience significant achievement gaps due to several risk factors that describe this population. The student population live in poverty and reside in low-income multi-family units; are from immigrant families, English language learners and have parents with limited English language skills, and many come from households that are undocumented; face family and community violence likely leading to trauma exposure; and face numerous health and wellness disparities, such as high obesity rates, poor food access/insecurity, and limited access to health, dental and mental health resources. These indicators are likely to impact the students' ability to learn, their social emotional development as well as parent engagement in schools and in supporting their child's learning, thereby negatively effecting the student's education and career success. Furthermore, West Chicago is in DuPage, a suburban county neighboring the city of Chicago/Cook County and the social service resources that are likely needed to address these challenges are not easily accessible because of the lack of public transportation in this suburban area.

With implementation of the Full Service Community School, D33 will provide a community-based site at Currier School that offers a comprehensive integrated approach to education, health and wellness, social emotional learning and family support services all with the purpose of closing the achievement gap; improving student and family health; and enhancing

parent stability and engagement in their child's life. All these factors will contribute to the long-term success of the students and families from this targeted community.

WGTK partners serving in this program include: Benedictine University, Breaking Free, DuPage County Health Department, Federation for Community Schools, KidCare Medical, Literacy DuPage, Metropolitan Family Services DuPage, Neighborhood Food Pantry, Northern Illinois Food Bank, Outreach Community Ministries, People's Resource Center, United Way DuPage/West Cook and West Chicago Park District.

A. Quality of Project Design

Goal A. Close the achievement gap:

1. By 2019, increase the percentage of FSCS students that meet or exceed Illinois standardized achievement tests for math and reading to 60% as evidenced by the number of students participating in the program that meet or exceed Illinois standardized achievement tests.
2. By 2019, increase student's math and reading learning outcomes to 80% as evidenced by the number of students performing at the "secure" level with the Standards-Based Report Card.
3. By 2019, 50% of students participating in the program will perform reading and math skills at grade level as measured by MAP scores.
4. By 2019, 80% of preschoolers participating in the program will enter kindergarten performing reading and math skills at grade level as measured by Get it! Got it! Go! for reading and district created outcome measurement for math.

Goal B. Improve student and family health:

5. By 2019, increase the number of students and families receiving mental health services by 75% as evidenced by the number of people served by MFS, OCM and UW.

6. By 2019, the CGAS /GAF score for 80% of clients will increase by 10 points and students and families receiving mental health services will complete at least one treatment goal as evidenced by Metropolitan Family Services, Outreach Community Ministries, and United Way reports.
7. By 2019, increase the number of FSCS participants eating at least 5 servings of fruit and vegetables by 50% as measured by healthy eating self-reported surveys completed by students in after school programming and adults receiving nutrition education classes, consultation in Resource Center, and/or participating in wellness screening events.
8. By 2019, 75% of FSCS student participants will be active for at least 1 hour a day as evidenced by physical activity self-reported surveys.
9. By 2019, 75% of FSCS adult participants will be physically active at least 30 minutes a day as measured by physical activity self-reported surveys data.

Goal C. Enhance parent stability and engagement in their child's life:

10. By 2019, increase parent participation in education opportunities about child development, strategies to support their child academically, parenting education, financial literacy, and computer literacy by 100% as evidenced by sign-in attendance sheets at events.
11. By 2019, 65% of adults in English as a Second Language classes will demonstrate a minimum gain of one or more performance levels as measured by the BEST Plus test.

Description of Student Population: Project Hope serves 120 children ages 0-3 and 106 families each year. This home-based program has staff who are housed at Currier Elementary School. All families are low-income and all children come from households whose parents have limited English language skills. Over 85% of the parents do not have a High School/GED level education. 20% (22 families) live in unstable housing and are at-risk of homelessness. Twenty-

nine (29) children have been identified as having a disability qualifying them for Child and Family Connections (CFC), a public health early intervention program; and eight (8) of the families have been identified as experiencing domestic violence. In addition, D33 preschools serve 324 children ages 3-5 with new classrooms opening in 2014-15 to serve 400 children. The Early Learning Center (ELC), located at 300 East Forest Avenue in West Chicago, is a district building. Trinity Preschool, located at 331 George Street in West Chicago, is a rented facility due to having overgrown the ELC. 92% of students come from low income homes, 73% (263) preschoolers are English language learners, and 31% (99) students have Individualized Education Plans or 504. All students enrolled qualify for specialized services (IEP/504), a referral from CFC or have specific risk factors such as living in poverty or are ELLs.

Currier Elementary is one of six D33 elementary schools and is located at 800 Gary Mills Road in West Chicago Illinois. There are 529 students in kindergarten to 5th grade. All students are eligible for free or reduced fee lunch signifying that they come from low-income households/families. Demographically, 86.4% of the student population is Latino/Hispanic, 10.2% White, 2.8% Black, and 0.6% Asian which is reflective of the growing demographic trend in West Chicago that has seen an influx of immigrant Hispanic populations reside in this suburban community within the last 20 years. Over sixty-six (66.2%) percent of the population are English language learners and 8.9% are students with disabilities. Student mobility is 28% as compared to the district rate of 22% and the state rate of 13%.

Academically, this school has been on the Academic State Improvement Status Watch List for the last 3 years. Composite ISAT scores for the 2013 School Year was 30% meeting or exceeding as compared to the state level of 59%. The specific composite scores for reading was 30% as compared to the state 59%; for math was 30% as compared the state 59%; and for

science was 56% as compared to the state 80%. Furthermore, the percentage of students at Currier by grade for math and reading at or above the mean RIT for Fall 2013 Measure of Academic Progress (MAP) by NWEA is as follows: for 3rd grade – math at 13% compared to district rate of 17% and reading at 20% compared to district rate of 26%; for 4th grade – math at 15% compared to district rate of 19% and reading at 18% compared to the district rate of 25%; and for 5th grade – math at 26% compared to district rate of 27% and reading at 24% compared to district rating of 30%.

Barriers/Challenges Facing this Community: West Chicago is part of a growing, underserved and highly concentrated Latino community of 14,149 individuals out of 27,428 total residents (51.5% of total population) and 53.7% who speak a language other than English at home. To say this area has experienced dramatic demographic change with the influx of Latino immigrants is an understatement. In 1990, just 4.2 percent of DuPage County population was Latino compared to 13.6 percent in accordance to the 2010 census data, a 223 percent increase. This change is most apparent in area schools. There are 29 elementary school districts in DuPage County with a total enrollment of more than 59,000 students. Among them is D33, a Pre-K through 8th grade system with nine schools and an enrollment of 4,131. The district is distinct in DuPage County by having a majority of minority students with 74.8% Latino, 69.2% Low Income and 51.6% are English language learners.

Other key socio-economic indicators that place this population at-risk according to the American Community Survey 2012 3-Year Estimates for West Chicago: 10% of households are led by single parents. Twenty-seven percent of the adult population 25 years and older have less than a high school diploma and 26.5% have a high school diploma. Twenty-five percent of the population have a Bachelor's or higher. Thirty-two percent (8706) of the population are foreign

born and 6,253 out of 8,706 are currently not US Citizens. Fifty-four percent of the population speak a language other than English in the home. The unemployment rate at 8.7% is significantly higher than the DuPage County rate of 6.6%. The median income is \$63,790 as compared to the county median income of \$74,072; and the percentage of children 18 years and younger living below poverty is 33.4%.

Indicators to justify the need for a FSCS program in West Chicago District 33: Students from this district are at risk for academic failure due to low-income status (1); lack of English literacy and limited parental education (2); limited access to quality primary care and mental health services (3); and challenging social environments (4).

Issue 1: D33 has the highest rate of poverty in DuPage County. Poverty status and low-incomes are widely recognized as risk-factors for academic failure. 100% of students at Currier and Project Hope along with 92% of preschool students are identified as low-income. School staff have also found that many households even with two full-time wage earners must work long hours at low-paying, often minimum wage jobs just to maintain a hold on the lower rungs of the economic ladder. 155 Currier students live in multi-unit housing complexes. Financial insecurity is an important family stressor found amongst many of the families in the district.

Issue 2: D33 has the highest level of Limited English Proficient (LEP) students requiring special bilingual services, academic support and tutoring. The percentage of ELL learners is over 66% at Currier Elementary School, 100% at Project Hope and 73% in the preschools; the percentage of households with a language other than English spoken in the home within West Chicago is 53%, and an immigrant population within the area of 31.7%. Research suggests that parents with limited English language skills and limited education (26.6% of West Chicago's population have less than a High School Diploma), are more likely to have challenges in

adequately supporting their child's learning. It is critical to provide these parents with the understanding of the education system so they are advocates for their children, ESL instruction for developing their English language skills, and interactive parent-child activities to support their child's learning in the home environment.

Issue 3: Significant health issues including obesity and access to mental health services exist for D33 students and their families. These vulnerabilities indicate an important need for health education, prevention and intervention strategies, as well as improved awareness of quality primary care and access to mental health services. For the 2011–12 school year the Body Mass Index for Currier students had a higher rate of obesity in comparison to all students sampled in DuPage. The county-wide rate was 31% overweight and 15% obese. At Currier, 49.4% of students were overweight and 23% were obese. Related to this issue is food insecurity and access to affordable healthy food. According to Map the Meal Gap statistics from Feeding America, 37,130 or 16.4% of DuPage county children are at risk of hunger (food-insecure). The need for dental care in D33 ranked fourth out of 21 districts in DuPage County with the percentage of children with decay for this district at 55.4%. Using social indicators and a prevalent mental illness risk group analysis, the DuPage Partnership for Behavioral Health reports that West Chicago ranks 6th in all of DuPage County municipalities, with an overall risk factor of 11.55 based on population and risk factors for mental illness. Specifically, there were 116 referrals for mental health services in the 2013–14 school year with an average waiting list of 20 families and in the 2014-15 school year, 129 referrals with an average of 20 families on a waiting list. West Chicago ranks 12th with 333 cases of children ages birth-17 with affective disorders. This need is substantiated by the fact that the Latinos in West Chicago are designated a Medically Underserved Population (MUP) by the federal government, meaning that there are

insufficient health resources that are financially, culturally and linguistically accessible to serve this population. This situation has serious consequences for Latino children who are at-risk for obesity, associated chronic disease such as diabetes, and mental health disorders.

Issue 4: D33, despite being located in a suburban community, faces a significant level of neighborhood violence that includes gang activity contributing to a sense of danger among students and residents. According to the West Chicago Police Department, from 2011 to 2013 there were more than 301 incidences of gang violence and for the last six months there have been more than 4.6 incidences per month (28 total). Gang related incidences include Graffiti, Illegal Contact with Gang Member, Gang Related Conduct, and Mob Action. Furthermore the incidences of domestic violence reported to the West Chicago Police Department for the last three years was 303 and for the last six months 51 domestic violence related calls to the Department. The Teen Birth Rate in DuPage County was 13.9 or 32,305 total births; amongst Hispanic teens the rate was 57.6 or 4,343 total births. A further issue of concern is the delayed entry into prenatal care, which increases the risk of poor neonatal outcomes such as low-birth-weight infants who may experience developmental delays and learning disabilities.

D33 will provide eleven of the eligible FSCS services identified in the RFP.

2. Remedial education aligned with academic supports and other enrichment activities: The

FSCS Coordinator and After School Coordinator (ASC) will partner with the Currier Principal, Early Learning Principal and D33 Department of Learning to align out of school time academic supports. The Assistant Superintendent for Learning has requested all out of school opportunities to focus on math automaticity and increasing academic vocabulary. The after school program will have access to Currier's curriculums and student performance reports. The students performing in the lowest 15% will be invited to attend the **after school program**. The

after school program (provided by Breaking Free) will be offered 5 days a week for 12 hours a week for 30 weeks a school year with 7 weeks of 16 hours per week of summer programming. 70 students grades 1 through 5 will be invited and placed in age appropriate small groups with trained group leaders and bilingual staff will be available while the ASC will oversee the program. In addition to academic enrichment, students will receive a healthy snack, SEL lessons, arts and crafts, fitness and nutrition lessons, service learning, student developed club time and recreation time. The ASC will coordinate with the Principal, Department for Learning lead teachers in Literacy and Math along with the student's teachers to create academic enrichment lesson plans based on the student's outcome assessments. In addition parents will have access to Family Reading and Math Nights designed and delivered by D33 teachers to match the common core learning outcomes. FSCS staff will have the chance to attend Kagan training session. Kagan are instructional structures to enhance student engagement and learning, and are used throughout D33. The WGTK after school partners have been trained and report a noticeable difference in student engagement and a decrease in behavior management issues during after school programming.

3. Family engagement, parental involvement, parent leadership, family literacy and parent education programs: The main need for our parents of young children is to understand the education system and have strategies to engage their child in learning, to understand basic child development, and to access resources to address their basic living needs. All birth to five parents and families will be eligible for FSCS services at Currier Elementary. Parents from Project Hope already access this site through their monthly group activities and preschool staff at the Early Learning Center/Trinity site will directly link their families in need of resources to the FSCS program. The **Resource Center** which will be located at Currier School will offer a weekly

two-hour education/activity session for parents and community members. Opportunities will include education on child development, strategies for supporting their child's academic success, SEL, parenting skills, financial literacy, computer literacy, nutrition, and health/wellness and case management service. The Resource Center will be open various hours and days of the week to accommodate different work schedules. Bilingual assistance will always be available. Programming will be facilitated by the FSCS Coordinator, community clinicians and the Parent Liaison. During year one, the program anticipates serving 10 parents for each session. As the program grows, outreach and recruitment activities take place, along with word of mouth; the program anticipates serving a minimum of 20 individuals per session.

For child development education, we will use the framework from *School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth* published by Education Development Center (promoteprevent.org) and will supplement the preschool materials with bilingual Child Development materials from National Center on Birth Defects and Developmental Disorders (cdc.gov/ncbddd/childdevelopment), and other related parenting skills materials such as *Nurturing Parenting*. Breaking Free has provided this resource to D33 for the last seven years. Nutrition education will be taken from Choose My Plate (choosemyplate.gov). Staff will also provide case management services to link parents/families to needed social services such as housing support, workforce development, health/wellness and other related needs. The Resource Center will use information on enhancing family functioning and social and emotional competencies from *Social and Emotional Learning: Resources for Parents from Edutopia* (edutopa.org) as well as the curriculums D33 has adopted, *Caring School Community* by Developmental Studies Center, *Second Step* by Committee for Children, and *Calm Classroom* by Luster Learning Institute. The FSCS Coordinator and Early Learning Parent

Liaison will work with the Principals and the teachers to review existing and create when necessary parent strategies for supporting their child's academic success. The strategies will be shared with other FSCS partners so the messaging is consistent throughout the system. Through individual or small group conversations, parents will be able to learn strategies for supporting their child's academic success and information on the education system.

The FSCS **ESL classes** will support increased parental involvement as a parent's confidence in their English language skills grow they will be less reluctant to engage in conversations with teachers and school administrators. The **after school program** will host quarterly 90 minute family evenings at Currier school in which the students can showcase the work they have been doing and engage in family activities related to after school themes.

West Chicago Public Library, College of DuPage and D33 preschools already partner in a LEER ES PODER family literacy grant program for parents and their preschool children. The program is 2.5 hours twice a week during the school year. The preschools and Currier school have family evenings with reading and math themes, open house, and parent teacher conferences, all of which are well attended. Since 2006, WGTK offers four Family Nights a year on safety, nutrition and fitness, social and emotional competences/mental health and academic success. Family Nights are offered at the Middle School and open to the entire district. WGTK partners have resource tables, dinner is served and parent and children classes are delivered on the evening's theme. On average 100 people attend each event.

4. Mentoring and other youth development programs: The after school program will allow for positive adult relationships between the small group leaders and students. In addition Glen Arbor Church partners with Currier School to deliver Kid's Hope (see attached Letter of Support). KIDS HOPE USA develops these one-on-one relationships through the creation of

church-school partnerships that pair church members with at-risk kids in supportive, mentoring relationships. Mentors spend one hour per week, reading, talking, playing and listening to a child at school. By helping the child feel loved and valued, they help that child to learn, grow and succeed. (kidshopeusa.org) Glen Arbor Church serves 4-5 students per year who are nominated by the school social worker.

The **after school program** is a youth development service because it “prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems” (National Collaborative of Youth Member) (nrcyd.ou.edu). The goals of the after school program are to increase student academic achievement while increasing student social and emotional competencies, mental health resilience, and choosing a healthy lifestyle. The **Currier mental health clinician** will attend the after school program one day a week to deliver SEL lessons, provide consultation to staff and lead student small groups on SEL related topics.

5. Community service and service learning opportunities: The **after school program** will conduct a service learning project each year. They will use the K-12 Service-Learning Project Planning Toolkit by Learn and Serve America’s National Service Learning Clearinghouse, 2009 Edition, (ffa.org).

6. Programs that provide assist to chronically absent, truant, suspended, or expelled:

While attendance rates for D33 elementary students are good, school absences and drop-out rates have increased dramatically among low-income, Latino students at high school. In 2013-14, 20 Currier students were suspended versus 10 suspensions in the prior school year. Parent support

provided through the **Resource Center** and **ESL classes**, as well as the implementation of comprehensive **after school programming** and mental health services will help students and families in need of social emotional supports. Specifically, **mental health services** will be provided by a part-time licensed bilingual mental health clinician from Outreach Community Ministries. This clinician will specifically work with those students with pre-delinquency behaviors who have been identified as needing early intervention. Students and their families, grades 3 through 5, will be targeted. The clinician will provide assessments, individual & family therapy in the home or school, group counseling for students who are at risk for being suspended and case management. The clinician will carry a caseload of 7 to 9 families, serving 14 to 18 families a year.

7. Job training: Workforce training efforts are being developed through the Financial Stability Work Group to address income supports, financial literacy and workforce development which began meeting in Spring 2014 and will present a strategic plan and program recommendations to WGTK Steering Committee in December 2014. The program will link parents and community members to these programs through the Resource Center.

8: Nutrition services and physical activities: Once a week, for 30 weeks during the school year, 1 hour bilingual **exercise and nutrition classes** will be offered to families. These sessions will help parents set a good example on healthy eating and regular physical activity for their children. West Chicago Park District will lead physical activity classes providing options to increase physical activity for each member of the family. These will include traditional methods (fitness centers), outdoor options (parks), anywhere/anytime options (walking, stomach crunches), group activities (water parks, bowling, sports) and fitness opportunities. The activity will reinforce the learning points of the nutrition piece of the class. Each class will have a strong

element of activity, in some cases using music, some cases using equipment (stretching bands, balls, jump ropes), some cases going outdoors. The goal will be to increase an individual's exposure to physical activity and improve lifestyle choices. In addition there will be opportunity to measure body fat with skin fold calipers, to measure blood pressure, to compare physical signs of nutrition with uniform trends of health. Monthly giveaways will be awarded to consistent attendees. Benedictine University, Northern Illinois Food Bank, and will work together on the 30 minute nutrition portion of the class. Many of the students are overweight or obese; many of their parents appear overweight too. The family classes will feature taste testing and cooking demonstrations, as well as an opportunity for families to prepare healthy foods. A quarterly theme will be created; initially Choose My Plate (choosemyplate.gov) will be the theme. 20 families will served per class if interest grows a 2nd session will be offered to serve up to 40 families a week. The Neighborhood Food Pantry will offer weekly visits to families who attend the nutrition classes.

University of Illinois Extension provides "OrganWise Guy", a nutrition education program will be provided for grades K-2 at Currier School annually.

9. Primary health and dental care: KidCare Medical and DuPage County Health Department will offer four Wellness Screening Clinics per school year. The quarterly 2 hour **Wellness Screening Clinics** at Currier School will provide opportunities for parents and community members to address their own health. Flu shots, immunizations, height and weight for BMI monitoring, blood pressure and blood sugar screening for adults as well as dental screening and benefit assistance will be available. Open gym will be offered for children supervised by screened volunteers working with the FSCS Coordinator. WGTK partners and FSCS staff will have resource tables at the events for additional education and linkage opportunities. The

resource tables at these events will help build stronger relationships between providers and parents as well as community members.

KidCare Medical will provide 1 physician or nurse practitioner, 3 certified medical assistants and 2 bilingual support staff; referrals for critical or abnormal results will be made to local healthcare providers with a linkage policy to assure follow up; flu shots, immunizations, height and weight for BMI for families will be available and blood pressure, blood sugar for adults; small fees may be charged for shots for those without insurance; the DuPage County Health Department will provide 1 staff for assisting parents and community members with assessing and applying for benefits; two dental hygienists will offer dental screening to adults and community members with referral to affordable follow up dental care as needed. The Clinics can serve 75 adults per event, for 300 adults per year. Bilingual assistance will always be available.

10. **Activities that improve access to and use of social service programs and program that promote family stability:** **Financial Literacy** resources will be provided in the Resource Center. The model and materials to be used will be identified by the Financial Stability Work Group which began meeting in Spring 2014 and will present a strategic plan and program recommendations to WGTK Steering Committee in December 2014 for services.

11. **Mental health services:**

High quality bilingual mental health services are not readily accessible in West Chicago. **Mental health services** will be available for those families experiencing symptoms interfering with daily functioning due to undiagnosed mental health disorders or complexity of negative stressors.

Home and community-based, assessment, individual & family therapy, crisis intervention, and

case management will be offered and as well as psychiatric care for those with more severe symptoms. The clinician will carry a caseload of 14 to 18 families, serving 38 families a year.

Through the new WGTK partnership with United Way, the program will be able to leverage dedicated preschool licensed bilingual **community mental health clinician** and a **parent liaison** that will function as a Promotora in the FSCS project to serve the preschool families. These staff will be able to be part of the FSCS team.

12. **Adult education, including instruction of adults in English as a second language:**

ESL Classes will be provided for parents who want to enroll in small group classes for individualized instruction and literacy goal setting. ESL classes will be run by Literacy DuPage, twice a week for 2 hours each session for 12 week sessions. The times of the classes will be decided by the parents and instructor and 20 parents will be served per class. Parents will be able to join classes at any time. Two sessions will be offered each year with the option for a third session if requested by parents. Computer literacy classes will be designed after the People's Resource Center Open Classroom model and offered at the Resource Center.

Barriers for Services: **D33** believe by designing a strong collaborative replicable FSCS model, the program will be able to develop new on-going funding streams to maintain the services at Currier School and expand to the other district schools. More importantly will be the positive impact on the community. By achieving our goals, we will have positively altered the life course for the students thereby raising the health of the entire community.

Integration of related funding streams: The FSCS project will benefit from local district funds, Title I, and Title III grant resources which support classroom instructional materials, professional development and support ELL students. The partnership with United Way and their Live United Neighborhood Network model is a new funding strategy to have deep

community impact through an intentional coordinated education, health and income focus rather than funding unconnected bits and pieces of community programs. This initiative will have a multi-level evaluation plan and a client-level data system to start in 2014-15. We will coordinate the development of the FSCS data collection tool with the UW tools to avoid duplication of efforts and to be able to show outcome/impact on school and neighborhood level as well as a community level. The West Chicago Mayor partners with WGTK in a city-wide wellness initiative which will benefit all district and FSCS wellness activities and goals.

B. Adequacy of Resources

Facilities, equipment, supplies and other resources: The Currier facilities will be available for programs and partners. These include the library, computer lab, classrooms, art and music rooms, gym, playground, and a dedicated office space which is large enough to serve as the Coordinator's office, office space for partners, Resource Center and small groups. D33 will provide internet access, copiers, office supplies, printing and postage, school curriculum materials, library materials, academic software, and recreational equipment.

D33, the applicant for this FSCS opportunity, is foregoing all supervisory and indirect costs of grant administration program, estimated to represent 10 percent of the annual funding request, thereby, providing additional funds to support direct program activities.

Commitments of other contributed resources include: 1) Benedictine University: graduate student interns to develop and deliver nutrition lessons. 2) Breaking Free: professional development on parenting education and substance abuse consultation. 3) DuPage County Health Department: benefitting specialist and dental services at Wellness Screening clinics. 4) Federation for Community Schools: consultation and coaching after initial start-up. 5) Kid Care Medical: healthcare staff for Wellness Screening clinics. 6) Literacy DuPage: summer

conversation groups held at the West Chicago Public Library. 7) Metropolitan Family Services DuPage: graduate level mental health interns. 8) Northern Illinois Food Bank: nutrition lesson development and delivery. 9) Outreach Community Ministries: consultation on the impact of trauma, pre-delinquency behaviors and its related interventions to FSCS community clinicians. 10) People's Resource Center: consultation for maintaining the Resource Center after initial implementation. 11) United Way DuPage/West Cook: expertise on education, health, income and evaluation partnerships. 12) West Chicago Park District: giveaways to exercise/nutrition class participants.

Demonstrated commitment to project: District 33 as the lead fiscal coordinating agent has the capacity and commitment to fulfill its responsibilities to FSCS project. The project will benefit District 33's administration, student support services and faculty working in concert to enhance and enrich the total educational experience through evidenced based classroom curricula, instructional activities and student services. D33 Business and Operations Department has the ability to provide the necessary supports to maintain multiple funding streams as well as provides the necessary infrastructure for staff to deliver programming efficiently. D33 has established a close relationship with community providers as evidenced by the sustained success of WGTK which began from 2005 Safe School/Healthy Student. Starting with 13 partners, WGTK has grown to over 50 partners in 2014. It's mission is to address the health, safety and well-being of students and families through a collaborative, coordinated and comprehensive approach for West Chicago schools and community. The following grant awards and recognitions have been provided: the Department of Education recognized WGTK for its coalition development in Education News Parents Can Use (PBS 2007); Readiness and Emergency Management for School grant (2007); SEL Initiative Coaching grant (2009); School

Mental Health Support grant award (2009); the partnership received two 21st CCLC grants (2010 and 2012); Safe Routes to School grant (2011). Federation for Community Schools presented Marjory Lewe-Brady with a Community School Leader Award (2012); and Artist in Residency Grant with the College of DuPage McAninch Arts Center.

WGTK partners have an 8 year history of developing an efficient, resourceful collaboration. The partners on this grant have worked in West Chicago and as WGTK partners for the last 4-8 years. They understand their responsibilities as a FSCS partner as evidenced by the signed MOU. Each partner is considered an expert in their contributed service. All FSCS partners have worked with WGTK on one to four prior projects.

Every 3 years WGTK partners sign an MOA specifying the mission, principles and each organizations contribution to the collaboration. The remaining WGTK partners are: Access DuPage, Access West Chicago Family Medical Center, American Red Cross, Aramark, Asthma and Allergy Center, BR Ryall YMCA, Cadence Health Systems, College of DuPage, Community Alliance for a Healthy West Chicago, Community High School 94, Department of Probation and Court Services, 18th Judicial Court, Juvenile Services, DuPage County Community Services, DuPage Election Commission, DuPage County Sherriff Department, Educare of West DuPage, Faith Community Church, First Assembly of God, FORWARD, Fox Valley Volunteer Hospice, Glen Arbor Church, KinderCare of West Chicago, Lifetime Behavioral Health, New Life Bilingual Church, Puente del Pueblo, State Bank of Illinois, Pediatric Health Associates, Positive Parenting DuPage, Teen Parent Connection, Town and Country Apartment Complex, Dr. R. Toney, University of Illinois Extension, Wayne/Winfield Area Youth and Family Services, West Chicago City Government, West Chicago Fire Protection District, West Chicago Police

Department, West Chicago Public Library, Dr J. Yancey, Wheaton College CODA, Wheaton Bible Church, and YWCA Patterson and McDaniel Family Center.

Reasonable Costs: Total number to be served through FSCS grant funding for five years.

- After School Services – 37 weeks per year – 410 students and 340 parents/families.
- Mental Health - Annual – 247 parents/families.
- Resource Center – 30 weeks per year -2,898 parents/families and 932 community members.
- Exercise/Nutrition Classes – 30 weeks - 3,160 parents/families and 755 community members.
- ESL Classes – 240 parents.
- Wellness Screenings – 1,115 parents/ families and 180 community members.
- Students are a part of the family counts and numbers include duplicates.
- Average cost per year: Year One=\$1704, Year Two=\$291, Year Three=\$245, Year Four=\$170 and Year Five=\$164.

3. Quality of Management Plan

Staffing Plan: The staffing plan for the FSCS project will be: Project Supervisor (PS) will be fulfilled by Director for Partnerships for Safety, Wellness and Achievement, Marjory Lewe-Brady, with 8 years of experience in D33 facilitating the WGTK Collaboration (see attached resume and job description). The Coordinator for Partnerships for Safety, Wellness and Achievement, Sarah Smith (see attached resume), new to WCTK however, her assets are in research and evaluation. FSCS Coordinator, Alexandra Cowal or Susan Castrogiovanni (job description and resumes attached). Both candidates have demonstrated excellent skills as After School Coordinators and would make the transition to FSCS Coordinator smoothly. They both have demonstrated excellent relationships with students and their families After School

Coordinator (ASC), Ms. Cowal or Ms. Castrogiovanni would be excellent in this position (see attached job description). Hiring practices prohibit officially naming a single candidate before the position has been posted for five days. Job descriptions are attached for the Mental Health Clinician (currently vacant), and ESL instructor (resume attached).

D33 will establish a Leadership Team (LT) to support program planning and coordination. Members of this team will consist of the Currier principal, Pre-School Principal, Currier, one parent, one teacher and the PS, FSCS Coordinator and the ASC. This Team will be a sub-committee of the FSCS Advisory Committee (as described below). The LT will meet monthly during the 1st year and quarterly thereafter. The team will always have the option to hold a meeting more often if the need presents itself. Elementary students will be invited to special meetings run by the FSCS Coordinator to receive input on services and events as well as seek feedback on their needs and solutions for the needs. These meetings will be quarterly.

FSCS Advisory Team (AT): The AT will have representation from the LT, all FSCS partners (see signed MOU for listing), plus the pre-school school social worker, one teacher for each pre-school and Currier, a parent educator from Project Hope, one Project Hope parent, one preschool parent, one Currier parent, a community member and the local evaluator. This committee will be responsible for the continued responsiveness of the program to the needs of the school/ community, in supporting the annual program planning process, identifying resources for sustainability and, evaluating the success of the program. The FSCS Coordinator will be responsible for facilitating this process and sharing the necessary information so informed decisions about the program can be made. The AT will meet quarterly (in the month proceeding LT meetings) and hold a meeting more often if the need arises.

During the grant application preparation, the FSCS partners agreed to participate in the Advisory Team quarterly meetings. The WGTK Steering Committee facilitated by the Director of Partnerships meets quarterly and oversees all partner projects, develops new partnerships and facilitates funding development. The Steering Committee will oversee the FSCS project to assure success. The WGTK Monthly Service Provider group meets monthly during the school year. This is a meeting for all service providers in West Chicago with an average meeting attendance of 30 people. This group helped develop this grant application, will receive FSCS orientation.

Management of the Community Schools – The following coordination activities take place for this project.

- During the first six months the FSCS partners will plan. D33 will hire and train the FSCS Coordinator. FSCS partners will enter into contractual agreements with D33 so to hire project staff. All project staff will be oriented and trained. All data collection tools and registration materials for evaluation will be finalized. The partners along with the parents and students will need to create a fun and engaging name for the FSCS project and some of its programs to further community buy-in. FSCS partners will meet monthly and more often if necessary during this start-up period.
- Annual program planning will take place in June with the LT for the project. This process will allow the partnership to modify FSCS activities so they continue to address the needs of the students, their parents, and community. Final plans will be approved by the AT.
- The FSCS Coordinator and ASC will participate at all school faculty meetings to become integral members of the school community. These opportunities allow FSCS staff to coordinate FSCS programming with the overall vision and curriculum of the schools.

- The FSCS Coordinator will have a standing appointment with the principals every two weeks to discuss programs, create mutual buy-in and accountability and to address any needs / or concerns that arise during service delivery.
- A monthly report will provide a summary of outputs and objectives to compare against the project’s goals and objectives. This report will be distributed to the LT for review and to provide strategic oversight so as to address any issues/ concerns that arise and so modifications can be made as needed. This report will also facilitate AT meeting discussions which will take place quarterly.
- Below is the management timeline proposed for the project. Dates for timeline are subject to change based on notice of award.

Management Timeline: C = FSCS Coordinator; ASC = After School Coordinator; S = Supervisor; SCH = Partner Schools; P = Providers; IE = Independent Evaluator.					
PLANNING PERIOD (6 MONTHS – October 2014 to March 2015)					
Benchmark	Objective Indicator	Activities	Begin	End	Position
Announce grant award and next steps to begin engagement process.	Stakeholders are made aware of project and next steps.	Introductory email and meeting will begin planning process.	Oct	Oct	S
Outreach and engage stakeholders at sites to generate buy-in.	Key stakeholders are identified to support program planning.	Monthly meetings will review progress for planning period.	Oct	Mar	S
Hire qualified and trained staff not yet identified.	Full staffing.	Identify, complete background checks orient, and train staff.	Oct	Nov	S, C, P

West Chicago Elementary School District 33
Full Service Community School Program (84.215J)
Narrative

Survey parents and students about program options and scheduling.	Participant buy-in for the scope of service and project.	Surveys are completed and results analyzed for scope of service.	Nov	Dec	C, ASC
Complete coordination FSCS services to ensure alignment with school /Common Core Standards.	Scope of service is finalized with full-integration and coordination across areas.	TA will support final scope of service. Survey results will be incorporated.	Oct	Feb	S, C, SCH
Finalize subcontracting agreements with project providers.	Subcontracting agreements are signed by providers.	Project staff will meet with providers and finalize subcontracts.	Nov	Mar	S, P
Conduct initial FSCS PD for partners/ staff.	Partner buy-in for scope of service.	TA to fully understand FSCS model.	Dec	Dec	All
Finalize all data collection tools and registration forms for evaluation.	Logic model and evaluation plan is completed.	The IE will finalize logic model and evaluation plan per scope of service.	Nov	Mar	S, C, IE
Finalize Leadership Team (LT) and Advisory Team (AT).	A list of LT and AT members representing key stakeholders.	Recruit representatives from stakeholders to participate on AT.	Oct	Mar	S, C
Hold LT meetings.	Mutual accountability and monitoring.	LT will review and modify appropriately.	Nov	QRT LY	S, C, P

West Chicago Elementary School District 33
Full Service Community School Program (84.215J)
Narrative

Finalize program space, scheduling, security and other logistics.	Calendar and schedule of activities is established.	School staff and project staff finalize schedule and logistics.	Jan	Mar	C, ASC, SCH
IMPLEMENTATION –Full Implementation of FSCS Program – April 2015 to end of grant.					
Disseminate information about program.	Marketing campaign is implemented to introduce services.	Flyers are distributed at school, to families and local residents.	Mar	Apr	C, ASC
Host open house to introduce services.	Students, parents, school, community will learn about FSCS.	Plan and implement open house.	Apr	Apr	All
Identify highest risk students and enroll them for services.	70 (per year) who represent highest risk students to be enrolled.	Staff will engage teachers to identify students with greatest academic needs.	Apr	On going	C, ASC
Formerly enroll students/ families into services.	Registration and parent consent forms will inform attendance reports.	Project staff will engage student families to formerly register for services.	Apr	On going	C, ASC
Provide after school activities in academics, SEL, cultural arts/ recreation, health and wellness.	12HRS of after school per week will be provided.	Themes and Common Core standards will be integrated throughout each area.	Apr	On going	ASC, SCH

West Chicago Elementary School District 33
Full Service Community School Program (84.215J)
Narrative

Offer mental health for students screened as needing services.	Students/ families in need of MH support will receive services.	Clinicians will provide counseling in location preferred by family.	Apr	WK	P
Offer exercise/nutrition classes, screenings, immunizations, and other related activities.	Students and families will have access to needed medical/dental and wellness supports.	Providers will offer health/wellness services.	Apr	WK and QRT	P
Facilitate After School Family Night activities.	Programs will promote positive parent-child relationships and parent engagement.	Family night events will be scheduled.	Apr	QRT	C, ASC
Provide summer programming.	70 youth will complete.	7 WK program will take place.	June	July	C, ASC
Facilitate Resource Center programming for parents and community.	20 parents will engage in Resource Center activities.	RC services will meet parent and community needs	Apr	On going	C, P
Hold AT meetings.	Mutual accountability and monitoring.	The AT will review services, outcomes, modify appropriately.	Apr	QRT	S, C
Participate in school staffings and PD opportunities.	FSCS staff are integrated with sites.	Project staff will attend all appropriate school meetings.	Apr	As sched uled	C, ASC, P

Conduct regular supervision with staff.	Staff receive reflective supervision.	Staff will meet with supervisor for support.	Apr	MTH	S
Project staff will receive consultation on FSCS model.	Staff receive PD and opportunity to enhance FSCS project.	Staff will consult with Federation for Community Schools .	Apr	As sched uled	C, ASC, P
Conduct bi-weekly meetings with the principals.	Mutual buy-in and agreement about FSCS services.	Staff will check in with principal on the status of the program.	Apr	Bi- WK	C, ASC
Complete regular oversight of providers.	Services meet project objectives and scope of service.	Staff will meet with providers to review services and observe for quality.	Apr	MTH QRT	C
Complete evaluation activities.	Monitor and achieve program objectives.	LT will review data against logic model.	Apr	QRT	S, C
Review and plan for the next school year	Annual planning for FSCS takes place.	LT will review outcomes, modify program and send to AT for approval.	June	Sept - YR	S, C, ASC, SCH, P

D. Quality of Project Services

Research and Effective Practice: This approach is informed by the Milton S. Eisenhower Foundation Full-Service Community Schools Replication Initiative (2005): which cites the Children's Aid Society, 2001, that full-service community school consists of three interconnected systems incorporated into one structure. At the core of the structure is a strong

instructional program and built around it are enrichment activities and health and mental health services. Joy Dryfoos says in *Full-service community schools: a strategy – not a program* (*New Directions for Youth Development, No107, FALL 2005, Wiley Periodicals, Inc.*) “These are regular public schools that are undergoing transformation within the system. An educational process is under way to instruct the appropriate stakeholders that, if they develop collaborative relationships, they heighten the chances of achieving their mutual goals. School personnel and parents must get together and recognize that their communities can become more responsive to the developmental needs of the children”. In D33 we believe we are undergoing transformation, not only with instructional processes but the way we truly incorporate related community partners and services. “We will foster strong partnerships, share accountability for results, set high expectations for all, build on the community strengths, embrace diversity, and avoid cookie cutter solutions”. (Chicago Coalition for Community Schools)

Services to lead to improvements: The FSCS project with D33 believe we can achieve the district’s academic goal to have 80% of students reaching mastery in literacy and math. The district goals are aligned with instructional and professional development activities in order to be successful. In addition , we will support Currier and the preschool “Rising Star” (state mandated achievement framework) goals to (1) use student data to inform curriculum and instructional strategies, (2) engage all students in learning, (3) create a safe, welcoming environment conducive to learning and (4) provide communication to caregivers on the importance of the parent involvement in their student’s education.

E. Quality of Project Evaluation

Overview: Continuous evaluation of all grant activities by the Evaluation Coordinator (EC) will be conducted incrementally, to allow for both formative and summative assessment of

program progress and outcomes. A multi-method approach, employing (a) quality (focus) groups, (b) select (and, at random) interviews, (c) questionnaires (student, family, and staff), and (d) archival data (school, agency, program), will be used to triangulate service-to-need efficiency and activity-based outcome effectiveness. Data collection and surveillance will be continuous, but will be reported (for standardized analysis and interpretation) monthly. Quarterly reviews (discussion by quality focus group) will occur for purposes of formative review. Annual reviews will be augmented to insure program direction and assure outcomes as per grant guidelines.

Collaboration between Partners: EC will communicate with program director and partners by email and telephone, and will conduct visitations during the funding cycle. Partners will be consulted *re* their unit action plans, and collaborated with continuously as those plans are modified post-critique by the EC. Partners will be monitored continuously during their preparatory activities, as well as any follow-up activities. In addition, the focused interventions of each program and data will be examined to assess degree of valid and reliable implementation of action plan(s). Additional visits will be determined based upon need or invitation.

Formative Evaluation: EC will coordinate across grant sites the development and reporting (therein) of formative evaluation results at regularly scheduled intervals. Formative strategies will include both *process* as well as *product* data, addressing each performance specification (requirement). Process measures will include a listing of which resources (training, materials, strategies, etc.) have been distributed to effectuate program goals during the current phase of the grant project. Product measures will include specific metrics that detail progress towards a pre-specified end (performance specification) in terms of percent (%) of completion, including a valued rating of that progress, and a narrative explaining what has been accomplished, how effectively, and what is left to be accomplished, given the time remaining.

Both idiographic and nomothetic strategies will be employed, utilizing the common and unique data elements embraced by the grant. EC will utilize common data, when and where available, to perform additional analyses related to within-project for monitoring progress.

Summative Evaluation: EC will coordinate across grant sites the development and reporting (therein) of summative evaluation results at regularly scheduled intervals. Summative evaluation reports will address the extent to what each program goal was met, satisfactorily, and providing evidence to substantiate each such claim. If necessary, evaluation efforts will be modified to meet the updated needs identified by past summative reports. Summative evaluations of school year follow-up activities will include statistical analysis of objective-based data and standardized student test data, both gathered to demonstrate the impact of project intervention.

Site Visits: EC will coordinate with Project Director to observe project activities, and interview participants for formative assessment purposes. The interview protocol will likewise be used, as needed, for summative evaluation strategies. Focus groups may also be employed, depending upon the need for specific information, as will specially-constructed questionnaires.

Baseline v. Benchmark: EC will perform analysis appropriate for the specific common data available to establish baseline measures at the beginning of grant activities. Based upon these individualized baselines, programs will be monitored for changes that are identified *a priori* as indicators of project development and stakeholder impact. Statistical consistency in such measures will be benchmarks for future grant cycles. Repeated measures, periodic contingency analysis, and trend analysis will be employed, depending upon the data collected.

Project-Specific Objectives – Performance Indicator: The project will collect and report information on the following performance indicators.

Goal A. Close the achievement gap:

1. By 2019, increase the percentage of FSCS students that meet or exceed Illinois standardized achievement tests for math and reading to 60% as evidenced by the number of students participating in the program that meet or exceed Illinois standardized achievement tests.
2. By 2019, increase student's math and reading learning outcomes to 80% as evidenced by the number of students at the "secure" level as measured by the Standards-Based Report Card.
3. By 2019, 50% of students participating in the program will perform reading and math skills at grade level as measured by MAP scores.
4. By 2019, 80% of preschoolers participating in the program will enter kindergarten performing reading and math skills at grade level as measured by Get it! Got it! Go! for reading and district created outcome measurement for math.

PI.1, PI.2, PI.3, PI. 4: Schools will monitor MAP, Get it! Got it! Go!, and district outcomes assessment scores, quarterly, to monitor performance at grade level for math and reading.

Learning outcomes will be monitored quarterly and standardized test scores will be monitored annually, using a quasi-experimental design. Existing district score (pre-intervention) results will serve as baseline data. A repeated-measures protocol will show whether there is a difference between control and experimental groups. Significance will be set at $p < .05$, a priori. Results will be disaggregated by various demographic indicators to highlight group's intervention effect.

Goal B. Improve student and family health:

5. By 2019, increase the number of students and families receiving mental health services by 75% as evidenced by the number of people served by MFS, OCM, and UW reports.
6. By 2019, the CGAS /GAF score for 80% of clients will increase by 10 points and students and families receiving mental health services will complete at least one treatment goal as evidenced by MFS, OCM, and UW reports.

PI.5, PI.6: Partner agencies will record and monitor the number of students and families receiving mental health services as inquiry, request, delivery, and outcome -- record each occurrence (including definition and description), and report monthly for archival purposes. Summary reports will be aggregated and distributed quarterly for formative evaluation purposes. Consolidated reports will be aggregated and published annually to permit summative evaluation.

7. By 2019, increase the number of FSCS participants eating at least eating 5 servings of fruit and vegetables by 50% as measured by healthy eating self-reported surveys completed by students in after school programming and adults receiving nutrition education classes, consultation in Resource Center, and/or participating in wellness screening events.
8. By 2019, 75% of FSCS participants will be active for at least 1 hour a day as evidenced by physical activity self-reported surveys.
9. By 2019, 75% of FSCS adult participants will be physically active for at least 30 minutes a day as measured by physical activity self-reported surveys data.

PI.7 PI.8, PI.9: Each partner agency will monitor and report quarterly, students', parents', and community participant progress toward healthy eating choices and physical activity. Agencies will record community members participating in wellness activities offered. All results will be disaggregated by various demographic indicators to highlight group's intervention effect.

Goal C. Enhance parent stability and engagement in their child's life:

10. By 2019, increase parents participating in education opportunities about child development, strategies to support their child academically, parenting education, financial literacy, and computer literacy by 100% per attendance at events recorded with sign-in sheets.
11. By 2019, 65% of adults participating in ESL classes will demonstrate a minimum gain of one or more performance levels as measured by the BEST Plus test.

PI.10, PI.11: Parent literacy interventions will be monitored through associated program(s) or project(s) to conclude parent literacy (child development, academic support, financial literacy, parenting educations and English literacy) gains and report such information bi-monthly for archival purposes and data analyses. Consolidated reports will be aggregated and published annually to permit summative evaluation and identify trends for necessary program modification.

Quasi-Experimental Design: EC will establish a Quasi-Experimental Design (QED) that will standardize the data gathering approach and data will be evaluated to determine the progress and achievement of the performance indicators (e.g., frequencies). Participants of the FSCS Program will self-assign to the treatment group; thus, the QED will utilize logistic regression to estimate the propensity scores to match (1:k) participants in the treatment group with students that are not part of the grant (control group). The matching technique will be used to resemble the participants' characteristics and to determine impact of the intervention. A mixed method approach will be used to gather and analyze data.

1. **Quantitative data:** The participant database will include information for each participant.

This information may include, but is not limited to, demographics (e.g., gender, SES, and ethnicity) and observed variables (e.g., MAP scores and instruction setting). The database will not include identifiers to comply with IRB protocols data handling. WC SD33 team and REPS will determine the protocol to ensure confidentiality of the data.

2. **Modified Nominal Group Technique (MNGT):** The MNGT applies the Delphi technique to gather the information. The steps are as follows: 1) introduction, 2) silent generation of ideas in writing, 3) recording of ideas, 4) discussion and clarification, 5) initial priority ballot, 6) discussion of the preliminary vote, and 7) final ballot. This technique can be performed face-to-face or in online environments. From the responses, a binomial analysis will determine

consensus reaching statistical significance compared to a criterion of $p < .05$.

3. **Quantitative surveys:** The information generated from the MNGT will be used to create an instrument. To determine consensus, a binomial analyses will be used. The quantitative surveys will be administered either online or paper. In addition, surveys will be developed, piloted, and administered based on the needs of the project.
4. **Focus groups:** The different stakeholders (i.e., students, project staff, parents, community members) will be grouped (7-9 people in each group) to determine the success of the project.
5. **Interviews:** In-depth phone interviews or face-to-face interviews will be performed with students in the treatment group, project staff, parents, and community members; which will be randomly selected to understand factors for the success or improvement of the project.

Design and Modeling Overview: This study will incorporate a repeated-measures trend analysis model, expressed as a non-randomized, multi-year, pre-post with comparison-group, quasi-experimental design to test the effectiveness of this FSCS program. In the initial year of participation, each agency contributions will be addressed as a simple pre-post design, wherein measures of attainment are controlled by pre-grant status. As program (funded) years progress, the simple design will be replaced by a repeated measures trend analysis model.

Analysis of Variance for Interrupted Models: Analysis of variance in the initial (one-way) and subsequent year (repeated measures) models will test the influence of the grant process as an interruption to baseline functioning. **[Initial Year – School Year 2014-2015]** - The first year of data collection will encompass a simple pre-post design between the treatment (GRANT) and comparison (COMP) group(s). The analysis model for this design will be a one-way ANOVA with covariance adjustment. Although subsequent years of data will provide a greater understanding of grant impact over time, the initial year of the study will allow only for simple

change, as identifiable early-on. **[Second Year - Fifth Year - 2015-2019]** - The data collection will encompass a cycle trend design between the treatment (GRANT) and comparison (COMP) group(s) with common baseline. The analysis model for this design will be repeated-measures ANOVA with covariance adjustment to identify stability of trend.

Outcomes-based Triangulation: Results from each of the aforementioned multi-method protocols will be triangulated to assess, monitor, and evaluate, formatively and summatively, the activities of each program partner, as well as the outcomes of the grant project as a whole. The data collected from the cohorts and as a group will be analyzed using statistical tests (i.e., descriptive statistics and parametric statistical analysis compared to $p < .05$) and qualitative techniques (i.e., constant comparison analysis). Comprehensive quantitative statistical analysis of outcomes data derived from the quasi-experimental design will assess outcomes. A matching technique utilizing estimated propensity scores will be implemented to match treatment group with control group to assess the project. In addition to the ANOVA repeated measures, the following tests will be performed when feasible: (1) descriptive statistics to determine the central tendency measures, variability, relative position, and relationships for the different variables. (2) Correlations to establish the strength of associations among variables. (3) Multiple regression analysis or logistic regression analysis will be performed based on the scale of the instruments to assess the capacity of the independent variable(s) to predict the dependent variable at different levels. The statistical analysis will explain causal comparative relationships among variables to produce trends for best-practice models. For this regression, and assuming a medium effect size ($f^2 = 0.15$), an appropriate sample size is expected to attain a statistical power of .80 (Cohen, 1988). The REPS office will assure that threats to internal validity such as maturation, mortality, etc. and threats to external validity such as interaction, etc. are addressed.