

# Healthy and Thriving Students Grant: Developing a Collaborative Proposal

ISBE Spring Conference: May 9, 2019

Session II

12:55-2:10 PM



Brian Parker



Leslie Warner

# Introductions



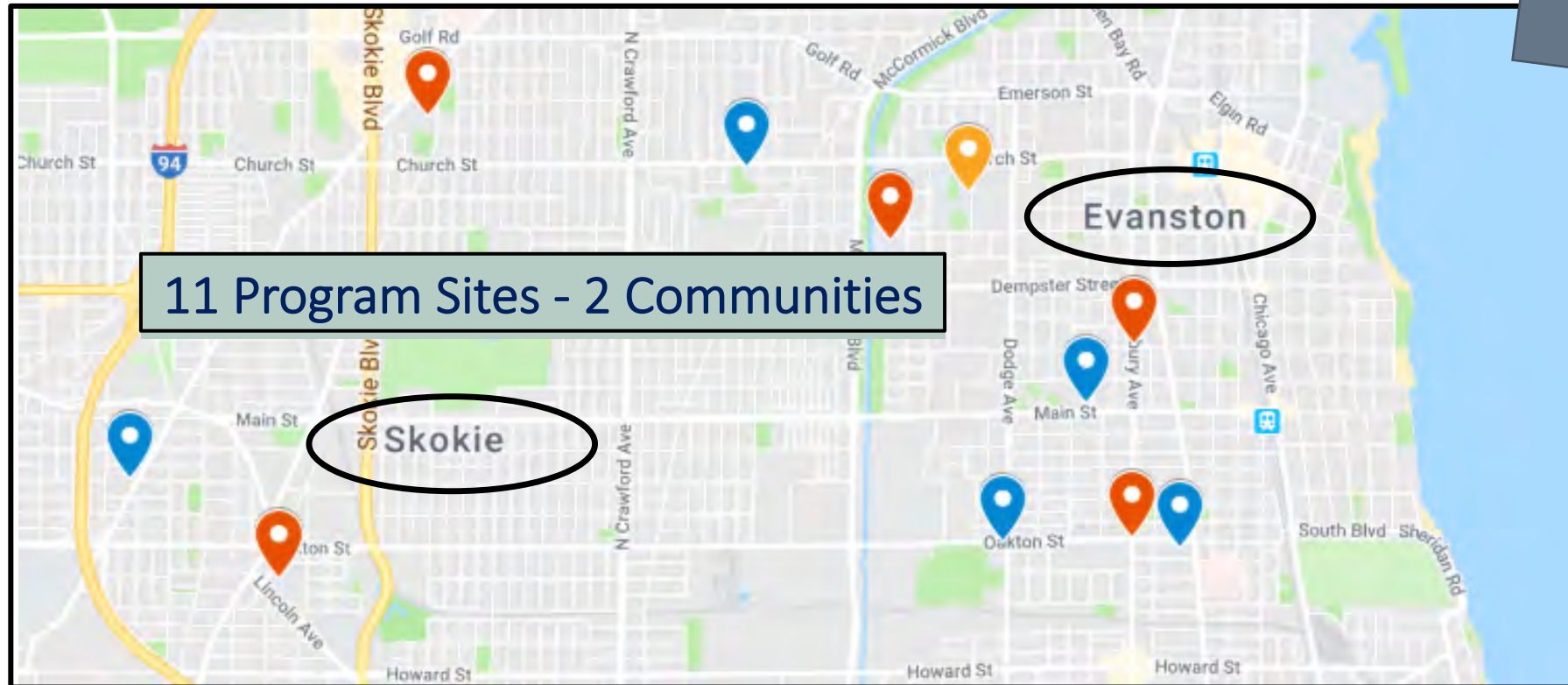
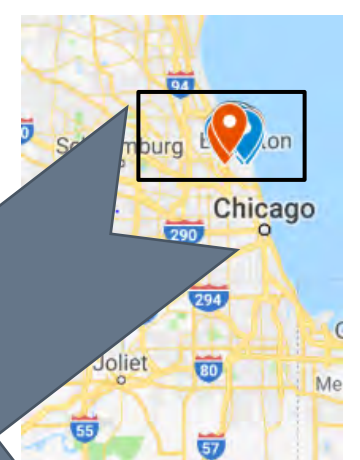
Established 1971

Y.O.U. is a youth development agency that provides services and leadership to meet the emerging needs of young people and their families in our community.



# Y.O.U.

YOUTH & OPPORTUNITY UNITED



Holistically meeting the needs of youth ages 8-22.



# Illinois State Board of Education

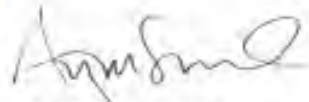
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www.isbe.net

**James T. Meeks**  
*Chairman*

**Tony Smith, Ph.D.**  
*State Superintendent of Education*

June 15, 2018

**TO:** Eligible Applicants

**FROM:** Tony Smith, Ph.D.   
State Superintendent of Education

**SUBJECT:** **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2019  
Collaboration for Healthy and Thriving Students Grant Program

**CSFA Number:** 586-13-1701

**CSFA Title:** Collaboration for Healthy and Thriving Students

## Eligibility and Application Information

**Eligible Applicants:** Current 21<sup>st</sup> Century Community Learning Centers (CCLC) grantees awarded in Fiscal Year

NOFO: Collaboration for Healthy and Thriving Students



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**(RFP): Fiscal Year 2019**

**Eligible Applicants:** Current 21<sup>st</sup> Century Community Learning Centers (CCLC) grantees awarded in Fiscal Year

Our Decision to Apply

HATS Programmatic Requirements/Objectives	Y.O.U. Programs and Objectives
1)	1)
2)	2)
3)	3)
4)	4)

# Step 1: Finding Alignment

“Whole Child Approach”



Finding Alignment



# Family Engagement



# Finding Alignment

Maximizing or  
Leveraging  
Resources



Finding Alignment

Academic  
Enrichment



Finding Alignment

# Counseling Programs



# Finding Alignment

# Nutrition Education



# Finding Alignment

Collaborative  
Partnerships

This has its  
own slide!



Finding Alignment

# Our Collaborative Partners

Evanston/  
Skokie  
District 65

Evanston  
Township High  
School  
District 202

Skokie  
District 68

Skokie/  
Morton Grove  
District 69



# Organizational Capacity

Staff Expertise/Qualifications

Staff Training and Development

Staff Time – both program and admin

Organizational Resources

Last but not least!



HATS Programmatic Requirements/Objectives	Community Needs: Existing or Incremental Services?
1)	1)
2)	2)
3)	3)
4)	4)

## Step 2: Identifying Needs

# Community Schools Supports



Existing  
Service

Incremental  
Service



## Step 2: Identifying Needs

# Intensive Clinical Supports



Existing Service

Incremental  
Service



## Step 2: Identifying Needs

# Teacher Support



Existing Service

Incremental Service



## Step 2: Identifying Needs

# STEM Enrichment



Existing Service



Incremental  
Service

## Step 2: Identifying Needs

# Nutrition Programs



Existing Service



Incremental Service

## Step 2: Identifying Needs

# Family Engagement Support



Existing  
Service



Incremental  
Service

## Step 2: Identifying Needs

Incremental Programming	Existing Programming
1) Community Schools Supports	1) STEM Enrichment
2) Intensive Clinical Supports	2) Health and Nutrition Programming
3) Teacher Support	3) Family Night Support
4)	4)

# Final Inventory



**Goals:**

Youth will be academically successful.

Parents/caregivers of Y.O.U. youth participants will be engaged and involved in their child's learning.

Youth will have increased access to mental health and physical health services.

**Objectives:**

By the end of the grant award, 10% of regular program participants will increase their proficiency in core academic areas by 10%.

By the end of the program year 20% of regular program participants will increase their homework completion rate by 20%.

Between May and October 80% of regular summer program participants will maintain or increase their reading and math proficiency.

By the end of the program year 90% of youth will be motivated to do well in school.

By the end of the program year 80% of youth will report interest in STEM.

By the end of the grant year, 85% of parents/caregivers will report feeling involved in their child's learning.

By the end of the end of the grant award, 10% of regular program participants will demonstrate a 10% decrease in adverse behaviors, including chronic absenteeism and disciplinary actions

**Activities:**

Hire up to 30 teacher/tutors (Districts 65 and 69) to work four hours/week to deliver academic tutoring support from 9-11 AM in our summer program.

Enhance our Makerspace by adding essential equipment to further skills such as coding, web development and tech literacy.

Engage with community partners, such as NU's SiS and EvanSTEM to support hands on STEM learning.

Increase access to experiential learning opportunities such as civic engagement, PBL and enrichment activities that build college and career readiness.

Expand translation services through translation of paper/digital releases, program materials for parents and live translation at family nights.

Host parent engagement events with community partners that promote parent learning.

Invest in Community Schools: parent leadership training social and learning events, school physicals, vaccinations.

Bring intensive clinical counseling to school sites through contract with area provider.

**Budget: \$75,000/year**

\$25,080 – Payments to teachers/tutors to serve youth across all elementary/middle summer school sites. Each teacher will lead a two-hour session for 15 students 2x week.

\$3,656 – Four MacBook Air computers for MakerSpace.

\$7,040 – Payment to The Talking Farm for eight 8-week, two hour gardening sessions (summer and AS year).

\$6,600 – Payment to Chef Q for six 8-week sessions of 2.5 hours.

\$3,427 – Translation services provided by DuPage Federation to translate to Urdu and Assyrian.

\$225 – Childcare services for ten Family Engagement events (1.5 hours each)

\$1,000 – Food for ten Family Engagement Events

\$10,000 – Payment to District 69 to fund Community Schools programs (parent engagement/health)

\$10,000 – Payment to District 65 to bring counseling within Community Schools setting

\$7,972 – Indirect Costs

# Shaping A Logic Model

- Timing of the RFP
- New Chief Executive Officer
- Hiring Teachers

## Challenges and Lessons Learned

## GRANT DECISION MAKING MATRIX

Organization: _____ Project/Program: _____	<b>Decision:</b> <input type="radio"/> Pursue grant <input type="radio"/> Do not pursue grant
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FACTORS	WEIGHTED DECISION-MAKING CRITERIA										RATING
	<i>Negative</i>				<i>Neutral</i>			<i>Positive</i>			
	0	1	2	3	4	5	6	7	8	9	
Alignment with funder's mission & priorities	Not aligned				Marginal alignment			Strategic alignment			
Alignment with organization's strategic plan	No alignment: Low priority, limited impact				Moderate alignment: target priority with limited or moderate			High alignment: major priority and high potential impact			
Documented community and internal need	Only anecdotal, qualitative data available				Partial data set available from internal or external sources			Multiple, high-quality internal and external sources of evidence of need			
Staff experience and credentials	Not experienced in area, inadequate credentials				Some experience, related credentials			Extensive experience, exceptional credentials			
Staff time commitment to project	No time to commit, cannot reassign staff				Limited time available			Required time commitment can be met by appropriate staff			

# Grant Decision Matrix Exercise