

# Expanding Community School Progress

A Toolkit to Expand  
Funding  
Resources  
Connections

**PROGRESS**



*"The future depends on what we do in the present."*  
Mahatma Gandhi

Developed by the DePaul Center for Urban Education for the  
**Polk Bros. Foundation Community Schools Leadership Network**  
as a resource for the CPS Community Schools Initiative.

<http://teacher.depaul.edu/>

# The Connected Community School

**SIPAAA**

**Community  
School  
Service Plan**

# **STUDENT PROGRESS**

**Core Curriculum  
LRE, Bilingual Education,  
Social Emotional Learning**

## ***Choosing which grant to apply for...***

### How to find your potential funder

What to look for...

**Their priorities match our priorities.**

<b>Our Priorities</b>	<b>Their Priorities</b>
	(From their mission statement and based on the kinds of projects they have funded.)

Do we fit?

**Do we have the ability to meet the funder's requirements?**

**Their Requirements** (based on their request for funding and general grant information)

**Will we meet their standards? What Foundations Look for--**

**THE ORGANIZATION'S CAPACITY**

<b>Foundations' Standards</b>	<b>How We Meet this Standard</b>
<b>Stable leadership</b>	
<b>Diverse funding</b>	
<b>History of growth and innovation</b>	

**PROGRAM QUALITY**

<b>Foundations' Standards</b>	<b>How We Meet this Standard</b>
<b>Addresses an area of interest to the foundation</b>	
<b>Design is appropriate for desired outcomes</b>	
<b>Achieves desired outcomes</b>	

### **Getting the funding--it starts with a realistic preliminary plan**

1. Focus on one major area.
2. Identify a project that is practical
3. Set clear goals
4. Confirm that you have the organizational ability to coordinate the effort
5. Identify the people and resources needed to carry it out
6. Address social-emotional outcomes as well as academic achievement.
7. Decide how the project will strengthen school-home-community connections.

### **Then you contact the organization.**

Make a phone call if the foundation allows that.  
If not, then prepare a letter.



## THE MEETING

**Prepare for the meeting.**

✓ **What to bring.**

✓ **How to organize what you bring.**

**The Meeting: What to say.**

**What not to say**

**After the Meeting: What's next?**

Blueprint to plan a project:

## **KEEP IT SIMPLE, SMARTY.**

Focus on one priority.



A major priority for your school's progress that affects the whole school.

- Improve science
- Improve writing
- Improve reading
- Improve math
- Improve attendance
- Improve health
- Improve social-emotional development
- Improve \_\_\_\_\_.

## CLARIFY

*What are your community school's priorities?*

- Parent involvement
- Literacy
- Science
- Math
- Writing
- Social studies
- Arts
- Health
- English
- Technology
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## CONNECT

*Plan strategically to make progress with connections such as:*

- \_\_\_ *expanding arts*
- \_\_\_ *integrating technology*
- \_\_\_ *involving/educating parents*
- \_\_\_ *collaborating with the community*
- \_\_\_ *connecting in-school and extended learning*
- \_\_\_ *professional development—of extended learning staff*
- \_\_\_ *professional development—of teachers*
- \_\_\_ *teacher leadership*
- \_\_\_ \_\_\_\_\_

## **Connections Grant/Project Planning Outline**

*This outline can be used to plan a project with school or agency funds as well as to organize a plan for a grant proposal to a funder.*

School: \_\_\_\_\_

Project: Briefly describe the project.

---

---

---

---

Outcomes: (Identify the ones you will achieve.)

Academic Progress: \_\_\_\_\_

---

Social-Emotional Development \_\_\_\_\_

---

Linking School Day and Extended Learning \_\_\_\_\_

---

Increasing our Capacity: \_\_\_\_\_

---

\_\_\_\_\_: \_\_\_\_\_  
(another outcome)

---

Activities:

Who	Does What	When
	Prepares final report.	

**Project Coordinator:** Who will coordinate the project?

\_\_\_\_\_

**Project Outcomes:**

How will you document the results of the project?

\_\_\_survey of participants \_\_\_samples of student work

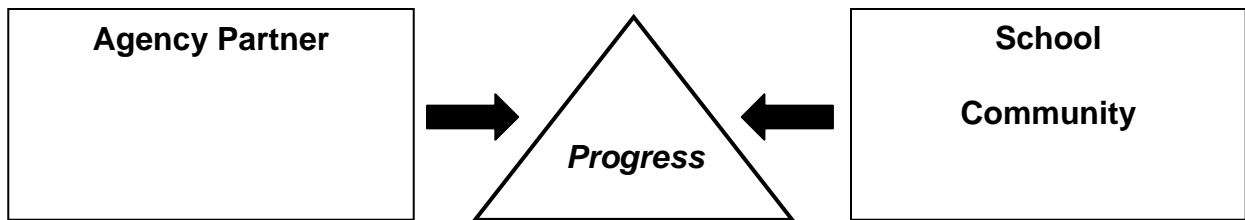
\_\_\_pre- and post-test of students \_\_\_report on focus group of participating adults

\_\_\_\_\_

## Small Projects Can Make Big Connections

**Do-It Yourself (Fund It Yourself) Projects to Demonstrate Your  
Community School's Capacity**

### ***School/Community Development Project***



#### **It's not always about money.**

Your school and agency can use a small amount of available funds to pay for a small project with big outcomes:

- > Students make progress
- > Families make progress
- > Your school and agency increase capacity

#### **It's always about progress.**

#### **And progress leads to progress...**

If you carry out a low-cost collaborative project with important outcomes, you can use that project as evidence when you seek a grant.

**Just as you would for a grant proposal, make a plan.**

**First, identify a specific need that can be met with available resources and a small amount of funding (\$100-\$300).**

**The Need:**

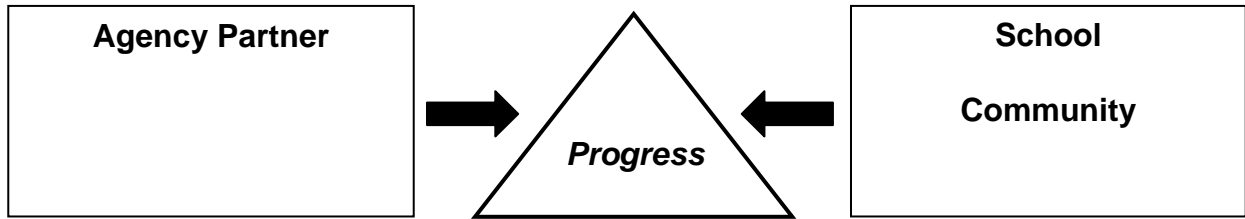
**Second, set a specific achievable objectives:**

**Our objectives:**

**Third, figure out who will make the project succeed.**

<b>Agency Partner Participants</b>	<b>School and Community Participants</b>

## Connections Grant/Project Examples



### School Community Connections Project

*A school or agency could organize this kind of project by budgeting a small amount of funds for a collaborative project.*

#### Examples:

1. Create a school garden/plant project. Students learn principles of science, use math to measure, and write about how they feel as school gardeners.
2. Organize a learning “yearbook” that features in-school and extended learning activities and shows how they add value to student and families. Students write about their progress.
3. Create an art exhibit about the community. Students create pictures/take photos that communicate themes about the community. Involve parents in the project—holding an opening ceremony for the exhibit and featuring parent art as well as student art.
4. 8<sup>th</sup> grade classes create a “legacy” project, books they create and present to 7<sup>th</sup> grade classes. Students work in teams to preview for the 7<sup>th</sup> graders what 8<sup>th</sup> grade is like and their hopes for high school. The school library then “archives” the books.

#### Criteria

- \_\_\_ Practicality
- \_\_\_ Evidence of Commitment.
- \_\_\_ Focuses on one major area.
- \_\_\_ Will build capacity.
- \_\_\_ Addresses social-emotional outcomes as well as academic achievement.
- \_\_\_ Enriches what your school does.
- \_\_\_ Is built into the core work of the school and partner.