"I HAVE A DREAM" FOUNDATION®
Educate. Empower. Achieve.

GRANT REQUEST TEMPLATE

I HAVE A DREAM-Affiliate; School Partner

This Case Statement and Grant Request is authorized by Board Member, Chair, IHDF-Affiliate and Leadership, School Partner

HISTORY

The "I Have A Dream" Foundation (IHDF)

"An impulsive move on the part of one visionary man sparked a national movement to positively impact the lives of children in low-income communities from coast to coast..." New York Times

In 1981, businessman Eugene M. Lang returned to P.S. 121, the elementary school he had attended in East Harlem 50 years earlier, to address a class of 61 graduating sixth graders. He intended to tell the students, *"Work hard and you'll succeed."* But on the way to the podium, the school principal told Lang that three-quarters (75%), of the school's students would probably never finish high school, prompting Lang to make an impromptu change to his speech. He promised College/University tuition to every sixth grader at P.S. 121 that year who stayed in high school and graduated.

Lang told the class about witnessing Dr. Martin Luther King Jr.'s famous "I Have a Dream" speech at the 1963 March on Washington. He urged the students to dream their own dreams and promised to do all he could to help them achieve their goals.

As he got to know his "Dreamers," Lang realized they needed more help than he could give them on his own. He hired a full-time Program Coordinator and enlisted the support of a local community-based organization to provide services and support to the children through high school graduation. At the same time, he maintained close personal relationships with all the Dreamers.

By August of 1985, all of Lang's Dreamers were still in school. He began responding to news media inquiries in the hope that others would be inspired to replicate what he had done. It worked. A front-page story in The New York Times and a segment on 60 Minutes led to widespread national attention. Thousands of inquiries began pouring in, and in 1986, Lang formed the national I Have A Dream Foundation (IHDF) to help launch a new generation of "I Have A Dream" Programs.

[In the late 1990s, education-reform advocate Geoffrey Canada began an ambitious experiment, pledging to do whatever it took to improve the lives of New York City's poor children. The Harlem Children's Zone (HCZ) has since grown into a 97-block community service project that includes Promise Academy charter schools, social services, parenting classes and early childhood development and after school programs.]

[Through his innovative approach, perhaps inspired by Eugene Lang's, Canada has demonstrated it's possible to bridge the achievement gap if disadvantaged kids receive early, continuous education opportunities. Early test results have shown that in 2004, the Promise Academy middle school's first year, only 21% of its students were grade level in reading and a mere 9% were at grade level in math. Three years later, those figures had improved to 33% in reading and 70% in math. Today Geoffrey Canada's "experiment" is thriving with 22,500 youths and adults served annually and fully 97% of the student participants are accepted into College/University. Heralded as *"one of the most ambitious social experiments of our time"* by The New York Times, and perhaps inspired by Eugene Lang, Geoffrey Canada's HCZ's model to build up community is pioneering, unique, holistic—and validated by a generation of proof and numerous academic studies.]

And Lang's original 61 Dreamers? More than 90% earned their high school diploSCHOOL NAME or GED certificates; and 60% have pursued higher education. These Dreamers received degrees from Bard College/University, Barnard College/University, Swarthmore College/University, Rensselaer Polytechnic Institute, CUNY Hunter, and other schools. Nearly all the P.S. 121 Dreamers hold fulfilling jobs, and continuing Lang's legacy, the original "Dreamers" own children are now beginning to graduate from College/University.

Today, the I Have A Dream Foundation programs are found in 15 cities nationwide and has helped more than 20,000 children living in poverty to achieve educational success. In 2020, a year wrought with the additional challenge of the Pandemic, IHDF cohorts worked with more than 4,000 students resulting in a 94% high school graduation rate. Seventy-two percent (72%) of these enrolled in more than 125 Post-secondary (vocational, two and/or four-year college/university) institutions nationwide. (Only 32% of non "Dreamers" peers achieved the same).

Our Mission

The IHDF Mission is to empower children from under-resourced communities to succeed in elementary and secondary school, as well as post-secondary and education and career by providing academic, social and emotional support from elementary school through post-secondary (vocational, two and/or four-year college/university) and tuition assistance.

The "I Have A Dream" Foundation-Affiliate Name (Attach Annual Report)

[Local History]

IHDF-Affiliate Name Outcomes [Sample]

- Average cumulative GPA of College/University Dreamers 2020/2021: 3.107
- 96% of the high school graduated Dreamers have matriculated into a post-secondary (vocational, two and/or four-year college/university) program
- $96,825 scholarship dollars were distributed for the Spring 2021 Semester
- $82,894 was distributed in scholarship dollars for the Fall 2021 Semester
- Students are attending diverse colleges/universities, locally and nationwide.

Initiative Scope & Description

[Paragraph 1: Describe current educational landscape]

[Paragraph 2: Expand on community needs and how the program will adapt to answer specific problems]

[Paragraph 3: Describe Board composition and decision-making process] (Attach BOD roster and bios)

[Paragraph 4: Describe Expansion Committee and leadership formation, attach roster and bios]

3-5 specific and measurable goals for strategy and organizational structure:

- Create, coordinate, and refine the initiative
- Recruit and reconstitute a IHDF BoD
- Raise funds of $xx over the next ___ mos/yrs

The time is now to assure success.

Like Eugene Lang and Geoffrey Canada before them, the IDHF Affiliate Name BoD and its Expansion Committee believe they can make a difference for COMMUNITY's children living in poverty and perhaps change how we approach education in the future.

The lynchpin of the IDHF-Affiliate Name initiative is [key priorities].

[List primary, community-specific barriers to education. 3-5 + measurable issues are (examples):]

- Poverty
- Housing
- School funding/overcrowding
- Teacher shortage

[Paragraph: Add related research and evidence specific to the COMMUNITY]

[Paragraph: Projected start date and school/housing site selection information]

[School Name] Partnership (Attach School or District Annual Report)

The mission of [School Name]

[Paragraph: Partnership details; start date; number of students to be served. School details including total enrollment, grades served, and demographics]

[School Name] Student Profile (sample measures)

- % African American, Latinx, AIAN, etc
- % Free or Reduced Lunch
- % Economically disadvantaged households with income of $24K or less for a family of four
- % Special Education students
- # of zip codes served
- % unhoused

[Paragraph: School Partner History and Details]

Selection Criteria and Process [Sample measures, reasons for school selection]:

1. School Leadership
2. Curriculum
3. Teaching staff
4. Past student performance/room for growth and improvement
5. Defined matriculation path
6. Transportation
7. School Board, Org Board of Directors
8. Strength of School's other partnerships

[Paragraph: Expand on selection list]

[Paragraph: Targeted priorities and goals

IDHF-Affiliate Name Core Programming and Supports

IDHF-Affiliate Name's mission echoes that of the national organization to provide programs and services to families and students to significantly enhance the likelihood of success. IHDF- will also provide tuition assistance for the Dreamers up to $10,000 for any post-secondary education choice.

The IHDF-Affiliate Name program is multi-faceted and is centered on eight core components: Parent/Family Engagement and Support, Long Term Engagement, Individualized Attention, Mentorship, Need, Inclusive, Community Focused and Guaranteed Tuition Support. Attendant programming also includes Socio-Emotional Learning & Life Skills along with Financial Literacy and Resources:

- Parent/Family Support. Multiple studies prove parental and/or caregiver support is essential to academic success. Families are part of the Dreamer Scholar network. "I Have a Dream" helps empower families to navigate the school system, economic barriers, and advocate for their children and themselves. Program participation often leads to a ripple

effect in our families-- we also see parents and siblings attending college. This work takes place regardless of language barriers

Key elements to the holistic wrap-around services include:

- Housing Stability. Create or enhance housing options for families.
- Broadband Access. Provide access to families and students.
- Health/Wellness. Enroll qualified families in Medicaid; create and enhance access to physical and mental health programming.
- Improve socio-economic status for families through family education, training and job placement.

Specific Programming Includes:

- Family Academy – The family programming component promotes interest and understanding about Dreamers educational experiences, post-secondary (vocational, two and/or four-year college/university) education, community enrichment and other IHDF opportunities
  - Dreamers and their families will learn to advocate for and be active participants in their health with access to critical supports needed to manage trauma and/or personal circumstances that could affect their future
    - Building Wellness Program: "Building Wellness" is a common core aligned youth health literacy curriculum that encourages and empowers children to seek, question, process and integrate health information to obtain the highest standards of physical and mental health
- 2 Gen Program - Programming includes parents/guardians' classes for GED; ESL; Parenting; and Financial Management, etc. Individual referrals and events with community partners will address housing stability, job-readiness, broadband access, healthcare, etc.
- Monthly newsletter including community resources and events, job opportunities, etc.

- Individualized Programming. Outcome driven, grade-level appropriate services and programming that meets individual student and family's needs and dynamics, creating success pathways unique to each student in our program.

- Mentorship Consistent Adult Relationship. Every Dreamer will be paired with a supportive adult to guide academic achievement.
  - Literacy (assessments and feedback reports issued regularly), math, science, technology, engineering, arts and other subject tutoring support is provided one-on-one and in small groups as each Dreamer requires.
  - Homework assistance and study skill development is available daily.

  - The Summer Academy provides project-based learning to build academic, social and leadership skills. Summer service-learning projects are developed to enhance the academic year.

Dreamers will have consistent and long-term relationships to support their post-secondary education and career aspirations with access to social capital resources such as career planning mentors and potential employers.

  - Inspire the Dream Mentoring* Program
  - Intensive Case Management
  - Partnership and Referral Coordination

- Long Term Engagement. We have a motto that our programs wear as a badge of honor: *"Once a Dreamer always a Dreamer"* thus consistent support from no later than first grade through their first career role, regardless of the pathway a student takes to their dream through post-secondary (vocational, two and/or four-year college/university) completion. As resources allow, students could be added at a later grade level if there has been attrition.

- Need-Based. The focus is on students from under-resourced neighborhoods within the city of Milwaukee and often become first generation college students.
- Inclusive. Regardless of academic ability or performance our programs include all types of students from Gifted and Talented to Special Needs. Many other programs are selective and competitive, we believe to really honor the work of breaking the cycle of poverty and inequality in Milwaukee, we must give all youth the opportunity to reach their full potential.
- Community-Focused. *It Takes A Village* is not hyperbole. The community's role in the success of IHDF- cannot be overstated and we find that the greater community also benefits from having an IHDF program. Opportunities for service learning, community and civic engagement programs will be an anchor to the program.
  - Students will be exposed to a wide range of cultural experiences including the Milwaukee Art Museum, Milwaukee Symphony, Milwaukee Reperatory Theater, concerts and more.
  - Dreamer Service Learning (service days including Dr. Martin Luther King, Jr. Day and Global Youth Service Day)
  - Community & Civic Engagement Initiatives designed to further cultivate a national Dreamer culture and identity, to connect Dreamers across the network and to support and amplify the "to and through" programming being offered by Affiliates. Programs include:
    1) Dreamer Town Halls
    2) College/University Signing Day

- Post-secondary (vocational, two and/or four-year college/university) Scholarship & Support. Financial and programming support for post-secondary and career development pathways are built into the program. *Up to $10,000 post-secondary scholarship per student has been secured.*

Alumni Connections engages IHDF alumni to build a strong national community of IHDF ambassadors and contributors, to connect alumni to a network of their peers, to offer ongoing professional & personal development services and to provide opportunities to engage with younger Dreamers.

- Building the Dream Internship and Career Readiness Program
- Career Fluency Program: The curriculum comprises four pillars:
  1) Post-Secondary Transition and Success
  2) Career Awareness and Exposure
  3) Professional Etiquette and Skills
  4) Networks and Social Capital

Attendant programming also includes:

- Socio-Emotional Learning & Life Skills: Programming is designed to help acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel, and show empathy for others, establish, and maintain relationships, and make responsible and healthy decisions. Dreamers take part in workshops, small group sessions and 1:1 discussion to address issues such as stress management, life balance, health and wellness and peer pressure. Dreamers build self-awareness, develop agency, cultivate a growth mindset, develop resilience, or grit and raise expectations for themselves.

  Botvin LifeSkills Training (LST)Bully Proofing Curriculum (LST is an evidence-based substance abuse and violence prevention program used throughout the US and in 39 countries around the world).

- Financial Literacy & Resources: Programming designed to teach Dreamer scholars financial literacy from a young age so they will understand the value of money, financial risks, and be better versed to avoid financial debt. Dreamers will learn to manage their finances early and often become adults who are better equipped to live independently. Dreamers receive scholarship support to ensure that their financial circumstances are not barriers to pursue higher education
  - Specific programs currently include Summer Stock Market Game

Additional programs are developed and added to our menu of services based on the needs of the families, students, school partner, and community to truly support all individuals we serve as an organization. We also look to collaborate with local organizations that's already doing this great work, expanding capacity and access to more students and families.

Local and National Partners: Climb USA, Corporation for National & Community Service, Employ Milwaukee, Opportunity Network, Mentor Network of Greater Milwaukee, Mentoring USA, Notre Dame Mission Volunteers, Office of Department of Justice for the Multi-state Mentoring Program Initiative, Prosperity Now, Saga Education, Unite Us Milwaukee, Unite Us Wisconsin, Youth Service America. Multiple Universities and Colleges including Marquette, MATC, MCW and UWM, etc. are examining programs and services that support the IHDF- expansion. Other

post-secondary education institutions and non-profits will be approached. This initiative will plug into existing resources rather than create them.

LONGITUDINAL STUDY

This is an important initiative, and its short-medium and long-term benefits will be tracked through a comprehensive longitudinal study conducted by the Medical College of Wisconsin (MCW) and led by Leonard E. Egede, MD, MS. (Bio attached.)

MCW researchers will prepare all survey/tracking documents and audit the results accordingly. The goal is to measure the academic, social and health and wellness benefits of the IDHF-initiative versus the costs of this undertaking. We are hopeful these results will guide us as we continue to enhance the education of our children and significantly mitigate the multiple adverse impacts of poverty for students and their families.

Informed by the success at each phase of the initiative, we could replicate many of the various components of the IHDF- initiative to other schools and students.

IHDF- EXPANSION JUSTIFICATION

There is a significant education gap between children of poverty locally and nationally and those children of middle- and upper-class parents.

There is a need for initiatives to help our city and nation's children. The national IHDF outcomes are impressive and the IHDF- initial foray (Clarke School) results were encouraging leading to the IDHF- expansion to the Milwaukee Academy of Science (SCHOOL NAME).

The local and national education statistics for low-income children are alarming. For example:

- 51% of students in U.S. public schools are low income
- 96% of SCHOOL NAME students are low income)
- 90% of national IDHF Dreamers complete high school, compared to 74% of low-income students nationally.
- Graduation rate of XX%
- Nationally, a mere 9% of low-income students earn a bachelor's degree—compared to 77% of high-income peers
- 67% of national IDHF Dreamers attend post-secondary institutions.

- Dreamers are three times [3x] more likely to earn a bachelor's degree than their economically disadvantaged peers

The IDHF- Expansion Impact

The expectations for the IDHF- Initiative exceeds all national results/outcomes.

SCHOOL NAME was intensely vetted leading to its selection as the pilot for the IDHF- expansion.

As the expansion will work closely with roughly 95 students and their families, this is a manageable number enabling IDHF- to channel all the resources necessary for successful outcomes. This will not be a band-aid, rather a full-scale, comprehensive approach.

IDHF- has developed (and continues to develop) partnerships with local organizations possessing the necessary resources and expertise to deliver the key wrap-around services.

The IDHF- initiative is a long-term horizon to implement all phases of the plan (1-12 through post-secondary) in a coordinated and comprehensive manner. This timeline has manageable, incremental steps to also maximize the impact of each component and phase.

As this is a living, breathing initiative, nothing is so rock-solid that cannot be modified as a need occurs. However, given the thoroughness of the plan and its component/building-block approach, we believe there is sufficient room and opportunity for replication in other schools as the initiative matures. For example, according to a Milwaukee Journal/Sentinel report, one in four students (1 in 4) in MPS changes schools during the year; a "churn rate," of 25%. The IDHF- approach to housing instability, coupled with the school's transportation program, may be replicated elsewhere to mitigate this significant disruption to learning. However, it is important to remember the focus of IDHF- is not solely housing instability, rather a holistic approach including close relationships with the families to support school retention, individual case management for each student and the intent to address the opportunity and resource gaps schools and their students face in under resourced areas of Milwaukee.

Based on Milwaukee Public School numbers for 2018-19, and extrapolating to other types of schools (charter, choice, private), about 8,000 to 8,500 school children will be kindergarten age in the city of Milwaukee in 2022. Too many may be left behind.

The IDHF- will help 95 students and families, however, the outcomes and success of this pilot can trickle to thousands in the years to come.

Now is the time to invest in Milwaukee's children. Education is the key to success and opens the door to a lifetime of achievement. The IHDF- initiative is an equity model that closes the resource gap between children living in poverty and those more fortunate.

You can help.

Budget – 12 years $XX million – Attached

Overview

Operating Income - $XX M

- Scholar Sponsors
- BOD Gifts
- Partner Site Fees
- Government Grants
- Philanthropic Donations

Expenses - $XXX annually

- Salaries & Benefits
- Accounting & Legal
- Office Rental/Supplies/Utilities
- Summer Programming
- Field Trips/Conferences/College/University Tours

Attachments:

501(c) Letter
Budget
Annual Report SCHOOL NAME
Annual Report IHDF
Rosters

- BOD IHDF-
- IHDF- Expansion Committee
- BOD SCHOOL

Biographical Information

Stakeholder
Stakeholder

Stakeholder
Stakeholder
Stakeholder