WHAT IS THE RWU COMMUNITY PARTNERSHIPS CENTER?

The Roger Williams University (RWU) Community Partnerships Center (CPC) provides project-based assistance to nonprofit organizations and government agencies in communities in Rhode Island and Southern Massachusetts. Our mission is to undertake and complete projects that will benefit the local community while providing RWU students with experience in real-world projects that deepen their academic experiences.

CPC projects draw upon students and faculty from RWU programs in areas such as:

- Accounting
- Architecture
- Business
- Communication
- Community Development
- Construction Management
- Digital Media
- Education
- Engineering
- Environmental science and sustainability
- Finance
- Graphic Design
- History & American Studies
- Historic preservation
- Justice studies
- Law
- Management
- Marketing
- Political Science
- Psychology
- Public Administration
- Public Relations
- Urban Design
- Visual Arts
- Web Development
- Writing Studies

The Center has completed projects ranging from: market research and planning, historical research, mill redevelopment feasibility studies, urban policy analysis, design projects for affordable housing and education facilities, community business district revitalization, neighborhood revitalization plans, museum exhibit design, historic building rehabilitation studies, social services research, website and graphic design, environmental sustainability planning, and survey development.

CPC project services are performed by students in support of their educational experience. Applicants shall understand that any deliverables generated through an accepted project are intended to provide conceptual information only to assist in design and planning and as such are not intended, nor should they be used for, construction or other project implementation. Professional and/or other services may be needed to ultimately implement a sponsor’s desired goals.

HOW CAN YOUR ORGANIZATION PARTNER WITH THE RWU CPC?

As we prepare for upcoming semesters, we are seeking new projects that can benefit local communities while providing our student/faculty teams with opportunities to apply their learning, engage the community, and create final products that provide benefits to all.

We hope that your organization considers applying for project assistance with the RWU Community Partnerships Center this year. The next deadline for applications for projects is August 4, 2014.

In order to ensure ample time for faculty to develop curriculum to engage students in community projects, the CPC has moved to a year-long application period. Applications submitted for this deadline may be considered for either of the two upcoming academic semesters. The CPC will hold another call for projects in February 2015, should your organization need more preparation time. In order to assist organizations as they prepare their applications, we are happy to answer specific questions by e-mail or by phone. We look forward to working with you in the future and encourage you to contact us should you have any questions, comments, or concerns.

CONTACT INFORMATION:

Stephany Hessler
Phone: (401) 254-5211
E-mail: shessler@rwu.edu

Arnold Robinson
Phone: (401) 254-3307
Email: arobinson@rwu.edu

RWU Community Partnerships Center
Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921 | Website: http://cpc.rwu.edu
CALL FOR PROJECTS
Spring 2015 & Fall 2015
Application Deadline: August 4, 2014

Application for CPC Project Assistance

Instructions: We encourage non-profit organizations and municipal agencies to contact the CPC with ideas for projects that can benefit the community while providing meaningful service-learning for RWU students. Please fill out the Application for Project Assistance, answering all applicable questions and including all supporting documents.

In order for any project to be considered for assistance, completed applications must be submitted to CPC Project Coordinator, Stephany Hessler, by 5 pm on August 4, 2014. Applications may be submitted by:

Email: shessler@rwu.edu
Fax: (401) 254-3565
Mail: RWU Community Partnerships Center
Roger Williams University
One Old Ferry Road
Bristol, RI 02809-2921

Any questions regarding the application process can be directed to Stephany at (401) 254-5211.

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SECTION 1: Organization Information

Name of Organization: West Broadway Neighborhood Association/ West Broadway Middle School
Mailing Address: 1560 Westminster St
Providence, RI 02909

Name of Project Contact Person(s): Kari Nel Lang/ Anne Tait

Contact Information:
Phone: 401-831-9344 (wbna)  401-254-3768 (Anne Tait office)  Fax:
E-mail: kari@wbna.org or atait@rwu.edu

Type of Organization
☐ Public (town, city, municipality, special district, government agency)
☐ Private (citizen, non-profit)
☐ Other (please explain)

Non-Profit/CDC neighborhood group located on the West side of Providence

Description of Organization and Mission:
The WBNA organizes neighbors and businesses on the West Side of Providence to preserve and promote our diverse, historic, urban community as a safe, vibrant, and sustainable place to be SWELL (Shop, Work, Eat, Live, and Learn locally). (see website: http://wbna.org/about/mission)

On average, how many individuals does your organization serve per year? Membership includes about 300 businesses and individuals mostly within the boundaries of the neighborhood.

How did you hear about the CPC? Anne Tait

SECTION 2: Project Description

Title of the Project:
Preservation Education at West Broadway Middle School,

Project Location (Address, City, State, and Zip):
29 Bainbridge Ave, Providence, RI 02909

General Project Description (you may attach a longer narrative if necessary):

29 Bainbridge Avenue has been in continuous use as a school since it was built in 1904 as the as St. Mary’s Academy of the Visitation and later become a Providence Public School. In 2007, the neighborhood came together to protest the city decision to close the elementary school. Advocacy efforts failed and while it was shortly used as an interim high school, its fate became very threatened and it was closed for several years. The neighborhood was dealt another blow when the School Department closed the only neighborhood middle school across the street and re-opened it as an elementary school.

Over the past 30 years, the neighbors have been extremely active in this Victorian neighborhood’s revitalization. Having strong, “walkable”, neighborhood public schools in our neighborhood is a critical component of a strong neighborhood that serves all of the residents and brings together the diversity of ethnicity and incomes. The West Broadway Neighborhood Association (WBNA) and the West Side Public Education Coalition (WSPEC) made great efforts in the school closings and were encouraged to hear that this fall the historic Bainbridge Avenue school building will be reopened as a public middle school! Neighbor’s voices were heard and our children will have a local school to attend. Bill Black was hired as the principal and is committed to working with the community.

This “new” school provides an excellent opportunity for collaboration. During the process some neighbors proposed the school become an innovative public school with an emphasis on historic preservation. An application for funding was written and submitted to The Gates Foundation. While not funded, the proposal took hold and the School Department and neighbors would like to pursue this approach. This project with Roger Williams University would be instrumental in further developing the proposal that was developed but doing so together with the principal and teachers and community. This project which proposes curriculum that weave local history, preservation principals of planning and development and hands-on involvement in the field. (See attached materials)

Potential Scope of Work/Tasks for RWU CPC1 (you may attach a longer narrative if necessary): see attached:
The project would benefit from the expertise of both the education and preservation faculty programs to scrutinize and facilitate the proposals that you find attached here. We feel this is a novel and important way of educating our middle-school children to connect with the community and gain insight, skills and experiences that will be defining ways of evolving into engaged citizens.

1 CPC project services are performed by students in support of their educational experience. Applicants shall understand that any deliverables generated through an accepted project are intended to provide conceptual information only to assist design and planning and as such are not intended, nor should they be used for, construction or other project implementation. Professional and/or other services may be needed to ultimately implement a sponsor’s desired goals.
What will be the final product output for this project? (survey, website, design plans, drawings, etc.):
Curricular development including meaningful lesson plans and integration into classroom projects and performance.
Again see the attached proposal materials. The expertise of both education and preservation faculty and the involvement of the college course students will enervate and challenge the content that has been already begun.

Proposed Project Schedule (when the tasks/project needs to be completed)
Schedule:
See attached proposal for this fall at the end of this document.

Please provide the names and contact information for any staff members or volunteers who will be playing a primary role in the proposed CPC project.
Kari Nel Lang (WBNA), kari@wbna.org
Bill Black, Principal (West Broadway Middle School)

What resources/previous work would the CPC be building upon that you already have completed? (Please select all items that are applicable) there are two existing proposals that we are building on which tie into the WBNA strategic plan and are augmented by:
Also the Next Generation Learning Grant Challenge, the details of this is at the end of this CPC form.

- Strategic Plan
- Marketing & Communication Plans
- Additional organizational documents
- Preliminary photos of the site/project
- Maps
- Previous research
- Survey results
- Architectural or building plans

What active support would your organization be able to contribute should your project be selected?

- Funding -maybe
- **Volunteers**
- **Staff time**
- Consultants
- Other (please list)

**SECTION 3: Project Outcomes**

Please describe how this project will benefit your organization and the advancement of your mission:
Please describe how this project might benefit the overall community, including specific groups that could benefit from this project (i.e. target populations, neighborhoods, specific town/city/region).

The benefits are significant in that West Broadway already serves as a leader in the city’s planning and advocacy especially regarding preservation. We see this as augmenting the existing state history that schools are expected to provide at this age, but with stronger focus on the hand of history on the community in which the students live.

Please explain why you have chosen to seek assistance from the RWU CPC with your project request, instead of undertaking the project using fee-for-services from a paid professional:

The first impulse came from the fact that Roger Williams University has a strong and long-standing preservation program and secondly because of the equally respected education program. Together, their programs would challenge and thus make this proposed middle school program to succeed with excellence that such scrutiny would provide.

Please describe how this project will benefit RWU students.

Connecting their work in college with younger students especially in an area rarely cultivated in younger middle school students seems very compelling to us as former students and present day educators and planners.

**SECTION 4: Financial Information**

What is your organization’s annual operating budget? Please include a copy of your most recent budget with the application.

$180,000

What are your major sources of funding?

WBNA is a small non-profit and income comes from a variety of sources including membership, rental income from our properties, and fund raising through our community events.

How much funding from your annual operating budget is set aside for this project (if any)?

Staff time would be set aside for this project.

**SECTION 5: Private Sector Involvement**
Have you or your organization discussed the project with practicing professionals (e.g. architect, engineer, planner, consultants, etc.)? (please circle one): Yes / No

WBNA has (and will) reached out to local preservationists to advise and give input on this project, including neighbors Tina Regan and Megan Heinze, Clark Schoettle and Kim Smith from the Providence Revolving Fund, Rick Greenwood and Sarah Zurier from the RIHPHC, Rob Cagnetta from Heritage Restoration, Brent Renyon and Paul Wackrow from the Providence Preservation Society, Adrienne Gagnon from Downcity Design, and Bonnie Nickerson, Bob Azar and Jason Martin from the City of Providence.

If no, please explain why:

SECTION 6: Supporting Documents

Please include the following items when submitting your application:

☐ Budget for the current fiscal year see attached
☐ List of current Board members See attached
☐ Copies of supporting resources identified in section 2 as needed to support your application see here attached

☐ Next Generation Learning Challenge for West Broadway Historic Preservation Middle School

Project Details

Proposal Abstract. Provide a brief description of your proposed model. Please note, this abstract may be used to describe your project on the NGLC website and future publications. (1000 characters max)
The West Broadway Historic Preservation Middle School capitalizes on the rich history, architecture, and cultural diversity of the West Broadway area of Providence, Rhode Island. At the core of the model is a strong partnership with the West Broadway community and an interdisciplinary approach to learning. The school will provide students with the academic supports necessary for success through a blended learning, mastery-based approach, tutoring, and Saturday school. All students will participate in challenging course work, including the expectation to be prepared to take algebra in grade 8. The use of Developmental Designs, and a strong advisory program, will provide a social-emotional focus. Students will be empowered to play a central role in building the Social Contract (positively worded school rules) and in designing student accountability.

Information on the model will be available through a blog and website for implementation by other communities across the state and country.

The school I am envisioning would likely be a:
School District/new school

Institutional/Organizational Tax Status – please check ONE of the following:
LEA

The new school will be located in (enter "N/A" if you do not yet know):
City: Providence  State: Rhode Island

Region: Northeast
We intend to open in: Fall 2014

Tell us about the school you plan to open: why do you believe it merits funding under the guidelines and priorities of the Wave IV RFP? What specific need does it address? (1250 characters max)

The West Broadway Historic Preservation Middle School addresses the growing population of PPSD and the need for a community-focused middle school in the West Broadway area. The school also addresses the academic and social-emotional needs of Providence students through a self-paced, blended learning approach, and the use of Developmental Designs for social and academic learning. The school model aligns with all 7 design principles:

1. Student Centered:
   - Social/Emotional focus through use of Developmental Designs
   - Advisors meet with students each day - After-School tutoring and Saturday school

2. High Expectations:
   - Aligned with Common Core State Standards - 8th grade algebra expected for all students

3. Self-Pacing/Mastery Based Credit:
   - Accelerated math courses
   - Planning grant used in this area

4. Blended Instruction
   - Virtual instruction used for acceleration and credit recovery
   - Planning grant used in this area

5. Student Ownership
   - Student-generated social contact
   - Student ownership of academic progress and success

6. Financial Sustainability:
   - Sustainable on per-pupil funding - Invested community

7. Scalable:
   - Open with 220 students – grow to 440 students
   - Blog/website to share model

Describe an average day of one student at the school you plan to open. What is the student’s experience? (1250 characters max)

Following is a description of an average day for fictional student “Michael”:

Michael arrives at school at 8:10 am, stopping by the cafeteria to pick up breakfast before taking it to advisory. From 8:10-8:30 Michael will eat breakfast and turn in all homework assignments. At 8:30 he circles up with the rest of his advisory classmates. Morning advisory typically consists of a morning greeting, announcements, goals for the day, and a game, and lasts for 20 minutes each morning. Next, Michael attends math class, spending a portion of his time in warm up exercises with his classmates and then moving to a computer for a virtual algebra lesson. After math, Michael moves to English class. He then goes to lunch and recess to refuel and exercise, in preparation for a demanding afternoon of classes and electives. Technology is integrated into all Michael’s classes and he spends his entire day with the same core group of students to build a strong sense of community. At the end of the day, Michael will return to advisory for a closing circle. Students are dismissed in groups when their transportation arrives. Walkers, pickups, and city bus students are among the first students to be dismissed from advisory.

What will make this school different from other schools (or existing models)? (1250 characters max)

In addition to leveraging technology for a blended-learning and master based approach, the West Broadway Historic Preservation Middle School model is unique in the use of neighborhood history, architecture, and culture to support interdisciplinary learning. The school model is closely connected to neighborhood
organizations, such as the active neighborhood association with over 30 years of experience working with city officials on neighborhood improvements. The model utilizes the vast resources of the West Broadway area of Providence to foster strong school supports.

The school’s bold focus on students’ social emotional needs also differs from other school models. The use of the Developmental Designs program will ensure that students experience comprehensive social, emotional, and academic growth. Students’ strong bonds with their advisor, and fellow students, also increase student ownership and available supports.

Reach and Population
We understand that you are in the early stages of envisioning your school. Please answer these questions to the best of your ability. We seek to gain an understanding of your basic vision and potential reach for your breakthrough school model.

Please describe the grade level of the students that your school will serve: 5th – 8th grade

How many students will your school serve in the first year? 220

How many students will your school serve in its fourth year? 440

How many students do you anticipate will be eligible for Free and Reduced Lunch in the first year? 89%

How many students do you anticipate will be eligible for Free and Reduced Lunch in the fourth year? 89%

If you expect that the school model you develop will scale in the next few years, how many students will be served by your model and any subsequent schools adopting your model, by year 4? 440

Please briefly describe any explicit link to higher education in your model. (1000 characters max)
West Broadway Historic Preservation Middle School’s university partners include: Brown University's Urban Studies department, Roger William's Historic Preservation and Special Education departments, and Providence College's Literacy department. These partnerships will be leveraged to provide additional resources for student and additional school-wide supports.

How many partners (excluding the lead charter or school district) will work with you to implement the proposed model? (Can upload list)
West Broadway Neighborhood Association (WBNA)
West Side Public Education Coalition (WSPEC)
Providence Revolving Fund

The Academic Model: Provide a brief overview of the academic model based on criteria set forth in this RFP.

The Providence Public School District (PPSD) is the largest school district in the state of Rhode Island and the largest department in the City of Providence. PPSD operates 39 schools serving approximately 24,000 students and their families. The District serves a diverse student body where 64.5% of students
are Hispanic, 17.5% are Black, 8.8% are White, 5.06% are Asian, 0.92% are Native American, and 3.0% are Multi-Racial. PPSD faces many social and economic issues that are often associated with larger urban centers. The District serves the highest percentage (19%) of English Language Learners in Rhode Island, and 89% of Providence students receive free and reduced price lunch. Many Providence students are routinely absent, as demonstrated by the District’s chronic absentee rate of 32%, and high levels of student and family poverty dramatically affect educational attainment. Just 65% of PPSD students graduate in 4 years and only 50% of students are meeting Rhode Island State Standards for reading, as measured by the NECAP (New England Common Assessment Program). Only 34% are meeting NECAP standards for math.

PPSD recognizes these troubling trends and is engaged in the identification of strategies to more comprehensively address the learning needs of our students. The West Broadway Historic Preservation Middle School was designed in response to a call from the Superintendent, to all PPSD staff, for creative school proposals aligned with NGLC’s 7 design principals. This proposal was selected from over 30 proposals submitted to the Superintendent for consideration in fall 2013. This school model is designed with the needs of PPSD’s diverse student body in mind and addresses each of the seven design principles for breakthrough schools.

1. Student Centered
   At the heart of West Broadway Historic Preservation Middle School’s student centered approach is a strong advisory program that will promote student ownership and connections with families. Student advisors will communicate regularly with families regarding student grades, well being, and upcoming school activities. Advisors will regularly assess student needs and provide referrals to academic supports such as tutoring and mentoring, as needed. Students will spend several days in advisory at the start of each school year to build relationships and community, and set high expectations for success throughout the year. Strong student-advisor connections will also promote regular attendance. The school developers have utilized this advisory model in an urban middle school, where attendance rates were close to 97%.

2. High Expectations
   West Broadway Historic Preservation Middle School students will be held to the highest academic and behavioral expectations. Instruction will be aligned with the Common Core State Standards, and all students will participate in challenging course work, including the expectation to be prepared to take algebra in grade 8. Intervention classes in reading, writing, and math will be offered for students in need of extra assistance, and mandatory homework help and Saturday school will be available for students in need. These supports are in place to ensure that all students reach proficiency in each of the standards. Failing students that demonstrate content mastery through after school or Saturday support will have their grade changed to reflect their progress. This practice underscores the school’s focus on content mastery for success and grade promotion using a standards-based grading system.

3. Self-Pacing and Mastery-Based Credit and 4. Blended Instruction
   West Broadway Historic Preservation Middle will integrate technology into lessons and instruction to implement a blended-learning and master-based progression model. Technology will be used to support students that need extra help, and to accelerate students who are ready to move at a faster pace. As student success in middle school math is critical in determining postsecondary and career options, math achievement will receive particular emphasis. In middle school, students must be able to
transition from addition, subtraction, and multiplication to the more abstract math of expressions and equations. Students will be self-paced and progress only when they have mastered content areas.

Accelerated 7th grade students will have the opportunity to move to an 8th grade math class if they show mastery and are ready for algebra. At grade 8, those accelerated students will use the a-la-carte, or self-blend, model to take a "virtual" 9th grade math class and receive high school credit. These accelerated students will also continue to participate in the 8th grade algebra class's warm-up activity to reinforce their skills and to stay connected to their classmates, before moving to their "virtual" class each day. Accelerated students will also be placed in an advisory led by the 8th grade math teacher, to better monitor their work and stay connected to instructors. While blended learning and mastery-based progression will be intensified in math class, we plan to offer these tools to students across all content areas. We anticipate developing additional methods to integrate blended instruction and mastery-based credit into our model, and we expect to leverage the knowledge of other schools and community organizations to fine-tune this approach. A substantial portion of planning time and planning resources will be focused on this aspect of our model. Planning activities will include meetings with area charter schools, such as Blackstone Valley Prep and the Highlander Institute, and nonprofit organizations that are using the blended learning approach. Additionally, the developers plan to attend the Middle School Math Conference with Next Generation Learning Challenges in March, 2014 and will take the Blended Learning: Personalizing Education for Students course through Coursera.org.

Internal District knowledge will also be leveraged to support this model, with an emphasis on Pleasant View Elementary School and their 2012 school redesign to a blended learning environment. Pleasant View Students use technology to spend 50% of their time on personalized learning. They rotate on and off computers, SMART board stations, iPads, and hands-on centers, during 90 minute blocks, and teachers work in small groups so students remain engaged.

5. **Student Ownership**

West Broadway Historic Preservation Middle School students will be empowered to impact their school community and manage their own learning. Students will play a central role in building school rules and designing student accountability. No academic classes will be held during the first 2 days of school. Instead, these days will be used to foster a sense of community and a team environment among all students and teachers. Students will create school rules each year anew, providing the basis for the discipline program and promoting a sense of ownership among students. This Social Contract will be worded positively and will become part of everyday school language. Students will be held accountable to the rules they created and often take part in deciding their consequence, if necessary, should they violate the social contract.

Students will also take ownership of their academic progress by moving through subject areas at their own pace and accessing virtual learning opportunities. Students will have the ability to access learning materials (such as Virtual High School's online learning opportunities) outside of the school day so they can continue to learn after school, at home, and on weekends. Students that fall behind will be provided with the tools and supports to get back on track through after school tutoring and Saturday school. These student supports, combined with virtual learning technology and mastery-based progression, will empower students to manage their own learning.
6. Financial Sustainability

West Broadway Historic Preservation Middle School has a financially sustainable and viable model that will be sustainable on per-pupil revenue. The school will begin with two grade levels (5th and 6th) and ramp-up to add an additional grade level each year, up to grade 8. We will have five classrooms per grade, with 22 students in each class. Advisors will be in place for 6th, 7th and 8th grade classes, with 22 students each. Advisors will teach the four core subjects - History, English, Math and Science. At full capacity, the school will have 440 students, at roughly $15,601 per student, providing a budget of $6,864,440 annually.

In addition to public revenue, West Broadway Historic Preservation Middle School will benefit financially from the active community associations and neighborhood resources in the West Broadway area of Providence. The school developers have strong ties to neighborhood organizations such as the West Broadway Neighborhood Association (WBNA), the Providence Preservation Society, and the Providence Revolving Fund. These organizations, and the active and supportive West Broadway community, will increase financial viability through volunteer and grant support.

7. Scalable

This school model is highly scalable to serve additional students. West Broadway Historic Preservation Middle School will open with two grade levels (5th and 6th), and a new cohort of 5th grade students will enter the school at the start of each school year. Ultimately, the school will serve students in 5th through 8th grade, with the capacity to extend the model vertically to the elementary and high school levels.

The historic preservation aspect of the school builds on the strengths of the Broadway-Armory Historic District as an area in the National Register of Historic Places. The community-based approach is highly scalable and can be tailored to the individual strengths of other communities in Rhode Island and around the country. See “Scalability” section below for additional details.

Boldness and Impact: Describe what’s different about this model and why it would challenge current stasis and move the field of next generation learning forward. The West Broadway Historic Preservation Middle School is unique in its strong community approach and in its focus on students’ social and emotional skills. The West Broadway neighborhood has a vested interest in a quality neighborhood public school as a means to strengthen the community, and a proven capacity to work together, with city officials and invested stakeholders, to generate positive change. The West Broadway Historic Preservation Middle School will grow out of the strengths of this neighborhood--its rich history, architecture, cultural diversity, and sense of community. The school model will use the West Broadway neighborhood and the City of Providence to make relevant the history of the United States and the world. Students will explore community-based topics such as industrialization, immigration, social movements, and entrepreneurship through a culturally responsive lens. The National Trust for Historic Preservation's program Teaching with Historic Places will also be utilized to design curriculum for Humanities classes. Broadway’s unique architectural styles will be used to teach math concepts, as well as other subject area concepts, in a unique interdisciplinary approach. A passion for history, culture and architecture will be inspired in students, by integrating the unique characteristics of their own neighborhood into lessons. All this will be presented through a blended learning approach with the latest technology to support student ownership and progression through content areas. Students will
also receive the social-emotional supports they need to succeed, with a focus on providing the advisory supports and strong family, teacher, and student relationships that are critical to student success.

- **Scalability:** Discuss how this model could scale up beyond the first few hundred students served.

The West Broadway Historic Preservation Middle School will open for 5th and 6th grade students in fall 2014. An additional grade level will be added in each subsequent year, reaching full capacity, for all four grades, three years. Once the school has demonstrated effectiveness, similar neighborhoods across the city, state, and nation can adopt the model. Every neighborhood is unique, and this model focuses, and capitalizes, on that uniqueness. There are neighborhoods in every city in the United States that resemble the West Broadway area with largely Victorian era housing and a strong community presence. People are attracted to these neighborhoods not just for the gorgeous architecture, but also for the ethnic and cultural diversity. They wish to be part of a community invested in restoring historic treasures while simultaneously bringing a neighborhood back to vitality. These residents are some of the most active community members in any given city; they know how to collaborate with city officials, and they have a proven capacity to raise funds and make improvement projects happen. Further, they believe in public schools. Partnering with these neighborhood organizations will simultaneously strengthen the schools and the city neighborhoods they serve. Through a website, blog, and dissemination materials, this model could be shared and supported to cultivate similar schools in communities across the nation. During the planning phase, we envision focusing on scalability to develop a comprehensive model for dissemination of successful practices and the school model as a whole.

- **Advantages:** Describe any additional relevant resources, partnerships, funding, or other supports that would be available to your model and/or to your planning efforts.

PPSD is in need of additional school and classroom space to address an increase in student population. To meet this need, PPSD will utilize an existing school building in the West Broadway area of Providence to open a new school. The District is prepared to provide the necessary supports and resources to the school developers and planning team to make the West Broadway Historic Preservation Middle School model a reality in this space. The District sees this as an opportunity to adopt a new and innovative model with the potential to impact education across the District.

This school model also has the advantage of strong community support. Providence’s BroadwayArmory Historic District has a rich and complex history that is a core advantage to this school proposal. The community is extremely supportive of a new community school that highlights the unique characteristics and history of the area. Community organizations are also supportive of this school model. Potential partner organizations include: the WBNA, the Providence Preservation Society, and the Providence Revolving Fund. University partners include: Brown University's Urban Studies department, Roger William's Historic Preservation and Special Education departments, and Providence College's Literacy department. Through these partnerships, we will identify additional resources for school and building needs.