

# Full-Service Community Schools Program Grant Proposal

## Link and Inspire for Tomorrow (LIFT) Project Narrative

### Project Narrative

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#### **Quality of the Project Design**

##### **Introduction**

The following proposal is respectfully submitted by an eligible entity that is a consortium comprised of a local education agency (LEA), Racine Unified School District (RUSD), and a nonprofit organization, United Way of Racine County (UWRC).

Additional members of the consortium include Focus on Community, Racine Family YMCA, Children's Hospital of Wisconsin-Community Services, and YWCA Southeast Wisconsin. Our consortium is committed to collaboration, shared leadership and the use of evidence-based practices to ensure our full-service community schools lead to positive, measurable outcomes for everyone.

The eligible entity's community schools program is known as Link and Inspire for Tomorrow (LIFT). LIFT is UWRC's place-based initiative that was born out of extensive strategic planning in 2015. At that time, UWRC approached RUSD about partnering to pilot the first full-service community school (FSCS) in Racine. Knapp Elementary School was identified as the first LIFT location and became a community school in fall 2016. LIFT improves the coordination and integration, accessibility, and effectiveness of services for children and families.

With Full-Service Community Schools funding, we will expand services at Knapp Elementary School and welcome Julian Thomas Elementary as Racine's second community school during the 2019-20 school year. Our plan will increase staffing and infrastructure at both schools to support service delivery and coordination. In addition, programs and services that address student, family and community needs will be

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integrated into the school fabric. Through LIFT, students, families and community members become healthier and stronger as barriers to achievement are identified and addressed.

Our project plan addresses the **Absolute Priority - both Knapp and Julian Thomas are eligible for a school-wide program under section 1114(b) of ESEA** as they are both Title I schools with substantially more than 40 percent of their students living in poverty. In addition, we are applying for the following **Competitive Priorities: Priority 2 - Broadly Representative Consortiums, Priority 3 - History of Effectiveness, and Priority 4 - Evidence-Based Activities, Strategies or Interventions.**

### **Description of the Eligible Entity**

#### **Racine Unified School District (RUSD)**

Racine Unified School District is Wisconsin's fifth largest school district. Its forty schools serve nearly 18,400 students from seven cities and villages. Just under two-thirds of the students are eligible to receive free or reduced lunch. RUSD's North Star vision is that all students graduate college and/or career ready. To achieve this vision, the district offers a range of options and opportunities that include 3- and 4-year old programs, International Baccalaureate, Advanced Placement, dual language, virtual learning, fine arts and robust afterschool programs.

RUSD's five-year strategic plan (Raising Racine 2022) sets five District priorities to:

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1. Be the educational choice for families in the southeast region of Wisconsin.
2. Accelerate higher levels of student performance.
3. Close student achievement gaps.
4. Ensure positive, engaging environments.
5. Endorse learning paths for post-secondary training, college and career readiness for every student.

RUSD recognizes the value of strong partnerships with families and community in the academic and social emotional success of our students. If families are successful, students will also be successful. The full-service community school model aligns with RUSD's goal to foster practices and strategies to increase school-family-community connections in order to raise student success.

### **United Way of Racine County**

United Way of Racine County's status as a nonprofit entity is recognized by the IRS under section 501(c)(3) of the Internal Revenue Code. United Way of Racine County mobilizes the caring power of Racine County to improve lives and transform our community. As a community impact organization, UWRC utilizes community investment, community impact initiatives and programs, and community engagement to address people's immediate needs while also working towards changing systems to ensure people avoid challenges altogether.

UWRC has helped local families since 1922 by fighting for the health, education and financial stability of every person in our community. UWRC acts as a neutral

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convener, collaborator and funder for community problem-solving, multi-sector partnerships and shared decision-making focused on building an educated workforce. This goal is achieved by building the workforce of tomorrow, supporting the workforce of today, ensuring physical and mental wellness for today and tomorrow, and supporting individuals and families in crisis.

Nothing is more important to Racine County's long-term economic prosperity than the development of a workforce with the necessary skills and knowledge required to perform the job. That development begins in the classroom and in neighborhoods. Through full-service community schools, together, we can prepare children for success in education and life by providing the resources and support they need.

#### **Additional Partners**

Strong, committed partnerships are a critical component of Full-Service Community Schools. UWRC and RUSD have four primary partners in our LIFT work: Focus on Community, Racine Family YMCA, Children's Hospital of Wisconsin and YWCA Southeast Wisconsin.

Focus on Community (Focus) unites our community in an effort to prevent substance abuse and to inspire healthy life choices. Focus provides two key programs – FAST and AFA.

- FAST (Families and Schools Together) emphasizes a positive non-stigmatizing approach to strengthening the whole family through empowerment of parents and the building of supportive parent-to-parent

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groups. FAST consists of multi-family group meetings offered in the school and conducted by school specialists in an effort to build collaboration between the school and parents. Programmatic goals include prevention of future school failure and substance use, enhancement of family functioning and stress reduction through the building of family social support structures and resource use. FAST is rated “effective - more than one study” by the Office of Juvenile Justice and Delinquency Prevention.<sup>1</sup>

- AFA (Advancing Family Assets) promotes family success and stability by providing one-on-one coaching and support with a focus on income, whole health and education. Families and individuals enrolled in the program work collaboratively with an AFA Coach to identify their strengths and goals, develop an individual plan for success and access new resources.
- The Racine Family YMCA is committed to developing strong character in individuals through activities that promote its four core values: caring, honesty, respect and responsibility. The Racine Family YMCA provides the Young Leaders Academy (YLA) School Achievers program. YLA School Achievers nurtures the development of leadership abilities and life skills of inner-city youth, empowering them to improve the quality of their life and assisting them in becoming productive citizens.

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<sup>1</sup> <https://www.ojjdp.gov/MPG/Program>

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- Children's Hospital of Wisconsin-Community Services operates school-based mental health clinics at Knapp and Julian Thomas. The clinics provide both individual and family counseling services for children and their families. By making therapy available at school, many barriers to accessing services are removed. The programs target the emotional, behavioral, and relationship issues that underlie client struggles in the home, school, and community. School-based mental health therapists also offer consultative and professional development services to staff at the schools, and psycho-educational services to families through presentations.
- YWCA Southeast Wisconsin is the newest member of our FSCS consortium. For 125 years, YWCA Southeast Wisconsin (SEW) has facilitated access to opportunity for low-income, underserved individuals and families in Wisconsin and for over 22 years has operated one of Wisconsin's largest Adult Learning Labs. Since 2017, its Adult Education programs have also included a robust High School Equivalency Diploma (HSED) program that is classroom-based and closely mimics a traditional high school experience, only contextualized for adult learners with a workforce readiness focus and condensed for full delivery over 20 weeks. Approved by the State of Wisconsin Department of Education under Section 5.09 of the State administrative code, YWCA SEW's proprietary curriculum focuses heavily on increasing employability (e.g., writing assignments focusing on cover letters, resume development, and completion of job

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applications and speaking assignments in the form of mock interviewing), while also providing a solid foundation for additional education.

In addition, Gateway Technical College, the University of Wisconsin-Parkside, and University of Wisconsin-Extension are committed to providing programming and services to support the students, families and community members in our full-service community schools.

- Gateway Technical College (GTC) provides on-site adult education programs to parents and other adults in the Knapp neighborhood. As the LIFT full-service community school model is expanded to Julian Thomas, the opportunities for adult education through GTC will be expanded. The classes are free and are offered at times mutually determined by the school and GTC. This arrangement empowers the adult learners to have input on their learning schedule, thereby removing barriers to participation. Class offerings include a hospitality certification and computer skills. This summer, GTC will offer a summer institute for adult learners at Knapp. There will be essential skills courses offered (such as basic math and reading) to help support adult learners' ability to test into secondary education programs as well as ELL, pathway to citizenship and certificate boot camp courses.
- University of Wisconsin-Parkside (UW-P) teacher education students serve both in the school day classrooms and in the afterschool program. Higher level (300-400 level) education students are linked with classroom teachers to complete their student teacher work. Lower level (200 level) education students are



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connected with a small cohort of elementary students and work with them in small group work, supporting their academic and social emotional development in the afterschool programs.

- University of Wisconsin-Extension (UW-Extension) provides adult education opportunities in healthy eating and active lifestyles in addition to school day and afterschool student programming. UW-Extension is also supporting the transition of our community school cafeterias to Green and Healthy cafeterias. This includes food waste reduction, healthy choices and recycling programs.

***This broadly representative consortium meets competitive preference***

***priority 2.*** The participants of this consortium are committed to improving and growing the programs and services offered at our full-service community schools so that every student, family and community member can succeed.

### **Capacity of the Eligible Entity to Coordinate and Provide Services**

RUSD is well-positioned to partner with UWRC to coordinate and provide pipeline services at Knapp and Julian Thomas. The district has recently made significant investments in upgrading school technology. Nearly two-thirds of the teachers have advanced degrees, and 69% of administrators have advanced degrees. The district has the infrastructure, professional staff and leadership needed to make full-service community schools a successful reality for the students, families and community members in the Knapp and Julian Thomas neighborhoods.

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In 2014, RUSD established the Office of Family and Community Engagement with the mission and vision to foster practices and strategies for Racine schools to increase school-family-community connections. The office is dedicated to raising student success through intentional and robust partnerships with parents, families and educators. Having this dedicated team in place increases the eligible entity's capacity to coordinate and provide services that increase academic achievement through meaningful home-school collaborations which embolden efforts to promote excellence for all children to succeed.

The district is also an experienced key partner in many partnerships that drive positive results for students and families. These partnerships include the Children's Mental Health Collaborative, Higher Expectations for Racine County and UWRC. Through these partnerships, pipeline services such as school-based mental health clinics, the expansion of full-day four-year-old kindergarten, and Schools of Hope early grade reading tutoring have been implemented at schools throughout the district.

UWRC has nearly 100 years of experience in leading community change, convening cross-sector partnerships and mobilizing resources to coordinate and create impact. We rigorously measure, evaluate and report the impact that results from our investments and collaborations. UWRC manages a \$1,650,000 portfolio of community investments. We engage over 1,000 volunteers annually in a variety of episodic and on-going volunteer projects. In addition to LIFT full-service community schools, UWRC serves as the lead organization in collaborative efforts that improve student, family and community outcomes. Current key collaborations include a four-site VITA (Volunteer

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Income Tax Assistance) program in partnership with RUSD, Racine County Workforce Solutions, and Gateway Technical College, a multi-school volunteer tutoring program in partnership with RUSD, Burlington Area School District, and local businesses, and a financial coaching program in partnership with Veterans Outreach of Wisconsin.

UWRC has served as the fiscal sponsor for numerous community initiatives, including Greening a Greater Racine, Visioning a Greater Racine, and, currently, Higher Expectations for Racine County. UWRC manages the city and state ESG grants and the 21st Century Community Learning Center grant for Knapp Elementary School.

### **History of Effectiveness**

Within the first two years of Knapp being a full-service community school, the students, families and community have seen impressive growth and success. While there is still much work to be done, these improvements are moving the needle in the right direction, and demonstrate the importance of continuing to improve and expand the FSCS services provided at Knapp. During the 2016-17 school year, 52% of Knapp students participated in structured afterschool programming. Of those students, 85% had zero office discipline referrals. Afterschool program participants also showed higher academic achievement and improved student attendance.

During the 2017-18 school year, the impact of our consortium's work continued to grow. Over 2,400 family dinners were served, an increase of more than 300% from the previous school year. Thirty students, a 30% increase, received mental health support services through the New Beginnings School-Based Mental Clinic. The number of

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reading tutoring hours provided by Schools of Hope volunteer tutors more than doubled.

The community nights hosted an average of 150 people each month. VITA tax preparation services at Knapp returned over \$66,000 to families in the Knapp community.

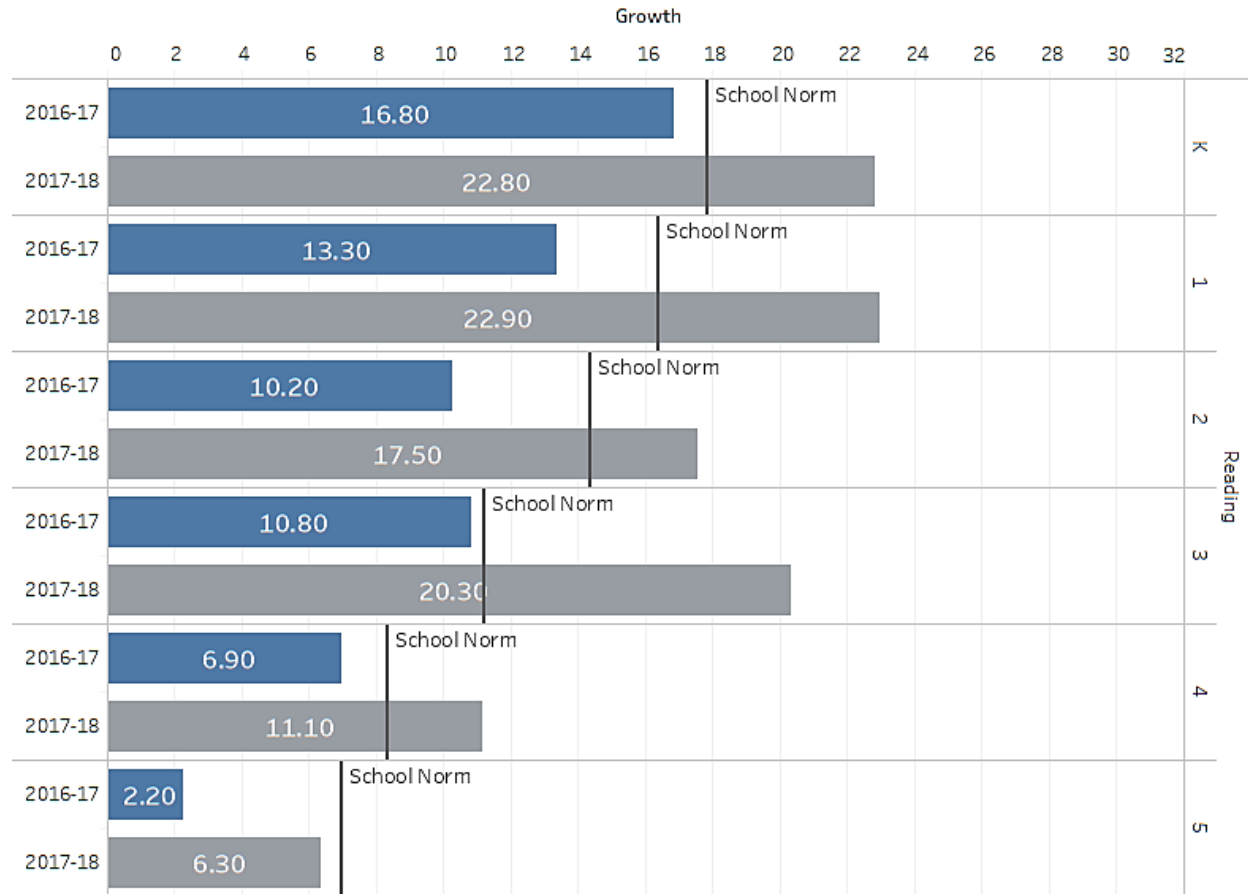
Over 150 students were enrolled in afterschool programs throughout the year, and 90 students attended afterschool programs four days per week. Students who participated in afterschool programs had, on average, fewer absences, higher daily attendance, fewer office disciplinary referrals, and fewer suspensions than their peers who did not regularly attend extended day programs. The additional structure and support provided by strong afterschool programming had a positive impact on the social-emotional development of the students.

The cumulative effect of the additional pipeline programs and services offered at Knapp during the 2016-17 and 2017-18 school years is demonstrated in the average reading and math MAP growth for each grade level. After two years of being a full-service community school, Knapp students at five of six grade levels show higher average MAP RIT point growth in 2017-18 than in 2016-17. Figures 1 and 2 on the following pages demonstrate the reading and math RIT point growth at Knapp during the first two years as a full-service community school.

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Figure 1. Average Reading MAP RIT Point Growth – Knapp Community School

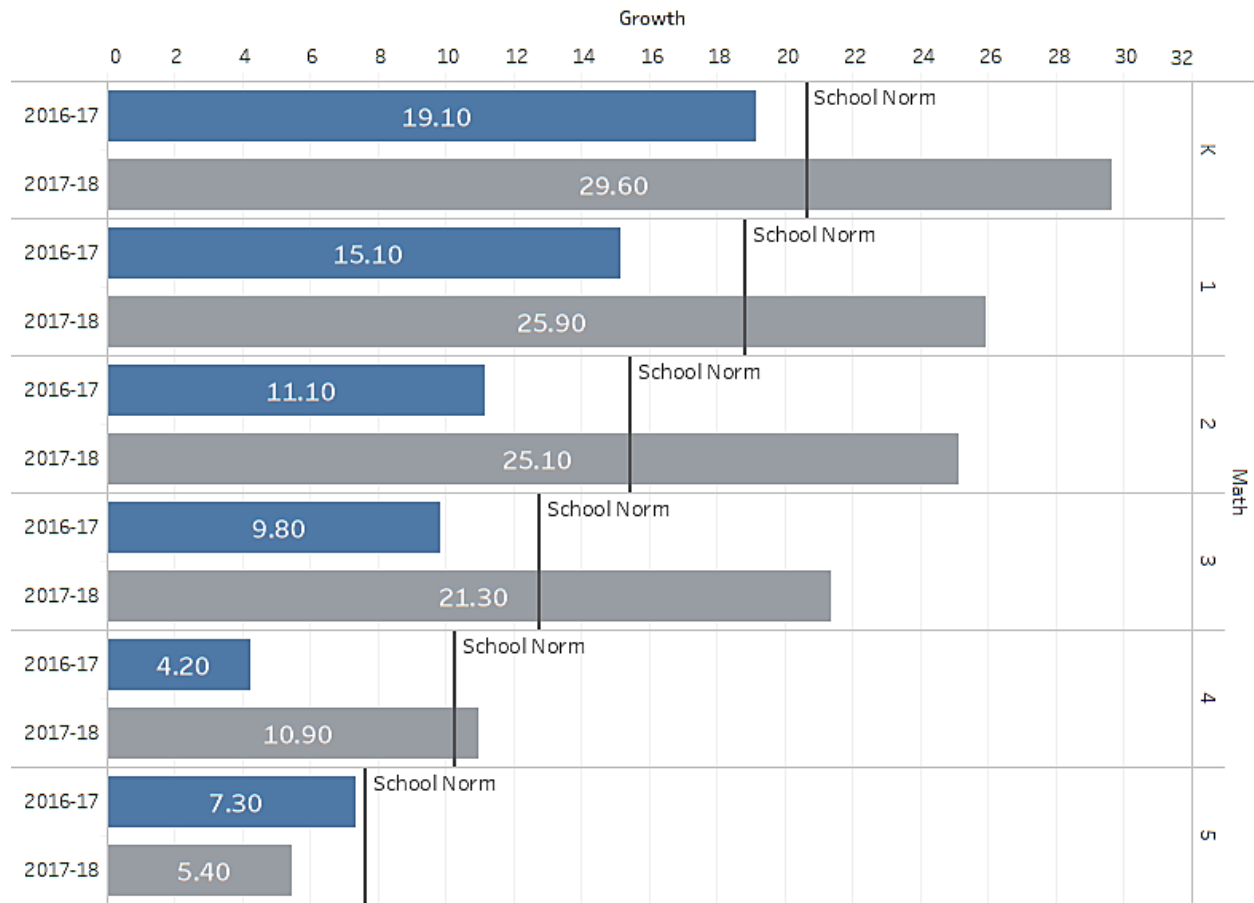


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Figure 2. Average Math MAP RIT Point Growth – Knapp Community School



In 2017-18, Knapp Elementary achieved a 16.9% increase on their state report card. This is the highest increase of any school in RUSD, and among the highest growth seen at a school in the state. For the first time since 2011, Knapp moved out of the “fails to meet expectations” category.<sup>2</sup>

<sup>2</sup> <https://apps2.dpi.wi.gov/reportcards/home>

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The continued improvement and growth of the students' academic assessments, attendance and behavioral data demonstrates the **consortium's history of effectiveness**, as required for ***competitive preference priority 3***.

#### **The student, family and school community to be served**

Knapp Elementary and Julian Thomas Elementary schools are two of RUSD's 28 schools. RUSD is the largest school district in Racine County, and the fifth largest in the state of Wisconsin. Located in Racine, WI, the District serves students in a 100 square mile area in the eastern part of Racine County.

Knapp Elementary School has educated students in Racine since 1912. The original school building was demolished after 103 years of service, and referendum funds were used to construct a new building on the other end of the Knapp campus. As part of UWRC's collaboration with RUSD to implement LIFT at Knapp, UWRC led community conversations with Knapp staff, students, families and community members to understand their aspirations, perceived barriers and proposed solutions to student, family and community success. From those conversations, we were able to identify needs and areas for opportunity that were then integrated into the architectural design of the school. The building layout separates the academic wing from the community areas of the school, ensuring safety while allowing areas like the community room to be utilized during school hours as well as in the evenings and weekends. The opening of the new building coincided with Knapp's transformation into Racine's first full-service community school in fall 2016.

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Julian Thomas Elementary School is one of the first schools built in the Racine. The original building is more than 160 years old. The most recent renovations took place in 2003. After using 2018-19 for a planning and preparation period, UWRC and RUSD will collaborate to transform Julian Thomas into the second FSCS in the 2019-20 school year.

Julian Thomas is poised to serve as a community school. Julian Thomas has been building partnerships with community resources and programs and offers a central location in the neighborhood for children and families to access them. Julian Thomas's integrated focus on academics, health and social services, youth and community development and community engagement is leading to improved student learning, stronger families and healthier communities. To promote bi-literacy among native English speakers and native Spanish speakers, Julian Thomas offers a robust dual language program at all grade levels. The campus has several multi-purpose spaces including the District's Title I Family Resource Center which actively supports student and family programs that extend the school day and increase opportunities for family and community activities in a safe environment.

A new partnership with the City of Racine will support a much-needed community health clinic in previously unused space at Julian Thomas. Construction will begin in June 2019 and be completed before the start of the 2019-2020 school year. The project is supported in part with RUSD community service funds.

Both Knapp and Julian Thomas serve students in 4-year-old kindergarten (4K) through fifth grade. Table 1 below provides an overview of student enrollment at Knapp



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and Julian Thomas. Table 2 below describes the demographics of the students. All student data presented in Tables 1 and 2 are from Wisconsin Department of Public Instruction Wisconsin Information System for Education Data Dashboard (WISEdash) 2018-19 certified data.

Table 1. Knapp and Julian Thomas Student Enrollment

	Knapp	Julian Thomas
Total population <sup>3</sup>	361	422
Average enrollment by grade (K-5)	54	66

Table 2. Knapp and Julian Thomas Student Demographics<sup>4</sup>

	Knapp	Julian Thomas
American Indian	.8%	0%

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<sup>3</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Enrollment%20by%20School?filtersetid=37297383-2415-4af0-8e0b-26fcd9113805](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Enrollment%20by%20School?filtersetid=37297383-2415-4af0-8e0b-26fcd9113805)

<sup>4</sup> [wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Enrollment%20by%20School?filtersetid=11b71f5a-d819-487e-94f0-66040c55970c](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Enrollment%20by%20School?filtersetid=11b71f5a-d819-487e-94f0-66040c55970c)

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	Knapp	Julian Thomas
Asian	.6%	.2%
Black	51%	38.4%
Hispanic	16.6%	50.5%
White	18.3%	7.6%
Two or more races	12.7%	3.3%
Economically Disadvantaged <sup>5</sup>	85%	92.4%
ELL/LEP <sup>6</sup>	5.5%	33.9%

Enrollment at Knapp increased over 15.2% from 2016-17 to 2017-18, after completing the first year as a FSCS. Knapp is unique in that it is RUSD's only 100%

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<sup>5</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Enrollment%20by%20School?filtersetid=286db8f4-9408-4fcb-8fd3-4d3b908893a2](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Enrollment%20by%20School?filtersetid=286db8f4-9408-4fcb-8fd3-4d3b908893a2)

<sup>6</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Enrollment%20by%20School?filtersetid=585f2dda-85ae-4de1-9d2c-a75d2be90171](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Enrollment/Enrollment%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Enrollment%20by%20School?filtersetid=585f2dda-85ae-4de1-9d2c-a75d2be90171)

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walking school. As such, all students live within 2.0 miles of the school building. Only a handful of special education students are provided bus transportation; the vast majority of students must walk or be transported by their parents. When we see enrollment increasing at Knapp, that tells us one of two things is happening: either parents that were previously choosing to send their students to a different school are returning to their neighborhood school, or more families are choosing to move to the Knapp neighborhood and send their kids to Knapp. Both situations signal a positive shift for the Knapp school and neighborhood.

The Knapp and Julian Thomas neighborhoods are part of zip codes 53403, 53404 and 53405 in the City of Racine, Wisconsin. Racine is bordered on the east by Lake Michigan, on the north by Milwaukee County, and on the south by Kenosha County. The city is located 30 miles south of Milwaukee and 60 miles north of Chicago.

The Knapp neighborhood is comprised of individuals, children and families from Racine County, Wisconsin Census Tract 5, Block Group 6 and Census Tract 6, Block Groups 5 and 6. The Julian Thomas neighborhood lies in Racine County, Wisconsin Census Tract 4, Block Group 4. Table 3 below provides an overview of the Knapp and Julian Thomas neighborhood demographics, with parallel information provided for the City of Racine, Racine County and the state of Wisconsin for context. Races with 0% representation in the Knapp and Julian Thomas neighborhoods are not included in the table.

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Table 3. Neighborhood, City, County and State Race and Ethnicity Information<sup>7</sup>

	Knapp Neighborhood	Julian Thomas Neighborhood	City of Racine	Racine County, WI	State of Wisconsin
Total population	3,233	1,354	77,740	195,101	5,763,217
% Black or African American alone	26%	31%	22%	11%	6%
% White/Caucasian alone	53%	21%	63%	80%	86%
% American Indian and Alaska Native alone	2%	1%	0%	1%	1%
% some other race alone	16%	37%	7%	4%	2%

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<sup>7</sup> U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, B02001, B03022

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	Knapp Neighborhood	Julian Thomas Neighborhood	City of Racine	Racine County, WI	State of Wisconsin
% two or more races	3%	10%	6%	3%	2%
% Hispanic or Latino	31%	58%	23%	13%	7%

In both the Knapp and Julian Thomas neighborhoods, the percentage of households that have received Food Stamps or SNAP benefits in the past 12 months, and the percentage of households that had an income below the poverty level within the past 12 months is over 15% higher than the City of Racine and over 20% higher for Racine County and state of Wisconsin rates. Similarly, the per capita income of Knapp and Julian Thomas neighborhood households is less than half of the per capita income for the State of Wisconsin. Table 4 below provides specific figures related to the economic overview of the proposed FSCS neighborhoods.

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Table 4. Neighborhood, City, County and State Economic Overview<sup>8</sup>

	Knapp Neighborhood	Julian Thomas Neighborhood	City of Racine	Racine County, WI	State of Wisconsin
Per capita income in the past 12 months (in 2017 inflation-adjusted dollars)	\$14,853	\$11,906	\$21,523	\$29,582	\$30,557
% of households that received Food Stamps/SNAP in the past 12 months	46%	48%	27%	15%	12%

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<sup>8</sup> U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, B19301, B22010, B17010

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	Knapp Neighbor- hood	Julian Thomas Neighbor- hood	City of Racine	Racine County, WI	State of Wisconsin
% of households with income below poverty level in the past 12 months	29%	42%	16%	9%	8%

According to the U.S. Department of Agriculture Economic Research Service Food Access Research Atlas,<sup>9</sup> both the Knapp and Julian Thomas neighborhoods are low-income census tracts with a significant number of residents that live more than one mile away from a grocery store. In a food desert, it is difficult for families to access fresh, healthy, reasonably-priced food. This challenge is compounded by the fact that 20% of households in the Knapp neighborhood and 19% of households in the Julian Thomas neighborhood do not own a vehicle.<sup>10</sup>

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<sup>9</sup> <https://www.ers.usda.gov/data-products/food-access-research-atlas/>

<sup>10</sup> U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, B25044

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#### **Needs Assessment**

The AARP Livability Index, developed by the AARP Public Policy Institute, provides an overall livability score, as well as a score for major livability categories: housing, neighborhood, transportation, environment, health, engagement, and opportunity. Each score is based on a 1-100 scale, with 100 being the highest and best rating. In 2018, the city of Racine had an overall score of 56.<sup>11</sup> The city's score was particularly low in the health and opportunity categories. In the health category, focused on prevention, access and quality, the city ranked in the middle third for smoking prevalence and the bottom third for obesity prevalence. As tobacco usage and obesity are the two highest preventable causes of death in the United States, this is particularly concerning. In the opportunity category, which considers inclusion and possibilities, Racine's score was 42, with the city falling into the bottom third for economic and educational opportunity when compared to other cities across the country.

#### **Challenges and Aspirations Reported by Community Members**

A critical part of the Full-Service Community School model is the inclusion of student and parent lived experiences as the guiding voice in the creation of the annual plan. We utilize the Harwood Institute model of community conversations to turn outward, gather expert knowledge from the community and begin to build trust with

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<sup>11</sup> <https://livabilityindex.aarp.org/search#Racine+WI+USA>



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parents, teachers and community members. Table 5 below describes the key themes that emerged from the community conversations held with students, parents, school staff, and community members at Knapp and Julian Thomas. Both the challenges and aspirations provide needs and opportunities shaped by the unique lived experiences of the community members. This information was top of mind when developing our FSCS project plan.

Table 5. Community Conversation Themes

Target population	Knapp Neighborhood	Julian Thomas Neighborhood
Challenges	Safety in school	Safety in school
	Mobility of students	Mobility of students
	Lacking sense of community – don't know neighbors	After school activities to support student population
	Adopting curriculum to meet low academic levels of students	Students experience extreme inconsistency in home life
	Lack of community center	Lack of resources that support bilingual students and their families
	Poverty; therefore, basic needs are not met.	Poverty; therefore, basic needs are not met.
Aspirations	Adult learning programs	More bilingual-friendly services for students and parents

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Target population	Knapp Neighborhood	Julian Thomas Neighborhood
	Staff and students have positive, trusting relationships	Building healthy relationships between neighborhoods, parents, students
	Community nights help build stronger relationships with deeper trust	Resources for parents to support healthy home life
	Safe place for students before and after school	Safe place for students and residents to gather
		Resource center to meet the needs of the community

**Student Academic Achievement, Attendance and Behavior**

Knapp and Julian Thomas students need significantly more supports to help them achieve a level of reading and math proficiency that will put them on the path to academic success and college/career readiness. Table 6 below demonstrates the English Language Arts and Math high percentage of students with sub-standard proficiency levels at Knapp and Julian Thomas.

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Table 6. 2017-18 Forward Exam ELA and Math Proficiency

	Knapp	Julian Thomas	District	State
% of students <b>below proficient</b> – ELA <sup>12</sup>	91.0%	88.2%	79.5%	57.8%
% of students <b>below proficient</b> – math <sup>13</sup>	88.6%	84.7%	79.0%	56.6%

In 2017-18, according to the state Forward exam, a total of 15 of 166 Knapp third, fourth and fifth graders, and 27 of 229 Julian Thomas third, fourth and fifth graders were proficient or advanced in English Language Arts. In those same grades, 19 of 166 Knapp students and 35 of 229 Julian Thomas students were proficient or advanced in math.

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<sup>12</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Forward%20Proficiency%20by%20School?filtersetid=6d159858-293c-4e30-8af2-e8f5cc5dc360](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Forward%20Proficiency%20by%20School?filtersetid=6d159858-293c-4e30-8af2-e8f5cc5dc360)

<sup>13</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Forward%20Proficiency%20by%20School?filtersetid=5ad1990a-9c66-4113-8ac5-4ce2f34bdf3e](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Forward%20Proficiency%20by%20School?filtersetid=5ad1990a-9c66-4113-8ac5-4ce2f34bdf3e)

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Reading and math MAP (Measures of Academic Progress) scores are used to project reading and math proficiency for college and career readiness benchmarks on the Forward exam. This metric is available for students in grades 2-5. Table 7 below demonstrates the percentage of Knapp and Julian Thomas students with projected proficiency for college and career readiness in spring 2018.

Table 7. Projected Proficiency for College and Career Readiness - Spring 2018<sup>14</sup>

	Knapp	Julian Thomas
% of students college and career ready – reading	16.7%	18.8%
% of students college and career ready – math	25.6%	26.6%

Knapp and Julian Thomas attendance rates and chronic absenteeism rates demonstrate a need for additional student and family supports to ensure that students are in school every day, on time. The attendance rate is calculated by dividing the actual days present by the total possible days of attendance. The chronic absenteeism rate is the percentage of students that have missed 10% or more of the total possible days of attendance. Table 8 below shows the average daily attendance and chronic absenteeism rates at Knapp and Julian Thomas, with district-level data included for context. According to Attendance Works, “children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their

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<sup>14</sup> WISEDash Local, RUSD.

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community lacks the resources to make up for the lost learning in school.”<sup>15</sup> Children of color are disproportionately affected by the impacts of chronic absenteeism.

Table 8. Attendance and Chronic Absenteeism Rates, 2017-18

	RUSD	Knapp	Julian Thomas
Average daily attendance rate	89.2% <sup>16</sup>	90.8% <sup>17</sup>	92.7%
Chronic absenteeism rate	20%*	26%	24%

\*Chronic absenteeism rate is for RUSD elementary schools only.

At Knapp, the impacts of consistent school leadership and additional student and family supports and coordination of services provided by through the community school

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<sup>15</sup> <https://www.attendanceworks.org/chronic-absence/the-problem/>

<sup>16</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Attendance-Dropouts/Attendance-Dropouts%20\(Single%20Year\)/Attendance%20Rate%20\(Single%20Year\)?filtersetid=61646d07-4247-4e01-bcfa-19b427b6a488](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Attendance-Dropouts/Attendance-Dropouts%20(Single%20Year)/Attendance%20Rate%20(Single%20Year)?filtersetid=61646d07-4247-4e01-bcfa-19b427b6a488)

<sup>17</sup> [https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Attendance-Dropouts/Attendance-Dropouts%20Comparison%20\(Multiple%20Schools%20on%201%20Chart\)/Attendance%20by%20School%20and%20Year?filtersetid=be5ba091-b402-4ae7-b3ea-ef6a2335f047](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Attendance-Dropouts/Attendance-Dropouts%20Comparison%20(Multiple%20Schools%20on%201%20Chart)/Attendance%20by%20School%20and%20Year?filtersetid=be5ba091-b402-4ae7-b3ea-ef6a2335f047)

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model are having positive impacts on student behavioral data. Table 9 below indicates the total number of office disciplinary reports and out of school suspensions for 2017-18. This year-to-date at Knapp, office disciplinary reports are tracking to total under 500, and out of school suspensions are tracking to total slightly over 200.

Table 9. Disciplinary Incidents, 2017-18

	Knapp	Julian Thomas
Office disciplinary reports	920	280
Out of school suspensions	375	67

**Adult Educational Attainment**

The educational attainment rates for the adults in the Knapp and Julian Thomas neighborhood demonstrate the need for programs and services that support GED attainment and post-secondary certification and degree attainment.

Table 10. Neighborhood, City, County and State Educational Attainment

	Knapp Neighborhood	Julian Thomas Neighborhood	City of Racine	Racine County, WI	State of Wisconsin
% of population with no high	26%	35%	17%	11%	8%

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school diploma or GED <sup>18</sup>					
% of population with regular high school diploma, GED, or alternative credential	46%	48%	32%	32%	31%
% of population with some college completed, but no college degree	20%	13%	25%	23%	21%
% of population with Associate's degree	4%	8%	9%	10%	11%

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<sup>18</sup> U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, B15003

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% of population with Bachelor's degree	4%	0%	12%	16%	19%
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### Physical and Mental Health

In 2015, the Racine Community Health Center closed. This center had provided medical and dental services to low-income patients, and patients with Medicare, leaving a significant gap in health and dental services for families in the city of Racine. There are no community centers located in the Knapp neighborhood, and only one city park. Without these amenities, Knapp neighborhood residents have limited options for places to play sports, be physically active, and explore interests, talents and passions. Making Knapp the hub of the neighborhood and offering services and programs at the school provides students and families with a safe, familiar place to learn and grow.

Julian Thomas is located in close proximity to the Dr. Martin Luther King Jr. Community Center. The King Center offers a variety of recreation programs for families and students after school and on weekends. At Julian Thomas, students can participate in co-ed basketball, pom-pom squad and dance squad.

Children from families with limited educational attainment, low income and other risk factors often experience trauma and adverse childhood experiences that negatively impact their health, behavior and life potential. The families and communities surrounding Knapp and Julian Thomas face considerable economic, academic and



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health challenges, making the supports and services offered at a FSCS critical to helping families become stable and successful.

The Center for Disease Control uses Adverse Childhood Experiences (ACEs) as the term to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18. The more ACEs an individual has, the more at risk they are for risky health behaviors, chronic health conditions, low life potential, and early death.<sup>19</sup>

An individual's ACE score is calculated using a simple test of a series of *yes* or *no* questions. Results are universally consistent and predictive: Compared to someone with zero *yes* answers, a person with four or more is about six times more likely to struggle with depression; seven times more likely to become alcoholic; and 12 times more likely to attempt suicide. They're twice as likely to have heart disease and twice as likely to be diagnosed with cancer.<sup>20</sup>

A recent study conducted by University of Wisconsin-Madison's leading ACE researchers aggregated five years of statewide data and broke out results for the four zip codes that cover the bulk of the city of Racine, including the Knapp and Julian

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<https://www.cdc.gov/violenceprevention/childabuseandneglect/cestudy/aboutace.html>

<sup>20</sup> <https://www.jsonline.com/story/news/special-reports/2018/04/06/foxconns-promised-jobs-boom-could-sputter-few-miles-away-racine/382026002/>

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Thomas neighborhoods. Within the four-zip code population, 24% fell within the high-risk category of having four-plus ACEs. The statewide average for individuals in the high-risk category is 14%.<sup>21</sup>

All schools have begun training in Trauma Sensitive Schools (TSS)<sup>22</sup>. Every school, including Knapp and Julian Thomas, have TSS teams. RUSD has a grant-funded partnership with Professional Services Group (PSG). Through this partnership, PSG staff provide clinical expertise and professional learning to administrative staff, support staff and instructional coaches who support classroom teachers. These individuals assist in ensuring trauma sensitive practices are implemented and followed in classrooms throughout the District. This program also assists in developing trauma sensitive policies and procedures. Next year at Knapp, PSG will provide ongoing training and in-depth observation and coaching as the school moves into the second phase of TSS integration, professional development for all staff. At Julian Thomas, the school-based TSS coach and team will continue to receive professional development and coaching.

The jobless rate in Racine is higher than state and national figures. Preliminary data from the United States Department of Labor Bureau of Labor Statistics puts the

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<sup>21</sup> <https://www.jsonline.com/story/news/solutions/2019/02/15/ideas-lab-reports-solutions-wisconsins-problems/2857661002/>

<sup>22</sup> <https://dpi.wi.gov/sspw/mental-health/trauma>

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February 2019 jobless rate for Racine County at 4.0%<sup>23</sup>. The Department of Workforce Development estimates the jobless rate for the city of Racine at 4.9% for February 2019.<sup>24</sup> This figure does not include families who are working, but are underemployed. United Way calls these families ALICE families. ALICE – Asset Limited, Income Constrained, Employed – families are households that earn more than the federal poverty level, but less than the basic cost of living for the county. According to 2016 ALICE data (the most recent available), 56% of city of Racine households live at or below the ALICE thresholds<sup>25</sup>. These families are the working poor who struggle to afford basic needs and are just one emergency expense away from crisis.

### **Annual Measurable Performance Measures and Outcomes**

We will use the following goals, measurable performance measures and outcomes to ensure that children are prepared for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents.

Goal 1: Students are starting kindergarten ready to learn.
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Performance measure 1: By September 2024, 70% of the eligible population of
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<sup>23</sup> [https://www.bls.gov/eag/eag.wi\\_racine\\_msa.htm](https://www.bls.gov/eag/eag.wi_racine_msa.htm)

<sup>24</sup> [https://journaltimes.com/business/local/racine-s-jobless-rate-drops-still-highest-in-state/article\\_51de33ae-324b-5192-8c56-eafa954b0d41.html](https://journaltimes.com/business/local/racine-s-jobless-rate-drops-still-highest-in-state/article_51de33ae-324b-5192-8c56-eafa954b0d41.html)

<sup>25</sup> <https://www.unitedforalice.org/wisconsin>

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children 0-4 in the Knapp and Julian Thomas neighborhoods will be enrolled in Imagination Library.
Objective 1.1: Increase by 60 children per year, the number of children from zip codes 53403, 53404, 53405 enrolled in Imagination Library.
Objective 1.2: Each year, operate all 4K classrooms at capacity.

Goal 2: Students are succeeding academically.
Performance measure 2a: By September 2024, the number of students at college/career ready benchmark on spring MAP in reading will increase by 24%. Performance measure 2b: By September 2024, the number of students at college/career ready benchmark on spring MAP in math will increase by 24%.
Objective 2.1: Decrease by 5% each year the number of chronically absent students.
Objective 2.2: By year 5, 50% of students involved in quality out of school time programs.
Objective 2.3: Increase by 5% each year the number of first, second and third grade students receiving reading tutoring.

Goal 3: Students are healthy physically, socially and emotionally.
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Performance measure 3: By September 2024, there will be a 60% decrease in the number of students with behavioral incidents.
Objective 3.1: By year 5, 92% of teachers at community schools will be trained in trauma sensitive schools.
Objective 3.2: Each year, operate school-based mental health clinics at capacity.
Objective 3.3: Of students receiving school-based mental health services, 63% will have decreased disciplinary actions.
Objective 3.4: Increase by 10% each year the number of students served in afterschool dinner program.

Goal 4: Families are positively engaged with their children's education.
Performance measure 4: By September 2024, the number of parents engaged with their child's education in a way that supports their child's learning will increase by 15%.
Objective 4.1: Increase by 11% per year the participation in family engagement events.
Objective 4.2: Increase by 7% per year the number of parents/caregivers actively participating in COFI.

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Objective 4.3: Increase by 10% per year the number of parents and caregivers volunteering at school.

Goal 5: Adults are utilizing services that put them on the path to upward economic mobility.

Performance measure 5: By September 2024, the number of adult education programs offered at community schools will increase by 20%.

Objective 5.1: Increase by 12% per year the number of tax returns filed through VITA.

Objective 5.2: Increase by 5% per year the number of adults that complete the HSED program.

Objective 5.3: Increase by 5% per year the number of adults enrolled in continuing education courses and/or job placement support programs.

### **Quality of Project Services**

#### **Existing Services**

Knapp and Julian Thomas students, families and community members stand to benefit immensely from the coordination of research-based services and programs made possible through Full-Service Community Schools funding. Currently, each school has varying degrees of services, programs and partners. At both schools, the administration are fully onboard and committed to expanding services, incorporating

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parent leadership and growing the professional learning community of community school teachers, staff and partners in RUSD. Table 11 outlines the existing services and at Knapp and Julian Thomas. When available, numbers served are included. At Knapp, the community schools manager manages the collection of such data. The Julian Thomas community schools coordinator will do the same beginning next year.

Table 11. Existing Services at Knapp and Julian Thomas

	Knapp Elementary	Julian Thomas Elementary
Existing Staffing	Full-time Community Schools Manager	
Existing Collaborative Group	Community Schools Advisory Board	
Existing Student-supporting Services	School-based mental health clinic 2017-18: 37 students served 2018-19 to date: 39 students served	School-based mental health clinic 2017-18: 30 students served 2018-19 to date: 34 students served
	Clipper Club – afterschool program	Extended Learning – before and afterschool program

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	Knapp Elementary	Julian Thomas Elementary
	<p>2016-17: 123 students enrolled; average daily attendance of 35 students</p> <p>2017-18: 195 students enrolled; average daily attendance of 90 students</p> <p>2018-19: 169 students enrolled; average daily attendance of 69 students</p>	<p>2018-19: 110 students enrolled; average daily attendance of 65 students</p>
	<p>Physical health services: vision, hearing and dental screenings annually each fall with follow-up services in the winter and spring</p>	<p>Physical health services: vision, hearing and dental screenings annually each fall with follow-up services in the winter and spring</p>
	<p>Schools of Hope tutoring</p> <p>2017-18: 23 students served</p> <p>2018-19: 28 students served</p>	<p>Schools of Hope tutoring</p> <p>2017-18: 12 students served</p> <p>2018-19: 19 students served</p>
	Wisconsin Reading Corps	Wisconsin Reading Corps
	Born Learning Trail	
	Imagination Library	Imagination Library



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	Knapp Elementary	Julian Thomas Elementary
	Natural Circles of Support	Natural Circles of Support
		Peer Mediators
		Gamma Tau Boule and Grace Girls mentoring
		Goodwill Foster Grandparents program
	Academic Parent Teacher Teams (APTT)	Academic Parent Teacher Teams (APTT)
Existing Family and Community Member-supporting Services and Programs	FAST (Families and Schools Together)	
	Advancing Family Assets (AFA)	
	Community nights  2018-19: Six hosted to date; average attendance of 230	

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	Knapp Elementary	Julian Thomas Elementary
	COFI (Community Organizing and Family Issues) Parent Leadership	
	Volunteer Income Tax Assistance (VITA) 2016-17: 24 returns completed; \$29,375 in returns 2017-18: 44 returns completed; \$66,475 in returns	
	Family meals 2016-17: 550 served 2017-18: 2,400 served	
	Adult education classes	
	Racine Public Library Bookmobile Average: 13 visits per weekly one-hour stop at school (weekday morning)	

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District-wide Academic, Behavioral/School Climate, and Family Engagement Initiatives	Reading Recovery Sound Partners Reading Plus Wilson Dreambox Learning PBIS Second Step SEL Family Resource Center (open to all RUSD Title I families, housed at Julian Thomas)
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**Existing Staffing and Collaborative Teams**

As an existing community school, Knapp has had the benefit of a full-time community school manager for nearly three years. Julian Thomas is poised to welcome a community schools coordinator position to their school to ensure successful implementation of the community schools model.

Knapp also has a Community Schools Advisory Board that includes school leadership, school staff, community partners, and parents. This group meets quarterly to review data, assess needs and identify additional opportunities for collaboration, both among the existing community school services, and with potential partners.

### **Existing Student-supporting Services**

At both Knapp and Julian Thomas, a number of student-supporting services are already in place.

Children's Hospital of Wisconsin operates **school-based mental health clinics (SBMH)** at both Knapp and Julian Thomas.<sup>26</sup> The SBMH clinics provide much-needed comprehensive mental health services to students and families. The model used is an integrative approach to school based mental health services in which the community mental health provider is integrated into the school environment. Services provided in the school include identification, referral, assessment and treatment for mental health issues. The services are provided by one full-time licensed master's level clinical therapist at each elementary school location. By receiving services right at school, barriers such as transportation and a parent needing to leave work to take the child to the appointment, are eliminated. With parent consent, the therapist is able to work with teachers to understand strategies to support the student's growth.<sup>27</sup> The therapist also provides consultation for school staff, attend meetings for students and deliver professional development for school staff. Each full-time clinical therapist has a

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<sup>26</sup> [https://journaltimes.com/news/local/racine-unified-focuses-on-students-mental-health/article\\_9d1d20ec-84bf-56d6-9bdd-c96fc1ee23ef.html](https://journaltimes.com/news/local/racine-unified-focuses-on-students-mental-health/article_9d1d20ec-84bf-56d6-9bdd-c96fc1ee23ef.html)

<sup>27</sup> <https://chw.org/newshub/stories/mental-health-care-schools>

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caseload of 26-28 students. Currently, both Knapp and Julian Thomas Schools each have a waiting list, demonstrating the need for additional supports in this area.

The clinics address the social, emotional and mental health needs of students. The therapists work closely with the student, parents and teachers to help the student overcome behavioral issues that may be disruptive to learning. The behavioral issues may be tied to stress, anxiety or emotional trauma in their personal lives. Often, students with behavioral issues caused by underlying mental health issues are punished for their behavior, leading to the child continuing to act out while the mental health issue worsens.

Students at Knapp and Julian Thomas have the opportunity to extend their learning day in a safe and nurturing environment by participating in **afterschool programs**. At Knapp, the broad array of additional after school options is enhanced by United Way funding and coordination provided by the community schools manager. This additional funding and coordination increase the number of students who are able to participate in afterschool programming. Given the needs of our students, we can infer that the coordination of additional afterschool programs by a full-time community school coordinator funded through the Full-Service Community Schools program will benefit Julian Thomas.

The afterschool program at Knapp is called Clipper Club, named after the school's clipper ship mascot. Students participate in afterschool programs in six-week sessions, allowing them to experience a wide range of activities that meet their varied interests. Each week of programming integrates standards-based after school

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curriculum and different weekly themes to provide a variety of opportunities for student engagement. By providing these additional academic supports in the afterschool setting, students are able to increase their academic achievement.

In addition to reading and math-focused programs, Knapp students have access to a variety of afterschool activities organized and coordinated by the community schools manager. The activities are selected to appeal to a range of learning styles and interests while providing students an opportunity to expand their talents in a safe and fun environment. When the students have something to look forward to afterschool, their attendance and behavior improves because they don't want to miss out on their extended day learning opportunities. The activities include:

- Art classes, provided by the Racine Art Museum (RAM)
- Girl Scouts
- STEM and STEAM activities, provided by Gateway Technical College
- Whole-girl development focused on healthy living, academic enrichment and life skills development, provided by Girls Inc.
- Young Leaders Academy, a youth development program that offers homework assistance, tutoring, and leadership group sessions targeted primarily towards African American boys, provided by Racine Family YMCA
- Hip-hop dance, provided by Sweatshop Movement

Currently, Julian Thomas students may participate in afterschool programming through RUSD's Extended Learning program. The Extended Learning program is for students in grades K-5. It focuses on strengthening academic achievement and social

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growth by offering unique learning opportunities in a safe and nurturing environment. As part of Extended Learning programming, the Racine Family YMCA provides the Young Leaders Academy, a youth development program that offers homework assistance, tutoring, and leadership group sessions targeted primarily towards African American boys.

Students at Knapp and Julian Thomas have access to **annual vision and hearing screenings** provided by the school RN, paraprofessional and volunteers, and **annual dental screenings** provided by Seal-a-Smile. If a screening indicates a need for further treatment, the community schools manager works with the school social worker to identify additional services and provide the family with options to resolve the issues. The community schools coordinator at Julian Thomas will do the same.

Students in the early grades who meet program criteria are eligible to receive **additional reading supports** through two in-school tutoring programs: Schools of Hope and Wisconsin Reading Corps.

- Schools of Hope is a United Way-led tutoring program that helps students become more confident, capable readers. RUSD-trained volunteer tutors work one-on-one with students for 25 minutes, three times per week. At Knapp, Schools of Hope is in year four of implementation and serves grades 1-3. The program is in year two of implementation and serves grades 1-2. Next year, Schools of Hope will expand at Julian Thomas to serve grades 1-3.
- Reading Corps is an AmeriCorps program that has expanded to serve Racine for the first time this school year. Reading Corps deploys trained literacy tutors to

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implement research-based literacy interventions to students in Kindergarten through third grade.

To support the schools' youngest learners and future students, all children under age 5 in the Knapp and Julian Thomas neighborhoods are eligible to enroll in **Imagination Library**. The program provides one free book per month from the time a child is enrolled until the child turns five. The books are developmentally-appropriate and are mailed directly to the child's home, removing the barriers of access to transportation to the library or bookstore, monetary resources to purchase books, and ability to select high-quality texts. United Way partners with RUSD, local daycares, local libraries, and public health nurse home visitors to ensure all children are enrolled. There are currently 1,781 children enrolled from zip codes 53403, 53404 and 53405 – the three zip codes of the Knapp and Julian Thomas neighborhoods.

Knapp is home to a **Born Learning Trail** – an interactive path that pairs original permanent sidewalk art with signs that provide parents and caregivers tips and ideas for turning everyday moments into teaching moments. The signs are in English and Spanish and the artwork was designed with input from Knapp's 4K and 5K teachers with a specific emphasis on social emotional development and use of imagination. A Born Learning Trail will be installed at Julian Thomas in year 1.

**Natural Circles of Support** is a mentoring program that increases students' confidence and social-emotional health students an opportunity to form trusting, positive relationships with their peers and teachers. Circles of Support is an assets-based, flexible approach to addressing racial and other disparities that draw out and build on



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the strengths and aspirations of African American and other students, while strengthening their existing supportive relationships. Students meet with a facilitator once a week. The meetings create a nurturing place for mutual support and students are able to participate in ways that affirm their everyday lives and identities. Participants develop positive and supportive peer relationships. The Circles support social-emotional development through reflective practices and collective problem solving and promote intellectual curiosity and growth. The facilitator provides informal coaching and support to the classroom teachers of the Circles of Support participants, empowering students to connect what they learned in the Circle to what happens in the classroom, and helping teachers understand how to support their students' growth.

To help students develop leadership and conflict resolution skills, Julian Thomas has a **Peer Mediators** program and a student council. Students also have the opportunity to participate in two **mentoring programs** – Gamma Tau Boule mentoring and Grace Girls mentoring. In both programs, the mentors are community members who visit the school on a regular basis to support the academic, social and emotional development of the students. Additional support comes from the **Goodwill Foster Grandparents** program. Volunteers support classroom teachers and work one-on-one or in small groups with students to help the practice academic and social skills.

At Knapp and Julian Thomas, instead of traditional parent-teacher conferences, the schools promote **Academic Parent-Teacher Teams (APTT)**. APTT brings all parents together to receive grade-level and school-level information together as a group. The model focuses on building the academic relationship among parents and

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teachers to support the success of the student. APTT nights include a family meal to provide an opportunity for families and school staff to eat together and enjoy conversation.

### **Existing Family and Community Member-supporting Services and Programs**

At Knapp, **FAST (Families and Schools Together)** emphasizes a positive non-stigmatizing approach to strengthening the whole family through empowerment of parents and the building of supportive parent-to-parent groups. FAST consists of multi-family group meetings offered in the school and conducted by school specialists in an effort to build collaboration between the school and parents. Programmatic goals include prevention of future school failure and substance use, enhancement of family functioning and stress reduction through the building of family social support structures and resource use. FAST is rated “effective - more than one study” by the Office of Juvenile Justice and Delinquency Prevention.<sup>28</sup>

At Knapp, **AFA (Advancing Family Assets)** promotes family success and stability by providing one-on-one coaching and support with a focus on income, whole health and education. Families and individuals enrolled in the program work collaboratively with an AFA Coach to identify their strengths and goals, develop an individual plan for success and access new resources.

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<sup>28</sup> <https://www.ojjdp.gov/MPG/Program>

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During the last school year, a cohort of Knapp parents completed **COFI (Community Organizing and Family Issues)** training. COFI helps parents develop leadership and advocacy skills, increasing their voice and power within the school and community. The COFI model uses parents' strengths and commitment to their children and to their neighborhoods to help make positive change in their own lives, their families and their communities. It emphasizes the commonalities (rather than the differences) between family and community leadership, and between private and public issues.<sup>29</sup>

The COFI model fits perfectly within the LIFT full-service community schools project as it focuses on developing parents as leaders within their children's schools and the larger community. Through ongoing training, development and cross-cohort mentoring, parents create supportive teams, strengthen themselves and their peers, and contribute their voices in spaces where they may have previously been silent. At Knapp, COFI parents have successfully advocated for the installation of a four-way stop at a busy intersection near the school, led an anti-bullying activity with each individual classroom, and hosted an open gym on a Saturday to give families a safe place to play and exercise.

Julian Thomas does not currently have a PTA or other parent leadership group. The COFI model will be instituted at Julian Thomas with Full-Service Community Schools funding.

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<sup>29</sup> <http://www.cofionline.org/the-cofi-way/our-model/>

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**Adult learning programs** are offered at Knapp in the evening to help parents and community members develop their employment opportunities. Gateway Technical College provides HSED classes and computer skills classes. Workforce Solutions, Racine County's workforce development department, provides job readiness training, resume development and job search assistance. Many of these programs are available after school and in the evening, providing parents and community members the opportunity to learn and develop at the same time as their children. This removes the barrier of access to childcare and allows the parents to show their children that learning and personal development is not limited to being school-aged.

To help families and community members learn, our community schools manager coordinated services with the Racine Public Library to make Knapp a weekly stop for the bookmobile (mobile library). The regular access to the bookmobile eliminates the need for community members to travel to the single main library branch, which is 2.5 miles from the school, or a 25-minute bus ride each way. Recognizing that late fines can be a deterrent from accessing library services, the Racine Public Library has recently indefinitely extended a fine-free policy for all children's materials, and is contemplating a similar policy for adult materials.<sup>30</sup> The Knapp bookmobile averages 13 user visits during each week while the library is parked at the school for one hour on Wednesday mornings.

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<sup>30</sup> <https://www.racinelibrary.info/about-the-library/racine-public-library-goes-fine-free/>

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During tax season, Knapp community members can receive free tax preparation and electronic filing through **VITA (Volunteer Income Tax Assistance)**. VITA serves taxpayers with income below \$54,000, individuals with a disability, and limited English-speaking taxpayers. The tax preparers are able to help taxpayers utilize homestead and earned income tax credits, ensuring they receive the largest possible return. For many taxpayers, their tax return may be the largest single paycheck they receive during the year. This service and the resulting tax returns help Knapp families and community members catch up on bills, pay rent, buy groceries, and more.

Two nights per week, Knapp families are invited to participate in **family meals**. This opportunity removes the responsibility of shopping, cooking and preparing dinner, leaving the parents and students time to eat together, talk and enjoy each other's company. Afterschool staff, school day staff and community members may also participate in the meal, providing an informal setting in which relationships can be developed and expanded.

In addition to family meals, **community nights** are also offered. Knapp Elementary School Community Nights occur monthly immediately following afterschool programs. Community nights include dinner and themed activities. Dinner is served to provide a space for families and staff to break bread and create close relationships that can bridge the home-school relationships and support student success. The activities are designed to provide opportunities for parents to understand how to encourage and support learning at home. So far during the 2018-19 school year, Knapp has hosted six community nights with an average attendance 230 participants at each event. The

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following table (table 12) outlines the 2018-19 Knapp community night schedule as an example of the types of activities that are offered to families on a monthly basis.

Table 12. Sample Community Night Schedule

Month	Focus/Theme
September	<p>Back-to-School Potluck</p> <p>Games and activities are provided to help families get to know their teachers and staff. All families bring a side dish to pass to start the school year with a strong sense of community, honoring that everyone can contribute. The school provides the main course. All participating families go home with a 'home learning' kit that includes basic school supplies to build on learning at home as well as at school. Each kit also has age/grade-appropriate activity lists to help parents understand how to help their children practice at home.</p>
October	<p>Halloween STEAM Party</p> <p>STEAM (Science Technology Engineering Art Math) age-appropriate activities that can help parents engage and support learning at home are facilitated by school staff. A Mad Scientist provides an interactive demonstration to spark family</p>

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	<p>engagement with basic scientific principles. To build a strong sense of family fun, there is a costume contest with winners in the following categories: best student costume, best family costume and best staff costume.</p>
November	<p>Academic Parent Teacher Team (APTT) Meeting #1</p> <p>While the other community nights build on the social relationship among staff and families, APTT focuses on building the academic relationship among parents and teachers to support the success of the student. November's APTT focuses on building resources and relationships, so there is a community resource fair for families and gym activities for students while parents are meeting with teachers.</p>
December	<p>Holiday Lights</p> <p>A school-wide theme that reinforces the school's motto for the year is brought to life as grade-level teams each decorate a holiday tree. The trees are kept up throughout the holiday season to share spirit and light to all in the Knapp community. Santa is played by a community volunteer and all children in attendance receive free books. Families participate in arts and crafts activities that can then be wrapped as presents for loved ones. A student</p>

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	<p>showcase allows parents to see what students are working on during school, after school and in extracurricular activities. Staff-led carols and other holiday-themed activities build the holiday spirit among the community.</p>
January	<p>Community Partner Soup-Off</p> <p>All community partners that support programs provide a homemade soup and families/staff choose a winning soup. There are also a variety of food demonstrations that showcase different recipes and how to prepare new, healthy foods to kick off the New Year strong.</p>
February	<p>APTT Meeting #2</p> <p>February's APTT focuses on providing a fun, community activity that breaks up the winter blues. We host a winter carnival with games and activities provided by all of our community partners. Parents have the opportunity to meet with teachers to learn about student growth and acquire new at-home learning extension activities.</p>
March	<p>Family Game Night</p> <p>Family game night provides opportunities for community volunteers, families and staff to reinforce core competencies in</p>



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	their students through play. Board games are provided as well as Bingo and other large group games. Families in attendance are entered into a raffle for board games to keep the fun going at home.
April	No community night due to spring break.
May	APTT Meeting #3 May's APTT is Family Field Day themed. It focuses on summer learning bridge opportunities and the importance of outdoor play as a family. Field games are run by staff and all families go home with a summer bridge activity book.

Programs and activities that support parents and community members are important because students need strong, stable families to help them learn and grow. When parents feel comfortable entering the school building and have developed relationships with other parents and with school staff, they are more likely to be engaged in their child's education and more likely to advocate for their child's interests. When parents are engaged in their child's education, the child is more academically successful.

### **Evidence-based Academic Interventions Implemented at Both Schools**

Both Knapp and Julian Thomas use many reading and mathematics interventions that have an intervention report prepared by the What Works Clearinghouse reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome. ***The use of these interventions qualifies this proposal for competitive preference priority 4 – evidence-based activities, strategies, or interventions.***

The literacy interventions include Reading Recovery, Sound Partners, Reading Plus, and Wilson. The math intervention is Dreambox. According to What Works Clearinghouse Intervention Reports:

- Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabets, reading fluency, and comprehension for beginning readers.<sup>31</sup>
- Sound Partners was found to have positive effects on alphabets, fluency, and comprehension and no discernible effects on general reading achievement on beginning readers.<sup>32</sup>

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<sup>31</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420>

<sup>32</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/475>

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- Reading Plus® was found to have potentially positive effects on comprehension for adolescent learners.<sup>33</sup>
- Wilson Reading System® was found to have potentially positive effects on alphabetics and no discernible effects on fluency and comprehension.<sup>34</sup>
- DreamBox Learning was found to have potentially positive effects on mathematics achievement for elementary school students.<sup>35</sup>

### **Evidence-Based Interventions to Improve Behavior and School Climate**

Positive Behavior Interventions and Supports (PBIS) is an evidenced based program that promotes both improved behavior and improved school culture at both Knapp and Julian Thomas. PBIS is focused on setting behavioral and cultural expectations in a school and, when well implemented, results in increased positive interactions for staff and students.

Second Step Social-Emotional Learning (SEL) curriculum teaches students social skills and emotional regulation skills that are directly connected to RUSD's North Star Vision and to the College, Career, and Life Readiness indicators and the

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<sup>33</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/419>

<sup>34</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546>

<sup>35</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627>

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Department of Public Instruction's (DPI) SEL competencies of Emotional Development, Self-Concept, and Social Competence.

Both interventions together improve overall behavioral and culture outcomes as they are teaching students the expectations at school and teaching them how to interact socially so that they can meet those expectations better and more frequently.

### **Family Engagement Services Implemented at Both Schools**

Research studies correlating student achievement and school improvement have pointed out consistent and validating evidence which indicates family engagement is one of the strongest predictors for long term academic success. According to the Coalition for Community Schools, family engagement "...leads to improved student learning, stronger families and healthier communities."<sup>36</sup> Further, the Coalition asserts community schools have the advantage of integrating a full range of resources, services and supports which have favorably influenced school attendance, positive behavior, home-school relationships, school culture and climate and systemic district and school structures.<sup>37</sup>

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<sup>36</sup> [http://www.communityschools.org/aboutschools/what\\_is\\_a\\_community\\_school.aspx](http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx)

<sup>37</sup> Learning Policy Institute, 2018; The Dual Capacity-Building Framework for Family-School Partnerships, 2005.

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The Racine Unified School District’s Office of Family and Community Engagement is committed to raising student success through robust partnerships with families. The district strategic plan, Raising Racine 2022, outlines the priorities and accountability goals to effectively implement family and community engagement strategies. The measurement tool for growth and improvement embeds Epstein’s Six Types of Involvement: parenting and family skills, communication, learning at home, volunteerism, decision making and community collaboration.<sup>38</sup> The tool provides schools with an assessment to broaden awareness of evidenced-based practices to identify areas of strength and those in need of change. With this foundation, schools can adapt a lens which is more reflective to develop program implementation plans which is focused and directed. Table 13 outlines the District’s overall and community school-specific family and community engagement strategies.

Figure J. Community School and District Family and Community Engagement Strategies

District Approaches	Community School-Specific Approaches
Parent Leadership Network (PLN)	<ul style="list-style-type: none"><li>● COFI Model</li><li>● Site-based Leadership Teams</li></ul>

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<sup>38</sup> <http://nnps.jhucsos.com/nnps-model/school-model/six-types-of-involvement-keys-to-successful-partnerships/>

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District Approaches	Community School-Specific Approaches
<p>An opportunity for parents to receive support and training to serve as school representatives and stay connected to learn about District priorities and ways to participate in the decision-making process.</p>	
<p><b>Parent University</b>                      A community collaborative of free monthly workshops and information sessions to help parents and caregivers become full partners in their children’s education. The sessions equip parents and caregivers with new or additional skills, knowledge and resources.</p>	<p>Develop school-specific workshops and informational sessions.</p> <ul style="list-style-type: none"> <li>● FAST Program</li> </ul>
<p><b>Family Empowerment Day</b></p>	<ul style="list-style-type: none"> <li>● Provide family workshops/activities</li> </ul>

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District Approaches	Community School-Specific Approaches
<p>Parent and Family Engagement</p> <p>Professional Learning</p>	<ul style="list-style-type: none"> <li>● Currently implementing APTT (Academic Parent Teacher Teams)</li> <li>● Identify Staff professional learning opportunities</li> <li>● Identify staff and parent professional learning opportunities</li> </ul>
<p>Family Resource Center</p> <p>The Center offers RUSD families with students attending Title I schools a full range of services and supports to enrich student learning, enrollment in free workshops and certificate training programs, access to community resources, participation in school volunteer opportunities and more.</p>	<p>Coordinating access to community resources aligned with school learning goals.</p>
<p>Title I Parent Academy</p>	<ul style="list-style-type: none"> <li>● Community Nights</li> <li>● Preventing Summer Slide</li> </ul>

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District Approaches	Community School-Specific Approaches
This seasonal learning lab promotes hands-on workshops to engage families with students attending Title I schools in exciting ways to support family at home learning time.	

Julian Thomas is home to RUSD's Title I Family Resource Center, making it easy for families to access and utilize the supports available. Open year-round to all Title I families including Knapp and Julian Thomas, the center welcomes families to use computers to check email, access online banking services, search for jobs, and update resumes. The Center has educational games, family book club kits, audio books, and 4K-grade 8 books, practice materials and manipulatives. Resources are available in English and Spanish, and Resource Center staff are bilingual. Families are also encouraged to visit the Center simply to have a cup of coffee and read the newspaper after dropping their students off for class, or while waiting for the school day to end. This open invitation helps bring families into the school and see it as a place where they are welcome, comfortable and empowered to improve themselves and their students.

The RUSD district-level family engagement principles, approaches and anticipated outcomes guide school-level strategies which include those identified as Title I schools. The federal Title I guidelines as outlined in the Every Student Succeeds



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Act (ESSA), Section 1116 (b) places a strong emphasis on Parent and Family Engagement, specifically around outreach for meaningful engagement, joint participation of parents and school in decision making, purposeful linkage of family engagement to other programs, building the capacity of both school staff and parents/family with professional learning. The Title I descriptor positions Julian Thomas and Knapp to serve the community interest responsively to actively engage adults and families as equal partners in a myriad of ways as a neighborhood hub which offers a span of relevant educational opportunities to promote student success.<sup>39</sup>

The overall purpose and impact outcomes for both schools are centered on:

- Families acquiring the necessary knowledge, skills and confidence to support children's learning.
- School staff acquiring the knowledge, skills, disposition and resources to partner with families and the community.
- Community stakeholders knowing how to leverage supports and resources to partner with students, families and schools.

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<sup>39</sup> Learning Policy Institute, 2017.

**Proposed Additional Services**

Full-Service Community Schools funding will allow us to expand programs and services at Knapp and welcome Julian Thomas as Racine’s second LIFT location. The coordination of continued existing supports, plus the added infrastructure of a full-time community schools coordinator at each building, and the addition of the services described below will address the needs of the students, families and community members in the Knapp and Julian Thomas neighborhoods to ensure that children are prepared for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents.

To supplement Full-Service Community Schools funding, United Way of Racine County has issued a request for proposals (RFP) for programs that address the unique needs of the Knapp and Julian Thomas communities. Programs selected for two-year United Way funding will receive funds in July 2019 and begin delivering services in September 2019. Funded programs will report mid-year and year-end outcomes. UWRC will assess community needs annually and the most pressing issues will be the focus of the 2021-23 RFP for programs and services offered at Knapp and Julian Thomas. Table 14 below outlines the additional proposed services.

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Table 14. Additional Proposed Services

	Knapp	Julian Thomas
Infrastructure/Coordination/Professional Learning Community	X	X
Walking School Bus	X	X
COFI Parent Leadership	Expanded	X
Expanded School-Based Mental Health Services	X	X
HSED Program	X	X
Additional afterschool programs (academic and enrichment)		X*
Financial stability support programs		X*
Nutrition programs		X*
Employment and employability programs		X*
Intergenerational programs		X*

\*Services marked with an asterisk (\*) will be funded by United Way through the RFP process described above.

**Infrastructure/Coordination/Professional Learning Community**

With Full-Service Community Schools funding, we will be able to increase the **infrastructure** and dedicated staffing to oversee the **coordination** of pipeline services. Both Knapp and Julian Thomas will each have a full-time FSCS coordinator, employed by UWRC. The current full-time community schools manager (CSM), employed by

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UWRC, will oversee the two community school coordinators (CSCs). The current CSM has 3 years of experience implementing and managing the LIFT model at Knapp. In the future supervisory role, she will ensure alignment with outcomes and identify areas for collaboration between the community schools, and the programs and services offered at the community schools.

In addition, the community schools coordinators and community schools manager will work closely with the approximately seven afterschool program staff at each school. This collaboration will provide a seamless transition from school day to after school programming, and will facilitate communication between all professionals that support the students and families at Knapp and Julian Thomas.

The CSM will also establish and facilitate a **professional learning community** (PLC) comprised of teachers, support staff and administration from Knapp and Julian Thomas. The goal of this PLC is to provide opportunities for shared learning, peer-to-peer learning, and support for the staff at the current FSCSs in RUSD. In addition, the community schools manager will provide regular training and support to school and program staff to help them understand the FSCS model. At each school, the community school coordinator, community schools manager, school leadership team, and pipeline services staff will meet a minimum of monthly to share updates and ensure productive collaboration.

### **Walking School Bus**

A review of attendance data indicates that excessive tardiness is a key contributor to the chronic absenteeism rate, and that the instances are particularly prevalent in students in the lower grades. Knapp and Julian Thomas students have very large percentages of students who do not receive district-provided transportation. This, combined with parents' work schedules, extreme weather, and safety concerns preventing Kindergarten and first grade students from walking to school on their own necessitate a creative but impactful solution. We will implement a walking school bus at Knapp and Julian Thomas. A walking school bus is an organized group of students walking to school with an adult.<sup>40</sup> The walking school bus will be coordinated by a part-time (.5 FTE) walking school bus coordinator (WSBC) who will be responsible for recruiting and training community volunteers to serve as "conductors" on the route. The WSBC will work with the CSC and school staff to identify student participants based on attendance, communicate with families, and track data.

Walking school bus routes will be developed by the CSC and school leadership. The walking school bus route plan will be informed by resources developed by the National Center for Safe Routes to School.<sup>41</sup> The number of walking school bus routes at each school will be dependent on the number of students in need of services, and the

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<sup>40</sup> <http://www.walkingschoolbus.org/>

<sup>41</sup> <http://www.saferoutesinfo.org/>

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number of volunteer conductors available to conduct the routes. We anticipate an increase of participants over time as the CSC and WSBC work to establish and maintain trusting relationships with families who will in turn grant permission for their students to participate, and potentially volunteer themselves.

### **COFI (Community Organizing and Family Issues)**

We will expand COFI (Community Organizing and Family Issues) to empower parents and families of Knapp and Julian Thomas students to become leaders within the school and community. COFI works to strengthen the power and voice of low-income and working families in their personal and civic life.

To date, COFI has trained and organized thousands of parents in low income neighborhoods to make positive impact for themselves and their children. These leaders, primarily mothers and grandmothers, are winning improvement campaigns in their schools and communities, creating their own organizations and programs, and changing policies on critical issues that affect families.

At Knapp Elementary, two cohorts of parents have been trained in the COFI model. They have taken on an anti-bullying campaign that is led by parents in partnership with school leadership as well as organizing Open Gym activities on the weekends so that neighborhood kids and families have a safe, fun place to go. It is worth noting that, aside from the school, there are no community centers and only one outdoor park in the Knapp neighborhood. With winter weather consuming the majority of the school year, outdoor play is a limited option for families.

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With these early successes, we want to continue to support and expand the capacity of these groups across our community school work. This includes investing in trainings for our parents and the necessary supplies needed to support this work.

#### **Expanded School-Based Mental Health Services**

We plan to add one additional full-time (1.0 FTE) master's level clinical therapist. This therapist will split time between Knapp and Julian Thomas based on school needs and student waiting lists. The therapist will provide services including identification, referral, assessment and treatment for mental health issues. In addition, the therapist will provide consultation for staff, attend meetings for students, and deliver professional development for school staff. This practitioner will bring the total number of therapists serving community school students to three. All three therapists will be integrated into the school environment and will participate in the community school professional learning community.

#### **HSED (High School Equivalency Diploma) Program**

To ensure that parents and other adults in the Knapp and Julian Thomas communities are able to increase their educational attainment, and thereby increase their employability and earning potential, we plan to implement a robust HSED program. This program will be provided by YWCA Southeast Wisconsin (SEW). It is classroom-based and closely mimics a traditional high school experience, only contextualized for adult learners with a workforce readiness focus and condensed for full delivery over 20

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weeks. Approved by the State of Wisconsin Department of Education under Section 5.09 of the State administrative code, YWCA SEW's proprietary curriculum focuses heavily on increasing employability (e.g., writing assignments focusing on cover letters, resume development, and completion of job applications and speaking assignments in the form of mock interviewing), while also providing a solid foundation for additional education.

YWCA SEW's HSED model takes adverse childhood experiences into consideration and recognizes that early life trauma results in brain changes that can lead to cognitive delays and impaired emotional regulation. Due to early trauma, many community members are forced to shoulder responsibilities beyond their years (child rearing/childcare, full-time work, housing shortages, family members with addiction, etc.). School and educational attainment become secondary to the primary struggles for daily survival. The YWCA SEW approach to HSED curriculum is paired with wrap-around case management (or life navigation) services to promote educational success.

The HSED program is offered in cohorts, allowing sections of students to progress through the program together, providing support and fellowship to one another. In addition to supportive cohorts, the model allows for case management via a "Life Navigator" (LN). The LN model is designed to build upon basic "case manager" services. The Life Navigator allows for a dedicated staff member to offer guidance to learners in addressing barriers that could prevent success, building rapport and paving the way for future educational planning, much like a traditional high school guidance counselor. Staff work with participants who have class attendance concerns to develop



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a plan for resolution of these issues as expeditiously as possible. The Life Navigator also serves as advocate for the learner in other settings including their children's academic endeavors.

In addition to the cohort and Life Navigator model, classes are held three hours per day, 4 days a week for 20 weeks rather than a full school year. Due to the life constraints of adult learners, the condensed time frame allows for less disruption to their lives. The 20 weeks are divided into five sections, each 4 weeks long: Health and Employability, English, Science, Social Studies and Math. Assignments and quizzes assessing understanding of core competencies must be passed at 80%. Remedial classes and tutoring are available for those who do not obtain a passing score on their coursework in a specific subject area. At the end of the 20 weeks, students have been prepared for and are eligible to take the National Career Readiness Certification assessment, a credential indicating to employers not only educational success but readiness to step into work immediately.

The HSED program will be offered in 20-week sessions, with the service location alternating between Knapp and Julian Thomas for each session. The CSC will work closely with the .5 FTE HSED case manager/life navigator and 1.0 FTE adult education instructor to recruit parents and community members to participate in the program. Like other service providers, the HSED case manager/life navigator and adult education instructor will receive community schools model training and become part of the professional learning community.

## **Reasons for Selecting Proposed Services and How They Will Improve Student Academic Achievement**

When planning the Full-Service Community Schools project, LIFT partners selected programs and services that will help students and families overcome challenges and barriers to success. We considered the school and community data sets as well as the lived experiences and aspirations of the community members. The programs and services selected, paired with intentional and dedicated coordination, increased infrastructure, and the development of a professional learning community, address weaknesses and gaps in supports. We seek to build on the existing strengths of the students, families and community, and provide coordinated supports to further accelerate the achievement of positive outcomes to increase student academic achievement at Knapp and Julian Thomas.

### **Walking School Bus**

The daily average attendance and chronic absenteeism rates at Knapp and Julian Thomas indicate that getting to school on-time every day is a challenge for many students. This trend is especially concerning for students in Kindergarten and first grade as there is so much critical learning that takes place as students first enter school. When students are not at school, they miss important academic instruction and enrichment opportunities as well as breakfast and lunch. The consequences of chronic absenteeism obviously impact the students who are missing class time. High levels of chronic absenteeism also impact students who are regularly present because,

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according to Attendance Works, the “resulting classroom churn hampers teachers’ ability to engage all students and meet their learning needs.”<sup>42</sup>

The implementation of a **walking school bus** route is a programmatic response to barriers identified as a tier 2 strategy (personalized early outreach, action plan that addresses barriers and increases engagement, caring mentors)<sup>43</sup> by Attendance Works, a national nonprofit dedicated to advancing student success and reducing equity gaps by reducing chronic absence.<sup>44</sup>

### **Expanded School-Based Mental Health Services**

The successes resulting from the existing school-based mental health services,<sup>45</sup> the high occurrence of ACEs (adverse childhood experiences) in the Knapp and Julian Thomas communities, and the persistence of a waiting list of students in need of services make the expansion of school-based mental health services a logical choice. Current caseloads and waiting lists were used to determine need for an additional

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<sup>42</sup> <https://www.attendanceworks.org/chronic-absence/the-problem/>

<sup>43</sup> <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

<sup>44</sup> <https://www.attendanceworks.org/mission/>

<sup>45</sup> <https://www.rusd.org/en/district/news/rusd-mental-health-clinics%3A-a-success-story/6239>

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therapist. School-based mental health services remove barriers to accessing care, increase collaboration between school staff and mental health providers, and help students learn to self-regulate, manage symptoms and improve functioning, resulting in increased academic performance, reduced absenteeism and less disruptive behavior.

#### **Community Organizing Family Issues (COFI)**

Active family and community engagement is a pillar of a comprehensive full-service community school model.<sup>46</sup> In our community schools, we are building a network of trained parents that can identify issues, provide solutions to those issues and serve as catalysts to change for their school and neighborhood. COFI creates grassroots parent leaders that can influence policy change through a collaborative approach. Over the past 20 years in Chicago, COFI has been able to make big systems changes for students. Through the elementary justice campaign, they established district policies of restorative justice and implementation of programs like peace centers inside of schools. They also restored recess in Chicago public schools and galvanized public support for their early learning campaign. The early learning campaign increased enrollment in Head Start through the use of ambassadors and also implemented walking preschool bus to improve access for low income children to quality early care and education programs.

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<sup>46</sup> <https://communityschools.futureforlearning.org/chapter-5>

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Racine faces many of the same barriers for children and families to high-quality education and care that are seen in the neighborhoods of Chicago. We want to build on this proven leadership development model and galvanize the expertise and leadership of parents in our full-service community schools.

#### **HSED Program**

A 2016 Racine County Labor Market Analysis produced by the Office of Economic Advisors, Wisconsin Department of Workforce Development reported that nearly 40% of current hard-to-fill occupations required a high school diploma or equivalent. Further, nearly 50% of those same hard-to-fill occupations required no previous experience.<sup>47</sup> In the Knapp neighborhood, 26% of adults do not have a high school diploma. The figure is 36% for the Julian Thomas neighborhood. The adult educational attainment data combined with the Labor Market Analysis that demonstrates that local employers need candidates with a high school diploma or equivalent led the selection of an HSED program as an important additional service in our full-service community school project. YWCA SEW's model is designed to meet the needs of adult learners with a history of trauma. In addition, the model expects, and has

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[https://highexpectationsracinecounty.org/uploads/ckeditor/attachments/86/2016\\_Racine\\_Labor\\_Force\\_Study.pdf](https://highexpectationsracinecounty.org/uploads/ckeditor/attachments/86/2016_Racine_Labor_Force_Study.pdf)

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provisions for, assisting the adult learners in overcoming barriers to learning. Integrating this already-supportive model into a full-service community school sets the stage for learners of all ages to be successful.

#### **How Services Will Address Performance Objectives and Outcomes**

- *Goal 1: Students start kindergarten ready to learn.* Although kindergarten readiness programs are not part of our proposed services, the CSCs and CSM will leverage existing resources to meet the objectives.
- *Goal 2: Students are succeeding academically.* All proposed services were selected because of their potential to directly or indirectly remove barriers to learning in order to increase student academic achievement.
- *Goal 3: Students are healthy physically, socially and emotionally.* Expanded mental health services, improved coordination of existing services, and increases in students and families connected to services will improve student health.
- *Goal 4: Families are positively engaged with their children's education.* Additional family engagement events, dedicated CSCs who actively work to connect families to services, and the development of a strong parent engagement model will empower families to positively support their children's education.
- *Goal 5: Adults are utilizing services that put them on the path to upward economic mobility.* Financial stability programs, employment and employability programs, a trauma-sensitive HSED program designed to meet the needs of

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adult learners, and continuing education opportunities all offered on-site at the community school will help adults succeed.

### Adequacy of Resources

The partners of the Full-Service Community Schools project are committed to the implementation and success of the project. Table 15 below further details the roles and responsibilities UWRC and RUSD are committed to in order to achieve success in the full-service community schools project.

Table 15. Community Schools Roles and Responsibilities

<b>United Way and RUSD</b>	<ul style="list-style-type: none"><li>● Participate in active collaboration with each other</li><li>● Maintain regular communication to monitor progress and manage partnership</li><li>● Maintain regular meetings with the CS collaborative</li><li>● Promote and advocate for the community school strategy within home organization, with stakeholders, with Board of respective organizations and in publications</li></ul>
<b>Community Schools Manager</b> (United Way employee; unpaid contractor)	<ul style="list-style-type: none"><li>● Plan, implement and evaluate the LIFT model</li><li>● Supervise Community School Coordinators</li><li>● Manage daily operations of all LIFT locations</li><li>● Plan and direct efforts to involve youth, families and community at each LIFT location</li></ul>

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with RUSD)	<ul style="list-style-type: none"><li>● Build trust among diverse groups in each LIFT neighborhood</li><li>● Prepare internal and external communication including presentations, reports and business correspondence</li><li>● Facilitate communication and relationship-building with LIFT leadership and stakeholders</li></ul>
<b>RUSD School Administration</b>	<ul style="list-style-type: none"><li>● Provide CSM/CSC with office and equipment to perform all job duties</li><li>● Provide CSM with RUSD data needed for required outcome measurements and evaluation</li><li>● Include CSM in school staff trainings, meetings and committees</li><li>● Participate and support a school-based leadership and governance team with diverse stakeholders (CS Advisory Board)</li><li>● Keep on-going assessments of student, family, staff, faculty and admin needs</li></ul>
<b>Community Schools Coordinator</b>	<ul style="list-style-type: none"><li>● Facilitate community school site activities</li><li>● Responsible for collection of data in both school day and afterschool</li></ul>



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<p>(United Way employee; unpaid contractor with RUSD)</p>	<ul style="list-style-type: none"><li>● Provide monthly reports to CSM, in addition to weekly check-ins with CSM</li><li>● Attend training functions and share best practice information with staff</li><li>● Address concerns from parents, school day staff and community partners</li><li>● Serve as a member of the Performance Improvement Team and the CS Site Advisory Board</li><li>● Coordinate programs that address identified needs – family programs, student programs, adult ed, etc.</li><li>● Support existing school-based programs and neighborhood initiatives</li><li>● Conduct annual feedback conversations to assess assets/needs of the community</li></ul>
<p><b>RUSD District Administration</b></p>	<ul style="list-style-type: none"><li>● Provide access to the facility for programs and services at no cost to community/partner organizations.</li><li>● Allow UWRC to have first priority (after RUSD) on building use</li><li>● Provide CSM and CSC with RUSD phone number, email address and employee access ID</li><li>● Provide CSM with RUSD data needed for required outcome</li></ul>

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	measurements and evaluation
<b>United Way of Racine County</b>	<ul style="list-style-type: none"><li>● Support the salary and benefits of FT CSM</li><li>● Raise and collect funds necessary to support the CSM and additional programs/services</li><li>● Provide ongoing support, training, technical assistance and capacity building for CSM</li><li>● Lead LIFT services RFP process</li><li>● Facilitate Community Conversations during the planning year of upcoming LIFT locations</li></ul>

Through Full-Service Community Schools funding and in-kind support from UWRC, each community school site will have a dedicated full-time coordinator of pipeline services. The coordinators will be supported and managed by a full-time community schools manager, also funded through a combination of Full-Service Community Schools funding and in-kind support from UWRC.

The CSCs, CSM and appropriate proposed program staff will participate in annual staff training about the community school model and its implementation. They will also attend school and district professional development sessions, and participate in professional learning committees at their respective schools. These individuals will also be part of the proposed community school professional learning community. Both CSCs and the CSM will attend the required annual project directors convening in Washington,

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D.C. In addition, the CSCs and CSM will participate in quarterly statewide community schools coalition trainings.

RUSD will provide in-kind support for the coordinators in the form of office space, email access, and building access. RUSD will include the FSCS coordinators in professional development opportunities provided to other school district employees. The MOU between RUSD and UWRC outlines the joint utilization of the school facilities. RUSD will provide access to RUSD schools for programs and services directly related to the implementation of the LIFT initiative. RUSD will develop and RUSD and UWRC will agree upon guidelines and for classroom and building usage contingent upon and in compliance with district policies. RUSD will inform all building staff and district buildings and ground management of building usage agreements as they relate to the implementation of the LIFT initiative.

### **Reasonableness of Costs**

All 783 students at both Knapp and Julian Thomas, plus significant numbers of adult family and community members will be served by and benefit from the proposed full-service community schools project at a cost of nearly \$499,000 annually for five years. For less than \$640 per student and their families, the LIFT community schools partners will collaborate to improve student academic outcomes at Knapp and Julian Thomas. Our partnership is confident that the wide range of high-quality services proposed has reasonable costs comparable to other providers working toward similar outcomes.

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#### **Sustainability Plan**

United Way of Racine County recognizes the importance of sustaining the critical work being done at our community schools. As such, UWRC is increasingly focused on funding and operating programs that utilize a place-based approach to service delivery. Beginning with the 2019-21 investment cycle, UWRC has transitioned to a two-year funding cycle that includes provisions for higher funding levels for organizations that provide programming at a LIFT site. Over the next ten years, UWRC funding will be strategically invested in increasing amounts in programs that meet the needs of the students, families and community members who live in the neighborhoods surrounding our community schools. By 2030, United Way will leverage partnerships to expand LIFT to seven total locations and serve over 2,500 students in Racine County.

Racine Unified School District will continue to support the programs and services delivered at the community schools by utilizing school budgets, Title funding, and other grant funds.

Both UWRC and RUSD are committed to significant investments of in-kind support. In addition, UWRC will leverage partnerships with local companies to secure investments that continue to support the programs and services established at Knapp and Julian Thomas.

#### **Quality of the Management Plan**

Through the strong commitment and established internal controls, the partnership **will achieve the project objectives on time and within budget.** LIFT Full-

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Service Community Schools are a key part of United Way of Racine County's community impact work. Our evaluation plan includes weekly, monthly, quarterly and annual data collection to monitor progress towards achieving the proposed outcomes. Our commitment to using best practices and our culture of continuous improvement frames our view of data as a powerful tool that shines a light on bright spots and provides ample early warnings if course correction is needed.

UWRC will oversee all aspects of the project and devote staff time and resources to implementing the full-service community schools model at Knapp and Julian Thomas elementary. As the lead partner and fiscal agent for the proposed project, UWRC will be responsible for:

- Overseeing the use of grant funds
- Ensuring the project is carried out by partners in accordance with project requirements
- Ensuring that indirect costs are determined as required

The **roles and responsibilities** of UWRC and RUSD are fully outlined in the Adequacy of Resources - demonstration of commitment section above. Role-specific responsibilities and **time commitments** are as follows:

- UWRC Vice President of Community Impact Karin Kirchmeier (time in-kind) will serve as the overall project supervisor.
- UWRC Education Initiatives Director Jessica Safransky Schacht (25% of time, funded through Full-Service Community Schools) will oversee the implementation of the work plan.

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- UWRC Community Schools Manager Jamie Racine (100% of time; 50% funded through in-kind, 50% funded through Full-Service Community Schools) will oversee the hiring of two CSCs and WSBC as described in the proposal. She will also oversee the training, professional development and supervision of the CSCs and WSBC.
- Two full-time community schools coordinators will spend 100% of their time facilitating and leading the day-to-day collaborative process and implementation of the continuation of services described in this proposal. Table 15 below demonstrates the annual yearly outlook for a CSM.
- One part-time (.5 FTE) walking school bus coordinator will manage and implement the walking school bus project as described in the proposal.

These time commitments and roles are based on our experience implementing the full-service community school model at Knapp Elementary. Based on this knowledge, we believe that the proposed time commitments are appropriate and adequate to meet project objectives. Resumes for current staff and job descriptions for proposed positions have been provided as an attachment to the proposal.

Table 15. Annual Timeline of Activities for Community School Coordinator

Activity	Fall	Winter	Spring	Summer	Weekly	Monthly
Meet with school administration					X	

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Activity	Fall	Winter	Spring	Summer	Weekly	Monthly
Meet with CSM					X	
Coordinate Walking School Bus					X	
Recruit volunteers for Walking School Bus, Community Nights				X		
Attend school staff meetings						X
Attend school leadership meetings						X
Coordinate Community School Advisory Board (each school has its own board)	X	X	X	X		
Coordinate community partners meeting	X	X	X	X		

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Activity	Fall	Winter	Spring	Summer	Weekly	Monthly
Coordinate community nights/events						X
Ensure all events, classes, programs accurate in the school reservations system						X
Coordinate event and program schedule with school engineers					X	
Facilitate and support COFI parent leadership group					X	
Provide data reports on school-level outcomes, as defined by the CS Advisory Board		X		X		



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Activity	Fall	Winter	Spring	Summer	Weekly	Monthly
Conduct feedback sessions with staff, parents and community members and update school's needs/asset map as needed	X			X		
Facilitate activity interest feedback surveys with adults and students						X
Coordinate summer activities with school admin and parent leaders			X			

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#### Quality of the Project Evaluation

During the course of the Full-Service Community Schools project, data will be collected and reviewed on a regular basis for the purpose of monitoring progress and identifying continuous improvement strategies. Various data sets will be reviewed monthly, quarterly and annually, depending on the type of data and frequency of data availability.

A mid-year and annual evaluation will be conducted by UWRC using data collected by RUSD, UWRC, and other entity partners that provide programs and services at the school. The evaluation will be used to measure progress towards established outcomes and goals, using data from the last year before the school became a FSCS as a benchmark.

The proposed annual evaluation measures and frequency of evaluation is outlined in table 16.

Table 16. Annual Evaluation Measures for Community Schools

	Monthly	Quarterly	Annually
Activity interest surveys for adults and students		X	
Studer survey for staff and parents - this survey assesses culture and climate of the school			X

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	Monthly	Quarterly	Annually
Vision session with staff, families and community partners - this focus-group style assessment looks to capture what is going well, what are the challenges and what people are looking for in the upcoming year			X
Reflection session with staff, families and community partners- this focus-group style assessment looks back on the past year to assess what went well, what challenges exist and what needs to improve			X
Mid-Year Report - this is a comprehensive report of mid-year data outcomes for data sets identified in the school improvement plan and project proposal <ul style="list-style-type: none"> <li>● Reading and math MAP scores</li> <li>● Reading and math MAP college/career ready benchmark</li> <li>● Attendance</li> </ul>			X

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	Monthly	Quarterly	Annually
<ul style="list-style-type: none"> <li>● Out-of-school-time program enrollment, average daily attendance, and hours</li> <li>● Number of students receiving tutoring, number of tutoring minutes/tutoring sessions</li> <li>● Number of TSS professional development opportunities</li> <li>● Number of students served by school-based mental health clinic</li> <li>● Number of students served in dinner program</li> <li>● Behavior and disciplinary reports</li> <li>● Number of students served in dinner program</li> <li>● Number of family engagement events; attendance at each event</li> <li>● Number of parents participating in COFI</li> <li>● Number of parent/caregiver volunteers/volunteer hours</li> </ul>			

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	Monthly	Quarterly	Annually
<ul style="list-style-type: none"> <li>● Number of tax returns filed through VITA/dollar amount of returns</li> <li>● Number of adults that complete GED program</li> <li>● Number of adults enrolled in continuing education courses and/or job placement support programs</li> </ul>			
<p>End of Year Report - this is a comprehensive report of year-end data outcomes for data sets identified in the school improvement plan and project proposal</p> <ul style="list-style-type: none"> <li>● 4K enrollment</li> <li>● Imagination Library enrollment</li> <li>● Reading and math MAP scores</li> <li>● Reading and math MAP college/career ready benchmark</li> <li>● Attendance</li> <li>● Out-of-school-time program enrollment, average daily attendance, and hours</li> </ul>			X

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	Monthly	Quarterly	Annually
<ul style="list-style-type: none"> <li>● Number of students receiving tutoring, number of tutoring minutes/tutoring sessions</li> <li>● Number of TSS professional development opportunities</li> <li>● Number of students served by school-based mental health clinic</li> <li>● Behavior and disciplinary reports</li> <li>● Number of students served in dinner program</li> <li>● Number of family engagement events; attendance at each event</li> <li>● Number of parents participating in COFI</li> <li>● Number of parent/caregiver volunteers/volunteer hours</li> <li>● Number of adult education programs offered</li> <li>● Number of tax returns filed through VITA/dollar amount of returns</li> </ul>			

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	Monthly	Quarterly	Annually
<ul style="list-style-type: none"> <li>• Number of adults that complete GED program</li> <li>• Number of adults enrolled in continuing education courses and/or job placement support programs</li> </ul>			
School Improvement Plan (SIP) Check-in - every month the school leadership team will check in on the data points as it pertains to the SIP	X		

In addition to the above evaluation plan, we will partner with the Children’s Aid National Center for Community Schools (NCSS) to conduct an annual program evaluation for both schools. National Center for Community Schools is a technical assistance organization that builds the capacity of schools, school districts, and community partners to organize around student success. NCSS has assisted and supported community schools since 1994.

The annual program evaluation will focus on three main elements:

- Continuing to build alignment with national community schools standards as established by the Coalition for Community Schools.

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- Auditing community school processes, including school leadership and external partnerships to maximize efficiencies and impact.
- Reviewing mid-year and annual reports to ensure the data collected aligns with the impact outlined by our needs assessment.

The NCSS evaluation will include annual on-site planning and review followed by on-going support in the form of on-site and virtual coaching and assistance.

The results of all evaluations will be shared with all members of our FSCS consortium including students, families, community members, school and district leadership, school staff, the RUSD school board, UWRC staff, program staff, the UWRC board of directors, and the general public. Information will be available on the UWRC and school websites for public review.

### **Assurances**

The eligible entity and partner entities agree that services/programs funded by this grant will focus on schools eligible for a schoolwide program under section 1114(b) of the ESEA. Those schools are Knapp Elementary and Julian Thomas Elementary.

This project will not supplant any federal funds.

Evaluation results will be made publicly available.