

Full-Service Community Schools CFDA #84.215J
Milwaukee Community Schools Partnership
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A. Quality of the Project Design (15 points)

The Milwaukee Community Schools Partnership (MCSP) is a consortium of:

- 1) **Milwaukee Public Schools (MPS)**, Wisconsin’s largest school district and a local education agency in Milwaukee, Wisconsin;
- 2) **United Way of Greater Milwaukee & Waukesha County (United Way)**, a 501(c) (3) nonprofit agency and the region’s largest community-based funder of human services; and
- 3) **Milwaukee Teacher’s Education Association (MTEA)**, a 501(c) (3) nonprofit agency and the largest union representing Milwaukee’s educators.

In contractual alignment with MPS and MTEA and on their behalf, United Way will function as the lead applicant for the Milwaukee Community Schools Partnerships’ application to the U.S. Department of Education’s *Full-Service Community Schools* funding opportunity. Within the context of this application, references to MCSP reflect the shared vision, actions, resources and commitments of all three organizations, as articulated through a series of binding agreements as described in *Section C. Adequacy of Resources (Page 49)*.

Introduction to the Milwaukee Community Schools Partnership:

Milwaukee Public Schools (MPS) is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship. It is the largest school district in Wisconsin and is the 43rd largest school district in the nation, with students from diverse racial, ethnic and cultural backgrounds. MPS’ reported enrollment for the 2017-18 school year was 76,893, with 89.1% non-white students. The racial/ethnic demographics of MPS students are: 52.5% African American, 26.3% Hispanic, 10.9% White, 7% Asian, 2.5%, Multi-racial, 0.6% Native American, and 0.1% Native Hawaiian, Pacific Islander or Other.

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MPS is committed to improving outcomes for students. MPS strategic efforts are focused on the Five Priorities for Success, which include: 1) Increasing academic achievement and accountability; 2) Improving district and school culture, 3) Developing MPS staff; 4) Ensuring fiscal responsibility and transparency; and 5) Strengthening communication and collaboration. MPS supports a culture where students, families, staff and the community believe that all students will achieve academic success and ensures a safe learning environment.

In MPS, 20% of students have special education needs and 11% of students have limited English proficiency. Four out of five students (about 80%) are economically disadvantaged. These conditions underscore MPS's commitment to strategies that address the holistic needs of the students, families and communities served by its schools.

One such strategy is Community Schools. In April of 2014, MPS and a group of local education stakeholders attended the Coalition for Community Schools' national conference. The objective was to learn more about the Community Schools model, and its possible application within Milwaukee. In October of 2014, an extensive planning process led to a partnership between MPS, United Way and MTEA. The purpose was to create a co-leadership structure to implement Community Schools in Milwaukee.

The resulting Milwaukee Community Schools Partnership (MCSP) is a local application of the national Full-Service Community Schools model. MCSP is a collective strategy to transform schools into a place where students, families, staff, and the surrounding community can work together to ensure every student is successful. It coordinates academic and community services for students, families and the surrounding residents served by Milwaukee's Community School

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locations. Beginning with 4 schools in 2015-16, MCSP has since grown to 10 locations that served approximately 5,590 Kindergarten-12 grade students during the 2018-19 academic year.

MCSP is consistently recognized by the National Coalition for Community Schools as one of the model Community Schools initiatives in the nation. MCSP's Director serves on the leadership of multiple state and national Community Schools committees, including the United Way Community Schools Learning Community (Co-chair); the Wisconsin Coalition for Community Schools; and the national Community Schools Leadership Network. Additionally, one of MCSP's Community School Coordinators serves on the National Coordinators' Council for the Coalition for Community Schools; in 2018 a member of the MCSP Youth Council was recognized as a national youth leader at the National Community Schools Conference.

Now entering its fifth year, MCSP is already demonstrating measurable impact. A rigorous external evaluation of the 2017-18 academic year revealed that MCSP schools outperform the rest of the district in lowering discipline referrals (-3% vs -2%) and suspensions (-2% vs +4%) and in raising test scores for the state's STAR Math (+8% vs +4%) and STAR Reading (+4% vs +3%) assessments. Growth in High School Completion rates at MCSP's Bradley Tech and James Madison High Schools are more than double the other district high schools (+9% vs +4%). Beyond student achievement measures, stakeholders in MCSP schools also reported real, tangible changes to the neighborhoods around their schools, especially concerning safety and the potential to enact positive change (University of Wisconsin - Wisconsin Center for Education Research, 2018).

MCSP will build on these achievements to **achieve the Absolute Priority** by aligning two new and three existing Pipeline Services across a network of 12 Title 1 Community School locations in Milwaukee. The activities and strategies of this five-year project will be guided by the following measurable goals, objectives, and outcomes:

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.			
Goals	Objectives	Strategies and Resources	Measurable Outcomes
GOAL 1: Students are Prepared Academically	1.1. Increase Milwaukee Families' Accessibility to Quality Early Childhood Programs	<ul style="list-style-type: none"> • Linkages Coordinator • Kindergarten Bridge • MPS Division of Early Education • MPS Head Start 	<ol style="list-style-type: none"> 1. By the end of Project Year 5, achieve a 100% enrollment in three- and 4-year-old MPS Head Start programs in Community Schools over Baseline set in Project Year 1. 2. By the end of Project Year 5, Increase the number of students enrolled four-year-old kindergarten classrooms in Community Schools by 15% over Baseline set in Project Year 1.
	1.2. Increase Kindergarten Readiness	<ul style="list-style-type: none"> • Linkages Coordinator • MPS Head Start • Frog Street Curriculum • Ages and Stages Questionnaire (ASQ) Screener 	<ol style="list-style-type: none"> 1. Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of students who complete the ASQ screener over Baseline set in Project Year 1. 2. Increase by 15% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient on the Frog Street Assessment over Baseline set in Project Year 1. 3. Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of families who attend Kindergarten Bridge over Baseline set in Project Year 1.
	1.3. Increase Student Academic	<ul style="list-style-type: none"> • Kindergarten Bridge • Middle School Bridge 	<ol style="list-style-type: none"> 1. Increase by 10% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient in Forward state Math assessment over Baseline set in Project Year 1.

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	Achievement in Grades K-8.	<ul style="list-style-type: none"> • High Quality In-school and Out-of-School Programming 	<ol style="list-style-type: none"> 2. Increase by 10% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient in Forward state math English Language Arts assessment over Baseline set in Project Year 1.
	1.4. Increase Academic Performance and Preparation for Postsecondary Education for High School Students	<ul style="list-style-type: none"> • High Quality In-school and Out-of-School Programming • Freshman Bridge • Post-secondary Bridge (College & Career Centers) • High School Manager • M Cubed 	<ol style="list-style-type: none"> 1. Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of eleventh grade students scoring college ready on ACT state assessment over Baseline set in Project Year 1. 2. By the end of Project Year 5, achieve a 10% increase in the number of high school students that agree on the annual School Climate Survey that “their schools are focused on getting students ready for college,” over Baseline set in Project Year 1. 3. By the end of Project Year 5, achieve a 20% increase in the number of high school students who are on track for graduation as measured by Total Quality Credits over Baseline set in Project Year 1. 4. By the end of Project Year 5, achieve a 10% increase in the number of students who graduate high school in four years over Baseline set in Project Year 1.
	2.1. Increase Effectiveness of Social, Emotional and Mental Health Support for Students	<ul style="list-style-type: none"> • Coordinated Health Manager • Coordinated School Health Network (Dental, Vision, Physical, Mental Health Services) • Second Step 	<ol style="list-style-type: none"> 1. By the end of Project Year 5, achieve a 15% decrease in the number of students who receive office referrals over Baseline set in Project Year 1. 2. By the end of Project Year 5, achieve a 10% decrease in the number of students who receive school suspensions over Baseline set in Project Year 1.

<p>GOAL 2:</p> <p>Students are Healthy and Supported by Parents</p>		<ul style="list-style-type: none"> • School Social Workers and Psychologists 	<p>3. By the end of Project Year 5, achieve a 5% increase in the number of students who attend school over Baseline set in Project Year 1.</p> <p>4. By the end of Project Year 5, achieve a 15% increase in the number of students that report on the annual Essentials of School Culture and Climate Survey that “their school has a supportive environment,” over Baseline set in Project Year 1.</p>
	2.2. Increase the Ability and Opportunity for Family Members to Engage in their Child’s Educational Experience	<ul style="list-style-type: none"> • Parent Coordinators • Community School Coordinators • Kindergarten and Middle School Bridge 	<p>1. By the end of Project Year 5, achieve a 25% increase in the number of schools with Parent Councils over Baseline set in Project Year 1.</p> <p>2. By the end of Project Year 5, achieve a 30% increase in the number of parents who serve on Community School Leadership Teams over Baseline set in Project Year 1.</p> <p>3. Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of families who attend Kindergarten Bridge over Baseline set in Project Year 1.</p>
	2.3. Increase Access to the Health Services Available to Students and Families	<ul style="list-style-type: none"> • Coordinated Health Manager • Coordinated School Health Network (Dental, Vision, Physical, Mental Health Services) 	<p>1. By the end of Project Year 5, achieve a 25% increase in the number of students with access to dental care over Baseline set in Project Year 1.</p> <p>2. By the end of Project Year 5, achieve a 25% increase in the number of students with access to vision care over Baseline set in Project Year 1.</p> <p>3. By the end of Project Year 5, achieve a 25% increase in the number of students with access to mental health services over Baseline set in Project Year 1.</p>

<p>GOAL 3:</p> <p>Community Schools Maintain a Safe and Supportive Culture and Climate</p>	<p>3.1. Increase Staff Training on Culturally Responsive and Restorative Practices</p>	<ul style="list-style-type: none"> • Community School Coordinators • MPS Equity Specialist • MPS Restorative Practices Coordinator • Asset-Based Cultural Competence Ensuring Student Success (ACCESS) 	<ol style="list-style-type: none"> 1. By the end of Project Year 5, achieve a 95% participation rate in Culturally Responsive Practices training for Community Schools’ staff. 2. By the end of Project Year 5, achieve a 95% participation rate in Restorative Practices training for Community Schools’ staff. 3. By the end of Project Year 5, achieve a 40% increase in the number of schools that have Culturally Responsive and Restorative Practices Professional Learning Communities over Baseline set in Project Year 1. 4. By the end of Project Year 5, achieve a 5% increase in the number of students who attend school over Baseline set in Project Year 1. 5. By the end of Project Year 5, achieve a 15% increase in the number of students that report on annual Essentials of School Culture and Climate Survey that “their school has a supportive environment,” over Baseline set in Project Year 1.
<p>GOAL 4:</p> <p>MCSP’s Systems Support Sustainable School Improvement</p>	<p>4.1. Increase the Number of Schools with Family and Youth Councils</p>	<ul style="list-style-type: none"> • Community School Coordinator • Parent Coordinator • High School Manager 	<ol style="list-style-type: none"> 1. By the end of Project Year 5, achieve a 25% increase in the number of schools with Youth Councils by 25% over Baseline set in Project Year 1. 2. By the end of Project Year 5, achieve a 25% increase in the number of schools with Parent Councils over Baseline set in Project Year 1.
	<p>4.2. Increase the Number of Schools that Conduct Site-Based Assessments</p>	<ul style="list-style-type: none"> • Community School Coordinator 	<ol style="list-style-type: none"> 1. In each project year, 100% of Community Schools have conducted a site-based assessment and develop a local action plan that aligns pipeline services.

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	and Develop Local Action Plans	<ul style="list-style-type: none"> • High School Manager 	
	4.3 Increase the Engagement of Students, Parents, and Community Members on Community School Leadership Teams	<ul style="list-style-type: none"> • Community School Coordinator • Parent Coordinator • High School Manager 	<ol style="list-style-type: none"> 1. By the end of Project Year 5, achieve a 50% increase in the number of students, parents and community members that serve on each school’s Community School Leadership Team over Baseline set in Project Year 1.

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The Milwaukee Community Schools Partnership has identified twelve schools that will receive three existing and two newly-added new pipeline services. Ten of these locations are current MCSP schools: Auer Avenue School, Browning Elementary School, Hopkins Lloyd Community School, Zablocki School, Lincoln Avenue Elementary School, Longfellow Elementary School, Bradley Technology and Trade School, James Madison Academic Campus, North Division High School and South Division High School. Through this project, two additional schools – Andrew S. Douglas Middle School and Washington High School – will become MCSP schools and receive the five Pipeline services through this funding. These twelve locations include five elementary, two middle and five high schools. Two of the schools have Head Start classrooms that provide education services for K3.

Demographics: According to the U.S. Census Bureau’s most recent American Community Survey, the city of Milwaukee is home to 599,086 residents. About 45.8% of Milwaukee’s residents are White, 38.9% are African-American, 18.4% are Hispanic and 3% identify as Other. More than 27.4% of people in Milwaukee live below the Federal poverty line; only 15.5% of residents ages 25+ have a bachelor’s degree or higher, and 5.9% are unemployed. Milwaukee’s average household income of \$38,289 is 32% lower than the state of Wisconsin’s average of \$56,759 (2013-2017 American Community Survey 5 –year estimates, U.S. Census Bureau).

As demonstrated in the following table (School Demographics), MCSP schools serve students and families that are majority African American and Latino. Even in the context of one of the nation’s

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most impoverished cities, the twelve MCSP schools have incredibly high rates of need. Bolded text indicates rates above the already-high district averages.

Table 1: Full Community Service Schools Demographics								
AA – African American, A/O – Asian/Other, H – Hispanic, W-White, ED – Economically Disadvantaged, SWD – Student w/Disabilities, ELL – English Language Learners								
Area	Enrolled	AA	A/O	H	W	ED	SWD	ELL
MPS (District)	74,142	54.1%	7.9%	26.7%	11.3%	85.3%	20%	11.3%
Elementary Schools K4-5								
Auer Avenue	264	95.5%	0.8%	3.0%	0.8%	97.0%	25.4%	0.0%
Browning	289	90.3%	1.3%	5.9%	2.4%	98.1%	28.0%	0.0%
Hopkins Lloyd	275	93.8%	2.2%	2.2%	1.8%	90.9%	30.2%	0.0%
Zablocki	379	15.8%	8.7%	60.9%	14%	89.1%	28.5%	16.9%
Lincoln Avenue	502	19.7%	3.2%	73.1%	5.0%	98.4%	23.5%	33.3%
Middle Schools Grades 6-8								
AA – African American, A/O – Asian/Other, H – Hispanic, W-White, ED – Economically Disadvantaged, SWD – Student w/Disabilities, ELL – English Language Learners								
Area	Enrolled	AA	A/O	H	W	ED	SWD	ELL
Longfellow	841	17.0%	1.7%	77.6%	3.7%	97.4%	22.5%	29.1%
Douglas	236	97.0%	0.4%	1.3%	1.3%	99.4%	6.8%	0.0%
High Schools								
AA – African American, A/O – Asian/Other, H – Hispanic, W-White, ED – Economically Disadvantaged, SWD – Student w/Disabilities, ELL – English Language Learners								
Area	Enrolled	AA	A/O	H	W	ED	SWD	ELL
Bradley Tech	899	78.6%	1.8%	15.1%	4.4%	93.6%	28.5%	5.8%
James Madison	786	92.4%	3.4%	2.3%	2.0%	98.7%	29.3%	1.1%

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North Division	356	97.5%	0.9%	0.6%	1.1%	93.4%	43.5%	0.0%
South Division	999	31.9%	15.8%	48.0%	4.2%	98.3%	27.9%	47.9%
Washington	614	91.7%	4.6%	2.0%	1.8%	93.5%	31.3%	8.8%

Economic Factors: Using household eligibility for free or reduced-price lunch meals as proxy, 81.9% of MPS students are economically disadvantaged. In the 2016-2017 school year, the Wisconsin Department of Public Instruction (DPI) estimated that 19,264 homeless children were enrolled in Wisconsin's public schools. MPS served a total of 4,576 homeless children during the 2016-2017 school year, or 24% of the state's total. At any given time, more than 2,000 children are in foster care in Milwaukee County. Table 2 (Economic Factors) identifies that most MCSP schools have higher rates of homelessness and free-reduced lunch eligibility than district averages.

Nearly one-third (27.4%) of all Milwaukee residents and 39.8% of children live in households with an income below the poverty level (U.S. Census Bureau, 2016). Pawasarat and Quinn examined 2010 U.S. Census data. They found that Wisconsin had the highest rate of incarceration for African American men ages 18-64 at 13%, nearly double the national average of 7% (2013).

Table 2: Economic Factors: Student Mobility, Homelessness, Poverty in MCSP Schools			
Area	Mobility (churn rate)	Homelessness	Free/Reduced Lunch Eligible
MPS (District)	17.8%	5.5%	81.9%
Elementary Schools K4-5			
Auer Avenue	24.4%	24.1%	95.8%
Browning	22.2%	9.0%	92.7%
Hopkins Lloyd	30.1%	15.0%	90.9%
Zablocki	14.4%	3.2%	90.5%
Lincoln Avenue	18.6%	7.2%	96.2%
Middle Schools Grades 6-8			
Longfellow	14.0%	4.1%	97.3%

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Douglas	22.7%	7.4%	98.7%
High Schools			
Bradley Tech	35.6%	12.0%	93.3%
James Madison	41.3%	8.7%	99.9%
North Division	47.8%	6.6%	86.0%
South Division	30.5%	5.0%	98.7%
Washington	36.4%	5.9%	86.8%

Academic Indicators: Three times a year, MPS uses STAR as an early literacy, reading and math assessment screener in kindergarten to grade 12 to measure academic growth. Only 44% of MPS students in the district are on target in English and Math. Most MCSP schools are below this already-low average, and (where measured) have higher levels of students at-risk of dropping out. Table 3 (Academic Indicators of Need) clearly demonstrates that on average, MCSP schools experience higher rates of absenteeism, suspensions, and lower performance on state assessments. It is expected that through services received through this programming, that there will be a decrease in the academic gap and decrease in the at-risk rate in targeted schools.

Table 3: Academic Indicators of Need					
Area	Absenteeism	Truancy (habitual truant)	Suspension Rate	Academic Gaps (STAR Screening: Students on Target)	At-Risk (early warning risk factor profile: attendance = high and moderate risk)
MPS	24.3%	42.7%	13.0%	Reading: 44% Math: 44%	30.5%
Elementary Schools K4-5					
Auer Avenue	36.4%	89.3%	20.8%	Reading: 31% Math: 31%	N/A
Browning	23.9%	59.2%	1.9%	Reading: 36% Math: 37%	N/A

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Hopkins Lloyd	43.2%	82.9%	33.6%	Reading: 18% Math: 21%	N/A
Zablocki	19.5%	37.7%	9.0%	Reading: 44% Math: 53%	N/A
Middle Schools Grades 6-8					
Lincoln Avenue	15.3%	37.1%	2.9%	Reading: 44% Math: 53%	N/A
Longfellow	15.7%	40.1%	10.1%	Reading: 48% Math: 49%	N/A
Douglas	40.4%	82.2%	35.3%	Reading: 23% Math: 23%	N/A
High Schools					
Bradley Tech	55.3%	66.6%	27.0%	Reading: 14% Math: 22%	47.7%
James Madison	63.6%	77.6%	22.1%	Reading: 12% Math: 14%	54.6%
North Division	73.5%	65.0%	29.8%	Reading: 8% Math: 12%	63.4%
South Division	49.4%	53.2%	22.2%	Reading: 12% Math: 19%	34.8%
Washington	70.4%	75.2%	31.4%	Reading: 11% Math: 13%	52.9%

College and Career Readiness: As Table 4 (Career and College Readiness) indicates, MPS struggles with academic under-performance. This includes low rates for high school graduation, college and career readiness, and postsecondary education enrollment. MPS students graduate at dramatically lower levels than their statewide peers. During the 2017-2108 academic year, MPS' graduation rate of 66.7% is almost one-third lower than the statewide average of 89.6%. For comparison, North Division High School's graduation rate was 34.1% - almost two-thirds lower than the state's average. During the 2016-2017 academic year, MPS high school students averaged a 16.5 composite ACT score, well behind the statewide average of 20.3 (DPI). Using ACT scores as a common measure of postsecondary readiness, this indicates that MPS students are underprepared for postsecondary rigor. To wit, 60.5% of WI students completing high school in

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the 2016-17 academic year enrolled in an institute of higher education within the first fall. This rate was only 41.1% for MPS students. MCSP’s services will help influence increased graduation rates, increased numbers of students who are on-track, as well as decreased drop-out rates.

Table 4: Project School’s Career and College Readiness			
Area	Graduation Rate (4 year)	On-track (early warning risk factor: credits = low risk)	Drop-out Rates
MPS	66.7%	76.3%	4.8%
High Schools			
Bradley Tech	70.9%	67.2%	3.6%
James Madison	71.1%	67.0%	6.7%
North Division	34.1%	54.4%	20.4%
South Division	51.0%	72.9%	10.1%
Washington	57.3%	63.2%	9.2%

Research indicates that the greatest predictor of postsecondary success is academic rigor. But research also confirms that increased rigor alone will not raise college-going rates. Students also need a variety of social and cultural school and community supports. This is especially true for students of color, from low-income families, whose parent(s) did not attend college (Bernhardt, 2013; Little, 2015; Shamsuddin 2016; Ou & Reynolds, 2014; Dongbin & Nunez, 2013; Palardy 2013; Goodwin, 2016; Perry et al., 2016). These supports include knowledge, information, and networks to improve course selection throughout high school (Bernhardt, 2013; Little, 2015; Shamsuddin 2016). Students must also understand the academic work, plan for higher education, and actively use information about the college application and financial aid and scholarship processes (Morton & Noble, 2013; Peters, 2014; Phillips & Sianjina, 2014). Other research suggests the need for college and career preparation programs to be aligned to more systemic school improvement efforts, for robust data systems to track progress and target students for early

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intervention, and for comprehensive approaches to program evaluation.

A total of 10.8% of Milwaukee residents ages 25+ lack a high school diploma, and another 29.9% completed high school without attaining an associate's or higher degree (U.S. Census Bureau, 2017). As a result, most of Milwaukee's children will be first generation college students. MCSP will provide support to students and families to increase awareness of postsecondary opportunities and pathways as included in this proposal.

Health factors: Children from low-income families in Milwaukee face significant health and healthcare access disparities. The 2016 Health of Wisconsin Report Card is a study that examines health improvement and health disparities across the state. It concluded that "Wisconsin is failing in its efforts to promote health for children and young adults who are African American or Native American." Large disparities in health have been noted along socioeconomic, racial and geographic lines. One indicator of the overall health of a community is its infant mortality rate. Wisconsin has the 3rd highest rate of African American infant mortality in the nation. (Wisconsin Department of Health Services, 2016). According to the 2016 Milwaukee Health Report, the infant mortality rate for those individuals of lower socioeconomic status was 11.9 - nearly triple the national average of 5.7 per 1,000 live births.

Climate and Culture: The Youth Risk Behavior Surveillance Survey (YRBS) asks students about health behaviors of students in grades 6 through 12 using a Likert scale (1= Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the time, 5 = Always; or 1 = Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree). The results from 900 6th-8th grade students in MCSP schools reveal that on average, students are: 1) More likely to never get help they need when feeling sad, empty, hopeless, angry or anxious; 2) Only sometimes feel safe and secure in their neighborhood;

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and 3) Agree that bullying is a problem at their school. The results from over 2,150 9th-12th grade students in MCSP schools reveal that, on average, students are: 1) More likely never to get help they need when feeling sad, empty, hopeless, angry or anxious; 2) Only sometimes feel safe from physical harm at school; 3) Agree that violence is a problem at their schools; 4) Only sometimes feel safe and secure in their neighborhood; and 5) Agree that harassment and bullying is a problem at their school.

Data from the YRBS will be used to assist in planning risk reduction efforts of MCSP. It is essential that students have access to school and community-based mental health services and well as have a working collaboration between families, schools, and communities. It is expected that through the services received through this program, students will have an increased access to the appropriate services they need.

B. Quality of the Project Services (25 points)

The likely impact of the services to be provided by the proposed project on the intended recipients of those services

MCSP's Framework: MCSP uses educational best practices aligned with local priorities determined by students, families, school staff and the broader community to place students at the center and drive school improvement. MCSP adds capacity to schools and their stakeholders to advance three core values:

1. Shared Leadership to transform how schools make decisions by engaging diverse stakeholders to participate in the development and ownership of local strategies;

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2. Equity to transform how schools collect and use data; recruit, align and manage partnerships and resources to ensure students, families and staff have the resources they need to be successful; and

3. Cultural Relevance to transform how schools relate and interact with their



students, families and community in a more culturally relevant and restorative way leading to positive school cultures, strong relational trust, and high-quality teaching.

Each MCSP school has four key features:

1. A Full-time Community School Coordinator. They are independently employed by a non-profit organization (United Way or a United Way-contracted Partner Agency), impartial, and fully integrated into the school. They link the many actors which impact a child’s success and align them around common goals and strategies. To achieve the school’s shared vision, each Coordinator: 1) Conducts a local needs assessment through a participatory process known as “Community Conversations”; 2) Creates an asset map of local organizations and individuals; 3) Develops and coordinates the actions of the Community School Leadership Team (CSLT; described in detail below) 4) Develops a strategic plan on how to best develop and sustain a pipeline of services in partnership with the CSLT based on the needs assessment and asset map;

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and 5) Aligns and recruits community partnerships and pipeline services around the locally-created strategic plan.

2. Shared Leadership Strategies: Each MCSP location has a Community School Leadership Team, which is a diverse group of families, students, staff, community partners and residents. Serving as the School Engagement Council, they meet monthly to share best practices, identify local strategies and make decisions that lead to student and school success. MCSP schools build Family and Youth Leadership by creating spaces for local organizing and practicing student-centered and family-centered engagement strategies. Collaborative Committees are developed to address the needs and priorities of the school community, and purposefully aligned around shared goals.

3. Equity Strategies: Each MCSP school uses a community-engaged assessment that collects Student-Centered Data to identify priorities, goals and strategies. This informs each school's Strategic Plan, which focuses on health and wellness; social and emotional learning; family and community engagement; a safe and supportive climate; and academic achievement. This vision is communicated to all stakeholders and has ongoing systems of accountability. The strategic plan's goals and priorities are then used to recruit and align Community Partnerships and resources. These student supports are fully integrated into the school.

4. Cultural Relevance Strategies: Schools receive professional development, resources and support to foster Culturally Responsive Practices. These approaches build on community assets, acknowledge personal and institutional biases, and respond to the self-identities of students, families, school staff and community members. Schools promote parent-teacher home visiting, community-based learning and other relationships between the school and community. Schools

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receive professional development and resources on Restorative Practices and other positive behavior strategies. These work to build positive relationships between all stakeholders. When there is conflict, Restorative Practices also work to repair harm and restore relationships with dignity and care.

Expanding the MCSP Framework through the Full-Service Community Schools Program:

These four key features are the result of national best practices that have been thoughtfully adapted to meet Milwaukee's unique community needs and assets. And while our early successes point to the quality of MCSP's design and implementation, our experience has also identified areas where we can improve the model. As a result, we will leverage support from the Department of Education's Full-Service Community Schools program to make the following enhancements to MCSP's program design. Collectively, these improvements to MCSP will create a true cradle-to-career continuum of services to address the unmet needs of MCSP's schools, their students and families.

Services and Supports for Early Childhood: A large body of research demonstrates the importance of kindergarten readiness on academic and life outcomes, but MCSP currently lacks the capacity to engage families before they start school. This is true even for *Head Start* and MPS' other early education programs, some of which exist in same buildings as MCSP. As a result, families with preschool children are often unaware of the services and supports available to them at MCSP schools. For families that lack access to quality medical care or early childhood programs, they might first learn about a developmental delay only after their child starts school. If schools can identify these children sooner, the resulting developmental interventions will be less expensive, less invasive and more effective.

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Resulting MCSP Improvement: MCSP will hire a *Linkages Coordinator* to assist elementary school transitions and to connect resources to preschool children and their families. *The Linkages Coordinator will actively work to connect Milwaukee's families with pre-school aged children to MPS' high quality early-childhood education programs, such as Head Start.* This will connect more families to critical early childhood education programs, and will result in improved Kindergarten readiness. The Linkages Coordinator will also provide MCSP with the capacity and formal outreach systems it needs to authentically engage families with preschool-aged children already enrolled in Early Childhood Centers across Milwaukee. These strategies will culminate in an annual Kindergarten Bridge initiative which will provide families with the support, resources and relationships necessary for a successful transition into Kindergarten.

Community Schools for Middle Grades: As of the 2018-19 academic year, MCSP serves the middle grades at three locations. This includes students on both sides of Milwaukee's informal geographic division - "north side" and "south side". Due to district realignment and grade consolidation within MPS, two current K-8 MCSP schools on Milwaukee's north side will transition to only serve students in grades K-5. This will only leave one Community School serving middle school students on the south side and leave a gap in providing supports to middle school students on the north side of the city.

Resulting MCSP Improvement: Following a year of MCSP-provided capacity-building and technical support, *the newly-created Andrew Douglas Middle School will become a MCSP school in Project Year Two (2020-21 academic year).* It will become the first MCSP location that exclusively serves the middle grades, and will fill the north side service gap. This will help create a feeder pattern that connects MCSP's elementary and high school into a constellation of high-quality schools.

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Services and Supports for High School Students: While elementary and middle school locations feature a variety of strong academic enrichment and youth development programs, there are fewer partners that seek to work in Milwaukee's high schools. The Community Schools model needs adaptation for success in high schools, as there is a great need for coordinated early supports related to a successful transition to high school. Students need interventions that adapt with them as they progress through a diverse range of college and career pathways throughout their high school years. And since teens are more autonomous and independent than younger students, family engagement strategies that succeed in elementary and middle schools do not always translate to high schools. Additionally, as MCSP continues to add elementary and middle school locations, it will need increased downstream capacity to serve these students when they reach high school.

Resulting MCSP Improvements: MCSP will hire a *High School Manager* position to focus on the unique needs of MCSP's high school locations. They will devise new systems and will empower schools to recruit more partnerships and resources and to develop trusting relationships with students and families. The resulting infusion of resources will better address the holistic needs of students, families and school staff.

To address the need for more high schools that offer the Community Schools model, *Washington High School will join the MCSP cohort*. Adding Washington High School to MCSP will further strengthen the volume and availability of services and supports for MPS' high school students and families.

Welcoming School Environments that Promote Academic Success: Students succeed when they enter a school feeling prepared and welcomed, but few schools have supports in place to help families manage transitions. The MCSP model strives to create welcoming school environments,

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but would also benefit from formal programs to prepare students and their families to navigate transitions into kindergarten, middle school, high school, and postsecondary education and career.

Resulting MCSP improvement: All MCSP schools will introduce *Bridge programs* that connect incoming students to their new schools, with a focus on navigating the major transitions into: 1) Kindergarten, 2) Middle School, 3) High School, and 4) Post-Secondary/Career Environments. The Linkages Coordinator will focus on assisting children as they transition into kindergarten and into middle school; the High School Manager who will focus on assisting students as they transition from middle into high school, and from high school into postsecondary and career opportunities.

Greater Access to Physical, Social and Mental Health Resources: A number of internal and external partners provide health services and resources within MCSP schools. But they are rarely aligned with each school's strategic vision or coordinated with similar services to maximize the collective impact. Health service providers in Milwaukee are accustomed to friendly competition rather than collaborative action. As a result, health service availability in MCSP schools is uneven: individual schools make, and service providers respond to, ad hoc needs rather than a coordinated request. This is especially true in high school locations, where students have required specialized health services for emerging needs, such as mental and reproductive health.

Resulting MCSP Improvements: MCSP will hire a *Coordinated Health Manager* position to create a comprehensive strategy for how MCSP locations identify student health needs, how they source internal and external health resources, and how those resources are equitably distributed. The resulting infusion of resources will better address the variety of unmet health needs of MCSP's students and their families.

Description of MCSP's Pipeline Services:

The MCSP model focuses on the whole child by providing academic supports, social and emotional learning, health and wellness, family and community engagement, and a safe and supportive climate. To best address the needs of students and their families, MCSP will create two new pipelines of services that will be strategically aligned with three existing pipelines of services within MCSP schools. These pipelines include: 1) Supporting High-Quality School and Out-of-School-Time Programs (existing); 2) Supporting Transitions for Children (new), 3) Supporting Family and Community Engagement (existing); 4) Supporting a Safe School Culture and Climate (existing); and 5) Supporting Social, Physical and Mental Health (new). In coordination with a network of partner organizations, MCSP will leverage its existing model to deliver these services to MCSP's schools, their student and families using the following framework:

Pipeline 1: Supporting High-Quality School and Out-of-School-Time Programs

MCSP will align and enhance the variety of existing programs, services and systems that promote the holistic development and academic enrichment needs of MCSP students and their families. This will include a specific focus on literacy supports, a need common to all MCSP locations. This alignment will target three elements:

Academic Instruction: Through the Community School Leadership Team and School Learning Team, each Community School Coordinator will work closely with teachers, principals and curriculum specialists to monitor student-centered data points, including academic performance measures such as standardized test scores. Together, they will identify specific academic challenges, align partnerships and resources, and provide professional support to overcome identified gaps.

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Literacy Programs: The Community School Coordinator will work with the district's literacy programs to better align them where they exist, or to introduce them to MCSP schools where they are needed. These programs include the *Transformative Reading Instruction* project, which targets improved third grade reading proficiency. Teachers receive training on how to teach foundational reading skills, along with in-classroom coaching throughout the year. *Reading Corps* provides schools with trained AmeriCorps reading tutors to provide on-on-one tutoring to students who need supplemental support. Tutors assess student growth using benchmark and conduct progress monitoring weekly. *Core Knowledge Language Arts Skill Strand* delivers phonics instruction to build a foundational base for English language instruction. Students also are taught spelling, grammar, and writing during the Skills Strand.

Out-of-School Time Programs: Each MCSP school offers out-of-school time programming in either a *21st Century Community Learning Center (CLC)* or *Twilight Center* format. CLCs are designed to improve student achievement, attendance, and behaviors by providing enriching academic activities for youth during out-of-school hours. Students in the program also participate in a wide range of youth development activities that may be otherwise unavailable. These include tutoring support, service learning, arts and music, drug and violence prevention, financial literacy, credit recovery, apprenticeships, environmental literacy, and STEM. Twilight Centers offer free programming and extended hours in a safe environment during the evenings on Mondays, Wednesdays, and a Saturday Family Night. Twilight Centers host youth enrichment activities such as mentoring, arts education, nutrition education and cooking classes, digital music production and performing arts. Recreational activities including game rooms, open gym, open swim, roller skating, and movie nights.

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Why this service was selected: In addition to the large research base that highlights the value of specialized literacy programs, there's also significant support for out-of-school-time programs' impact on student achievement. CLCs use project-based learning, which is an effective way to engage diverse learners in enrichment programs (Holm, 2012). Research on MPS' CLC programs found that, "students (particularly those at elementary and middle schools) who had the highest levels of CLC attendance in 2014-15 exhibited higher growth and proficiency gains... relative to students who did not attend CLC as often." (Marlin, et al., 2016). By aligning a school's academic instruction, specialized literacy interventions and out-of-school-time programs, MCSP schools will create multiple touchpoints that improve academic achievement.

How this service will improve achievement: Specialized literacy programs and out-of-school-time programs have demonstrated impact on student achievement. For example, the University of Chicago National Opinion Research Center (NORC) found that students tutored by Reading Corps, "...achieved significantly higher literacy levels than students without such tutors, and that the impacts were statistically significant even among students at higher risk of academic failure. These gains put students on a trajectory to reach grade-level literacy targets within a year," (Diaconis et al., 2015). NORC also determined the Reading Corps model to be "replicable in multiple school settings using AmeriCorps members with varied backgrounds." Marlin, et al., also found that, "...increased CLC attendance appears to be associated with fewer unexcused absences, referrals, and suspensions among students at all grade levels, which suggests that attending CLCs may lead to high student engagement," (2016).

How this service will address objectives and outcomes: Pipeline One's services will address Goal One: Students Are Prepared Academically. Specific objectives and outcomes include:

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Objective 1.3: Increase Student Academic Achievement in Grades K-8: Outcomes # 1, 2.

Objective 1.4: Increase Academic Performance and Preparation for Postsecondary Education for High School Students: Outcomes # 1, 3, 4.

Pipeline 2: Supporting Transitions for Children

MCSP will provide bridge programs to prepare students and their families for transitions into Kindergarten, Middle School, High School, and postsecondary education and career environments.

All Kindergarten, Middle School and High School bridge programs will focus on several common constructs to promote student and family readiness: 1) Exploring and navigating the school's physical space and resources; 2) Developing relationships with peers, teachers, staff, Community School Coordinators and other families; 3) Understanding the social environment, school culture and norms; 4) Preparing for the academic experience and workload expectations; 4) Accessing school and partner-provided resources and supports; and 5) Coaching families on strategies to best support their child's successful transition. In addition to these topics, each Bridge will offer supports relevant to the differing developmental needs at each level.

Kindergarten Bridge: As led by the Linkages Coordinator in coordination with MPS' *Head Start* and *Division of Early Education*, MCSP will offer a summer transition program for incoming children and families. In addition to the common constructs, this program will introduce children and their families to the norms and practices of formal education settings, support families on navigating the K-12 educational system and advocate on behalf of their children, and link families with community-based resources connected to Community Schools.

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Middle School Bridge: Also led by the Linkages Coordinator, this transition program will provide a summer program that especially targets students that experienced academic or behavioral challenges as elementary students. In addition to the common constructs, this program will provide an introduction to Restorative Practices as a school policy for students and families through community-building circles. Students will have an opportunity to provide input on various clubs, sports and after-school programs in which they would like to participate, and students will be paired up with an 8th grade student leader to support their social transition.

Freshman Bridge: This intensive program will be led by the High Schools Manager and will build off MPS' current programs to enhance students' experiences in the transition from middle school to high school. Beyond the common constructs, this program will include visits to their high school's *Career and College Center* (described below), technology orientation, academic and skill-enrichment projects, peer mentoring support from current high school students, community-building activities using Restorative Practices, and an introduction to school sports, clubs and after-school opportunities.

Postsecondary and Career Bridge: This will be an ongoing strategy developed and led by the High School Manager in coordination with MPS' *Department of College & Career Readiness*. It will include various supports for students during each year of their high school career (starting with Freshman Bridge) that includes: 1) *Campus Visits:* Each of the first two years, students will visit a local campus to learn about their academic opportunities, meet faculty, staff and current students, and begin to experience postsecondary environments. This will culminate in a regional tour of college campuses at the beginning of each student's junior year. 2) *College & Career Centers:* Each high school will utilize their college and career center to coordinate college tours and visits, FAFSA completion, scholarship applications, college applications and essays, resume

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writing, youth apprenticeships, internships, and job applications, Career Cruising, ACT registration and job searching. 3) *M-Cubed*: M-Cubed is a partnership designed to create academic pathways between Milwaukee Public Schools, Milwaukee Area Technical College and University of Wisconsin-Milwaukee. Students will engage M-Cubed to learn how they can align work on all three campuses to achieve their career aspirations.

Why this service was selected: MCSP's transitions programs reflect an extensive research base that shows a positive relationship between school readiness and student success – particularly when curricula, services, and expectations are well aligned from early childhood and beyond. Quite simply, students are more likely to succeed when they feel prepared for their work, comfortable and secure in their environment, and supported by their teachers, family and peers. Conversely, students that do not experience these conditions are more likely to struggle academically, experience emotional and mental distress and become disengaged.

National-level research shows that economically disadvantaged children and children of color enter Kindergarten significantly behind their peers (Reardon & Portilla, 2016). This disadvantage is a primary driver in later achievement gaps that persist through high school (Bradbury, et. al 2015). In Wisconsin, nearly 66% of African American children and 70% of Latino children enter Kindergarten less prepared than their White peers; 75% of economically disadvantaged children of all racial backgrounds are behind their more affluent peers (Grotsky, et al., 2017). These readiness trends persist for middle school, high school and post-secondary student achievement. Given the racial and economic composition of MCSP students and the long-term implications, preparation programs for students of all levels are a critical need.

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How this service improves achievement: MCSP's Kindergarten Bridge program draws inspiration from the National Coalition for Community Schools' Linkages project. In 2013, researchers from Stanford University analyzed its initial results using qualitative data analysis, interviews and observation. Key findings include: 1) Children had greater comfort with the Community Schools setting and readiness to engage in the institutional program; 2) Children and families had a stronger sense of family engagement and connection to school; 3) Children showed improved attendance and academic achievement; 4) Parents had increase capacity and efficacy to support their children; 5) Parents and children took on leadership roles within the school setting; and 6) Parents moved from learning and leading to system-level advocacy (Geiser, et al., 2013).

Research on the academic performance of MPS' middle and high school suggests a significant number of students need transitional support if they are going to graduate on-time. Data from the 2016-17 academic year shows that 26% of first-time MPS ninth graders were retained; only 11% of the students that repeat ninth grade will go on to enroll into a postsecondary institution. MPS data shows that 34% of students retained in ninth grade were held back more than once in high school (MPS Department of Research, Assessment and Data, 2019).

Additional evidence suggests that even students who are proficient in middle school need transition support to succeed in high school. Of MPS' 8th grade students who scored proficient or advanced on the 2014-15 Wisconsin Badger Exam in both ELA and Math, only about half (54%) scored as college ready or exceeding as tenth graders on the 2016-17 ACT Aspire assessment. Across all MPS students, the four-year graduation rate for 2016-17 was only 62%, far below the state average of 89%. In addition, only 41% of students that graduate on time were enrolled in a postsecondary institution within one year.

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Fortunately, findings from a recent meta-analysis conducted by the Society for Research on Educational Effectiveness suggest that college access programs increased post-secondary enrollment by an average of 12%. On average, college access programs increase high school graduation by 8% points (Harvill, et. al., 2012).

How this service will address objectives and outcomes: Pipeline Two's services will address Goal

One: Students Are Prepared Academically. Specific objectives and outcomes include:

Objective 1.2: Increase Kindergarten Readiness: Outcomes # 1, 2, 3.

Objective 1.3: Increase Student Academic Achievement in Grades K-8: Outcomes # 1, 2.

Objective 1.4: Increase academic performance and preparation for postsecondary education for high school students: Outcomes # 1, 2, 3, 4.

Pipeline 3: Supporting Family and Community Engagement

MCSP will continue to prioritize the authentic engagement of families and the wider community. Each school provides a variety of opportunities for family engagement that support leadership development and decision-making, stronger relationships, and access to the resources they need to support their child's development. Thematically, this work focuses on three areas:

Leadership Opportunities for Student, Family and Community Members: MCSP empowers parents and families with binding, decision-making authority normally reserved for a school administrator alone. Each *Community School Leadership Team* features parents who actively make meaningful decisions: developing the school's strategic vision, approving the school budget and organizing around local issues. Additionally, each school strives to create a *Parent Council*, which provides an independent space for parents to organize around self-identified issues. The

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Community School Youth Council is a student organization that draws membership from across the entire network of MCSP schools. These students formulate recommendations for school improvement strategies and provide a representative to the MCSP Leadership Team. Collectively, these strategies provide students and their families both the responsibility to design a school that meets their needs as well as the authority to realize the shared vision.

Strengthening Relationships between Schools and Families: MCSP will continue to align a wide range of programs and resources for authentic family and community engagement. Each school has a *Parent Coordinator*, employed by MPS. They work closely with the Community School Coordinator to lead parent outreach efforts, provide families with resources and education on parenting methods and strategies, and to create linkages to district-led and community-based programs and services to meet each families' unique developmental needs. Examples include MCSP's *Homework Diners*, which is a monthly program that provides families with a combination of free, healthy food, a teacher-led homework help session, and access to community-based resources. Based on a national model, Homework Diners provide space for bridging relationships between school staff and families in an informal setting over a meal. *Families and Schools Together* (FAST) is an evidence-based program that teaches parents to become more effective family leaders, connects families to schools, and creates a community engaged in children's well-being and education. Families are also offered opportunities to learn about *Restorative Practices*, so that they can align their own behavioral management and disciplinary strategies with the positive, affirmational framework used by their child's school. Together, these strategies strengthen the bonds between families and the stakeholders working to promote the development of their children.

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Providing Resources to help Families Succeed: Unfortunately, many families served by MCSP encounter challenges that create instability and prevent a developing strong connections between home and school. Community School Coordinators will continue to recruit new and align existing programs and supports that enable families to meet common needs, such as safe and affordable housing, transportation, and healthcare access. The *Homelessness Prevention Program* is a two-generation approach that helps families who are at imminent risk of homelessness to 1) Remain in their homes or to find stable housing, and 2) Reduce school mobility for their children. Through support from MPS' *Homeless Education Program* and financial and programmatic support from United Way, a *Housing Advocate Case Manager* from *Community Advocates* (a local nonprofit organization) provides MCSP families with case management, resources and support to prevent future crisis. Services include tenant-landlord mediation, rent assistance and bridge programs, and permanent housing interventions for homeless families. *Children's Hospital of Wisconsin* also provides *Community Health Navigators*, who will assist MCSP students and their families to access public services and resources to address unmet needs. The top seven resources accessed through navigators include housing, jobs, food, clothing, health insurance, medical care and dental care. Collectively, these services will promote the success of MCSP families, and provide them with the resources they need to achieve and maintain proper health and financial stability.

Why this service was selected: These pipeline services directly reinforces MCSP's core values, especially Shared Leadership and Equity. It also draws from The Aspen Institute's concept of Two-Generation approaches, which "focus on creating opportunities for and addressing needs of both children and the adults in their lives together," (Ascend, Aspen Institute, 2018). The rationale is simple: when families have access to supportive services in education and supports for children,

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assistance to strengthen parents' caregiving skills and tools to improve their economic standing, the outcomes for parents and children will improve.

How this service improve achievement: FAST is a prevention and early intervention program that applies published research to strengthen families and improve child well-being. Several randomized control trials have found that FAST: 1) Improves children's behavior, emotional well-being and academic performance; 2) Strengthens families and increase parent empowerment; 3) Improves education and help schools succeed; and 4) Builds social capital (Gamonran, et al., 2011).

Research clearly shows that children that experience frequent and/or unplanned housing moves usually have problems in school with grades, attendance, and disciplinary actions (Gruman, et al., 2008). By stabilizing the home, the parent(s) is more likely to address other issues such as routine health care, AODA services, and a focus on increasing their education and employment opportunities. The Family Homelessness Prevention Program is a highly effective, Two-Generation housing stability program. The ultimate goal of the program is to ensure families are in a safe affordable housing situation that will increase the likelihood that a child will be in a stable environment, therefore preventing frequent moves. In 2017, the program served 201 families with 499 children overall. All 201 families obtained or maintained appropriate, safe and stable housing, and all 201 families moved to a higher level on the income dimension of the Arizona Self-Sufficiency Matrix (Siemer Institute Family Program Report, 2018).

How this service will address objectives and outcomes: Pipeline Three's services will address Goal Two: Students Are Healthy and Supported by Parents. Specific objectives and outcomes include:

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Objective 2.1: Increase Effectiveness of Social, Emotional and Mental Health Support for Students: Outcomes # 1, 2, 3, 4.

Objective 2.2: Increase the Ability and Opportunity for Family Members to Engage in Their Child's Educational Experience: Outcomes # 1, 2, 3.

Objective 2.3: Increase Access to the Health Services Available to Students and Families: Outcomes # 1, 2, 3.

Pipeline 4: Supporting a Safe School Culture and Climate

MCSP schools will continue to align programs and educational strategies to provide students and families with a safe school culture and climate.

Creating Safe School Climates through Restorative Practices: Community School Coordinators will continue to work with the *District Equity Specialist* to provide ongoing technical assistance and support for Restorative Practices in their school. Restorative Practices are defined as “the science of restoring and developing social capital, social discipline, emotional well-being and civic participation through participatory learning and decision making,” (Watchel, 2005). After an initial assessment and reflection, MCSP’s Restorative Practices approach utilizes a five-stage model to achieve schoolwide change: 1) Owning and developing the restorative vision; 2) Establishing and developing a cohort; 3) Identifying and establishing a training team; 4) Supporting the training team as training begins; and 5) Policy and organizational review (Hopkins, 2004).

Schools that use Restorative Practices achieve the following conditions: 1) Staff, students, families and community members infuse affective statements and questions into their actions and school culture; 2) A Circle process that drives staff collaboration and organizational meetings; 3)

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Classroom circles that build students' social/emotional skills through powerful discussions within trusting relationships; and 4) A process known as "Repairing Harm Circles" provides voice to the harmed and reparation to the offender as an alternative to traditional discipline measures.

Creating Social Cohesion through Culturally Relevant or Responsive Teaching (CRT): CRT "is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes," (Ladson, 2009). Each school will receive professional development to ensure that interactions between school staff, students and families are culturally responsive whether through classroom curriculum or family events.

Through financial support from the U.S. Department of Education, *Asset-Based Cultural Competence Ensuring Student Success (ACCESS)*, is a partnership between MPS and the University of Wisconsin-Milwaukee. It will provide MCSP schools with *Culturally Responsive Teaching Fellows*. They will provide educators with in-depth professional development on CRT. Schools will also receive resources to develop a Culturally Responsive Project. This will create a more culturally responsive school community through ongoing staff development.

A Culturally Responsive Practices Learning Community provides a supportive space for school leaders and teachers to develop strengths in the essential area of ambitious instruction. Developing a Culturally Responsive Practices strategy requires: 1) Arrangement of subject matter content and pacing over time, across grades and across classes; 2) Increasing intellectual depth expected of students as they engage the material as reflected in learning tasks; and 3) Making available the pedagogical strategies, materials and tools that support these practices to teachers.

Implementing Social Emotional Learning Strategies: *Second Step* is a program published by the Committee for Children. It is a social and emotional learning program for students in pre-K through

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eighth grade. MPS implements this program in concert with small group social-emotional learning (SEL) interventions, and professional development for staff. MPS is also incorporating *mindful practices* within the tiered *Positive Behavioral Interventions and Supports* approach. Within MCSP schools, mindfulness-based programs commonly include practices that use the breath, body, and/or sensory perceptions to bring attention back to the present moment. These mindful practice supports within Tier 1 (universal) include morning meetings, visuals throughout the school, and mindful lessons for all students, and integration of mindful practices and mindful language throughout the day. Mindfulness also is used in Tier 2 (targeted) and Tier 3 (intensive).

Why this service was selected: High quality instruction is critical to creating successful schools. But research shows that students need safe, supportive school environments and trusting relationships to be successful. UCLA's Civil Rights Project suggests that the racial academic achievement gap will only begin to close once the school discipline gap is addressed. They studied student suspension rates and found that Wisconsin has the nation's highest overall black/white suspension rate disparity (34% v 4%). Wisconsin also has the highest black male incarceration rate in the nation, which contributes to high levels of disenfranchisement (UCLA, 2015).

By placing emphasis on positive relationships within a healthy school culture, this service builds the social networks that drive student success and academic achievement. The result is a transformed space where all individuals – teachers, students, parents – value one another and work collaboratively.

How it will improve academic achievement: A growing evidence base links Restorative Practices to decreases in student discipline, gains in student achievement and improved school culture (Kane et al., 2008). This aligns with research that suggests that relational trust is critical to driving

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achievement, especially for students of color (Gay, 2000). Schools with high levels of trust between students and teachers have a 50% chance of closing the achievement gap; low trust schools only have a 14% chance (Bryk and Schneider, 2002). Further analysis from the Oakland Unified School District suggests the promise of using Restorative Practices within Community Schools to complement and enhance a school's existing climate and socio-emotional learning efforts (Basse et al., 2014).

Research connects Culturally Relevant Teaching with improved academic outcomes and ethnic-racial identity (Byrd, 2016). Another study showed teacher growth and increased sense of comfort and desire to speak with students and peers about issues related to race and culture after participation in a Culturally Responsive Teaching program (Cummings, 2009). Additionally, an analysis found that fourth graders who participated in Second Step showed greater social competence and were more likely to choose positive goals than a control group. Another showed that bullying among middle school students with disabilities decreased by 20% (Duriak, et. al., 2011).

How this service will address objectives and outcomes: Pipeline Four's services will address Goal Two: Students Are Healthy and Supported by Parents, and Goal 3: Community Schools Maintain a Safe and Supportive Culture and Climate. Specific objectives and outcomes include:

Objective 2.1: Increase Effectiveness of Social, Emotional and Mental Health Support for Students: Outcomes # 1, 2, 3, 4.

Objective 2.2: Increase the Ability and Opportunity for Family Members to Engage in Their Child's Educational Experience: Outcomes # 1, 2, 3.

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Objective 2.3: Increase Access to the Health Services Available to Students and Families:

Outcomes # 1, 2, 3.

Objective 3.1: Increase Staff Training on Culturally Responsive and Restorative Practices:

Outcomes # 1, 2, 3, 4, 5.

Pipeline 5: Supporting Social, Physical and Mental Health

MCSP will better align the existing social, physical and mental health resources available within its schools, and will actively recruit programs to address service gaps and unmet needs. This pipeline of supports will include several features:

Developing a MCSP Health System: The Coordinated Health Manager will lead the coordination of health service delivery across the network of MCSP schools. This will include: 1) Identifying school-based health needs; 2) Aligning the wide network of Milwaukee's health partners – including hospitals, clinics, Federally-Qualified Health Centers and related organizations – to provide integrated health services to MCSP students and families; 3) Developing and maintaining a system for regular health screenings and service delivery; and 4) Ensuring that resources are distributed with fidelity and equity across all schools in the initiative. The result will be a coordinated school health network that includes physical, mental, dental and vision health providers around a Collective Impact framework.

Identifying Health Needs: The Coordinated Health Manager will establish and manage an annual calendar of health services at each school that includes: *Dental Screenings:* MCSP schools will access local dental care providers to provide annual screenings for MCSP students, including access to dental sealants, fluoride treatments and oral health education to participating students.

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Vision Screenings: Students will receive annual vision examinations, including referrals for follow-up services such as eyeglass fittings, colorblind testing, etc. *Physical Health Screenings:* With support from providers such as *Children's Hospital of Wisconsin*, each student will receive an annual physical health exam, and referrals for additional services. *Mental Health needs* will be identified by *school nurses, school psychologists* and teachers, and through screening tools such as the YRBS.

Connecting Students and Families to Health Resources: The Coordinated Health Manager will create and manage a process to quickly and effectively connect students and families to relevant health resources and related social service needs. *School Nurses* and *School Psychologists* will deliver acute and immediate physical and mental health support to MCSP' students and families; external health service providers will be recruited to provide additional capacity and specialized services as needed. Four MCSP schools employ a *Trauma Specialist* who provides both direct service delivery to traumatized students, and capacity-building to strengthen the school's trauma-informed practices. The Coordinated Health Manager and Community School Coordinators will also work with *Community Health Navigators* to assist MCSP students and their families to access public services and resources for unmet needs, including access to health insurance, medical care and dental care.

Why this service was selected: The linkages between health and student performance are profound. Shaw et al. report that unhealthy children are more likely to repeat grades, receive failing grades and eventually dropout (2015). Nationally, one-in-five children have a diagnosable mental health disorder, yet 70-80% receive no or inadequate levels of treatment. Especially in urban centers, youth needing mental health services are not accessing established sites for care. The show rate/kept appointment rate at urban mental health centers is only 50-60% (Sander, 2012).

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How it will improve academic achievement: Physical, social and mental health issues often contribute to student attendance and absenteeism. Students who miss school struggle to maintain academic progress and achievement. Recently, the American Academy of Pediatrics recommended full-time school nurses for all schools to ensure strong academic and health outcomes for all students. Further, research has demonstrated a full-time school nurse improves student health: 1) students with access to a full-time school nurse are less likely to visit the emergency room; and 2) students are more likely to visit an appropriate health care provider if they have a medical referral from a school nurse. Additionally, students are less likely to miss school due to illness when they have a full-time school nurse in their school, which means the nurse can help reduce the achievement gap that students with chronic health conditions face (Rodriguez, 2012).

How this service will address objectives and outcomes: Pipeline Five's services will address Goal Two: Students Are Healthy and Supported by Parents. Specific objectives and outcomes include:

Objective 2.1: Increase Effectiveness of Social, Emotional and Mental Health Support for Students: Outcomes # 1, 2, 3, 4.

Objective 2.2: Increase the Ability and Opportunity for Family Members to Engage in Their Child's Educational Experience: Outcomes # 1, 2, 3.

Objective 2.3: Increase Access to the Health Services Available to Students and Families: Outcomes # 1, 2, 3.

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

As a partnership between three organizations – which in turn forms partnerships with a diverse network of organizations and stakeholders across 12 schools – collaboration is a central tenant to MCSP. MCSP will continue to work closely with a broad network of partners to deliver high quality support for students and families across two new and three existing pipeline services.

Collaboration and Capacity of MCSP’s Backbone Organizations:

United Way plays a lead role in MCSP by fundraising, aligning community resources, convening citywide partners, and providing employment for all MCSP staff, either directly or through contractual agreements with other non-profit agencies. United Way’s mission is to change lives and improve the community by mobilizing people and resources to drive strategic impact in Health, Education, and Financial Stability. United Way is the region's premier convener of Collective Impact initiatives, and the largest community-based investor in Health, Education, and Financial Stability. In 2019, United Way will invest more than \$24 million in our four-county region through partnerships with 230+ high-quality programs at 110+ local agencies. This includes more than \$7 million into 45 Education programs to help children and youth reach their potential by: Improving access to quality, affordable child care and early childhood education; Partnering with schools and parents to improve literacy and graduation rates; and Providing out-of-school and mentoring programs for at-risk youth.

In addition to MCSP, United Way-led Collective Impact partnerships include: 1) Milwaukee Succeeds’ Kindergarten Readiness Partnership: a community-wide initiative ensuring there is a strong education pipeline from cradle-to-career for all children. United Way leads efforts to

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increase quality early childcare and education, parental engagement, early social emotional wellbeing and childhood immunizations; 2) Milwaukee Lifecourse For Healthy Families: Co-Chaired by Milwaukee Mayor Tom Barrett, United Way guides 152 organizations to reduce infant mortality and to improve birth outcomes for African American families through a systems-change approach; and 3) Milwaukee Teen Pregnancy Prevention Initiative: One of the first Collective Impact initiatives in the nation, it coordinates community based organizations, media outlets, higher education institutions, and public health resources to reduce Milwaukee's teen birth rates. This nationally-recognized effort has influenced a 65% drop in Milwaukee's teen pregnancy rates since 2006.

Specific services and resources that United Way will contribute to the project include:

- **Data and Evaluation:** United Way provides several evaluation tools to collect, analyze and report performance data for MCSP. United Way conducts a local needs assessment in each MCSP school through a participatory process known as “Community Conversations.” This directly informs the strategic vision of each school. United Way also contracts with the University of Wisconsin-Madison's Wisconsin Center for Education Research (WCER) to perform an annual external evaluation of MCSP's process and impact.
- **Direct Technical Assistance:** United Way assists programs serving MCSP's schools to define goals and outcomes, create progress reports, collect evaluation data, and implement quality improvement processes. Struggling programs receive coaching, specialized trainings, and continuous communication to get back on track.
- **Fiscal Management and Grant Administration:** United Way's Finance and Operations team will provide full award management and monitoring for the *Full-Service Community*

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Schools grant, including financial and programmatic reporting, and the administration of contractual agreements and related requirements. In addition to providing full award management and monitoring to more than 110 outgoing grant awards each year, United Way routinely manages restricted cost-reimbursement grants, including a \$2.26 million Department of Health and Human Services teen pregnancy prevention grant, \$450,000 from state and local sources to coordinate early childhood data, and a 5 year, \$1.5 million grant from the Wisconsin Public Partnership to reduce infant mortality.

- **Fundraising:** As the primary fundraising organization for MCSP, United Way has fueled the growth of MCSP by securing investments from local private foundations (including the Greater Milwaukee Foundation, Herb Kohl Charities and the Zilber Family Foundation), corporate partners (Northwestern Mutual, BMO Harris Bank), and national foundations, such as the Chan-Zuckerberg Initiative and the Ford Foundation.
- **Professional Development:** United Way’s trainings provide Community School Coordinators with paid staff development to share best practices, problem-solve and receive ongoing professional development on topics such as transformational coaching, community organizing, project management, Culturally Responsive Teaching, Restorative Practices and systems thinking.
- **Volunteer Engagement:** Each year, United Way connects hundreds of people to volunteer opportunities within MCSP schools, including literacy and tutoring support, community engagement events such as an annual “Field Day” and school supply drives.

Milwaukee Public Schools plays a lead role in MCSP by providing the academic and physical context for all activities, and by leveraging the entirety of the district’s resources to advance the cohort of Community Schools. MPS has decades of experience in the planning, operation, and

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management of both federally and state-funded programs. MPS is fortunate to have the organizational infrastructure to support multi-million-dollar grant implementation through the expertise of multiple district offices, to achieve the objectives of the projects. MCSP is supported in MPS through a collaborative effort between the Department of Strategic Partnerships and Customer Service and the Office of Academics (described below).

Specific MPS departments and program partners that will contribute to this project include:

- **Department of Academics:** The Office of Academics works to drive effective instructional practices and improve access to quality educational instruction, resources, and programs to ensure evidence-based developmentally appropriate practices. This office facilitates several significant grant projects including federally funded GEAR UP, Javits, Head Start, Indian Education Discretionary Grant, and others.
- **Department of Strategic Partnerships & Customer Service (SPCS):** Established in 2016, SPCS mobilizes resources for schools and the district by establishing and maintaining meaningful partnerships with families, alumni, volunteers, businesses and the community as a whole. SPCS's goal is to ensure that schools, staff and families are supported to the greatest extent possible by the community by connecting partners to schools in service of students. Major departmental efforts include: 1) Partnerships with businesses and community organizations to collaborate in schools through the Adopt-A-School program; 2) Coordination of the district's volunteer program; 3) Engagement opportunities for alumni at their alma maters and district-wide; 4) Implementation of the district's family engagement framework to reinforce shared leadership, equity and cultural relevance as core values in

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MPS; 4) Oversight of the district's My Brother's Keeper Initiative; and, 5) Implementation of the Superintendent Student Advisory Council.

- **College & Career Centers:** College and Career Centers assist all Milwaukee-area students in grades 6 through 12 (and beyond) with free supports that include college tours and visits, FAFSA completion, scholarship applications, college applications and essays, résumé writing, youth apprenticeships, internships, and job applications, career cruising, ACT registration, and job searching.
- **Department of Recreation and Community Services:** This department strives to promote healthy lifestyles, personal development and fun by offering recreational and educational programs for people of all ages and abilities. These programs are designed to: 1) Improve the academic achievement of students during non-school hours through tutoring and Community Learning Center activities; 2) Strengthen family bonds via classes and programs that promote fitness, creativity, and other shared experiences; 3) Reduce crime in neighborhoods by offering youth constructive after-school activities in a safe, structured environment; and 4) Enhance the general well-being of residents through a wide variety of youth-and adult-enrichment programs.
- **Department of College & Career Readiness:** The Department of College and Career Readiness coordinates available resources, including community organizations and postsecondary institutions, to support MPS' faculty, families, and students in fostering a college-going culture. This department includes college technical education, extended learning opportunities, and school counseling and academic planning.

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- **District Equity Specialist:** Under the guidance of Dr. Latish Reed, MPS emphasizes the importance of collaboration between students, stakeholders, and communities to build effective relationships that acknowledge and appreciate the vast cultural diversity of the district. Through an emphasis on equity and cultural diversity, Dr. Reed builds on the strengths of the entire MPS community to create a more equitable, safe and supportive environment for student learning.
- **Division of Early Education:** The Milwaukee Public Schools Division of Early Childhood Education promotes and provides high-quality and developmentally, linguistically, and culturally appropriate educational programming and services responsive to the needs of all children and families within the community. They advance MPS's commitment to developing the whole child to ensure that every child is healthy, safe, engaged, supported, and challenged.
- **Head Start:** As the largest provider of Head Start programming in southeastern Wisconsin, MPS currently serves over 1,400 students and families. The Head Start preschool program provides parental, educational, medical, nutritional, psychological, and social support to help children consistently succeed. Head Start is a free child and family development program offering half-day and full-day education programs for three-year-old kindergarten and full-day programs for four-year-old children at 26 sites across the city of Milwaukee.
- **Homeless Education Program:** MPS offers services to homeless families through school-based and centrally-based programs. The Homeless Education Program assists students and families with enrollment, including help in obtaining needed school and medical records and immunizations, transportation, free breakfast/lunch, tutorial programs, before- and after-school programs, books and school supplies, waiver of school fees, preschool/early education

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programs, translation and English as second language services, referral to social services agencies, community resources, and other related services.

- **M³ (*M-Cubed*):** In 2015, Milwaukee's three largest public educational institutions – MPS, Milwaukee Area Technical College, and the University of Wisconsin-Milwaukee – established a partnership to transform Milwaukee through education. M³ seeks to ensure student success throughout the Milwaukee education continuum. Its goals include: 1) Raise aspirations, readiness and student success; 2) Educate families about the value of postsecondary learning; 3) Align curriculum and services from middle school to postsecondary education to create a seamless system; 4) Create and cultivate a culture of learning in which there is an expectation to continue education after high school; and 5) Engage the student voice, provide safe spaces, and commit to equity and inclusion.
- **Nursing and Health Services:** The Nursing and health services program's goals include: 1) Providing individual, quality nursing care, encourage parent/child communication involvement; 2) Emphasizing health education and wellness of students, school personnel, and the community; and 3) Using all available community resource services so that all students will be able to achieve their maximum learning potential and well-being.
- **Psychological Services:** Each MPS school have school psychologists as part of their faculty. They help students at all grade levels succeed academically, behaviorally, socially, and emotionally. They collaborate with school staff, parents, community agencies, and other professionals to help create healthy and supportive learning environments. School psychologists also help to strengthen the home/school/community connection for all students.

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- **School Social Work:** Each MPS school also has a school social worker as part of the faculty. They provide an ecological approach to promoting student success, and work to ensure academic success, educational equity, and social justice. They assist children and families by examining factors in the home, school, and/or community that impact a student's education success and work toward reducing barriers to learning.
- **Department of Research, Assessment and Data:** This department provides schools with unparalleled levels of service to ensure that the district effectively and efficiently implements continuous improvement systems that support, measure, and inform the district's work in the areas of teaching and learning, professional development, and educator effectiveness. This includes managing the district's student data systems, including the Data Warehouse, and working closely with school ~~and district~~ evaluators to provide real ~~time~~ information and data.

Milwaukee Education Teachers' Association (MTEA) plays a lead role in MCSP by supporting educators in the implementation of the MCSP model and advocating for policies that align with MCSP values. This includes providing professional development for school staff on Culturally Responsive and Restorative Practices, advocating for policies and practices that promote equitable public schools. MTEA's focus is on helping all children and educators thrive by representing the educators who work directly with the students who attend MPS schools. Collectively, they advocate for quality public education in Milwaukee for all children, ensuring a better future for its membership and the students and families they serve.

In addition to MCSP's backbone organizations, several external organizations will collaborate with MCSP to deliver the pipeline services, including:

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Children’s Hospital of Wisconsin (Children’s) is the region’s only independent health care system dedicated solely to the health and well-being of children. Children’s network includes two hospitals, 26 primary care locations, and 17 behavioral health clinics. Children’s provides more than 2 million client touchpoints each year, including visits to primary care, emergency room and trauma care and specialty care. In Milwaukee and throughout the state, Children’s supports children in a variety of ways, including child advocacy, child and family counseling, foster care and adoption services, increasing access to primary care, and initiatives focused on family support and preservation. Within MPS, Children’s provides evidence-based health services, school nurses and health navigators to improve the health outcomes of students and their families.

Community Advocates has provided individuals and families in Milwaukee with advocacy and services to meet their basic needs with dignity since 1979. Community Advocates serves more than 67,000 clients each year across 30 services, including support for abused women and their families, disability advocacy and services, energy assistance, and support for low-income fathers. A leader in homelessness prevention, Community Advocates assisted 3,008 clients to achieve permanent housing in 2017, and another 10,976 families received assistance to resolve tenant/landlord issues and sustain their housing. Community Advocates will support MCSP by hiring a dedicated Homelessness Prevention Case Manager to serve the students and their families at the 12 MCSP schools.

C. Adequacy of Resources (15 points)

The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

Through MCSP, United Way, MTEA and MPS maintain a series of agreements designed to

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support and define the collaborative (and at times contractual) relationship shared by the co-backbone organizations. These agreements include:

A partnership agreement between MPS, MTEA and United Way as co-backbone organizations and their overarching role to the partnership, including agreement to adjust existing policies, procedures and practices that act as barriers to implementing Community Schools work effectively.

A grant agreement between United Way and the Partner Agency that hires the Community School Coordinator for a specific school. This agreement outlines the requirements of being a Partner Agency and what that agency can expect from the school in terms of space, resources, technology and support for the Community School Coordinator to implement their role effectively.

A site-based partnership agreement between the co-backbone organizations as well as the School Leader, the Community School Coordinator, and the Partner Agency. This agreement outlines the specific logistical agreements needed to facilitate utilization of facilities. It includes the technical requirements schools have to provide to Community School Coordinators and outline the access they have to systems and facilities within the school.

These agreements are reviewed and renewed annually. The MPS Department of Strategic Partnerships & Customer Service acts as liaison between school staff; the district's central office; the other co-backbone organizations and Partner Agencies to navigate the multiple district policies and procedures around building use including the permit process, the public-use process, and risk/liability protocols.

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Memorandum of Understanding (MOU): The commitments of MCSP's backbone organizations (MPS, United Way, and MTEA); the 12 participating schools; and external partners such as Children's Hospital of Wisconsin and Community Advocates are detailed in the attached MOU. The document confirms that each partner agrees to collaborate through this initiative, work toward the shared vision, goals, objectives and outcomes, participate in all relevant project meetings, tasks and activities, and to support the project's evaluation. Additional partners have indicated their support and endorsement of our project, including the National Coalition for Community Schools, and U.S. Senator Tammy Baldwin. Please reference the attached letters of support for additional information.

Within this project, the MCSP's backbone organizations will continue their ongoing financial and resource commitments to MCSP's successful operation. Additional commitments include:

United Way's commitments include the employment, management and professional development of all MCSP staff members, including the MCSP Director, MSCP High School Manager, MCSP Linkages Coordinator, Coordinated Health Manager and the 12 Community School Coordinators. Additional commitments include financial investments in the programs and services that serve MCSP schools, and administrative supports such as grant administration, fiscal management, fundraising, marketing and communications, volunteer recruitment, technical assistance and coordination with related educational initiatives.

MPS' commitments include providing each school's academic and administrative staff, physical space and facilities (including office space for each Community School Coordinator and dedicated space for MCSP's activities), and the full suite of programs and administrative resources offered throughout the district. MPS will ensure that each building is well maintained and compliant with

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any and all legal requirements, laws and regulations. Specific MPS department and program commitments include:

- **Department of Academics** commits to provide administrative support and oversight to MCSP, and to align programs such as *Reading Corps*, *Core Knowledge Language Arts*, and *Transformative Reading Instruction* to achieve the objectives of Pipeline 1: Supporting High-Quality School and Out-of-School-Time Programs.
- **Department of Strategic Partnerships & Customer Service (SPCS)** commits to provide administrative support and oversight to MCSP, and to align programs such as *Families and Schools Together*, *Homework Diners*, *Parent Coordinators* to achieve the objectives of Pipeline 3: Supporting Family and Community Engagement; and programs such as *Asset-Based Cultural Competence Ensuring Student Success*, *Positive Behavioral Interventions and Supports*, and *Second Step* to achieve the objectives of Pipeline 4: Supporting a Safe School Culture and Climate.
- **Department of Recreation and Community Services** commits to align the content and service delivery of *Community Learning Centers* and *Twilight Centers* with the literacy focus and overall objectives of Pipeline 1: Supporting High-Quality School and Out-of-School-Time Programs
- **Department of College & Career Readiness, College & Career Centers, and M³ (*M-Cubed*)** commit to work closely with the *High School Manager* to develop and implement the *Freshman Bridge* and *Postsecondary and Career Bridge* programs; and to align their service delivery and programming to achieve the objectives of Pipeline 2: Supporting Transitions for Children.

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- **District Equity Specialist** commits to provide professional development, coaching and overall alignment with MCSP staff to incorporate *Culturally Relevant or Responsive Practices* and *Restorative Practices* within MCSP schools to achieve the objectives of Pipeline 4: Supporting a Safe School Culture and Climate.
- **Division of Early Education** and **Head Start** commit to working closely with the *Linkages Coordinator* to foster stronger relationships between MCSP schools and families with pre-school children, develop and implement *the Kindergarten Bridge* program, and to provide additional resources need to achieve the objectives of Pipeline 2: Supporting Transitions for Children.
- **Homeless Education Program** commits to leverage its staffing and resources to align with MCSP and Community Advocates' resources and *Housing Advocate Case Manager* to achieve the objectives of Pipeline 3: Supporting Family and Community Engagement.
- **Nursing and Health Services, Psychological Services, and School Social Work** commit to align their service delivery and staffing such as *school nurses, school psychologists, and trauma specialists* with the *Coordinated Health Manager*, assess the health needs of students, and to participate in a coordinated system of physical, social and mental health resources to achieve the objectives of Pipeline 5: Supporting Social, Physical and Mental Health.
- **MPS Department of Research, Assessment and Data** commits to provide data support and analysis for district and school staff, administering district-wide surveys, and conducting and providing support for evaluations.

MTEA's commitments include supporting educators in the implementation of the MCSP model and advocating for policies that align with MCSP values. Additional commitments include advocating for quality public education in Milwaukee for all children, including resources to

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advance the priorities of its membership and the students and families they serve. This is accomplished by supporting educators in Community Schools through professional development related to Culturally Responsive and Restorative Practices, and advocating for policies and practices that promote quality public schools.

Children’s Hospital of Wisconsin’s commitments include aligning their service delivery, and staffing such as *school nurses* and *Community Health Navigators* and resources with the *Coordinated Health Manager*, assessing the health needs of students, and participating in a coordinated system of physical, social and mental health resources to achieve the objectives of Pipeline 5: Supporting Social, Physical and Mental Health.

Community Advocates’ commitments include aligning the service delivery of the *Homelessness Prevention Program* and its related resources with MPS’ *Homeless Education Program* to achieve the objectives of Pipeline 3: Supporting Family and Community Engagement. This will include a contractual agreement with United Way to employ a full-time *Housing Advocate Case Manager* to work exclusively with MCSP schools and their families to provide wraparound services, including tenant-landlord mediation, rent assistance and bridge programs, and permanent housing interventions for homeless families.

The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

As demonstrated in the attached program budget and budget justification, the costs of this project are reasonable in relation to the anticipated number of persons served, and the scale, scope and quality of the provided services. In the first project year, MCSP will serve approximately 5,590 students and their families across eleven high-need schools in Milwaukee. The cost per student

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for the Department of Education's contributions in this first year is \$87.78, not including any matching funds or services. In project years two, three, four and five, MCSP will serve approximately 6,400 students per year across twelve schools, for an average cost per student per year of \$77.96, not including matching resources or services. The Department of Education's investment in MCSP will supplement the existing services, and will not supplant current funding commitments or resources.

Matching Resources: As a MCSP backbone agency and the lead applicant for this proposal, United Way is committed to ensuring the needed capacity for implementation of the Community Schools model. This is demonstrated by a matching commitment (combination of in-kind and cash match) that equals 157% of the federal request.

Sustainability Plans: United Way will also continue to leverage its expertise as a fundraiser and community convener to sustain MCSP. Common to successful Community School initiatives across the country are blended funding models that bring together many stakeholders to make long-term commitments to the success of schools. MCSP leverages internal, public and private resources to ensure long-term success of the project. Sustainability strategies focus on 1) MCSP's current funding structure; 2) MCSP's community leadership structure; 3) United Way's fundraising infrastructure; 4) Continued development of programmatic and financial partnerships; and 5) Advocacy for the expansion of public resources and support for MCSP.

As the lead applicant, United Way of Greater Milwaukee & Waukesha County is unmatched in its ability to generate community investment, and will leverage its expertise as a fundraiser and convener to sustain and scale MCSP. Over the past century, United Way has raised more than \$1 billion in local support for the Greater Milwaukee area. Each year, nearly 70,000 individuals,

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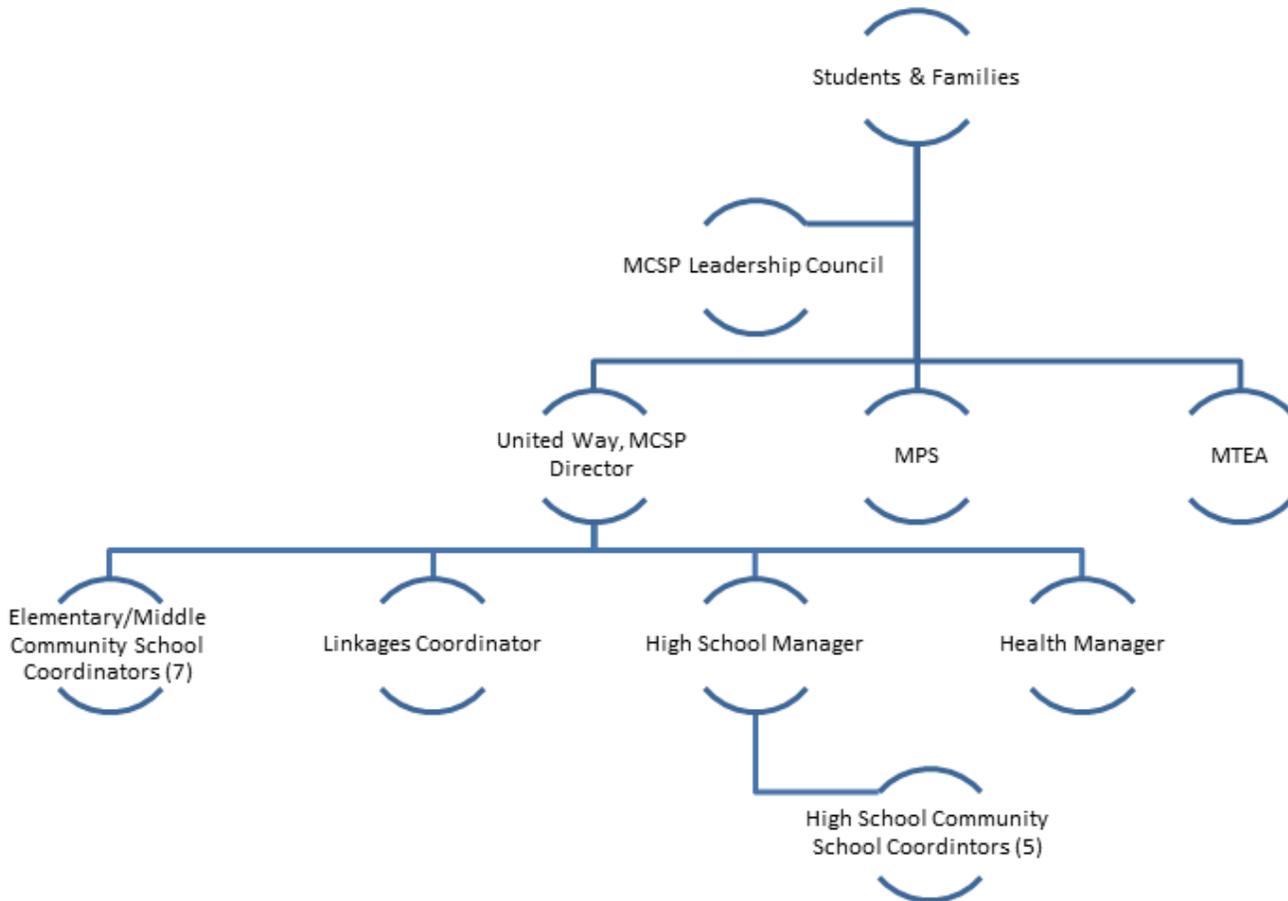
foundations and corporations invest more than \$54 million in their community through United Way's signature fundraising event, the Community Campaign. United Way will continue to cultivate relationships with local funding partners, such as Bader Philanthropies, the Burke Foundation, and health endowment funds such as the A Healthier Wisconsin Endowment administered by the University of Wisconsin, and the Healthier Wisconsin Partnership Program at the Medical College of Wisconsin.

D. Quality of the Management Plan (20 points)

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

As the lead agency and experienced convener of community initiatives, United Way will ensure this project is appropriately managed and that all project elements are achieved on time and on budget. This experience includes the successful creation, management and expansion of MCSP from 4 schools in the 2015-16 academic year to a network of 10 locations in 2018-19. The following staffing chart illustrates each role and its supervisory structure of this project:

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Executive leadership and management of this project will be provided by the **MCSP Director**. The MCSP Director provides initiative-level management and oversight to day-to-day project activities, ongoing technical assistance, and also coordinates additional technical training and assistance opportunities. Primary tasks include management and supervision of all MCSP staff members, oversight, planning, implementation, and management of all project activities.

The Community School Coordinators' essential job functions include: 1) Leading the school's asset map and needs assessment processes; 2) Facilitating monthly Community School Leadership Team meetings to create a Community School Action Plan; 3) Coordinating and managing community partnerships and pipeline resources in accordance with the Community School Action

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Plan; 4) Facilitating communication and relationship-building with community partners, key stakeholders, and volunteers; 5) Serving as key contact person for school staff seeking support or enrichment for students and families; 6) Providing training and technical assistance activities to community partners, key stakeholders, school staff, and volunteers; and 7) Monitoring and analyzing outcomes related to school goals and benchmarks of project goals and objectives, such as: attendance, student discipline referrals, academic achievement, parental involvement, and program effectiveness.

The newly-created **High School Manager** will provide project-level management and oversight to build the capacity, partnerships and services provided by MCSP's high school locations. Primary tasks include supervision and management of MCSP's Community School Coordinators at High School locations, and the oversight, planning, implementation, and management of all MCSP high school project activities. They will provide ongoing support to MCSP high schools through onsite visits, workshops and additional technical training and assistance opportunities.

The newly-created **Linkages Coordinator** will manage the Kindergarten and Middle School Bridge programs, the development of strong relationships between early-childhood education providers, families, students, professionals and MCSP locations, day-to-day tasks and relationships to coordinate internal and external resources and to alignment partnerships. They will support the project's management, monitoring, evaluation and reporting.

The newly-created **Health Coordination Manager** will provide project-level management and oversight of health-focused services, programs and partnerships across the network of MCSP schools. Primary tasks include oversight, planning, implementation, and management of all health services and related project activities; the development of strong relationships between Milwaukee

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Public Schools' internal health services and resources, families, students, and MCSP locations, day-to-day tasks and relationships to coordinate internal and external resources and to alignment health service partnerships. They will support the project's management, monitoring, evaluation and reporting.

Principals will support the continued implementation of MCSP within their school. As critical members of their Community School Leadership team, they will work closely with the Community School Coordinator to align MCSP's pipeline services and activities with the school's needs, assets and strategic vision. This will include fostering relationships between the Community School Coordinator and their academic and administrative staff, students and families, and other stakeholders.

The **Teachers and School Staff** at each MCSP school will provide representatives to serve on issue-specific Collaborative Committees and the Community Schools Leadership Team to help create and implement each school's strategic plan. Academic and non-academic staff will also participate in technical assistance and professional development opportunities for Restorative and Culturally-Responsive Practices.

Program Partners will support MCSP by implementing the individual pipeline strategies, participating in all relevant working groups and committees, and supporting all data collection and evaluation activities.

Students, Families and Community Members will continue to serve on each schools' Community School Leadership Team and issue-specific Collaborative Committees to infuse their unique perspectives, experiences and recommendations into the continuous improvement and refinement of MCSP.

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A clear and actionable organizational structure and management plan will be critical to the successful implementation of the five pipeline services. The Management Plan will consist of three phases. Each phase is described by project activities, milestones and key personnel responsible.

1) **October 2019 - June 2020 - Phase 1: Planning & Implementation Period:** This period is marked by intensive planning, initiating pipeline services, developing baseline measures, and setting up organizational structures

2) **July 2020 - June 2023 - Phase 2: Implementation Period:** This period is marked by developing and implementing school-based action plans, ongoing progress monitoring, professional development, consistent communication and scaling best practices.

3) **July 2023 - September 2024 - Phase 3: Implementation and Sustainability Period:** This period is marked by scaling best practices, working with local pipeline services to ensure financial & programmatic commitments, and implementing capacity-building strategies.

Planning & Implementation Period

This period is marked by intensive planning, initiating pipeline services, developing baseline measures, and setting up organizational structures

October 2019 – June 2020 (Academic Year 2019-20)

Project Activities	Time	Milestone	Key Personnel Responsible
Implementation begins; new high school brought into partnership	October	<ul style="list-style-type: none"> • Hire Community School Coordinator • Onboard new Community High School • Onboard new Middle School into Readiness Cohort 	MCSP Director; Lead Community School Coordinators
Identify local assets and needs and support Readiness Cohort School	Nov-Dec	<ul style="list-style-type: none"> • Conduct community engaged assessment process to help to solidify pipeline services • Define site-based action plans for pipeline service alignment using community engaged assessment data • Conduct pre-assessments to develop baseline measurements • Provide technical assistant to Readiness Cohort Middle School including providing professional development to staff and student transition support 	Community School Coordinators, WCER Evaluation Team
Hire grant-supported personnel	Oct –Dec	<ul style="list-style-type: none"> • Hire High School Manager • Hire Coordinated Health Manager • Hire Linkages Coordinator 	MCSP Director
Begin implementation of pipeline services	January	<ul style="list-style-type: none"> • Develop Linkages Network with local Childcare Centers and Kindergarten Teachers • Develop Coordinated School Health Network with key school-based health partners • Contract with pipeline services to participate in integrated, comprehensive strategic plan • Submit & finalize partner MOUs 	MCSP Director, Linkages Coordinator, Coordinated Health Manager, High School Manager
Complete Year One Evaluation	July	<ul style="list-style-type: none"> • Finalize end of year report providing updates on progress measures, suggestions for continuous improvement 	WCER Evaluation Team

Implementation Period

This period is marked by developing and implementing school-based action plans, ongoing progress monitoring, professional development, consistent communication and scaling best practices.

July 2020 – June 2023 (Academic Years ‘20-21, ‘21-22, ‘22-23)

Project Activities	Time	Milestone	Key Personnel Responsible
Welcome new Middle School into MCSP	June-July	<ul style="list-style-type: none"> • Onboard new Middle School • Hire Community School Coordinator 	MCSP Director, Lead Community School Coordinators
Continue to build professional skills of Community School Coordinators	July; Ongoing	<ul style="list-style-type: none"> • Community School Coordinators (CSC) Institute that includes professional development in Culturally Responsive and Restorative Practices, group facilitation, community organizing, etc. (July) • CSCs meet bi-weekly for continued professional development, communication and coordination across multiple school sites (ongoing) 	MCSP Director; Lead Community School Coordinators, High School Manager
Continue to support Community School Model at 12 School Sites	July; Ongoing	<ul style="list-style-type: none"> • Professional Development for school staff and administration • Coordination of pipeline services through local Action Plan • Each site has a Community School Leadership Team • Each site has a full-time Community School Coordinator 	MCSP Director; Lead Community School Coordinators, High School Manager, Community School Coordinators
Continue to support coordination and alignment of pipeline services through network groups	July; Monthly	<ul style="list-style-type: none"> • Pipeline services support student transitions between grade levels, including the ongoing meeting of Early Childhood Networks • Pipeline services support coordinated student health and ensure fidelity and equity through Coordinated School Health Network that meets monthly 	High School Manager

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Mid-Year Assessment	January	<ul style="list-style-type: none"> • Use mid-year assessment for continuous improvement 	WCER Evaluation Team
End of Year Assessment	June	<ul style="list-style-type: none"> • Finalize end of year report providing updates on progress measures, suggestions for scalability and continuous improvement 	WCER Evaluation Team
<u>Implementation & Sustainability Period</u>			
This period is marked by scaling best practices, working with local pipeline services to ensure financial & programmatic commitments, and implementing capacity-building strategies			
July 2023 – September 2024 (Academic Year 2023-24)			
Project Activities	Time	Milestone	Key Personnel Responsible
Multi-year evaluation data is analyzed	Jul-Sept	<ul style="list-style-type: none"> • Analyze data; Develop recommendations, plans for sustainability 	WCER Evaluation Team
Begin to implement sustainability plan in schools	Oct–Sept	<ul style="list-style-type: none"> • Continue to build capacity of school staff through ongoing professional development, local leadership cohorts and professional learning communities 	MCSP Director; Lead Community School Coordinators, High School Manager, Community School Coordinators
Continue to build blended (public/private) funding model that sustains funding to support Community School Coordinators and pipeline service providers	Oct–Sept	<ul style="list-style-type: none"> • Work with key partners to identify local and national funders to support and sustain this successful initiative 	MCSP Director

The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (% of time)

Time Commitments of the Project Director, Principal Investigator and Key Personnel:

Ryan Hurley, Ph.D., the **MCSP Director** will dedicate 25% FTE (0% FSCS grant, 25% United Way match) to provide executive leadership to the project. In addition to the tasks described above, this includes supervision of the High School Manager, Linkages Coordinator, Coordinated Health Manager and the 12 Community School Coordinators. Dr. Hurley will also manage relationships with internal project staff, external partner agencies and the evaluation team to successfully achieve all project goals, objectives, and reporting requirements.

Dr. Hurley holds his Ph.D. from the University of Wisconsin-Milwaukee in Urban Education, serves as the co-chair of the United Way Community Schools Learning Community, serves on the Coalition for Community Schools Leadership Network, directs day-to-day operations of the Milwaukee Community Schools Partnership, and brings over a decade of experience working in public education settings.

The **High School Manager** will dedicate 100% FTE (100% FSCS grant) to achieve the tasks described above. Expected qualifications of this to-be-hired position include 1) Master's degree in education, organizational leadership, non-profit management or a related field; 2) At least 3-5 years of education, youth and community-based experience; 3) Familiarity with and credibility in Milwaukee neighborhoods (experience living, working or going to school with ties to the local community; and 4) Experiences reflecting increasing leadership responsibilities involving project

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management, collaboration, supervision, and evaluation. Please reference the attached job description for additional details.

The **Coordinated Health Manager** will dedicate 100% FTE (100% FSCS grant) to achieve the tasks described above. Expected qualifications of this to-be-hired position include: 1) Master's degree in public health, education organizational leadership, non-profit management; 2) At least 3-5 years of education, youth and community-based experience; 3) Familiarity with and credibility in Milwaukee neighborhoods (experience living, working or going to school with ties to the local community; and 4) Experiences reflecting increasing leadership responsibilities involving project management, collaboration, supervision, and evaluation. Please reference the attached job description for additional details.

The **Linkages Coordinator** will dedicate 100% FTE (100% FSCS grant) to achieve the tasks described above. Expected qualifications of this to-be-hired position include: 1) Familiarity with and credibility in Milwaukee neighborhoods (experience living, working or going to school with ties to the local community); 2) Minimum high school diploma or GED; Bachelor's degree in relevant field preferred; 3) A minimum of 3 years' experience in early education, public education or community-based work, with preferred experiences in early childhood development, facilitation, data analysis, grant writing, and/or using outcomes in program development, operation or evaluation. Please reference the attached job description for additional details.

The 12 **Community School Coordinators** will each dedicate 100% FTE to accomplish the duties and responsibilities described above. For the 10 existing Community Coordinators, they will provide 100% FTE (100% United Way match) to accomplish all project objectives. In addition to the 10 current Coordinators, MCSP will hire Coordinators to staff MCSP's two new locations –

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Andrew Douglas Middle School and Washington High School. Each new coordinator will also dedicate 100% FTE (100% FSCS grant) to the project.

Qualifications for all Community School Coordinators (new and existing) include: 1) Familiarity with and credibility in Milwaukee neighborhoods (experience living, working or going to school with ties to the local community); 2) Minimum high school diploma or GED; Bachelor's degree in relevant field preferred; 3) A minimum of 3 years' experience in early education, public education or community-based work, with preferred experiences in early childhood development, facilitation, data analysis, grant writing, and/or using outcomes in program development, operation or evaluation. Please reference the attached job description for additional details.

Dr. Annalee Good, **Co-Director of the Wisconsin Evaluation Collaborative and MCSP Principal Investigator**, will direct the external evaluation of the MCSP. Her responsibilities include ensuring the design, implementation and dissemination of the evaluation work aligns with the MCSP goals and principles. Dr. Good directs several active evaluation and research studies of K12 school initiatives throughout Wisconsin and beyond. This includes more than ten years of experience with research practice partnerships in Milwaukee.

Other non-key personnel that will support this project and provide alignment with the Pipeline Services include:

Dr. Katrice Cotton, **MPS' Chief School Administration Officer**, will support the implementation and integration of the *Milwaukee Community Schools Partnership* strategies throughout the targeted schools. Dr. Cotton has her Ph.D. in Educational Leadership and Administration from National Louis University and has been with the Milwaukee Public School District for approximately 30 years. Dr. Cotton oversees the Regional Superintendents as well as Instructional

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Leadership Directors who provide oversight, operational support and supervision to school principals.

Dr. John Hill, **MPS' Director of College and Career Readiness**, oversees all Career and Technical Education programs. Hill has 28 years in MPS, and holds a Ph.D. in Educational Leadership and Policy Analysis from University of Wisconsin, and a MS in Administrative Leadership from University of Wisconsin-Milwaukee. Hill has worked as a teacher, learning coordinator and administrator and has participated in the NCCEP District Leadership Institute.

Joandy Williams, **MPS' Early Childhood Learning Manager**, oversees early childhood education in MPS within the Department of Curriculum and Instruction. Williams has 20 years of experience in education, including as an assistant principal in a K-8 school with a Head Start program. Williams has a master's in educational leadership, holds a principal license, a Director of Instruction license, a Lifetime Elementary Teacher license in regular and bilingual/bicultural education through the Wisconsin Department of Public Instruction (DPI).

Dr. Marc Sanders, **MPS' Manager of Research and Evaluation**, will work with the MCSP Director, the external evaluation team and MPS' Research and Evaluation staff to ensure quality data collection, analysis, interpretation and reporting. Sanders is responsible for administration of all districtwide, large-scale assessments, completion of various school and district performance reports, and direction and oversight for the district's data warehouse.

E. Quality of the Project Evaluation (25 points)

Extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project

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MCSP currently contracts with the Wisconsin Evaluation Collaborative (WEC) for an ongoing evaluation of its implementation and patterns in outcomes. WEC is housed within the Wisconsin Center for Education Research (WCER) at University of Wisconsin-Madison and works extensively with school districts, community organizations and state agencies across Wisconsin. The goal of WEC's rigorous, systematic examination is to support MCSP in: 1) Articulating the goals, components and outcomes of the initiative; 2) Continuously improving the initiative; 3) Pursuing additional funding; and 4) Scaling and replication of the model.

The plan described below details WEC's current culturally responsive evaluation of MCSP as a whole, which greatly informs the evaluation of the proposed MCSP activities, objectives and outcomes for the *Full-Service Community Schools* program. The existing evaluation will tightly align to the planned evaluation of the twelve MCSP locations. This provides considerable capacity to the evaluation of the grant, allowing for a much more robust evaluation at a smaller cost.

The existing MCSP evaluation plan covers important indicators relevant to this Full Service Community Schools grant proposal. WEC already collects and analyzes data relevant to Goal #1 (Achieving Academically); Goal #2 (Students are Healthy and Supported by Parents), Goal #3 (Community Schools Maintain a Safe and Supportive Culture and Climate), and #4 (MCSP's Systems Support Sustainable School Improvement).

Beyond the existing evaluation, WEC specifically will utilize the funding provided by the Full Service Community Schools program to: 1) Expand the sample for qualitative data collection to include the Linkages Coordinator and childcare providers, in order to address objectives related to Kindergarten readiness; 2) Expand the data collection (interviews and focus groups) and analysis to include specific questions for Kindergarten readiness; and 3) Explore options for quantitative

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data to examine patterns in participation in early childcare programs. Reporting related to evaluation would be limited to those schools included in this grant proposal.

Guiding Frameworks for the Evaluation of MCSP:

Culturally Responsive Evaluation (CRE): The CRE framework assumes culture is central to the evaluation process. It influences how individuals identify and position themselves in relationship to one another and the initiative, as well as perspectives on what is meaningful and who is in a position to “know” about the implementation and impact of that initiative. Therefore, it is critical to make explicit and reflect upon the ways cultural identities and contexts impact evaluation design, data collection and analysis, and the use of findings.

Existing Community Schools Research: In a comprehensive review of the research on the impacts of schools adopting the Community Schools strategy, Maier et al. (2017) identified “four pillars” of successful Community Schools: 1) Integrated student supports; 2) Expanded learning time and opportunities; 3) Family and community engagement; and 4) Collaborative leadership and practice. These four features “support the conditions for teaching and learning found in high-quality schools.” In addition, the national Coalition for Community Schools has created standards to guide successful implementation of the Community Schools strategy. This evaluation will utilize these resources when appropriate for understanding how the MCSP schools incorporate national best practices for Community Schools.

Guiding Evaluation Questions: This design will incorporate both a process evaluation of the implementation of the initiative itself and a formative evaluation of outcomes. The following questions will guide this examination of process and outcomes related to MCSP:

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- 1) How has the Community School model been adopted and implemented at the school site level, as aligned with the guiding principles for Community Schools outlined by MCSP?
- 2) How do key stakeholders describe the implementation and effects of MCSP schools?
- 3) How has the MCSP affected outcomes of interest, compared to MPS district averages, both across and within the Community Schools, as well as over time?

The evaluation team will use a rigorous, mixed methods research design that is grounded in the principles of culturally responsive evaluation. They will systematically engage MCSP's partners and stakeholders in shared decision-making around evaluation design and interpretation. Specifically, this evaluation will examine the extent of MCSP's ability to create more equitable processes and outcomes for youth, their families, schools and communities.

Study Sample: The evaluation will examine the current cohorts of Community Schools (four Community Schools begun in 2015-16 after a planning year in 2014-15, three Community Schools begun in 2016-17, one in 2017-18, and two in 2018-19). In the first year of this evaluation, qualitative data will be collected from all MCSP schools with full-time CSCs in place. In subsequent years, qualitative data will be purposively sampled from the MCSP schools. In addition to the schools themselves, community members, partner organizations, and other agencies that support Community Schools will also be included in the evaluation.

Extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

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Indicators and Related Data Sources: The MCSP evaluation will include examination of both implementation and outcomes of the partnership and will seek to address the three guiding evaluation questions found above. In addition to the outcome indicators articulated in the table below, the larger evaluation draws on additional indicators that were identified through a multi-step process of gathering perspective and guidance from multiple stakeholders in MCSP over the 2017-18 school year. This includes Community Conversations held by MCSP staff, surveys given to community school leadership team members at multiple Community Schools, and guided input sessions with Community School Coordinators.

Goals	Objectives	Measurable Outcomes	Evaluation Question and Data Sources
<p>GOAL 1: Students are Prepared Academically</p>	<p>1.1. Increase Milwaukee Families' Accessibility to Quality Early Childhood Programs</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 100% enrollment in three-and 4-year-old MPS Head Start programs in Community Schools over Baseline set in Project Year 1 • By the end of Project Year 5, Increase the number of students enrolled in four-year-old kindergarten classrooms in Community Schools by 15% over Baseline set in Project Year 1. 	<p>Evaluation Questions: #1 and 3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data
	<p>1.2. Increase Kindergarten Readiness</p>	<ul style="list-style-type: none"> • Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of students who complete the ASQ screener over Baseline set in Project Year 1. • Increase by 15% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient on the Frog Street Assessment over Baseline set in Project Year 1. • Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of families who attend Kindergarten Bridge over Baseline set in Project Year 1. 	<p>Evaluation Questions #1 and 3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data • MPS student level administrative and assessment data
	<p>1.3. Increase Student Academic</p>	<ul style="list-style-type: none"> • Increase by 10% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient in Forward state Math 	<p>Evaluation Question #3</p>

	Achievement in Grades K-8.	<p>assessment over Baseline set in Project Year 1.</p> <ul style="list-style-type: none"> • Increase by 10% annually (Project Years 2, 3, 4 and 5) the number of students scoring proficient in Forward state math English Language Arts assessment over Baseline set in Project Year 1. 	<p>Data Sources:</p> <ul style="list-style-type: none"> • MPS student level administrative and assessment data (Forward Exam)
	1.4. Increase Academic Performance and Preparation for Postsecondary Education for High School Students	<ul style="list-style-type: none"> • Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of eleventh grade students scoring college ready on ACT state assessment over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 10% increase in the number of high school students that agree in annual School Climate Survey that “their schools are focused on getting students ready for college,” over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 20% increase in the number of high school students who are on track for graduation as measured by Total Quality Credits over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 10% increase in the number of students 	<p>Evaluation Question #3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MPS student level administrative and assessment data (ACT, graduation) • MPS ESCC survey

		<p>who graduate high school in four years over Baseline set in Project Year 1.</p>	
<p>GOAL 2: Students are Healthy and Supported by Parents</p>	<p>2.1. Increase Effectiveness of Social, Emotional and Mental Health Support for Students</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 15% decrease in the number of students who receive office referrals over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 10% decrease in the number of students who receive school suspensions over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 5% increase in the number of students who attend school over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 15% increase in the number of students that report on annual Essentials of School Culture and Climate Survey that “their school has a supportive environment,” over Baseline set in Project Year 1. 	<p>Evaluation Question #3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MPS administrative and student level behavior, attendance data • MPS ESCC survey
	<p>2.2. Increase the Ability and Opportunity for Family Members to Engage in their Child’s Educational Experience</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 25% increase in the number of schools with Parent Councils over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 30% increase in the number of parents who serve on Community School 	<p>Evaluation Questions #1 and 2</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data • Focus groups and interviews

		<p>Leadership Teams over Baseline set in Project Year 1.</p> <ul style="list-style-type: none"> • Increase by 5% annually (Project Years 2, 3, 4 and 5) the number of families who attend Kindergarten Bridge over Baseline set in Project Year 1. 	
	<p>2.3. Increase Access to the Health Services Available to Students and Families</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 25% increase in the number of students with access to dental care over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 25% increase in the number of students with access to vision care over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 25% increase in the number of students with access to mental health services over Baseline set in Project Year 1. 	<p>Evaluation Questions #1 and 3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Focus groups and interviews • MCSP administrative data
<p>GOAL 3: Community Schools Maintain a Safe and Supportive Culture and Climate</p>	<p>3.1. Increase Staff Training on Culturally Responsive and Restorative Practices</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 95% participation rate in Culturally Responsive Practices training for Community Schools’ staff. • By the end of Project Year 5, achieve a 95% participation rate in Restorative Practices training for Community Schools’ staff. 	<p>Evaluation Questions #1, 2, and 3</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data • Focus groups and interviews • MPS ESCC survey

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		<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 40% increase in the number of schools that have Culturally Responsive and Restorative practices Professional Learning Communities over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 5% increase in the number of students who attend school over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 15% increase in the number of students that report on annual Essentials of School Culture and Climate Survey that “their school has a supportive environment,” over Baseline set in Project Year 1. 	
<p>GOAL 4: MCSP’s Systems Support Sustainable School Improvement</p>	<p>4.1. Increase the Number of Schools with Family and Youth Councils</p>	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 25% increase in the number of schools with Youth Councils by 25% over Baseline set in Project Year 1. • By the end of Project Year 5, achieve a 25% increase in the number of schools with Parent Councils over Baseline set in Project Year 1. 	<p>Evaluation Questions #1 and #2</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data • Focus groups and interviews
	<p>4.2. Increase the Number of Schools that Conduct Site-</p>	<ul style="list-style-type: none"> • In each project year, 100% of Community Schools have conducted a site-based 	<p>Evaluation Question #1</p>

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	Based Assessments and Develop Local Action Plans	assessment and develop a local action plan that aligns pipeline services.	<p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data, document analysis
	4.3 Increase the Engagement of Students, Parents, and Community Members on Community School Leadership Teams	<ul style="list-style-type: none"> • By the end of Project Year 5, achieve a 50% increase in the number of students, parents and community members that serve on each school’s Community School Leadership Team over Baseline set in Project Year 1. 	<p>Evaluation Question #1</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MCSP administrative data (agendas and attendance lists)

Extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes

Qualitative Data Sources and Analysis: Potential qualitative data sources include: 1) *Focus groups or interviews* representative of school staff, CSCs, Community School Leadership Teams (CSLTs), MCSP leadership, families, students, and community partners; and 2) *Archival documents/administrative data* (e.g. CSLT agendas/rosters/attendance, school needs assessments, school action plans, school strategic plans, asset map/alignment tools, community school-related programming schedules/calendars, communication/coordination structure charts, event attendance lists, professional development materials/agendas, CSC meeting agendas).

Qualitative data will be analyzed using a systematic coding structure developed through a combination of a deductive process (drawing from the evaluation questions, the evaluation frameworks, and existing research on Community Schools) and inductive process for themes that emerge as we are analyzing the data. Qualitative data will be co-analyzed and interpreted with the Community Evaluation Team described below.

Quantitative Data Sources and Analysis: Quantitative data sources would include existing student academic achievement and engagement data provided by MPS, such as: 1) Student enrollment & demographics; 2) Student attendance; 3) High school graduation rates; 4) Student disciplinary records (suspensions and referrals); 5) Universal assessments of academic progress: a) STAR assessment; b) ACT assessment; c) Forward Exam; and 6) Essentials of School Culture and Climate (ESCC) Survey.

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Descriptive analysis of quantitative data will describe changes over time in outcomes of interest from surveys and student-level achievement and engagement data at the student and school levels, both within individual Community Schools, across a cohort, all Community Schools, and compared to district averages whenever possible. Quantitative outcomes at each Community School will be tracked from the year prior to that school becoming a Community School up to the current year, as disaggregated by student demographic groups (race/ethnicity, ELL status, etc.) when possible and relevant. Although the collection of these data could facilitate estimates of impact using quasi-experimental methods (given sufficient sample size and data quality), that is not within the scope of this evaluation plan.

Dissemination: As in the current WEC evaluation of MCSP, formative feedback based on evaluation learnings will be discussed in our biweekly check-in calls with the MCSP Director and WEC evaluation team. WEC produces an annual evaluation report of both the qualitative and quantitative learnings, discussion and recommendations. WEC will engage in in-person briefings and discussions about the report with MCSP leadership, Community Schools Coordinators, and school level teams. WEC will work with MCSP to generate reports that are accessible to all stakeholders.

Evaluation Team: The evaluation team will be led by evaluators at WEC, with the support of a Community Evaluation Team composed of MCSP stakeholders, ideally including youth, family representatives, and community members. The Community Evaluation Team will include paid community evaluators, and will take on increased responsibilities for data collection, analysis, and interpretation over the five years of the evaluation. Consistent with culturally responsive evaluation, this team will ensure some representation of Community Schools' stakeholders on the

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evaluation team. Dr. Annalee Good, co-director of WEC, will be the Primary Investigator for this evaluation.

In addition, the MCSP leadership team, which includes representatives from United Way, MPS, and the MTEA, will regularly review and advise on the evaluation design and findings. In Community Conversations, key stakeholders across Community Schools also noted that they primarily trust school staff, community partners, and an overall collective effort from the community to create positive changes in schools and neighborhoods. Therefore, WEC and/or MCSP leadership will regularly communicate evaluation results and findings with school staff, community partners, and community members.

Competitive Priority Essays

Competitive Preference Priority 2 – Broadly Represented Consortia (0 or 1 point)

“The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders”

The Milwaukee Community Schools Partnership (MCSP) is a consortium of:

- 1) Milwaukee Public Schools (MPS), Wisconsin’s largest school district and a local education agency in Milwaukee, Wisconsin;
- 2) United Way of Greater Milwaukee & Waukesha County (United Way), a 501(c) (3) nonprofit agency and the region’s largest community-based funder of human services; and
- 3) Milwaukee Teacher’s Education Association (MTEA), a 501(c) (3) nonprofit agency and the largest union representing Milwaukee’s educators.

As described in the attached **Memorandum of Understanding**, United Way’s application to the Full-Service Community Schools program represents a broad network of stakeholders. In addition

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to the commitments of MCSP's three lead organizations (MPS, United Way, and MTEA), this agreement includes signatures from the leadership of 12 participating schools:

Andrew S. Douglas Auer Avenue School, Browning Elementary School, Hopkins Lloyd Community School, Zablocki School, Lincoln Avenue Elementary School, Longfellow Elementary School, Bradley Technology and Trade School, James Madison Academic Campus, North Division High School, South Division High School and Washington High School.

Additional community-based agencies that will partner in this application include Children's Hospital of Wisconsin and Community Advocates.

Competitive Preference Priority 3 – History of Effectiveness (0 or 1 point)

“The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness”

During the 2014-15 School Year, MPS and United Way established the Milwaukee Community Schools Partnership. Four of MPS' lowest performing schools (Auer Avenue Elementary, Hopkins Lloyd Elementary, Bradley Technical High School and James Madison Academic Campus) joined the partnership in the spring of 2015 as a pilot phase 1 cohort.

Now entering its fifth year, MCSP is already demonstrating measurable impact. The University of Wisconsin - Wisconsin Center for Education Research conducted a rigorous external evaluation of the 2017-18 academic year. Their research reveals that MCSP schools outperform the rest of the district in lowering discipline referrals (-3% vs -2%) and suspensions (-2% vs +4%) and in raising test scores for the state's STAR Math (+8% vs +4%) and STAR Reading (+4% vs +3%) assessments. Growth in High School Completion rates at MCSP's Bradley Tech and James Madison High Schools are more than double the rest of the district (+9% vs +4%). Beyond student

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achievement measures, stakeholders in MCSP schools also reported real, tangible changes to the neighborhoods around their schools, especially concerning safety and the potential to enact positive change (2017-18 Evaluation Report).

Absenteeism:

Year	Community Schools	District (All Schools)
2014-2015 (4 schools)	41.7%	21.0%
2015-2016 (4 schools)	41.4%	21.0%
2016-2017 (7 schools)	40.9%	22.9%
2017-2018 (8 schools)	42.3%	24.7%

Percent of students who have attendance rates 84% and lower

Mobility:

Year	Community Schools		District (All Schools)	
	Intake	Exit	Intake	Exit
2014-2015 (4 schools)	20.6%	20.8%	12.9%	11.9%
2015-2016 (4 schools)	23.0%	17.8%	13.7%	11.4%
2016-2017 (7 schools)	19.7%	17.4%	12.9%	11.6%
2017-2018 (8 schools)	17.6	16.1%	12.3%	11.1%

Intake rate = Percentage of students that enroll after the September 3rd Friday count

Exit rate = Percentage of students that withdrew before the 150th day of school

Suspension Rate:

Year	Community Schools	District (All Schools)
2014-2015 (4 schools)	21.2%	10.5%
2015-2016 (4 schools)	20.6%	11.8%
2016-2017 (7 schools)	19.3%	11.1%
2017-2018 (8 schools)	18.6%	12.7%

Percentage of students suspended at least 1 time in the school year

Academic Gap Closure – Standardized Assessments:

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Year	Community Schools	District (All Schools)
2014-2015 Standardized Reading Assessment (4 schools)	+ 9.0%	+ 2.1%
2015-2016 Standardized Reading Assessment (4 schools)	- 4.8%	- 7.6%
2016-2017 Standardized Reading Assessment (7 schools)	- 6.4%	- 7.5%
2017-2018 Standardized Reading Assessment (8 schools)	- 5.7%	-6.5%

Gap closure is represented by a negative percentage. A gap increase is represented by a positive percentage.

The above data demonstrates positive growth for almost all indicators across the first four full years of implementing the Community Schools model (2014-2015 is a baseline year). Due to MCSP functioning as a school improvement model within MPS, the schools selected to join the partnership are some of the lowest performing in the city as well as the state. This explains why the data for Community Schools, while showing improvement, is still significantly behind district averages. However, in many of the indicators, the MCSP’s growth outpaces the rest of the district. Through implementation of the Community Schools model, the now 12 schools are supported to start moving in the right direction, and within a few years accelerate that movement in order to gain on the district average and eventually surpass it.

Competitive Preference Priority 4 – Evidence-Based Activities, Strategies, or Interventions
(0 or 5 points)

“The Secretary gives priority to an application that is supported by promising evidence.”

MCSP is recognized nationally as one of the strongest Community Schools initiatives in the United States. The strength of the partnership stems from collective commitment to evidence-based strategies and interventions in support of student and family success. As described throughout the pipeline of existing and new community school services, the alignment of Head Start, out-of-

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school time programs, and College & Career Centers are each evidence-based services with proven effectiveness in What Works Clearinghouse (WWC).

Head Start. Head Start is a national, federally funded program for preschool children from low-income families. Head Start's main purpose is to prepare children for school by strengthening a child's development and learning. Nationally and in MPS, services focus on language and literacy skills, cognition and general knowledge, physical development and health, social and emotional development, and approaches to learning.

Relevant Finding: The Department of Health and Human Services, Administration for Children and Families (2010) study investigated one outcome in the general reading achievement domain that meets WWC group design standards without reservations: The Parent Emergent Literacy Scale (PELS). The PELS measures children's literacy skills in five areas using parent ratings, which include letter recognition, counting, name writing, and primary color identification. The WWC confirmed a statistically significant and positive effect of Head Start on children's PELS ratings for both the three-year-old and four-year-old cohorts at the end of the intervention year. The WWC characterizes these study findings as a statistically significant positive effect.

Overlap of Populations and/or Setting: MPS currently supports 1,370 three-year-old and four-year-old Head Start seats across Milwaukee for economically disadvantaged students as is reflective of the population referenced in the PELS study. The academic services provided by MPS focusing on reading achievement and kindergarten readiness are in alignment with federal Head Start performance measures and are research-based. MPS Head Start classrooms implement the Frog Street Pre-K which encompasses a wide body of research-based practices and brain-based research to encourage the social and emotional, physical, language, and cognitive development of a child

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and promote progress toward school-readiness goals. The Frog Street curriculum is directly aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, which shows the overlap in Milwaukee's Head Start setting with the referenced study.

Citations: U.S. Department of Health and Human Services, Administration for Children and Families. (2010). Head Start impact study. Final report. Washington, DC: Author. <http://files.eric.ed.gov/fulltext/ED507845.pdf> .

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, July). Early Childhood Education intervention report: Head Start. Retrieved from <http://whatworks.ed.gov>

Out-of-School Time (OST). The WWC *Structuring Out-of-School Time to Improve Academic Achievement Practice Guide* offers five recommendations to improve the ability of OST programs to benefit students academically. The third recommendation presents strategies for the structuring of instructional practices and program content to address the individual needs of students in order to effectively improve academic outcomes. The recommendation is to adapt instruction to individual and small group needs by:

- using formal and informal assessment data to inform academic instruction;
- using one-on-one tutoring if possible; otherwise, break students into small groups; and,
- providing professional development and ongoing instructional support to all instructors.

Relevant Finding: Of the fifteen programs related to this recommendation with evaluations that met WWC standards with or without reservations, four of these were found to have positive effects on academic achievement, and one had mixed but potentially encouraging effects. Of the remaining ten programs, six still showed positive or mixed effects on academics.

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The evidence demonstrates positive effects associated with a total of eight programs that adapted instruction to individual and small groups to some degree. Since adapting instruction always was a component of a multicomponent intervention and because adapting instruction did not consistently demonstrate significant positive effects across every study reviewed, the panel acknowledges that the level of evidence is moderate.

Overlap of Populations and/or Setting: The MPS CLC programs described in the MCSP pipeline services are structured to support student academic progress through academic enrichment activities and programs. The CLC setting includes an academic coordinator as key personnel who is a classroom teacher at the school location. The academic coordinator reviews student assessment data, collects informal data from classroom teachers of students with the greatest academic need, formulates small group academic enrichment programs to support targeted student needs, and provides ongoing professional development for the afterschool instructional staff. The MCSP will strengthen these connections from the school day to after school programs in conjunction with the academic coordinator. These elements align with the recommendation of the practice guide.

Citation: Beckett, Megan, et al. "Structuring Out-of-School Time to Improve Academic Achievement. IES Practice Guide. NCEE 2009-012." What Works Clearinghouse (2009).

College & Career Centers. The WWC Practice Guide titled *Helping Students Navigate the Path to College: What High Schools Can Do* targets high schools and school districts to focus on effective practices that prepare students academically for college, assist them in completing the steps to college entry, and improve their likelihood of enrolling in college. The practices below show promising evidence of having a positive impact.

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1. Engage and assist students in completing critical steps for college entry (moderate evidence of effectiveness). This includes:
 - a. ensuring students prepare for, and take, the appropriate college entrance or admissions exam early;
 - b. assisting students in their college search;
 - c. coordinating college visits; and,
 - d. assisting students in completing college applications.
2. Increase families' financial awareness, and help students apply for financial aid (moderate evidence of effectiveness). This includes:
 - a. organizing workshops for parents and students to inform them prior to 12th grade about college affordability, scholarship and aid sources, and financial aid processes; and,
 - b. helping students and parents complete financial aid forms prior to eligibility deadlines.

Relevant Finding: The evidence supporting this recommendation primarily consists of programs that target low-income and first-generation students with average academic achievement. The WWC panel reiterates the need to think about applying to college and paying for college before grade 12, while some activities are critical to a student's senior year. This guide offers recommendations for the actions that will enhance the ability of students to complete the college application process successfully. The WWC panel recognizes that the level of evidence for these strategies is moderate.

Overlap of Populations and/or Setting: In 2016, MPS opened College & Career Centers in every traditional high school in the district. The centers host a variety of programs and provide direct

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support to assist students and parents in gaining a better awareness of the college readiness, planning and preparation processes needed for successful transition from high school to college. These centers will work in collaboration with school counselors to provide post-secondary financial assistance support for families.

Through the College & Career Centers high school freshman and parents have the opportunity to participate in a five-week series of workshops on high school graduation requirements, postsecondary preparation, and FAFSA to assist families in creating a guided plan through graduation and postsecondary enrollment. The far-reaching services of the centers include, but are not limited to, college tours and visits, FAFSA completion, scholarship applications, college applications and essays, resume writing, youth apprenticeship, internship, and job applications, Career Cruising, and ACT registration and preparation. These practices have direct overlap with the recommendations described in the WWC Practice Guide.

Eighteen percent of Milwaukee residents age 25 and over have completed less than a high school diploma and another fifty-two percent completed high school without attaining an associate's or higher degree (U.S. Census Bureau, 2016). This reference indicates the majority of Milwaukee families have children who will be first generation college students. This population is consistent with the programs evaluated for the identified WWC Practice Guide, and accurately reflects the MPS high school population.

Citations: Tierney, William G., et al. "Helping Students Navigate the Path to College: What High Schools Can Do. IES Practice Guide. NCEE 2009-4066." What Works Clearinghouse (2009). <https://ies.ed.gov/ncee/wwc/PracticeGuide/11>