

**Madison Community Foundation
Madison Metropolitan School District Full Service Schools**

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**Madison Metropolitan School District
Madison Community Foundation Full Service Schools Proposal**

Application Date (mm/dd/yy): 3/2/15

Organization Name: Madison Metropolitan School District

Federal Tax Identification Number: 396003202

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Project Name: Full Service Schools

Project Duration (mm/dd/yy –mm/dd/yy): 6-1-15 - ongoing

If the opportunity arises, may we share this application with other funders? Yes

Total Project Budget: \$712,859

Funds Raised/Pledged to Date: \$172,173

Total Amount Requested from Madison Community Foundation: \$350,000

(For multi-year requests, specify the number of years, the amount requested for each of those years, and the grand total for all years.)

This is a three year request for \$77,728 in Year 1, \$177,720 in Year 2, and \$94,552 in Year 3. The grand total of the request is \$350,000.

The date that your governing board approved a policy which states that the organization does not discriminate on the basis of age, race, religion, gender, sexual preference or national origin.

3/01/04: most recent update and Board of Education approval

1. Description of Applicant Organization

The Madison Metropolitan School District (MMSD) is a public school district serving over 25,000 students. Our vision is that every school will be a thriving school that prepares every student to graduate from high school ready for college, career, and community. Students will be academically prepared to be problem solvers and critical thinkers. They will have strong social-emotional skills such as self-awareness and decision-making. They will have the interpersonal skills and cultural competence to be ready for full participation in a diverse community. MMSD's strategic priority areas both inform and reinforce our work as we focus on a) coherent instruction grounded in a standards-based, well-rounded and culturally responsive core instructional program; b) personalized pathways that chart a clear, planful course to high school completion and beyond; c) a talented workforce that better represents the diversity of our student population; d) accountability at the system, school and classroom levels where we use data to define goals, create and implement plans, and reflect on the outcomes to inform continuous improvement; and, e) engaging family and community members as partners in education. The purpose of this proposal is to implement a strategy referred to as Full Service Schools (FSS), also known as Community Schools around the nation. As described throughout the proposal, FSS will engage schools, families, and community service providers as partners in education to yield dynamic, inviting hubs of integrated support and services. In turn, more of Madison's children will have the support they need to graduate from high school ready for college, career, and community; their families and communities will have what they need to facilitate their children's success.

2. Summary Project Description

This project will bring FSS to four MMSD schools. FSS *create a place and a set of partnerships* connecting school, family, and community distinguished by their integrated focus on academics, youth development, family support, health and social services, and community development. The selected schools enter into a trusting relationship with a key community partner to share leadership and decision making. Together, they develop a shared vision, convene an Advisory Board, define opportunities, and leverage resources to partner with community service providers to efficiently enhance existing services and bring new services to schools. A menu of partner services might include academic tutoring, mentoring, food access, early childhood programs, mental health services, primary health care, college visits, service learning, parent leadership development, and participation in the arts and other enrichment. Projected outcomes are a) growth in student reading and math skills; b) increased student engagement; and, c) more favorable adult perception of relationships in the school community. We estimate that FSS will impact over 4,000 children and adults with a focus on those struggling with issues of poverty, unemployment, food insecurity, academics, and school disengagement. Collaborating partners will include the key community partner and multiple community agency partners that will provide services at FSS. The proposal requests \$77,728 in Year 1, \$177,720 in Year 2, and \$94,552 in Year 3.

3. Project Purpose Statement

The two main purposes of the FSS strategy are to a) strongly connect children, families and schools by enhancing existing services or providing new engaging, needed services that draw families to schools and position schools as the centers of communities and b) provide access to services that promote academic development and expand enrichment and social and emotional growth opportunities, thereby narrowing the opportunity gap to, in turn, lessen the achievement gap. *How* an FSS is implemented is as important as *what is offered there*. Successful FSS around the nation spend time and resources working with a key community partner and an Advisory Board including parents and community members to create a shared vision based on the interests and needs of each school to provide access to a wide range of learning opportunities, enrichment programs, resources, and activities for all stakeholders, and ensure balance among different types of activities. All FSS will offer academic tutoring and mentoring. Additional services will be tailored to the specific needs of each school. Some examples include the following: mental health services where MMSD Mental Health Data demonstrates a need; job training or career counseling where unemployment is high; or, instruction in English where families have a different primary language and are interested in learning English.

The issues to be addressed are efficient, fluid access to community services to support academic growth and engagement among struggling students and adult family members' perceptions of relationships in the school community. In MMSD, Measures of Academic Progress (MAP, a computerized assessment of each student's achievement level administered at the elementary and middle school levels) data shows gaps in reading and math proficiency falling along racial and socioeconomic lines. On spring 2013-14 MAP Reading data, only 10% of African-American students, 17% of Hispanic students, and 37% of multiracial students scored proficient compared to 63% of white students. Only 15% of students receiving free/reduced lunch scored proficient compared to 64% of students not receiving free/reduced lunch, while just 19% of English Language Learners (ELLs) scored proficient compared to 48% of non-ELLs. A similar pattern exists for MAP math scores and across other assessments. At the high school level in 2013-14, only 19% of African-American students, 33% of Hispanic students, and 50% of multiracial students met the college readiness reading benchmark on the ACT assessment suite compared to 73% of white students. Only 26% of students receiving free/reduced lunch and 31% of English Language Learners met the college readiness benchmark. High school completion rates also fall along racial/ethnic and socioeconomic lines. For the class of 2012-13, only 54% of African-American students, 70% of Hispanic students, 58% of students receiving free/reduced lunch, and 48% of English Language Learners completed high school in four years compared to 88% of white students.

Although Madison is flush with community resources, many families struggle with access. Families with limited transportation, inflexible work schedules, or other barriers have difficulty accessing community services. FSS coordinate resources and services for our families and embed them in the school community, thereby gaining efficiencies and effectiveness for everyone, especially our children. In many MMSD schools, academic tutoring and enrichment programs are in place after school. These programs will continue and be complemented by additional needed services as identified by the community itself.

The anticipated impact is that academic outcomes, engagement, and adult perception of relationships in the school community will all improve; multiple studies show that the Full Service Schools strategy yields these positive outcomes^{1,2,3,4}. In a group of Pennsylvania schools that adopted this model, the percentage of 3rd grade students scoring proficient on the State test rose from 26% to 54% and from 40% to 66% in reading and math, respectively. Attendance improved and discipline referrals decreased from 358 to 281 from one school year to the next.

The proposed FSS strategy will complement existing community services by locating them *where families and children are every day*. The crux of the FSS strategy is collaboration between the community, school, families, and partner agencies to create efficiencies in systems that result in students being able to more fully engage and participate in school. Specific partners providing services in the general categories (e.g., academic tutoring, mentoring, early learning, mental health services, primary health care, college visits, parent leadership development, recreation, job training and career counseling) will be drawn from the many excellent providers in the Madison area based on input from an Advisory Board. Where a particular service is already in place (e.g., after school academic tutoring), the Advisory Board will review the partnership and may retain it if outcomes are being met. Each partnership will be formalized with a Memorandum of Understanding (MOU) to articulate the roles, responsibilities, financial obligations, and accountability outcomes of MMSD and the partner agency.

4. Proposed Outcomes, Outcome Indicators, and Data Collection Methods

Note: Outcomes are listed for all grade levels (elementary, middle, and high school). Only data for selected schools will be tracked for these outcomes (e.g., if all elementary schools are selected, only elementary school data will be reported).

Outcome 1: Improve Students' Academic Outcomes

Year 1: Baseline data will be collected on the Measures of Academic Progress (MAP) for reading and math, ASPIRE college readiness benchmark attainment, and high school completion rates.

Year 2: Students at FSS will demonstrate academic growth on an appropriate reading and math measure. Specifically, 5% more 3rd, 5th, and 8th grade students will demonstrate the typical amount of growth from fall to spring on MAP math and reading compared to Year 1. Among 9th -11th graders, 2% more will meet the college readiness benchmark in reading and math as measured by the ASPIRE assessment suite compared to Year 1. Five percent (5%) more 12th grade students will complete high school than in the previous year as measured by

high school completion rates. All data will be disaggregated by student subgroups of interest (e.g., free/reduced lunch status, race/ethnicity, English Language Learners).

Year 3: Students at FSS will demonstrate academic growth on an appropriate reading and math measure. Specifically, 5% more 3rd, 5th, and 8th grade students will demonstrate the typical amount of growth from fall to spring on MAP math and reading compared to Year 2. Among 9th-11th graders, 2% more will meet the college readiness benchmark in reading and math as measured by the ASPIRE assessment suite compared to Year 2. Five percent more (5%) 12th grade students will complete high school than in the previous year as measured by high school completion rates. All data will be disaggregated by student subgroups of interest (e.g., free/reduced lunch status, race/ethnicity, English Language Learners).

Outcome 2: Increase Student Engagement

Year 1: Baseline data will be collected on a) student attendance during the school day and at out of school time programs and events and b) the number of Level 2 or above discipline referrals occurring during the school day. "Level 2 or above" is defined as bullying, harassment, certain disruptive behaviors, certain inappropriate physical contact, and other incidents that are not resolved within the classroom setting and that require additional support staff intervention and administrative discipline (i.e., with the principal).

Year 2: Students at FSS will demonstrate increased engagement as measured by a) attendance during the school day and at out of school time programs and events and b) discipline referrals during the school day. Specifically, i) 5% more students will attend school 94% or more days per school year; ii) the school overall will demonstrate a 5% increase in attendance at out of school time programs; and, iii) the school overall will demonstrate a 10% decrease in Level 2 or above behavior incidents compared to the previous year. All data will be disaggregated by student subgroups of interest (e.g., free/reduced lunch status, race/ethnicity, English Language Learners).

Year 3: Students at FSS will demonstrate increased engagement as measured by a) attendance during the school day and at out of school time programs and events and b) discipline referrals during the school day. Specifically, i) 5% more students will attend school 94% or more days per school year; ii) the school overall will demonstrate a 5% increase in attendance at out of school time programs; and, iii) the school overall will demonstrate a 10% decrease in Level 2 or above behavior incidents compared to the previous year. All data will be disaggregated by student subgroups of interest (e.g., free/reduced lunch status, race/ethnicity, English Language Learners).

Outcome 3: Strengthen Adults' Perceptions of Relationships in the School Community

Year 1: Baseline data will be collected on the parent climate survey.

Year 2: 5% more adult family members of students from FSS will agree or strongly agree that relationships in the school community are strong as measured by the MMSD parent climate survey compared to the prior year's data. The nine-item relationships domain contains questions on respect for diversity, connectedness to school, social support, and leadership.

Year 3: 5% more adult family members of students from FSS will agree or strongly agree that relationships in the school community are strong as measured by the MMSD parent climate survey compared to the prior year's data. The nine-item relationships domain contains questions on respect for diversity, connectedness to school, social support, and leadership.

5. Activities/Strategies

The main activities of the FSS strategy include the following: a Full Service Schools Planner facilitating the school selection process and completing a planning process for each FSS (needs assessment, asset mapping, etc.), selecting a key community partner and formalizing the partnership through an MOU, convening an Advisory Board, hiring a Resource Coordinator, designing a Services Plan, partnering with service provider agencies and formalizing each partnership with an MOU, implementing the Services Plan at each FSS, working with MMSD Research, Accountability & Data Use (RAD) staff and an evaluation consultant to collect and analyze data for consumption by various stakeholders to inform continuous program improvement, and working with a development consultant to nurture community interest and garner financial support to ensure sustainability. Please see the attached Work Plan for detail.

How an FSS is implemented is as important as *what is offered there*. The partnerships between the school and the key community partner and the school and the service providers will be collaborative

relationships that are mutually beneficial and work toward shared goals and purposes through an agreed upon division of labor, services, outcomes, and financial responsibility as reflected in Memoranda of Understanding. All of the needs, assets, services, and activities will be identified with input from the entire school community including parents, children, community members without children in MMSD schools, local businesses, and school staff. However, MMSD and the key community partner will skillfully and intentionally guide this results-oriented process so that roles and responsibilities of each entity are formalized and outcomes are realized. Through this strategic approach, multiple stakeholders have a say in designing their community's FSS, high expectations for explicit outcomes are developed, and accountability measures are in place. From the outset, the community is engaged – the school becomes *their school*, where they are more likely to embrace needed services because they participated in the development process.

Of particular importance is the Advisory Board, a 5-8 person group which will vary by school. All Advisory Boards may include the school's principal, a key community partner representative, the County's Joining Forces for Families area social worker, the City's Neighborhood Resource Team Leader(s), and other community members such as parents and faith-based leaders. Once the needed services are determined and in place, a representative from each partner agency will participate on the Advisory Board. Participation on the Advisory Board is a cornerstone of the FSS concept of community collaboration with the intent of involving diverse stakeholders in the decision making process. The role of the Advisory Board is to review the school's needs assessment and asset map and formulate recommendations concerning the service needs of the school, recommend activities designed to increase student and parent involvement in the school, consistently request feedback from parents and community members, work in cooperation with the Resource Coordinator to establish a means for all school constituents to provide meaningful, constructive feedback regarding the type and quality of services integrated into the school, and regularly review outcome data to inform their input on continuous program improvement. The Advisory Board will meet monthly.

Key Personnel

The **FSS Planner** will have experience working in community development or organizing and facilitate the school selection and planning process. The **Resource Coordinator for each school** will have experience in community development and/or organizing, education, social work, or related work experience. The Resource Coordinator is a liaison between the Advisory Board and the School-Based Leadership Team (SBLT). As an SBLT member, the Resource Coordinator is fully integrated into a decision making team within the school that regularly reviews and plans for the school based on student data and student dynamics. The work of the school and the SBLT is informed by the annually updated School Improvement Plan (SIP). As such, the Resource Coordinator is fully informed of the school's overarching goals and strategies to meet them and brings this information to the Advisory Board. In turn, the Advisory Board's input and feedback is informed by the SIP and the SBLT. The Resource Coordinator will organize the Advisory Board, coordinate community service provider partners, manage day to day operations of the FSS, participate on the SBLT, school events and professional development opportunities, and work with the evaluation consultant and the development consultant to meet evaluation and development outcomes.

Various MMSD staff will participate in the process. The **Chief of Staff** will hire and orient the FSS Planner, participate in every other week progress report meetings with the FSS Planner, sit on the school selection review panel, attend annual community fundraising events, and be apprised of progress toward meeting outcome measures. Over time, the Chief of Staff will transition some of these duties to the **Director of Family and Community Engagement (FACE)**. The **Director of Strategic Partnerships & Innovation** and the Director of FACE will participate in the hiring process for the FSS Planner and Resource Coordinators, sit on the school selection review panel, attend annual community fundraising events and manage the MOA process with each partner. The **principals** at each selected FSS will participate in hiring the Resource Coordinator, consult regularly with the key community partner and the Resource Coordinator, orient the Resource Coordinator to the school and the SBLT, and participate in the evaluation and development processes as needed. **RAD staff** will gather all internal data (e.g., MAP results, attendance and discipline referral information, and

parent climate survey results) and interact with the evaluation consultant to provide feedback on the broader evaluation design.

Professional Development: The FSS Planner and the Resource Coordinator(s) will attend an annual conference on the Full Service Schools model and best practices. They will also participate in MMSD and school-specific professional development along with other school staff.

The **evaluation consultant** will have experience in assessing community involvement strategies in educational settings. Prior experience collaborating with MMSD RAD will be preferred but not required. The **development consultant** will have a proven track record of successfully cultivating donor relationships, implementing recognition events, and collaborating with grant developers to produce successful grant proposals.

Please see the attached Full Service Schools diagram for a visual depiction.

6. Funding Plan

The financial plan for Full Service Schools incorporates multiple funding streams. This proposal contains a request for \$350,000. In Year 1, funds will cover a Full Service Schools Planner for nine months, two Resource Coordinators for two months, evaluation and development consultants, office computer and participation in a professional development conference. Grant funds will partially cover office supplies, mileage, and materials for community meetings. In Year 2, funds will support Service Coordinators at FSS, 100 hours of extended employment per school so that teachers and other school staff can participate in planning and outside of school time activities, evaluation and development consultants, and an office computer. Grant funds will partially cover participation in an annual professional development conference, office supplies, mileage, and materials for community meetings. In Year 3, grant funds will cover 100 hours of extended employment per school, evaluation and development consultants, and an office computer. Grant funds will partially cover Service Coordinators at FSS, participation in an annual professional development conference, office supplies, mileage, and materials for community meetings. The use of grant funds is concentrated in Year 2 to allow time for the development consultant to cultivate donor relationships and in anticipation of availability of multiple grants for the 2017-18 school year. MMSD will pay for salary and fringe benefits to cover the involvement of multiple staff members in developing and implementing FSS and for indirect costs at our federally negotiated indirect cost rate of 5.11%. Madison Community Foundation funds will be used to leverage other sources of revenue such as individual and corporate donations and local, state, and federal grants. For example, these funds will poise MMSD to apply for a U.S. Department of Education Full Service Community Schools grant and WI Department of Public Instruction Community Schools funds.

MCF Recognition

MMSD will recognize MCF with a press conference, press release, a front page story on the MMSD website, and on social media (Facebook, twitter). We will also erect plaques at Full Service Schools as allowable by Board of Education policy. We will hold an annual community-wide fundraising event at each community school during which MCF will be recognized.

Sustainability

MMSD intends to implement FSS in four schools and maintain those schools as FSS beyond this grant cycle. To ensure sustainability, we have built resources into this plan that will allow us to implement a top-notch strategy *and* simultaneously prepare to continue it beyond the duration of these grant funds. Madison Community Foundation funds will support an evaluation and production of marketing materials. The evaluation will provide quantitative and qualitative evidence of progress. The marketing materials will describe FSS, explain how they are working in Madison, and include accomplishments to date and evaluation outcomes. This information is required so that our development consultant has evidence to share with potential funders as he or she works to cultivate donor relationships. The development consultant will support the establishment of pass through, acorn, and/or endowment funds for each FSS, cultivate donor relationships, research and collaborate on grants with the MMSD Grant Developer, and organize and implement an annual community fundraising event for each school.

7. Budget is attached.

Full Service Schools Work Plan

Work Plan The following abbreviations are used in the work plan: FSSP = Full Service Schools Planner; KCP = key community partner; RC = Resource Coordinator; AB = Advisory Board; SP = School Principal; MMSDA = MMSD Administration (Superintendent's Office, Chief of Staff, and/or other relevant Departments); MMSD Strategic Partnerships & Innovation Director; SBLT = School-Based Leadership Team; FACE = MMSD Family and Community Engagement Department; RAD = MMSD Research, Accountability & Data Use; EC = Evaluation Consultant; DC = Development Consultant

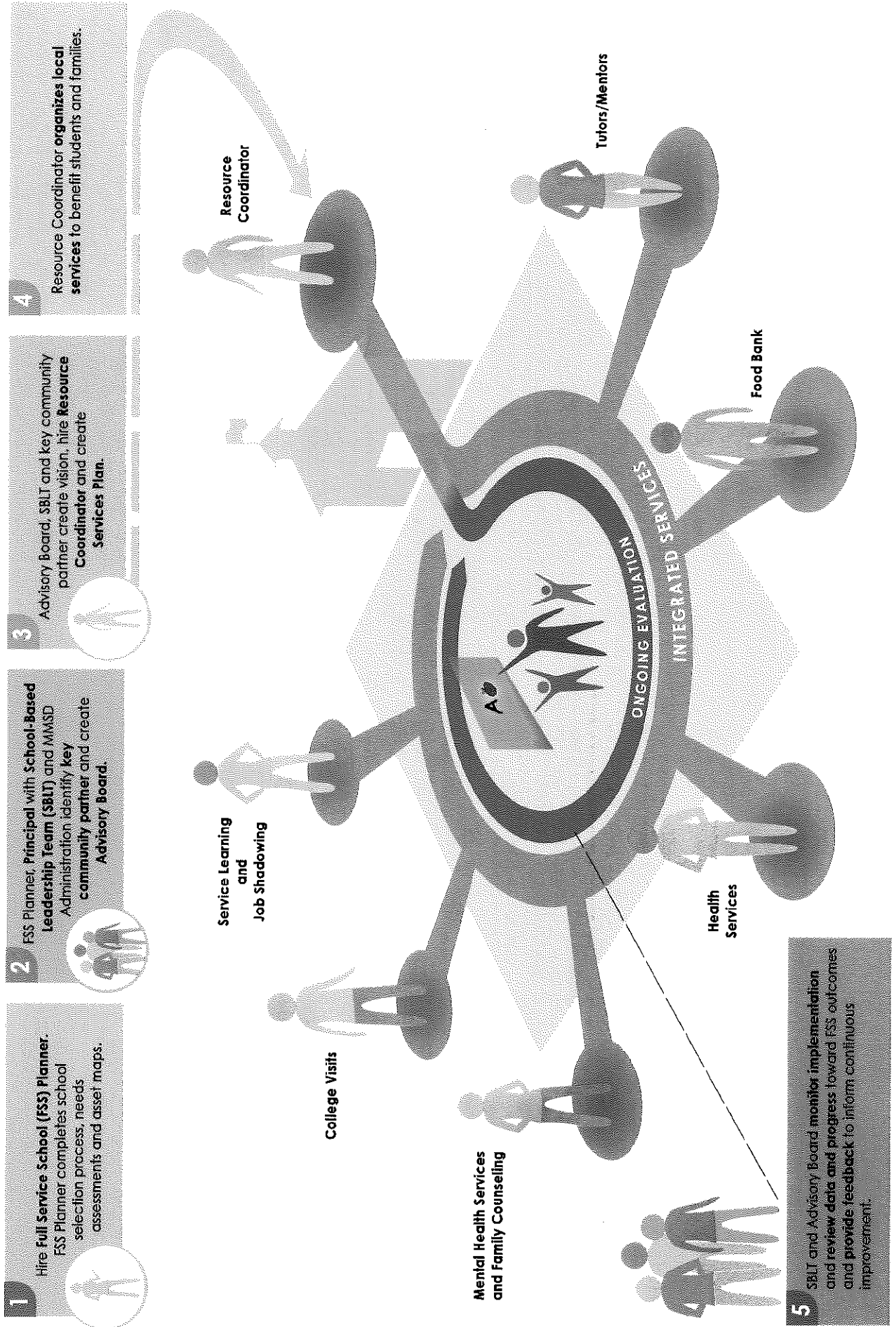
Activity	Timeline	Responsible
Year One		
1. Hire and orient FSSP, meet with FSSP every other week to supervise work.	6-15 to 2-16	MMSDA
2. Implement school selection process and identify 2 schools to become FSSs	7-15 to 9-15	MMSDA, FSSP
3. Conduct needs assessment and asset mapping at 2 selected schools	10-15 to 11-15	FSSP
4. Identify Key Community Partner, define roles, complete MOA	12-15	SBLT with support from FSSP, MMSDA, SPI
5. Convene Advisory Board	1-16	KCP, SBLT, support from FSSP
6. Create Vision using results of needs assessments and asset mapping	1-16 to 3-16	AB, SBLT, KCP with support from FSSP
7. Hire Resource Coordinators	4-16	MMSDA, KCP, AB
8. Use vision, needs and asset map to create Services Plan that brings providers into the schools to meet identified needs	4-16 to 5-16	RC facilitates AB, KCP, SBLT
9. Participate in development of SIP, vet draft of SIP with AB and provide feedback prior to SBLT finalizing SIP	5-16	RC
10. Identify and select service providers; complete MOA with each service provider	5-16 to 6-16	KCP, SBLT, AB, RC, SPI
11. Collect baseline data on outcome indicators	9-15 to 6-16	RAD, EC
12. Begin to cultivate donor relationships	2-16 to 9-16	DC
Year Two		
1. Implement Services Plan at 2 FSSs during the school day and outside of school hours	16-17 school year	RC, KCP in consultation with SP
2. Advisory Board meets to receive updates, review progress,	Monthly	AB, RC

address concerns, and plan for the future			Responsibilities will stay the same*
3. Complete Year One steps 2 – 11 above to identify and prepare two more schools to become FSSs	Follow above timeline in 2016-17 school year.		
4. Collect data on all FSS outcome measures and School Improvement Plan outcomes, prepare reports, present to AB	16-17 school year		RAD, EC, RC
5. Collect data on service provider activities and outcomes, create summary reports, present summary reports to SBLT and AB	16-17 school year		EC, RC
6. Create giving structure, procure financial support, implement annual fundraising event at each FSS, collaborate with Grant Developer to develop proposals	16-17 school year		DC
7. Participate in development of SIP, vet draft of SIP with AB and provide feedback prior to SBLT finalizing SIP	5-17		RC
Year Three			
1. Implement Services Plan at 4 FSSs during the school day and outside of school hours	17-18 school year and into the future		RC, KCP in consultation with SP
2. Advisory Board meets to receive updates, review progress, address concerns, and plan for the future	Monthly		AB, RC
3. Collect data on all FSS outcome measures and School Improvement Plan outcomes, prepare reports, present to AB	17-18 school year		RAD, EC, RC
4. Collect data on service provider activities and outcomes, create summary reports, present summary reports to SBLT and AB	17-18 school year		EC, RC
5. Participate in development of SIP, vet draft of SIP with AB and provide feedback prior to SBLT finalizing SIP	5-18		RC
6. Create giving structure, procure financial support, implement annual fundraising event at each FSS	17-18 school year		DC

* Note: FACE will support planning stage schools using materials/processes developed by FSSP in Yr 1.

Full Service Schools Model

MADISON METROPOLITAN SCHOOL DISTRICT



Full Service Schools Budget

	Year 1 Request	Year 1 Match	Year 2 Request	Year 2 Match	Year 3 Request	Year 3 Match
Personnel Salary and Benefits						
MMSD Chief of Staff	\$0	\$7,534	\$0	\$7,534	\$0	\$7,534
MMSD Director of Strategic Partnerships & Innovation	\$0	\$2,599	\$0	\$2,599	\$0	\$2,599
MMSD Director of Family and Community Engagement	\$0	\$3,170	\$0	\$3,170	\$0	\$3,170
MMSD Research, Accountability & Data Use staff	\$0	\$5,356	\$0	\$5,356	\$0	\$5,356
MMSD Full Service Schools Planner	\$37,500	\$0	\$0	\$0	\$0	\$0
Principals at Full Service Schools	\$0	\$16,308	\$0	\$32,616	\$0	\$32,616
Extended employment: MMSD employees including translators, counselors, teachers, and social workers. Each school allotted 100 hours per year @ \$15.60 / hour	\$0	\$0	\$3,120	\$0	\$6,240	\$0
Subcontracts						
Full Service Schools Resource Coordinator @ \$40,000 / year plus 35% for benefits per school	\$18,000	\$0	\$135,000	\$0	\$40,500	\$175,500
Evaluation consultant @ approximately 5% of the MCF Year 1 award with increases in Years 2 and 3.	\$4,240	\$0	\$10,662	\$0	\$15,374	\$0
Development consultant @ \$90 / hr with increasing number of hours during Years 2 and 3.	\$10,800	\$0	\$18,000	\$0	\$18,000	\$0
Other Expenses:						
Office Supplies	\$1,000	\$1,000	\$2,000	\$2,000	\$4,000	\$4,000
Mileage	\$250	\$250	\$500	\$500	\$1,000	\$1,000
Equipment (computer and peripherals)	\$1,000	\$0	\$1,000	\$0	\$2,000	\$0
Materials and supplies for community meetings and activities	\$2,688	\$312	\$5,188	\$812	\$5,188	\$812
Professional Development for staff to attend one conference per year (registration, travel, lodging, per diem)	\$2,250	\$0	\$2,250	\$2,250	\$2,250	\$2,250
Subtotal	\$77,728	\$36,529	\$177,720	\$56,837	\$94,552	\$234,837
Indirect Costs @ 5.11%	\$0	\$5,839	\$0	\$11,986	\$0	\$16,832
TOTAL ANNUAL COST	\$77,728	\$42,367	\$177,720	\$68,823	\$94,552	\$251,669
TOTAL COST PER SCHOOL PER YEAR BY FUNDING-SOURCE	\$19,432	\$10,592	\$88,860	\$34,411	\$23,638	\$62,917
TOTAL COST PER SCHOOL PER YEAR BY TOTAL ANNUAL PROJECT BUDGET	\$60,048	\$123,271	\$86,555			
TOTAL PROJECT BUDGET	\$712,859					
TOTAL MCF REQUEST	\$350,000					

Funding Source	Amount	Status	
		S = Secured, A = Anticipated	
Madison Community Foundation	\$350,000	A	
Madison Metropolitan School District Operating Budget	\$172,712	S	
U.S. Department of Education Full Service Community Schools Grant	\$30,147	A	
Gifts and Grants Obtained by Development Consultant	\$140,000	A	
Wisconsin Department of Public Instruction Community Schools Funds	\$20,000	A	
TOTAL	\$712,859		