

03 Evidence of Need, Support and Involvement

3.1 Introduction: Community History

Glenwood Springs is located 40 miles north of Aspen, Colorado, and 60 miles west of Vail, Colorado. Awe-inspiring Glenwood Canyon is the gateway to western Colorado and is the starting point of many popular hiking trails including Hanging Lake and Grizzly Creek. At the confluence of the Colorado and Roaring Fork Rivers, Glenwood Springs offers a natural textbook of geologic features. Glenwood Springs is home to the world's largest natural hot springs pool, the natural underground Vapor Caves at Yampah Spa, and the Glenwood Caverns Adventure Park and historic Fairy Caves.

The Ute Indians were the first to call Glenwood Springs home. They enjoyed the healing powers of the hot mineral springs, they called "Yampah," which means "Big Medicine." In 1860, Captain Richard Sopris was the first white man to lay claim to Glenwood Springs. By 1883, the area had grown into a rough-hewn town of bars and brothels, populated with gamblers, gunslingers, miners and madams. In 1890, a bath house, lodge and pool were built near the hot springs' source. Glenwood Springs became known as the "Spa in the Rockies" and attracted the rich and famous of the day, including President Theodore "Teddy" Roosevelt, President William Taft, and the "Unsinkable" Molly Brown. Glenwood Springs also attracted infamous gangsters such as Al Capone and Diamond Jack Alterie. Gunman-gambler-dentist, John Henry "Doc" Holliday came to Glenwood Springs in hopes of curing his advanced tuberculosis by soaking in the hot springs. The mineral-rich waters couldn't help him, and he died in Glenwood Springs in 1887. His memorial is located in the Linwood Pioneer Cemetery, just a short hike from historic downtown Glenwood Springs. Environmental and Historical Projects are just beyond the school's door.

3.2 Evidence of Need

Community and School District Demographics

The Roaring Fork School District RE-1, RFSD, is located on the Western Slope of Colorado. It comprises three unique and different communities: Glenwood Springs, Carbondale and Basalt. As of December 2012 the RFSD population was nearly 5,500 students in grades K–12. The racial makeup was 45% White and 51% Latino/Hispanic. Since Two Rivers Community School will be located in Glenwood Springs, we will limit our United States Census information to show the need for a charter school based on the information of Glenwood Springs alone.

In Glenwood Springs, the RFSD comprises two public elementary schools, one middle school and one high school. There is also an alternative high school that serves some of the RFSD population along with populations from the surrounding school districts from Aspen to Parachute. There is one private catholic school in Glenwood Springs that offers grades Pre-K to eight. There are no charter or magnet schools in this community either as independent entities or as part of the RFSD. The RFSD has only one charter school under its jurisdiction, which is located in Carbondale.

According to the 2010 United States Census, 31.5 percent of the population in Glenwood Springs is of Hispanic heritage while 65.3 percent is White.

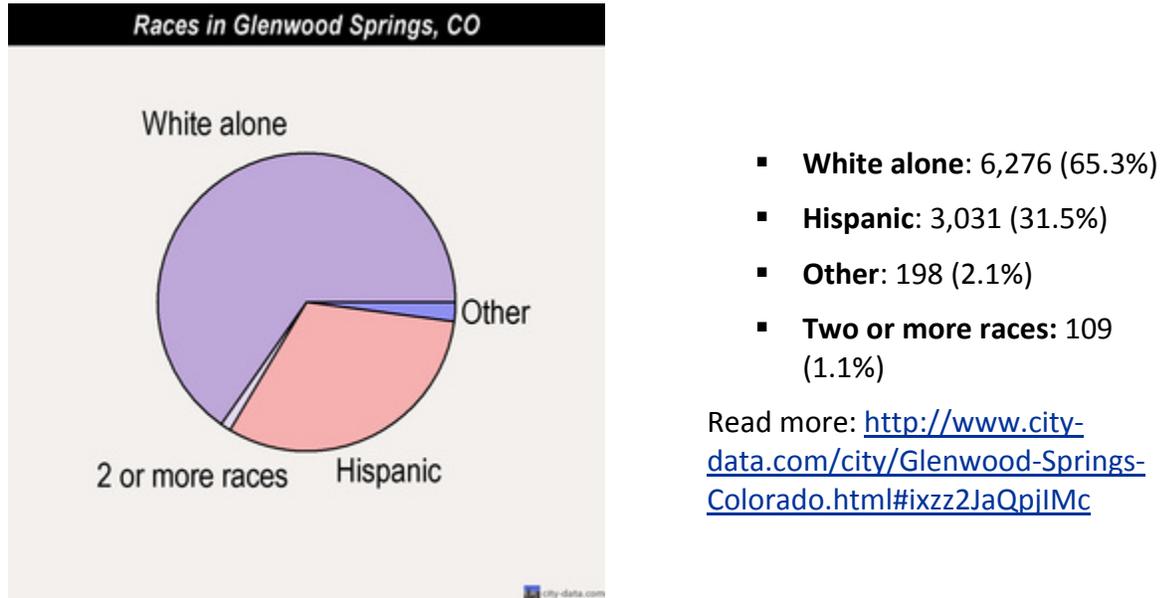


Figure 3-1: Racial demographic of Glenwood Springs, CO

The Colorado Department of Education, CDE, reports that Glenwood Springs public schools are nearly 47% White and 50% Hispanic. Currently, in the Glenwood Springs public schools there are 1668 students kindergarten through 8th grade with 39% of the students qualifying for free and reduced lunch. The demographic percentages for the two elementary schools, Sopris and Glenwood Springs Elementary School (GSES), and Glenwood Springs Middle School (GSMS) are as follows:

Table 3-1: Ethnicity of nearby schools

Ethnicity	Re1 District	GSES	Sopris	GSMS
Hispanic	49%	60%	55%	57%
White, Non Hispanic	49%	39%	42%	42%
Native American / Alaskan	0.50%	0%	2%	0.60%
Asian / Pacific Islander	1%	0.50%	0.50%	0.40%
Black, Non Hispanic	0.20%	0.20%	0.20%	0.40%

With these percentages in mind, our goal is to design and sustain a school that represents the demographic of the local public schools within its first five years of implementation.

Achievement

Current school data indicates that the educational needs of minority students are not being met. According to CDE, the gap in achievement between Latino and White students in the RFSD schools ranges from 25 to 55 points in all three subject areas Math, Reading and Writing. This achievement gap represents a great challenge for local educators who have tried to diminish these prevalent academic discrepancies for the past decade and specifically since reliable data

from state assessments has been available to them. Table 3-2 highlights these gaps. Furthermore, the districts growth data, which had been above the state’s average in recent years, indicated a marked decline in Spring of 2013. As stated in the Glenwood Springs Post Independent on August 15, 2013,

- *Measuring individual groups of students’ scoring patterns year over year in reading, writing and math, Re-1 students had been showing better growth compared to the state average from 2010 to 2012. In 2011, Re-1 students scored in the 60th percentile for reading growth (meaning they showed more growth year over year than 60 percent of students in the state). That same year, local students were in the 61st percentile for reading and the 62nd percentile for math. This year, though, Re-1’s students were at 49th percentile for growth in reading, the 48th percentile for writing, and the 51st percentile for math. Stroud, John. "RE-1 School District Sees Drop in Test Scores" *The Glenwood Springs Post Independent* 15 Aug. 2013: A1. Print.*

Table 5-2: 2011/2012 TCAP Proficiency Data

	GSES/3	GSES/4	GSES/5	Sopris/3	Sopris/4	Sopris/5	GSMS/6	GSMS/7	GSMS/8
Reading									
All Students	64%	57%	54%	80%	72%	80%	77%	63%	60%
Hispanic	54%	43%	35%	66%	52%	64%	62%	37%	40%
White	75%	88%	87%	93%	95%	90%	91%	88%	77%
Writing									
All Students	53%	34%	47%	66%	57%	70%	55%	57%	52%
Hispanic	42%	24%	33%	48%	38%	56%	33%	34%	31%
White	64%	58%	70%	82%	81%	79%	73%	81%	69%
Math									
All Students	69%	56%	39%	83%	75%	67%	56%	43%	42%
Hispanic	56%	44%	28%	70%	60%	47%	36%	26%	18%
White	83%	83%	60%	95%	93%	80%	74%	60%	63%
Science									
All Students	na	na	19%	na	na	55%	na	na	35%
Hispanic	na	na	10%	na	na	27%	na	na	13%
White	na	na	37%	na	na	77%	na	na	53%

Two Rivers Community School embraces Project and Place Based Learning principles with a strong second language acquisition component. The Two Rivers Team selected this model due to community desire and effectiveness. As stated in a research review compiled by the Buck Institute of Project Based Learning,

There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. (Does PBL Work? (2009) Buck Institute for Education. http://www.bie.org/research/does_pbl_work).

Research indicates that schools implementing this model are highly effective in engaging a diverse student body. Achievement data for well-organized and well implemented Project Based schools is also high. As stated by the Buck institute, studies have demonstrated that Project Based Schools can

- *be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.*
- *be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills and for careers in the allied health occupations and teaching.*
- *be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.*
- *be more effective than traditional instruction for preparing students to integrate and explain concepts.*
- *improve students' mastery of 21st-century skills.*
- *be especially effective with lower-achieving students. (Does PBL Work? (2009) Buck Institute for Education. http://www.bie.org/research/does_pbl_work).*

A New Model

The parents and community members of Glenwood Springs and surrounding areas are excited for a new opportunity to educate their children. Rooted in the principles of Project and Place Based Learning, Two Rivers Community School provides an innovative option. This inquiry based learning model is particularly attractive to many families in the Roaring Fork Valley. Its emphasis on deep, collaborative projects that are meaningful and relevant, naturally engage students in learning.

The Two Rivers team is pleased to be a part of a growing movement in our community to broaden students' learning experiences. In the fall of 2012 the Two Rivers Team engaged in a deep dialog with the Roaring Fork School District. This process resulted in many shared community meetings with the school district and many conversations between the two entities. Recently, the Roaring Fork School District has been focusing on incorporating more integrated learning aspects into their schools and this past year began converting Glenwood Springs Elementary School began a to an Expeditionary Learning School. Two Rivers model continues to offer a highly unique option appealing to many Glenwood Springs residents. In a recent phone call campaign and community meeting with Two Rivers supporters, participants listed the following as key attributes that set the school apart:

- The K-8 model
- The focus on dual language acquisition

- The small, community nature of the school
- The daily focus on movement
- The focus on community involvement and natural resources
- The multi-age looping class structure
- The wide opportunity for involvement on multiple levels
- The bi-cultural focus of the school
- The “hands on” learning components
- The autonomy of the school

Two Rivers Community School is working with Lewicki Education Consulting, a nationally recognized organization that “offers select, multi-year coaching for new place-based and/or interdisciplinary learning collaborative schools. Having worked with the development and start-up of over 150 new schools nationwide, Lewicki Education Consulting provides comprehensive, in-depth coaching in the areas of school design and planning, implementation, dissemination, and governance (Lewicki Education Consulting. <http://www.coopecology.com>).” Please see Appendix F for a copy of the MOU from James Lewicki. This partnership is a natural fit for the Two Rivers Team and supporters of the school. Mr. Lewicki provides a highly individualized approach in working with schools. Focusing on the community at hand, he strives to help new schools serve their communities in unique and necessary ways.

A Need for Choice

There are two Charter Schools in the RFSO RE-1 school district, both located in Carbondale, CO, 15 miles south of Glenwood Springs. Carbondale Community School is at full capacity with 135 students enrolled in kindergarten - 8th grade. The school currently has 94 students on the wait list: K-41; 1st-14; 2nd-9; 3rd-8; 4th-5; 5th-6; 6th-4; 7th-7. Ross Montessori currently has 233 students enrolled K-8 with 6 students on wait lists in grades Kindergarten, 1st, 2nd, 4th, and 6th. Ross Montessori and Carbondale Community School students come primarily from Carbondale and Basalt, CO. There are no public charter schools in the Garfield RE-2 communities of New Castle, Silt, and Rifle.

The Roaring Fork School District has recently shared that both Glenwood Springs public elementary schools are operating “above optimal capacity” and that the Glenwood Springs Middle School is “at optimal capacity (Stroud, John. "Process in Place for GSES Student Transfers" *The Glenwood Springs Post Independent* 25 Aug. 2013: A1. Print).” For this reason, enrollment to families living outside of the elementary school boundaries is now closed.

Many TRCS supporters reside within the boundaries of the neighboring school district, Garfield County RE-2. School Choice in RE-2 is limited to the public schools and the Garden School, a private Christian school that provides part time school for families who primarily homeschool. Many of these RE-2 families would like more educational options for their children. Two years ago, RE-2 switched to a four day school week. This created concern among numerous RE-2

families as well as child care related struggles for working parents. While RE-1 schools have been an option for many of these families in the past, this is no longer the case due to increased numbers.

3.3 Evidence of Support: Intent to Enroll Data

Over the past two years, over 100 families have completed the Two Rivers Intent to Enroll Forms. Please see Appendix B for our Intent to Enroll form and Appendix C for parents' letters of support. In October 2013, the Two Rivers Team contacted all individuals who had completed forms to ensure accurate, current data. Of the successful contacts, the team found very little attrition. The team has confirmed and updated Intent to Enroll forms for 141 total students. One hundred twenty-two of these students would be entering TRCS in Fall, 2014 while 19 fall outside of the K-6 grade range for year one. Looking just at students within the K-6 range for 2014, this represents 81% of our targeted opening enrollment. Based on our intent to enroll forms, 33% of students come from native Spanish speaking homes and 67% of students come from native English speaking homes.

Families residing in Glenwood Springs that have expressed interest in the school comprise nearly 81% of our intended student body. These families are currently sending their children to the following schools: Glenwood Springs Elementary School, Sopris Elementary School, Glenwood Springs Middle School, St. Stephens Catholic School, and the Waldorf School. Currently, nearly 19% of interested families reside in the Garfield RE-2 school district. These families reside primarily in the neighboring towns of New Castle and Silt and are sending their children to the following schools: Kathryn Senor Elementary School, Elk Creek Elementary School, Cactus Valley Elementary School, Riverside Middle School, or the Garden School. TRCS has also received intent to enroll forms from homeschooling families. Table 3-3.1 displays the percentages of TRCS supporters by school.

Based on the Intent to Enroll data, families interested in Two Rivers have students entering a variety of grades. While enrolling kindergartners represent the largest subgroup, classroom numbers in grades 1-6 are similar. Please see table 3-3.2 for the breakdown of students per grade.

Table 3-3.1 – Percentages of TRCS supporters by school

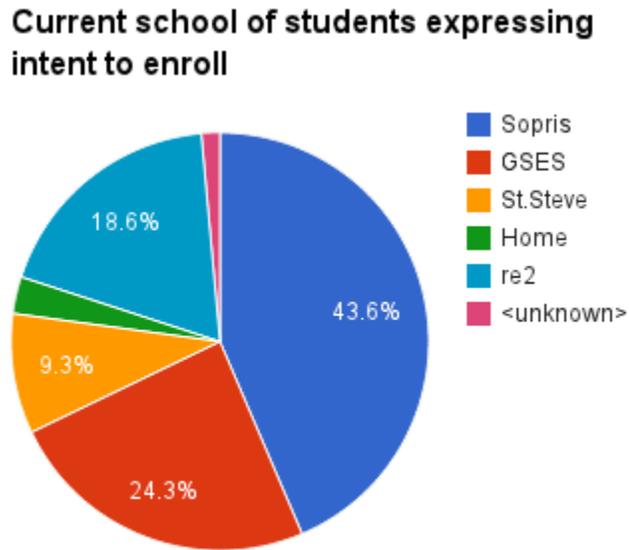


Table 3-3.2 displays the most current data from our intent to enroll forms by grade.

Table 3-3: Intent to Enroll numbers for 2014/2015

Grade	Number of Students
Kindergarten	26
First	13
Second	21
Third	15
Fourth	16
Fifth	14
Sixth	17
Total Students	122
Pre-K	14
Seventh	4
Eighth	1

3.4 Evidence of Involvement

Broad Community Engagement

Two Rivers Community School has widely communicated our message to the Glenwood Springs and surrounding communities. The Two Rivers Board and Leadership Team held informative community meetings at the Garfield County Library in Rifle, CO, the Glenwood Springs Library, and the Glenwood Springs Community Center. We have built a robust TRCS email list, a TRCS Facebook page, a TRCS website, in which to communicate with interested families and community members. People who attended these meetings were presented information on Project and Place Based Learning, TRCS' Vision and Mission, and were able to ask questions or voice concerns. Over 100 families have attended these meetings.

On October 28, 2013, The Two Rivers Team hosted a progress update meeting for current and past supporters. The Two Rivers Team discussed progress made to date, details on our updated educational plan, and our timeline for continued progress. Information was delivered in Spanish and English and the meeting was well attended by 43 community members. Leading up to this meeting, the team contacted past supporters by phone and asked specifically what drew them to TRCS. Supporters shared the following reasons: Small size, K-8 model, frustration with the public schools, hands-on learning, Spanish language component, seeing a need for more school options in our community, crowding in the public schools.

Latino Engagement

A key focus of Two Rivers is to create a school community that allows for rich cultural exchange for students and their families. Latino families comprise a large percentage of Roaring Fork Valley residents, yet involvement of and participation by Latino families in traditional schools is low. Research indicates that, "Latino parents [have] high expectations of their children's academic achievement and [want] to be more involved in their education, but [feel] excluded from the school community (Daoud and Quijcho, 2006). TRCS' overall goal is to represent the town demographics within our school. It has been well documented that other non-traditional schools in the Roaring Fork Valley have been unable to attain cultural and economic diversity. With this goal and reality in mind, our current strategy relies on the following principles to achieve a diverse, informed and engaged school population:

- Provide multiple ways to engage families and include diverse student populations
- Reduce the achievement gap between Latinos & White students
- Create a strong school culture that is fundamentally inclusive to multiple cultures and socio-economic backgrounds

TRCS is implementing a different approach for connecting with Latino parents. In January of 2013 we began our Latino outreach efforts with our first Latino focus group. During the months of February and March we hosted four additional focus groups. These meetings were structured quite differently than the larger TRCS community meetings, as the Two Rivers team was mostly listening and eliciting information and the groups were quite small. The goals of these focus groups were varied. We began by listening to the many valuable thoughts and

opinions about specific dilemmas Latinos face, the personal wishes and desires they have for their children and actions they have taken to influence change within their children's schools. This has helped our leadership team learn more about the experiences of Latinos in traditional schools and to use that information to inform multiple areas of our plans including our goals/objectives, educational programming and community outreach plans.

Our Latino support for TRCS is growing as a direct result of these small meetings. To date we have over 25 Intent to Enroll forms from Latino families. Among these new TRCS supporters are a group of trained Latino community organizers that have children in area schools, know their community, and are committed to working with TRCS.

Our plan is to engage the Latino community in the creation of this school from the very beginning and allow for multiple avenues to engage in the application process, transition plan and start-up phase of TRCS. Currently our Latino Outreach committee has the following areas of emphasis that we believe will ensure the successful integration of our Latino population that will result balanced enrollment numbers and a strong and inclusive school culture.

- Continued and consistent communication of our application progress with our interested Latino families through focused groups and community meetings
- A complete and thorough review of the complete TRCS charter application and integration of feedback in various sections of the application.
- Creating and cultivating partnerships with local Latino organizations, businesses, and community groups that are committed partners to TRCS.
- The current Board Recruitment & Training Committee along with our Latino families are actively recruiting Latino Interim Board Members and committee members to join our team.
- Translation of all informational materials and meetings

Creating a strong school culture is a recurring theme of our Latino focus group discussions. In addition to building it into our core values and educational philosophy, it will be most important to emphasize the following as we create, build and implement our plans for TRCS:

- From the very beginning of TRCS, Latinos must be involved all aspects of the creation of the school including committee and Board membership and community outreach efforts.
- TRCS will remain committed to creating a comfortable, kind, respectful environment that is accessible to all individuals and families that shows a genuine interest in the comments and opinions and concerns of the Latino community.
- All meetings, events and gatherings at or for TRCS welcome and encourage Latino involvement and participation.
- Members of the TRCS Board, administration and faculty will have a respectful, positive and welcoming attitude towards Latino families.

In addition to developing our relationships with the Latino community through bilingual focus groups, home visits and community meetings, the Two Rivers team will communicate to the local Spanish speaking community through local Spanish radio stations/programs and newspapers. TRCS will run articles and advertisement in El Montanes, the local Spanish Newspaper regarding the school.

Partnering with Parents

The TRCS team understands the limitations that low-income, minority parents face due to cultural and financial barriers. Learning from the lessons that those before us learned, Two Rivers recognizes the importance of having a balanced representation of students and parents to allow for every family to feel included, represented and valued. The demands that are often put on parents in charter schools are unrealistic for many low-income families that often struggle to make ends meet. Asking parents to donate goods versus asking parents to donate time can be a defining factor on whether or not parents stay in a certain school. The Two Rivers team is highly committed to making the transition to TRCS as convenient as possible for all parents and students.

Early Childhood Education Collaboration

Built into nearly every aspect of our school's goals, objectives and core practices are multiple strategies to narrow the achievement gap between Latino and White students.

One additional strategy we are exploring for is partnering with a preschool option that promotes a family model such as Head Start, the Colorado Preschool Program, and Raising a Reader (Please see Appendix 8 for letter of intent from Head Start and Raising a Reader).

Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development...Head Start programs provide comprehensive services to enrolled children and their families, which include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage. (Head Start, 2012)

Along with promoting school diversity, high quality pre-school programs can help lessen the achievement gap. "Research demonstrates that high-quality pre-kindergarten and full-day kindergarten are promising strategies to reduce this achievement gap in order to improve student achievement, reduce remedial education costs, strengthen schools, and increase district performance" (Early Childhood Education, 2007).

High quality early childhood programs that engage families in their child's education and educate parents about how they can insure their child's success in school, are even more successful in their ability to help children thrive in school. TRCS has a vested interest in forming these partnerships in their overall strategic plan. Along with Head Start, TRCS intends to build relationships with established pre-schools in Glenwood Springs that share similar learning philosophies with Two Rivers.

Community Partners

The TRCS Board and Leadership team consists of 9 members with a diverse mix of skills and experience. This highly committed group of individuals is working closely together to ensure a thorough, thoughtful school design. This group includes individuals with backgrounds in school administration, teaching, business, real estate, community organizing, multicultural outreach, and marketing. The Leadership team has formed partnerships with a number of skilled professionals and organizations that are serving as consultants to TRCS in specific areas such as legal advice, accounting, special education services, Project and Place Based Learning, and banking (Please see Appendix A1 and A2 for detailed information about the Board and Leadership team and consultant list).

One of the main goals at Two Rivers Community School is to teach our students to be responsible contributors to the community. We believe that parent and community involvement is key to the success of our vision. With fieldwork and community contribution being central components of Project and Place Based Learning, community partnerships are essential at TRCS. This type of learning relies on the willingness of members of the community to give of their time and talents. In order to ensure the students work together with, and contribute to, the community, we will invite community members to volunteer their time and knowledge with our students. Specifically, we would like to establish relationships with Ski Sunlight, the Glenwood Springs Center for the Arts, the Aspen Center for Environmental Studies, and the Glenwood Springs Community Center. Community members will be invited to participate in evaluation panels, celebrations of learning, and Project work. We also look forward to forming partnerships with organizations that promote diversity. Recently our steering committee had an offer to speak on the local Spanish radio station and to include information about the school in the fliers sent by a local real estate company to the Spanish speaking community. Should the charter be approved, we fully intend to take advantage of these opportunities. Thus far, we have letters of support from the following community partners:

- The Glenwood Springs Center for the Arts, to offer arts classes, exhibit student work, and assist TRCS in identifying artist partnerships and apprenticeships.
- Thunder River Theatre Company to offer apprenticeships, drama workshops and opportunities to use the facility.
- A letter of intent from the Aspen Center for Environmental Studies to partner directly with TRCS students for environmental projects and expeditions.
- A yoga instructor to teach yoga inspired movement.
- A detective to discuss Internet safety with older students and personal safety with younger students.
- A Court Coordinator from the 9th Judicial District to lead an expedition on the criminal justice system.

- The Chief Operating Officer from Gallegos Construction for students to do fieldwork at one of their supply sites.
- An Architect who would like to volunteer his services to help the charter school evaluate potential facilities and develop an architectural program for the school.
- An office manager of a construction company that would like to teach a class in basic operations of running a business.

Please see Appendix C for letters of community support.

The TRCS Leadership team continues to connect with key community organizations and individuals that would like to support our school. We intend to grow our list of community partners as we move through and beyond the final approval process.

Community Outreach Plan and Timeline for Continued Outreach

During our start-up year we will engage in a strategic plan to educate families about Two Rivers Community School and enroll students. Table 3-4.1 highlights past community outreach activities the TRCS team conducted prior to conditional approval in June.

Table 3-4.1: Pre-approval Calendar

Month	Activity
February, 2013	<ul style="list-style-type: none"> ▪ Hold two small Spanish focus groups ▪ Hold one community organizing group in Spanish
March, 2013	<ul style="list-style-type: none"> ▪ Continue with small Spanish focus groups with an emphasis on application review. ▪ Contact TRCS email group
April, 2013	<ul style="list-style-type: none"> ▪ Hold information session / discussion with key TRCS supporters ▪ Send bilingual newsletter via mail and email ▪ Conduct bilingual TRCS information session ▪ Update and translate website
May, 2013	<ul style="list-style-type: none"> ▪ Continue with small Spanish focus groups ▪ Send bilingual newsletter via mail and email

Upon final approval in December 2013, the TRCS team will continue with monthly, bilingual newsletters, and monthly community information meetings in Spanish and English. Through the end of 2013 we will continue outreach to the Latino community via small groups and home visits. Community information meetings will include specific information on school goals, opportunities to engage and enrollment. Table 3-4.2 lists the activities scheduled following final approval of the charter.

Table 3-4.2: Post-approval Calendar

Month / Season	Activity
Fall, 2013	<ul style="list-style-type: none"> ▪ Send monthly bilingual newsletter via mail and email ▪ Hold monthly bilingual informational meetings ▪ Update website ▪ Upload enrollment forms to website in English and Spanish ▪ Connect with Spanish radio station to set up interview and ad spot. ▪ Connect with Spanish realtor to create fliers to circulate to new homeowners
January 2014	<ul style="list-style-type: none"> ▪ Hold 2 information sessions – one in English, one in Spanish – with detailed information about enrollment and the lottery process ▪ Send bilingual newsletter via mail and email
February 2014	<ul style="list-style-type: none"> ▪ Hold 2 information sessions – one in English, one in Spanish – with detailed information about enrollment and the lottery process ▪ Send bilingual newsletter via mail and email
March 2014	<ul style="list-style-type: none"> ▪ Hold 2 information sessions – one in English, one in Spanish – with detailed information about enrollment and the lottery process ▪ Send bilingual newsletter via mail and email
April 2014	<ul style="list-style-type: none"> ▪ Hold 2 information sessions – one in English, one in Spanish – with detailed information about enrollment and the lottery process ▪ Send bilingual newsletter via mail and email ▪ Hold lottery (if necessary) and notify families participating in lottery of enrollment status
May 2014	<ul style="list-style-type: none"> ▪ Hold bilingual community information session ▪ Send newsletter via mail and email
Summer 2014	<ul style="list-style-type: none"> ▪ Hold monthly bilingual informational meetings ▪ Send monthly bilingual newsletter via mail and email ▪ Conduct school tour for new and prospective students, community members, press, and potential funders