



October 10, 2019

**To:** House Interim Committee on Education and Senate Interim Committee on Education

**From:** Kathy Smith, Senior Education Advisor, Walton Personal Philanthropy Group

**Re:** Request for Submission of Written Testimony

Senator English, Representative Cozart, and Members, thank you for the invitation to make comments regarding adequacy.

My points focus on a recommendation for partial use of one category within the funding formula, the Enhanced Student Achievement (ESA) funds.

In the language of Act 1083 of the 2019 Regular Session, the purpose of this funding category is described as:

Section 1. (c), “concerning **closing the achievement gap program...**” The purpose clearly states these funds are to be used to close the achievement gap, but in reviewing test data particularly for economically disadvantaged students against non-economically disadvantaged students, Arkansas still has a significant gap. In math achievement another disturbing gap exists as students in both categories move closer to exiting our K-12 system.

Below the ACT Aspire test results are posted from the last year officially recorded (the 2017-18 school year), taken from the state’s *My School Info* website for statewide data. While school grades for the 2018-19 school year have been released, the more specific data for percentages of students in the table categories below have not been. The table captures statewide grade level percentages for **All Students** in the “**Ready**” and “**Exceeding**” categories of the test, followed by the percentages for **Non-Economically Disadvantaged students**, **Economically Disadvantaged students**, and finally the **Percentage Point Difference** between the two. Note the comment box highlights in addition to a horizontal disparity between student groups, there is a vertical drop in Math achievement from grades 6-10.

2018 State Report Card - % Ready and Exceeding					
Math (Grade Level Scores)	All Students	Non-Economically Disadvantaged	Economically Disadvantaged	Percentage Point Difference	
3	59.28	75.45	51.51	23.94	
4	52.34	71.85	43.04	28.81	
5	49.99	67.99	41.12	26.87	
6	56.42	73.45	47.30	26.15	
7	47.38	65.78	36.76	29.02	
8	46.48	64.28	35.49	28.79	
9	33.75	50.70	22.88	27.82	
10	28.97	43.64	18.60	25.04	

28.7 percentage point drop for economically disadvantaged students over 4 years; 29.81 for non-economically disadvantaged

Literacy (Grade Level Scores)	All Students	Non-Economically Disadvantaged	Economically Disadvantaged	Percentage Point Difference
3	41.54	58.99	33.15	25.84
4	42.39	62.54	32.78	29.76
5	41.00	59.73	31.77	27.96
6	46.77	64.82	37.09	27.73
7	44.59	62.39	34.31	28.08
8	48.13	65.88	37.17	28.71
9	44.06	61.69	32.74	28.95
10	43.58	59.73	32.14	27.59
<b>Source: ADE Site: <a href="https://myschoolinfo.arkansas.gov/State/Detail">https://myschoolinfo.arkansas.gov/State/Detail</a></b>				

While the ESA funding category has been in place since 2004, the achievement gap continues to be troubling. Even more concerning is the **Economically Disadvantaged student category represents 63 percent of all public-school students in the state** (*My School Info* website for statewide data 2018).

It would seem the time has come to assure at least a portion of these funds be directed in a way that would create leveraged support, relevant involvement, and external accountability from the communities these schools serve.

More than any time in memory, Arkansas communities are poised to be involved in more relevant ways regarding school performance and how schools are preparing students for college and career options, but with only **18.6 percent of Economically Disadvantaged students in grade 10 ready and exceeding in math and 32.14 percent in literacy**, these students won't have the basic skills to take advantage of new and increasing opportunities.

Attached please find a document, published by the Institute for Educational Leadership, outlining a Community Schools model. As you will see at the end of the document, captured in the section called "Coalition for Community Schools Partners," this framework has been endorsed by many organizations across sectors including Community Development and Building; Education; Family Support and Human Services; Funders; Government; Local Community School Networks; Physical and Mental Health; Policy, Training, and Advocacy; School Facilities Planning; State Entities; and Youth Development. The document provides standards, resources, research regarding this approach, case studies, and alignment with the Every Student Succeeds Act (ESSA).

The benefit of this framework is it provides relevant, documented and accountable partnerships between schools and their communities, as well as alignment with the state's ESSA plan. In the funding section, suggestions are given for allocating funds toward this effort. For Arkansas, since significant funds are allocated in the ESA category, an appropriate percentage of these as determined by the legislature could provide leverage/matches from community-based organizations.

**Recommendations to Assure Effectiveness in Implementing this Approach:**

- **Non-profit Governance of the Plan** – If an external non-profit organization is involved in the governance of the plan, assurance of community voices, as well as accountability to the plan is more likely to occur. Non-profits would include community or regional organizations that

have capacity to manage the plan and could be a conduit for coordinating contracts with schools for wrap-around and educational services as needed.

- **Requirement for Schools in Level 5 Intensive Support** – Since more intensive support is required in the ESSA plan for schools in Level 5, this could be an additional requirement to build momentum for improvement not only from the state, but from the local community.
- **Evidence of Relevant Partnerships through a Written Plan** – These include goals for improvement in identified areas, signed by representatives from the school, parents, business, and community members.
- **Annual Reports to the Department of Elementary and Secondary Education and the House and Senate Education Committees** – These would show trends against specific plan metrics, prepared and submitted by the non-profit governance organization.

Again, thank you for requesting comments, and I'm available to answer questions Members may have at: [ksmith@wppg.org](mailto:ksmith@wppg.org) or 479-464-1567 (office) or 479-387-0571 (cell).



# COMMUNITY SCHOOLS

A Whole-Child Framework  
for School Improvement





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# ABOUT US

## COALITION FOR COMMUNITY SCHOOLS



Because Every Child Deserves Every Chance

The Coalition for Community Schools, housed at the Institute for Educational Leadership (IEL), is an alliance of national, state and local organizations in education K–12, youth development, community planning and development, higher education, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools

as a strategy to leverage local resources and programs, changing the look and feel of the traditional school structure to best meet the needs of children and families in the 21<sup>st</sup> century.

[www.communityschools.org](http://www.communityschools.org)

## INSTITUTE FOR EDUCATIONAL LEADERSHIP



For a half-century, the Institute for Educational Leadership has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families.

Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels to bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. The

work of IEL focuses on three pillars required for young people and their communities to succeed: Involving the broader community with public education to support the learning and development of young people; building more effective pathways into the workforce for all young people and supporting the transition to adulthood; and preparing generations of leaders with the know-how to drive collaborative efforts at all levels.

[www.iel.org](http://www.iel.org)

## ACKNOWLEDGEMENTS

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# INTRODUCTION



America is approaching a new era of school transformation. We learned from No Child Left Behind that focusing on equity demands we must look not just at test scores or they quickly become all that matters. That approach overlooks other critical aspects of a child’s life.

The new Every Student Succeeds Act (ESSA) recognizes this lesson and encourages states and districts to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” The law also emphasizes a “well-rounded education,” expands the indicators states and districts must report or be accountable for to include measures of school quality and compels leaders to examine conditions for learning and resource inequities. In short, the new law encourages us to educate the whole child—and the community schools strategy with its emphasis on deep stakeholder engagement—offers a framework to meet this challenge.

A community school is a public school—the hub of its neighborhood, uniting educators, community partners, and families to provide all students with top-quality academics, enrichment, health and social services, and opportunities to learn and thrive. Through

strategic relationships among families, educators and community partners, community schools embrace the whole child. Key opportunities found in every community school—powerful learning, integrated health and social supports, and authentic family and community engagement—help to develop students’ cognitive, social, emotional, and civic capacities. Community schools are student-centered: they listen to young people, what they need and aspire to, and incorporate their voices into curricula and decisions about the school.

Partnership is the key to community schools; schools do not go it alone. They engage other stakeholders and strategically partner with families and community organizations to provide students with a full range of opportunities and supports.

In this paper, we propose community schools as a strategy for school improvement; however we believe that all schools should be community schools, regardless of their academic standing in an accountability system. Rather than a reform, the community school is a vision for all schools—high or low-performing, urban or suburban or rural.

Community schools are an evidence-based strategy. Research demonstrates that the various components

of a community school (e.g., family and community engagement, afterschool, and strong student-adult relationships) impact student learning. Charles Basch's study demonstrates that non-academic factors such as vision, health, and physical activity impact student achievement.<sup>1</sup> Multiple studies show that community schools address these factors and lead to improved student achievement.<sup>2</sup> Additionally, research on afterschool shows that effective out of school time programs, a common element of community schools, also positively impacts academic achievement.<sup>3</sup> Further, research on family engagement demonstrates that when families are fully engaged, students do better.<sup>4</sup> Research on community schools continues to grow and points in a positive direction for outcomes for children.<sup>5</sup>

There is increasing support and demand for community schools at the local and state levels. Community schools are among the nation's fastest-growing education strategies. In 2007, we counted 33 places operating community schools. The Coalition for Community Schools (CCS) now counts more than 100 communities who are dedicated to the community schools strategy from Lincoln, Neb. to Baltimore, from Oakland, Calif. to Salt Lake, from Evansville, Ind. to Albuquerque, N.M., and from Cincinnati to Austin, Tex. The goal in these diverse communities is not limited to organizing a few community schools; rather, community schools are becoming the vision for the entire public school system.

More governors and state legislators are supportive of community schools: in 2016 alone, Governor Cuomo of New York invested \$175 million in community schools; Minnesota approved \$1 million to expand community schools across the state; California passed a law that redirects cost savings from Proposition 47, which reduces penalties for low-level crimes, to preventive investments for education, including community schools; and Maryland passed a law that requires the State Department of Education to notify

school districts that federal Title I funds may be used for expenses associated with community schools and requires the Department to provide technical assistance to schools implementing the strategy. These victories follow an active 2015 legislative session that saw the introduction of 12 bills across nine states for community schools.

This brief examines community schools at the school level. The ultimate goal, however is to build a system of community schools across a district. Where this occurs, districts and communities have built trust and are engaging in regular conversations about how to create results-focused partnerships that support young people both in and out of school.

Systems-level work is not easy: it requires central office transformation, has policy implications at the local and perhaps state level, and calls on schools and communities to join hands to educate and develop their children. A number of community school initiatives show us the way: [Oakland Unified School District](#), the [Family League of Baltimore](#) in partnership with the Baltimore Public Schools, and [United Way of Salt Lake](#) together with multiple local districts, are among those that are building systems of community schools.

This brief also outlines how states can support community schools. As state education agency leaders and their peers in other state departments think about how to build and scale community schools, they should keep in mind that it is not a new program. Rather, they should build on the strengths that exist in schools and communities, and align current and new resources, including people, organizations, and funding-toward a common vision of shared ownership for results. In this way, schools are building a strategy and vision that will endure, and will benefit not only students, families and communities now, but many more in generations to come.

# WHAT ARE COMMUNITY SCHOOLS?



*A community school is a public school—the hub of its neighborhood, uniting educators, community partners, and families to provide all students with top-quality academics, enrichment, health and social services, and opportunities to learn and thrive.*

*We offer this narrative of the community school framework to illustrate what a community school looks like at the school level.*

Community schools are the kind of public schools that families want and children deserve. Where students are safe, loved, and challenged. Where families and educators partner with doctors, nurses, social workers, community agencies, businesses, higher education, and others to provide the comprehensive academic and non-academic supports that meet each student's unique needs and taps his/her unique talents. Counseling and health care for some. Food and shelter for others. GED and job training for community residents. Quality instruction, enrichment, and extracurriculars for all. Where schools are open 24/7: early mornings, late afternoons, nights, weekends, and during the summer.

Where teachers are given the time and space to help students master the more challenging academics they need to thrive in an increasingly complex world. Where educators work with local companies, nonprofits, higher education, and local governments to offer students engaging, real-world projects that make learning more relevant, and open the door to future opportunities.

Where students have a voice in what their school looks like; where families are respected and engaged; where neighbors gather; where the wisdom and assets of the community are respected; and where students, families, neighbors, and community partners work with school staff to shape the school's priorities.

Instead of fragmenting neighborhoods, these hyper-local schools unify them. Instead of inventing another “silver bullet,” community schools offer a proven approach that’s rooted in our democratic values and retooled for the 21<sup>st</sup> century, with neighbors helping neighbors, and schools serving as the hub of their communities.

Community schools, 7,500 and growing, have a decades-long track record of improving achievement, empowering students and families, and strengthening neighborhoods. They are flourishing in a growing number of cities, suburbs, and rural America, in regular public schools and public charter schools.

Community schools offer an approach that builds on core American values to meet 21<sup>st</sup> century needs. They are more relevant than ever.

## COMMUNITY SCHOOLS GUIDING PRINCIPLES

- 1. PURSUE EQUITY**—Educational excellence and equity are inseparable. Community schools work actively to identify and confront policies, practices and cultures that keep students of different backgrounds and races from achieving equitable outcomes. Community schools proactively and intentionally empower those typically disempowered by barriers to participation.
- 2. INVEST IN A WHOLE-CHILD APPROACH TO EDUCATION**—Meaningful teaching and learning embraces but goes beyond mastery of core academic subjects to include youth development principles; holding high expectations for children, youth, and adults; and developing their social-emotional, health, critical thinking, and problem solving skills.
- 3. BUILD ON COMMUNITY STRENGTHS TO ENSURE CONDITIONS FOR LEARNING**—Community schools utilize the assets of the entire community—including the gifts of people who live and work there, parents, families, residents and community partners to create the optimal learning conditions for each student.
- 4. USE DATA AND COMMUNITY WISDOM TO GUIDE PARTNERSHIPS, PROGRAMS, AND PROGRESS**—Reliable and community-specific data, coupled with the wisdom of youth, families and residents, guides how educators and community partners work together to achieve measurable results.
- 5. COMMIT TO INTERDEPENDENCE AND SHARED ACCOUNTABILITY**—Student success requires explicit investment in collaborative planning and implementation between educators and community partners and across program areas and disciplines. Mutually agreed upon results and related indicators, as well as written agreements enable educators and community partners to hold each other accountable.
- 6. INVEST IN BUILDING TRUSTING RELATIONSHIPS**—Deep collaboration takes dedicated effort and time, and becomes evident in the daily formal and informal social exchanges within a school community and between the school and the broader community. Trusting relationships fuel school transformation by helping to create a nurturing safe, respectful climate where caring adults, families and students come to rely on each other as part of a shared approach to student success.<sup>6</sup>
- 7. FOSTER A LEARNING ORGANIZATION**—Improved student learning depends on a school community where educators and community partners work together towards continuous improvement. Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional development, to facilitate responsiveness to student needs.

# THE COMMUNITY SCHOOLS FRAMEWORK



## FRAMEWORK OVERVIEW

*In this brief we have organized the major components of a community school into a comprehensive framework. Below is a summary of these components, followed by more detailed descriptions in the brief. We also offer two graphics illustrating the framework: the first depicts the framework as a tree to tell the story of community schools, and the second shows the components as interrelated layers in a circle.*

The community schools framework **puts students at the center**, listening to their concerns and aspirations, and responding to their life circumstances.

Being student-centered at a community school means offering three kinds of **opportunities**: powerful learning, integrated health and social supports, and authentic family and community engagement.

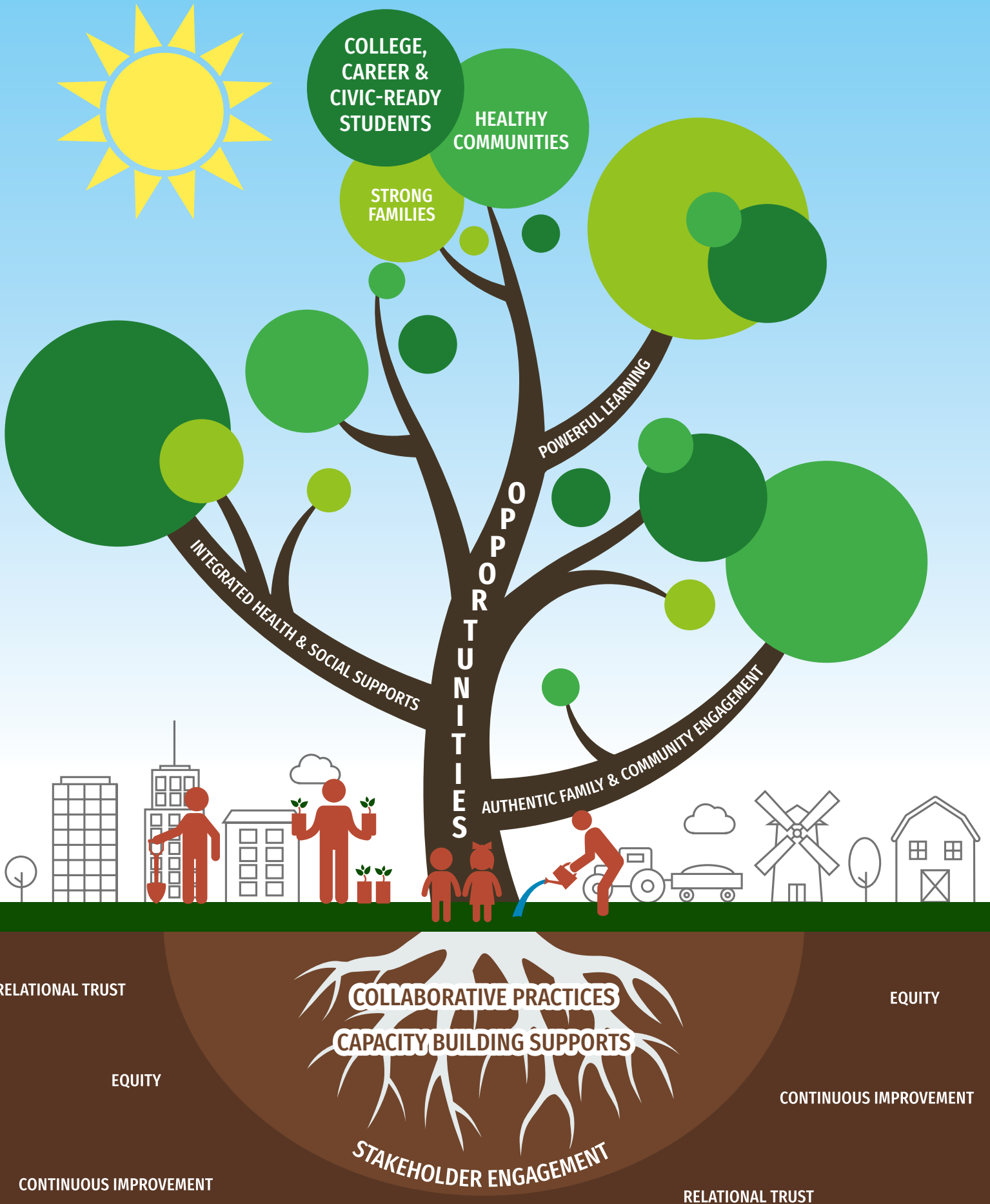
Undergirding these opportunities are a set of **collaborative practices** that tie families, educators and community partners together: inclusive leadership, shared ownership for results, strategic partnerships, resource coordination and data-driven planning.

**Capacity-building supports** help put these collaborative practices to work: all-stakeholder leadership development, professional development, and coaching for continuous improvement.

Buttressing all these components of community schools is deep **stakeholder engagement and participation**. Stakeholder engagement builds relational trust, strengthens an equity focus, and supports continuous improvement.

This community schools framework leads to the following results: college, career, and civic-ready students; strong families; and healthy communities.

# COMMUNITY SCHOOLS FRAMEWORK



# COMMUNITY SCHOOLS FRAMEWORK

## KEY

The community school framework puts students at the center.

● Supporting students are key opportunities: powerful learning, integrated health and social supports, and authentic family and community engagement.

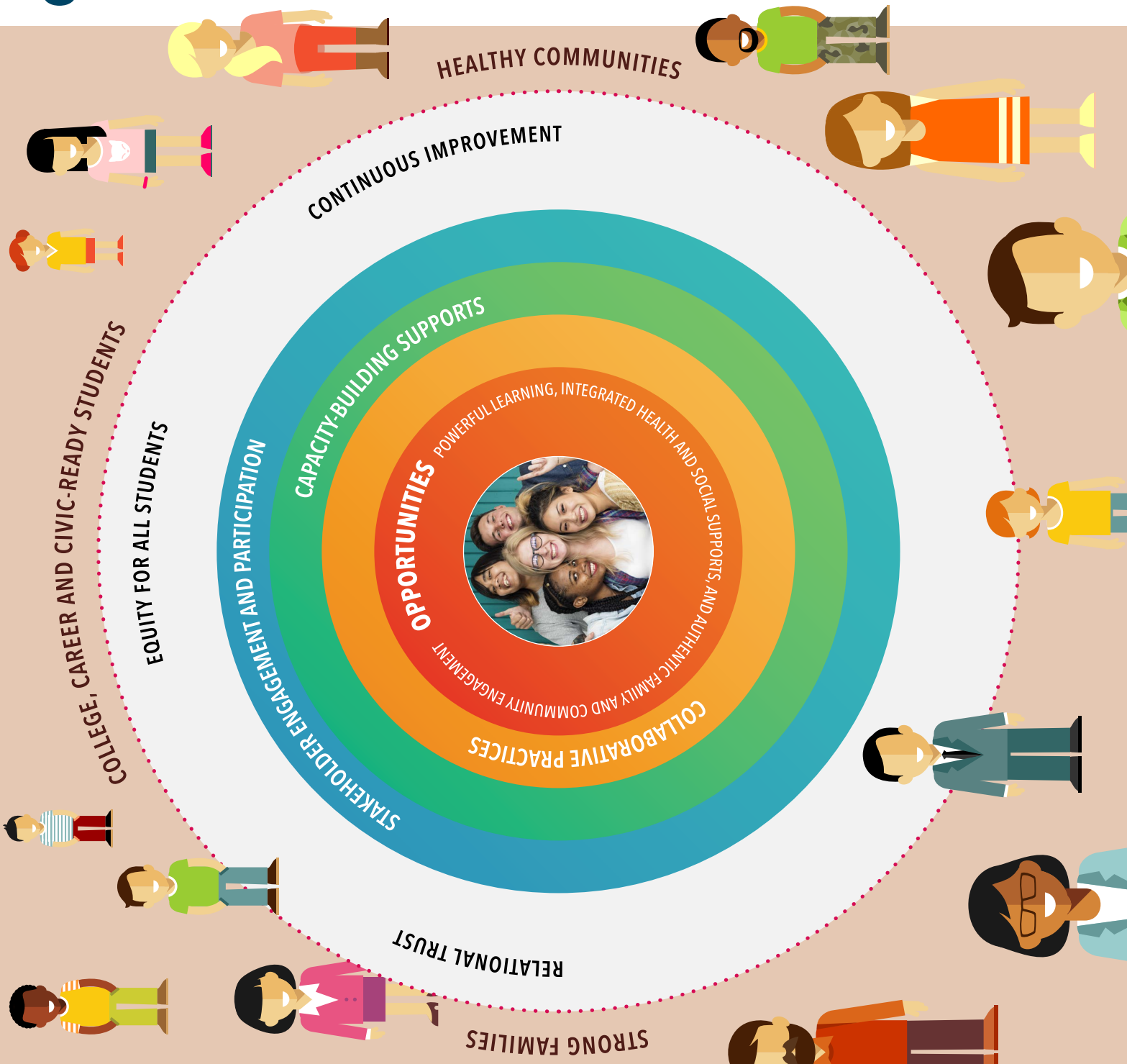
● Undergirding these opportunities are a set of collaborative practices: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership.

● Capacity-building supports nurture these collaborative practices: coaching for continuous improvement, all-stakeholder leadership development, and professional learning.

● All of these gears are driven by stakeholder engagement and participation.

● Community schools are nurtured by relational trust among stakeholders, a sharp focus on equity for all students, and a continuous improvement process designed to enhance performance and improve results.

● Results: college, career and civic-ready students; strong families; and healthy communities.



## FRAMEWORK COMPONENTS

The community school framework **puts students at the center**. To be student-centered means listening and responding to the concerns and aspiration of students, focusing on each student's unique learning needs and interests, and developing their social-emotional and physical competencies. Together, families, educators and community partners work to ensure that every student will have the opportunities they need and deserve.

### Opportunities

In response to the student-centered approach, community schools create three kinds of **opportunities**: powerful learning, integrated health and social supports, and authentic family and community engagement.

### POWERFUL LEARNING

In community schools, students are engaged in rigorous content, pursue active project-based learning and tackle community issues as part of the curriculum and with the help of partners, and have access to expanded learning opportunities, before and after school, and during the summer.<sup>7</sup> Learning happens with attention to student voice and choice, and with an emphasis on real-world problem solving. Community schools offer students a well-rounded education, a term referenced in ESSA, through courses like the arts, civics, and foreign languages.

### Examples

- Challenging and culturally relevant curricula
- High-quality services provided to English language learners, and special education students<sup>8</sup>
- Community-based learning, service learning, civic education, and environmental education
- Real-world learning through career and technical education, internships, and apprenticeships with community partners

## INTEGRATED HEALTH AND SOCIAL SUPPORTS

Community schools address barriers that prevent students from learning and fully engaging in school through supports located directly in the school or the community. These supports are available before, during, and after school, and are often provided to families and sometimes the community as well. An interdisciplinary student support team comprised of school-based staff and community partners collaborates to address student and family needs and help students develop personal competencies. Community partners might include health and mental health agencies, social services agencies, local government agencies, churches, and other organizations.

### Examples

- Health, dental and vision care
- Mental health services
- Social and emotional supports
- Response to intervention
- Housing assistance
- Family stability programs
- Early care and education Mentoring and peer conflict resolution
- Positive discipline practices (e.g. restorative justice, PBIS)

## AUTHENTIC FAMILY ENGAGEMENT

Community schools recognize that learning happens not only inside school, but also in the home. As a result, they honor the wisdom and voices of family and include them in planning and decision-making through their participation in school site leadership teams.<sup>9</sup> Two-way, culturally and linguistically relevant communication between school and families is proactive and consistent. Community schools also provide leadership and adult education opportunities so families can build their capacities to support themselves and their children. Community schools follow the approach promoted in the U.S. Department of Education's Dual Capacity Building Framework to build the capacity of both



educators and families simultaneously for family engagement.<sup>10</sup> Parent-led community organizing groups have increasingly become important voices to strengthen family engagement in community schools at both the school and district levels.

**Examples:**

- Parent-teacher home visits
- Academic parent-teacher teams
- Financial literacy
- Parent leadership
- School-based family resource centers
- School-based parent coordinators
- Parent summer camps
- Workshops and book clubs
- Family celebrations (back-to-school, Thanksgiving)

**AUTHENTIC COMMUNITY ENGAGEMENT**

Community engagement is the engagement of the people most closely involved with the school: neighborhood residents and community organizations involved with or located in the school community. This is distinguished from stakeholder engagement that we describe later, which includes the broader set of institutions and organizations in the community, including local government agencies, institutions of higher education, and others.

Authentic community engagement occurs when the school asks the community what it wants for its public school, and applies their input in the design, implementation and oversight of the community school. Community schools are deeply aware of the assets and needs of their communities; they conduct regular assets and needs assessments. They consider how to leverage these assets to support student learning and development. Assets include the gifts and expertise of adults in the community as well as those of nonprofits, higher education, faith-based institutions and local government. The school is also a venue for exploring

assets and addressing challenges affecting the school and community. The school is open to the community, and in this way the community feels ownership of the school, and works to ensure it succeeds.

**Examples:**

- Adult education and GED preparation
- Career preparation experiences
- Community events (e.g., arts, cultural and health fairs)
- Community issues and challenges are discussed at the school with the community
- School staff and partners participate in community asset mapping and community neighborhood walk-arounds

**Collaborative Practices**

Undergirding these components of community schools are a set of **collaborative practices**: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership. These practices enable community schools to become a vehicle for strategic results-driven collaboration among educators, partners, families, and communities. More than partnerships for the sake of partnership, community schools utilize the following collaborative practices to create a sustainable strategy that brings all the assets and expertise of individuals and institutions to bear on the work of the school and the results it seeks.

**INCLUSIVE LEADERSHIP**

A community schools recognizes that every individual in the school community has the capacity to lead. It recognizes and nurtures diverse leaders. As the head of the school the principal leads in an inclusive manner – listening to students, parents, teachers and practitioners, creating leadership opportunities where students, families, educators and community partners are able to bring their unique perspective and expertise to the school. Students, families, and community members are

more than just spots to be filled on a leadership team. Rather, they are active leaders in the community school and are empowered to make decisions collaboratively. Leadership development programs focus on enabling principals to function in an inclusive manner. As a result, when the principal or any other leader leaves the school, the work of supporting students remains because leadership and ownership is distributed across multiple stakeholder groups.

### **SHARED OWNERSHIP FOR RESULTS**

As centers of community, these schools belong to everyone. Every student, family community member educator and community partner shares ownership of the educational enterprise. Together, diverse stakeholders determine the results they want to work toward, take responsibility for those results, and collaborate to effectively provide the opportunities necessary to help students learn and thrive. By building shared ownership, community schools diversify those individuals who will stand up and support student-centered learning and public schools, and will create sustained collaborative practice.

### **STRATEGIC COMMUNITY PARTNERSHIPS**

Strategic community partnerships are the foundation of the community schools framework for student-centered learning. These intentional, results-focused partnerships work to provide the opportunities that students need and deserve. Through the site leadership team, families, educators and existing partners identify partners with the particular capacity to move the needle on the results the community school seeks. Community schools pursue the right partners; they do not welcome any and every potential partner.

### **RESOURCE COORDINATION**

A distinguishing feature of community schools is its ability to coordinate existing school and community resources and to identify new community assets based on student, family, and community needs. A community school coordinator (sometimes called a

community school director or resource coordinator, among other terms) with a deep understanding of the community school's needs is responsible for identifying and mobilizing strategic partners and integrating their expertise into the life of the school. Ideally, schools have a full-time coordinator who is a member of the school's leadership team and supports the community school site-based leadership team.

### **DATA-DRIVEN PLANNING**

Data is vital to creating student-centered learning opportunities in community schools. Coordinators, educators, and partners work together to share and use data to make decisions about individual student needs. Programs and partners are determined based on data-driven planning that meets the unique needs of every child while also attending to school-wide issues. In a community school, data-informed planning draws from quantitative data such as attendance (including chronic absence), behavioral incidents, student academic assessments and climate surveys, as well as qualitative data from students, parents, teachers and other practitioners, whose front-line experience is essential for a robust school improvement plan that is owned by everyone.

### **Capacity-Building Supports**

The successful implementation of these collaborative practices requires capacity-building supports that are responsive to the unique needs of the school. The district office works hand-in hand with the school to create supports that are responsive to its unique needs and circumstances. All-stakeholder leadership development, professional development at all levels, and coaching for continuous improvement builds capacity among people and organizations to attain real results.

### **ALL-STAKEHOLDER LEADERSHIP DEVELOPMENT**

In a community school, everyone can be a leader. Teachers, principals, parents, youth, and partners all

work collaboratively and have a voice in the decision-making process. To ensure that everyone realizes their full potential to be a collaborative leader, the community school provides opportunities for all stakeholders to develop the ability to take on meaningful leadership roles and work together effectively.

### PROFESSIONAL DEVELOPMENT

School staff and site-level partners participate in professional development that supports their unique responsibilities and in joint learning experiences that strengthen their ability to work together. Planning time is allocated to deepen integration between in-school and after-school teaching and learning, and enable teachers to work with community partners who bring assets to the curriculum. Data analysis and continuous improvement efforts help identify professional development needs. They are designed to enable educators, community partners and families to develop the knowledge, skills and abilities to work effectively together, share best practices and apply those practices in their work. Effectively done, these professional development opportunities create professional learning communities in the community school.

### COACHING FOR CONTINUOUS IMPROVEMENT

Data analysis, a regular needs and asset assessment, and ongoing dialogue about performance provides families, educators and partners the opportunity to continuously improve their programs and practices. On-site coaching from a neutral but informed colleague, either internal to the school or district or from an external resource, helps partners address challenges, identify blind spots and maintain focus on desired results.

### Stakeholder Engagement and Participation

Stakeholder engagement and participation buttresses all the components of a community school.

Stakeholder engagement from a whole-child perspective means that school districts and individual school

leaders reach out to involve a wide array of allies in the school improvement planning and implementation process. Four principles guide stakeholder engagement:

- **INCLUSION:** Engage a wide range of people and organizations with a stake in education to listen hard to diverse perspectives.
- **ACCESSIBILITY:** Make it easy for people to participate, to understand what is happening, and to be heard.
- **SUSTAINABILITY:** See stakeholder engagement as a continuous process involving ongoing dialogue—not as a one-time proposition.
- **FOCUS ON RESULTS:** Use engagement as a steppingstone toward building long-term partnerships that can help school systems achieve results that matter—from improved attendance and school climate to more extensive family and student engagement.

Parents and education advocacy groups, student groups, unions, community-based organizations, faith-based institutions, colleges and universities, municipal leaders, public agencies concerned with children, families and communities, United Ways, philanthropy and the business community all have a role to play. All these stakeholders have expertise and resources to contribute to the implementation of an effective school improvement plan.

When engaging stakeholders, keep in mind the words of Margaret Wheatley, the renowned leadership and management expert, in her first principle for growing healthy communities: “People will support what they create.” And make sure listen to the voices of young people and their families to create sustainable school improvement strategies.

## Relational Trust, Equity for All Students, and Continuous Improvement

Strong stakeholder engagement contributes to relational trust, equity for all students, and continuous improvement.

### RELATIONAL TRUST

Relational trust “is the connective tissue that holds improving schools together.”<sup>12</sup> In his seminal research, *Organizing Schools for Improvement*, Tony Bryk named relational trust across a school and community as essential to school improvement. It is built on four key attributes: respect, personal regard for others, competence, and integrity. The foundation of relational trust must be developed in order to successfully maintain engagement of stakeholders whose support will ultimately help schools to thrive.

Community schools foster relational trust by treating families and the community as partners, asking them to co-construct and realize the vision for their schools. School site teams, including families, educators and community partners look at data, share experiences and plan together. The community school coordinator brokers and maintains partnerships between school and community that build on this trust. The idea that schools belong to the community allows stakeholders access to the school and contributes to a growing sense of shared ownership of the work of the school, further deepening trust.

### EQUITY FOR ALL STUDENTS

Engaging multiple stakeholders and listening to diverse voices furthers a deeper focus on equity. In community schools, stakeholders dig deep to look at disparities that emerge from data across race, gender, disability and other factors, and explore the reasons for the disparities. They seek solutions to these disparities by helping students navigate barriers so they can thrive academically, socially, and emotionally, and become active participants in our democracy.

Community schools are able to perform these important roles by

- Organizing school and community resources in a school setting to provide opportunities and services; Ensuring everybody in the school—youth, teachers, principals, and families and community partners—has a voice, work together, and share accountability for student success;
- Believing in and setting high expectations for every child; and
- Building on community strengths and embracing diversity.<sup>13</sup>

Community schools pay attention to both academic and out-of-school factors that influence student learning and development. They directly address the “[conditions for learning](#)” the Coalition has identified as necessary for every child to succeed, based on an analysis of research.

### CONTINUOUS IMPROVEMENT

Stakeholder engagement supports continuous improvement by expanding the pool of expertise and resources that enable the school to get better. School leaders and other stakeholders work together to assess progress and make needed changes. Families, educators, and community partners work together to reach each and every child. They use data, including student, family, and community input to continuously improve practice. Individual student data, participant feedback, and aggregate outcomes are analyzed regularly by the site leadership team to assess program quality and progress and develop strategies for improvement. Issues requiring policy or procedural changes and resource needs are communicated to leaders and staff at the systems level.

# HOW COMMUNITY SCHOOLS SUPPORT NEW PROVISIONS IN ESSA



The new Every Student Succeeds Act (ESSA) that replaces No Child Left Behind empowers state and district leaders to rethink strategies to support all students to succeed and to see their communities as vital partners in that effort. The following chart outlines how community schools support new provisions in ESSA. To fully realize the potential these provisions offer for student achievement, we encourage state departments of education to implement cross-department collaboration to reflect the ways that these issues—from student achievement to discipline to school climate—intersect at the school level.

ESSA Provision	Components in Community Schools Framework	How Community Schools Support this Provision
School Quality Indicator for State Accountability Systems (Title I)	<ul style="list-style-type: none"> <li>Student-centered</li> <li>Powerful learning</li> <li>Integrated health and social supports</li> </ul>	These school quality indicators encourage states and local school districts to pay more attention to all the dimensions of young people’s learning and development, including social, emotional, physical, civic, and cognitive.
Reporting on chronic absence, school climate, and safety; rates of suspensions, expulsions, and school-related arrests; and bullying: Title I state and local school district report cards	<ul style="list-style-type: none"> <li>Integrated health and social supports</li> <li>Authentic family and community engagement</li> <li>Shared ownership for results</li> <li>Strategic community partnerships</li> <li>Data-driven planning</li> <li>Resource coordination</li> </ul>	These indicators can drive a whole-child approach to education and encourage school leaders to meet the conditions for learning necessary for academic achievement. Schools must partner with their communities to leverage the additional assets and expertise needed to adequately respond to the challenges of these indicators, and community schools offer such a strategy.

ESSA Provision	Components in Community Schools Framework	How Community Schools Support this Provision
Improving school conditions for student learning (Title I, SEA and LEA plans; Title IV, Student Support and Academic Enrichment Grant)	Powerful learning Integrated health and social supports Authentic family and community engagement Strategic community partnerships Data-driven planning Resource coordination Equity for all students	This should encourage state and district leaders to think proactively about the opportunities and supports that children need to succeed, and they can work with families and communities to create these conditions.
Well-rounded education (Title I) schoolwide programs and targeted assistance schools, Title IV Student Support and Academic Enrichment Grant (Title IV)	Student-centered Powerful learning Strategic community partnerships	The law says a well-rounded education includes volunteerism, community involvement, music and the arts, civic and environmental education, and other experiences that engage students. The law also encourages partnerships with nonprofits and institutions of higher education that can contribute to a well-rounded education.
Comprehensive Support and Improvement and Targeted Assistance for Improvement (Title I)	All components	The community school strategy offers a holistic approach to school improvement that is student-centered, educates the whole child, and engages families and communities as partners to share ownership for the success of young people.
Needs Assessments (Titles I and IV)	Shared ownership for results Strategic community partnerships Data-driven planning Resource coordination Inclusive leadership	Community schools regularly conduct needs and assets assessments and have expertise in this practice. As a new requirement of ESSA for school improvement, community schools are well-poised to implement this provision effectively.
21 <sup>st</sup> Century Community Learning Centers, Full-Service Community Schools Program, Promise Neighborhoods Program: Title IV	All components	Each of these programs offers an opportunity to implement and weave together different aspects of the community school strategy and contains supportive and reinforcing language aligned with the community schools framework.

# HOW STATES CAN SUPPORT COMMUNITY SCHOOLS

With the devolution of authority to the states in ESSA, state education agencies (SEAs) can be bold about the changes they wish to make to give all students the opportunity to learn and thrive. We offer specific actions states can take to support the community schools strategy. With these actions, we encourage SEAs to marshal other resources in their states, including children’s cabinets, P-20 councils, and similar structures, to join in the goals of their ESSA state plans. ESSA offers an opportunity to explore with other state agencies involved in these entities how they can support school improvement. We also direct SEAs to our [state policy handbook](#) that captures many of these recommendations.

- 1. Include community schools as an option for local school improvement work.** SEAs must use 7% of their Title I funds on school improvement. The Coalition encourage districts and schools tasked with school improvement to consider community schools as one option for a school improvement strategy. Clarify that these funds may be used to hire/designate a community school coordinator for the school. For schools that choose the community school strategy, offer technical assistance to implement the strategy, particularly to pursue authentic family and community engagement.
- 2. Continue and deepen the stakeholder engagement begun in the ESSA state planning process.** Engage your state’s children’s cabinet, P-20 council, or similar structure to bring together various agencies involved—health, labor, housing, etc.—to develop a shared vision and set of results for young people in your state. (If your state does not have a children’s cabinet or similar structure, use ESSA as an opportunity to create one). To signal your state’s support for community schools, consider creating a webpage as the Wisconsin Department of Public Instruction has done. And consider the Coalition’s community schools results framework as an example of a broader set of results your state’s cross-agency group may use.

Invite the voices of students, families and community members to join this group to ensure the vision and results incorporate their perspectives. This recommendation puts into action several components of the community schools framework: collaborative practices of inclusive leadership and shared ownership for results, as well as stakeholder engagement and relational trust. And expect that the kind of stakeholder engagement that has been part of your state planning process will be part of school improvement planning, and every aspect of local ESSA planning.

- 3. Align SEA resources, programs and policies to put students at the center.** Coordinate the work, people, and funding streams focused on various ESSA Titles (e.g. I, II, IV and others) for cross-department communication and collaboration toward the shared vision and set of results your SEA and stakeholders have created. In doing so, rethink SEA and related organizational arrangements to promote coordination. Align resources across state departments toward school improvement to help all schools practice continuous improvement, rather than just focusing on the schools identified for required improvement.

# COMMUNITY SCHOOL AND INITIATIVE EXEMPLARS

*Included below are profiles of three exemplary community schools—one elementary, one middle, and one high school—spanning from New York to Chicago to Oakland, Calif. These profiles are intended to shed insight on what a community school looks, feels, and sounds like when the components of the community schools framework are embraced and practiced in a holistic way. These school profiles are followed by a description of what a thriving system of community schools looks like, and includes examples of exemplary initiatives that have received Coalition national awards between 2013 and 2015.*

## ENRICO TONTI ELEMENTARY SCHOOL

Chicago, Ill.  
Student Enrollment: 1200  
Demographics: 97% Hispanic

When he was an assistant principal, Gerardo Arriaga knew that when he got the chance to lead his own school, he wanted it to be a community school. Now principal at [Enrico Tonti Elementary School](#), a preK-5<sup>th</sup> grade school located on Chicago's southwest side, he has seen how providing an engaging academic environment in combination with services that meet the needs of children and families can turn a struggling school into a high-performing one.

"I know the importance of involving parents and the importance of connecting home to the school," says Arriaga. "It's something I believe in."

Before Tonti became part of the Chicago Public Schools' (CPS) [Community Schools Initiative](#) (CSI) five years

ago, it was on academic probation—sitting at the lowest level in the district's school quality rating system and considered in need of "intensive intervention." Now it has earned the district's second highest rating, has an average daily attendance of over 96 percent and serves as a neighborhood hub for parents and community members. "Parents feel that they are not just dropping off their children," Arriaga says.

[Metropolitan Family Services](#) is the school's lead partner organization and provides a variety of counseling and social services to students and their families. Full-time resource coordinator Yomara Lazaro, who works for Metropolitan Family Services, collaborates with partners to bring in a wide range of support and enrichment programs, including mental health workshops, day and evening English-as-a-second-language sessions and cooking classes. With programs like book clubs and Zumba, she looks for ways to appeal to the interests of parents because they often forget their own needs, she says.

Lazaro is part of the school's leadership team and participates in a variety of school committees to stay plugged in to parents' concerns, the teachers' goals for students and the opportunities provided by partners. Because teachers provide many of the school's after-school programs, there is close alignment between the classroom curriculum and the skills and topics emphasized outside of the classroom, and the school has partnered with [LEAP Innovations](#) to provide teachers with professional development on how to personalize learning for students.

As part of CSI, the school is also able to provide a four-week summer program for students who need academic intervention. The program includes field trips and



recreation programs but also continues the counseling services students receive during the school year. When he became principal, Arriaga felt many students were in need of anger management and conflict resolution skills. Now, because of the multiple efforts in place to build students' social-emotional skills, there are "very few" discipline problems, he says. "We feel our whole school climate has been transformed."

There is a strong emphasis at Tonti on developing both the mind and body. A [Girls on the Run](#) program helps girls develop social-emotional skills while preparing for a goal, such as a 5K race. There is also Zumba for students, gardening and cooking classes and a Girls in the Game program that teaches leadership and sports skills. The school is part of the [Healthy Schools Campaign](#) and has achieved [Healthy CPS](#) status on its school progress report. And when the school was lacking a playground, Tonti's teachers led a fundraising campaign, and with the help of Disney volunteers and [KaBoom!](#), a nonprofit organization, there are now play structures available for both Tonti students and other children in the community.

Some of Tonti's strongest partners include nearby churches that make their space available for parent activities. The Maranatha Assembly of God church donates backpacks to students at an annual back-to-school event. Other partners, including the [Chicago Children's Choir](#), give students exposure to the arts, and 3<sup>rd</sup> – 5<sup>th</sup> graders in the school's band come early every morning to prepare for performances during parades and other events.

Tonti's students are active partners in creating the kind of school they want to attend. Arriaga leads a student council with representatives from each 4<sup>th</sup> and 5<sup>th</sup> grade class. The students also participate in WE Schools, which involves youth in addressing global issues and planning ways that they can benefit their community.

"Part of my success is that I have a team of people who know I can trust them," Arriaga says. "We have to empower people."



## ROOSEVELT MIDDLE SCHOOL

Oakland, Calif.

Student Enrollment: 520

Demographics: 45% Asian/Pacific  
Islander; 34% Hispanic; 17%  
African-American; 2% white

To Cliff Hong, the principal of [Roosevelt Middle School](#) in Oakland, Calif., the purpose of a public school is to “empower students to be creative thinkers.” But students couldn’t reach such a goal if they weren’t in class. The school’s attendance data in 2010 showed that too many students—15 percent—were chronically absent, and almost 20 percent were serving out-of-school suspensions. Through gathering honest feedback from both students and teachers, school leaders have been able to uncover the reasons why students were missing school or getting in trouble and have turned Roosevelt into a community school that centers about the needs of students and works with partners to address those needs. A student satisfaction survey showed that some students felt unsafe walking to school, so administrators began working with the Oakland Police Department to better monitor routes to school. Other students responded that they were experiencing bullying during lunch or at other times out of class, so more adult supervision was added. Lack of health care, housing struggles, financial problems and other conditions were also contributing to both absenteeism and student behavior problems. Now given three times a year, student and staff surveys are part of a continuous improvement cycle that starts with identifying needs and uses a design thinking approach to find solutions.

The community school manager, part of the school leadership team, works with partners and other school-based teams to pull together the right services

for students at the right time. The leadership team demonstrates the school’s attention to students’ academic and non-academic development by using a flip-flop approach in which they focus on instructional issues one week and school climate the next week.

An attendance team now meets weekly to review data and implement strategies such as home visits and teacher calls to parents. The [East Bay Asian Youth Center](#), one of the school’s partners, also provided case management for 40 students with severe absenteeism issues. When necessary, students are referred to the Coordination of Services Team (COST), which includes school and after-school staff members, mental health professionals, partners and a parent liaison. The COST determines which intervention services or resources can best address the problems that are keeping students from being successful.

A problem-solving and collaborative leadership approach has also impacted the school’s instructional program. To improve student engagement in the classroom, teachers worked together to create interdisciplinary academic teams and pilot a humanities curriculum. A [School Design Blueprint](#) outlining plans for personalized learning has also been developed to target individual learning needs, and over their three years at Roosevelt, students are now required to complete five projects focused on solving community problems.

Listening to parents’ needs and concerns has also led to structures that strengthen teachers’ relationships with both students and parents. A parent leadership team, representing the various languages spoken at the school, worked with teachers to implement an advisory program. The advisories not only give students more say in their learning and address academic needs—particularly reading—but they also give parents a regular point of contact regarding their children’s progress. Feedback from parents was showing that they felt comfortable communicating with afterschool

program staff, but felt disconnected from their children’s teachers. Because of the advisories, student-led parent-teacher conferences have been implemented and teachers stay in regular contact with parents by text.

The advisories are also a place for “restorative circles” in which students can discuss issues that might be troubling them. The school has two social-emotional learning coordinators who oversee the restorative practices and implement [Positive Behavior Intervention and Supports](#).

The school’s comprehensive approach to students’ academic and social-emotional needs, combined with Hong’s commitment to shared leadership and encouraging innovative ideas, has led to positive results. Suspensions are down to three percent and the chronic absenteeism rate has declined to less than six percent.

“I am very proud of the progress we’ve made,” Hong says, adding that systems are in place to sustain these outcomes, and that “partners have been essential to addressing” the various issues that were keeping students out of school. “It’s a team effort, and a testament to a continuous problem-solving attitude by the staff.”

## FANNIE LOU HAMER FREEDOM HIGH SCHOOL

**New York City, South Bronx**  
**Student Enrollment: 498**  
**Demographics: 71% Hispanic; 29%**  
**African-American**

It’s often said that a child’s zip code should not determine whether he or she has an opportunity to receive a high-quality education. Perhaps no school is putting this principle into action more than [Fannie Lou Hamer Freedom High School](#) in the South Bronx. Located in

the poorest district in the nation, this neighborhood school—with the support of strong partners—is giving all students equitable opportunities to be academically successful and pursue postsecondary education.

The school’s lead partner, [The Children’s Aid Society \(CAS\)](#), established the Student Success Center (SSC) and College Coaching Initiative in 2011 with the support of UBS, a financial services company. The SSC literally puts students at the center of the college preparation process by providing workshops, walking them through the financial aid process, taking them on tours of college campuses and linking them to internships to gain work experience. In its first year, 225 juniors and seniors were served and another 21 received more intensive case management services through the College Coaching Initiative.

Most students graduating from Fannie Lou are the first in their families to pursue college. That’s why former principal Nancy Mann felt it was critical to help families navigate the college application and financial aid process and to integrate college readiness activities throughout the curriculum and enrichment activities. The community school director works with partners, teachers and families to build mutual trust and to ensure that students have the resources they need to be successful, such as access to the nearby CAS health center where they can receive comprehensive health services and counseling.

Even before students enter the school, information on preparing for college is embedded into a summer bridge program for incoming 9<sup>th</sup> graders, and tours are held for prospective and new students in the fall so parents can learn about the school’s emphasis on higher education. Every student is required to begin building a portfolio, which at 9<sup>th</sup> and 10<sup>th</sup> grade includes a year-ahead plan, a career research project and a resume. Juniors and seniors add lists of colleges, personal statements and recommendation requests to ensure that they have the “college knowledge” they need to persist as deadlines

approach. After they graduate, seniors also participate in a bridge program to receive ongoing support before they begin college.

Financial Aid Night and other workshops build parents' awareness about the college preparation process. A full-time parent coordinator also heads up activities to welcome parents into the school community, such as a Thanksgiving potluck, technology and fitness classes and information on immigration. Parents also serve on the school's leadership team and are involved in setting goals and determining how students' needs are addressed.

In partnership with New York University, some students also participate in the [EXCEL Academy](#), a four-week summer residency, followed by a two-week boot camp focused on preparing for college. Students have an opportunity to build leadership skills by applying to become peer college counselors. They are trained to deliver college access workshops, recruit other students for SSC activities, and contribute to the school's college-going culture.

The school's academic program stresses five habits of mind—including critically examining evidence, seeing the world through multiple viewpoints and imagining alternatives—as teachers work to prepare all students to develop intellectually and lead “productive, socially useful and personally satisfying lives.”

Students at Fannie Lou take pride in their school. Classrooms are orderly, student work is displayed on the walls and the floors are clean. The school's appearance, as well as the fact that students are outperforming their peers in other New York City schools, is why the school has been called “an oasis in a bleak section of the South Bronx.”

## A SYSTEM OF COMMUNITY SCHOOLS

A thriving system of community schools focuses joint community and school resources on student success. The community schools strategy can have its broadest, deepest, and most sustainable impact when a school system and all of its community partners use the strategy in many schools. A multisite effort embeds the vision of a community school in the principles and practices, beliefs, and expectations of its schools, partner agencies, families, and community members. As the effort scales up, the community schools vision becomes the new culture. In that new culture, individuals and organizations alike share the work, responsibilities, and benefits of improved results for children, families, schools, and communities. The Coalition for Community Schools has supported the development of these systems of community schools and created a guide, [Scaling Up School and Community Partnerships](#), to help state and local education agencies and other partners create robust and effective systems of community schools.

### Exemplary Community School Initiatives

- [Family League of Baltimore](#) (Baltimore, Md.): 2015 Coalition award winner
- [United Way of Salt Lake](#) (Salt Lake City, Utah): 2015 Coalition award winner
- [Cincinnati Community Learning Centers](#) (Cincinnati, Ohio): 2013 Coalition award winner
- [Hartford Community Schools](#) (Hartford, Conn.): 2013 Coalition award winner

# RESOURCES

We want to ensure you have every resource you need to effectively implement community schools at the site, district, and state level. What follows are resources and research from the Coalition and our partners to aid you in these efforts.

We also strongly encourage you to visit community schools-this is the single best way to understand the strategy and to envision it for your community. To schedule a site visit, contact Mary Kingston Roche at [rochem@iel.org](mailto:rochem@iel.org).

## GENERAL RESOURCES

### Coalition for Community Schools

- [Frequently Asked Questions about Community Schools](#)
- [Community Schools 2015 Awards for Excellence Winners](#)
- [Community Schools Results](#)
- [Community Schools Site Standards \(coming soon\)](#)
- [How to Start a Community School](#)
- [How to Scale Up Your Community School Initiative](#)
- [Community Schools and ESSA](#)
- [Coalition for Community Schools Networks](#)

### American Federation of Teachers

- [What is a Community School?](#)
- [Is My School a Community School?: A Checklist for Students and Staff](#)

### Center for Popular Democracy and Alliance to Reclaim Our Schools

- [Community Schools: Transforming Struggling Schools into Thriving Schools](#)
- [Community Schools Toolkit](#)

### Children's Aid Society and National Center for Community Schools

- [Building Community Schools: A Guide for Action, National Center for Community Schools](#)
- [Community Schools in Action: Lessons from a Decade of Practice](#)
- [Measuring Social Return on Investment in Community Schools: A Case Study](#)
- [Measuring Social Return on Investment in Community Schools: A Practical Guide](#)

### Communities in Schools

- [Starting a Local CIS Affiliate](#)
- [The CIS Model](#)
- Research Brief: [Addressing Poverty Through ISS](#)
- Research Brief: [Addressing Trauma in our Schools](#)
- Fact Sheet: [Leveraging Title I Schoolwide Programs](#)
- Fact Sheet: [Supporting English Learners under ESSA](#)
- [CIS Partnership Impact Report](#)
- [School and District Support Study](#)

### National Education Association:

- [NEA Community Schools webpage](#)

### United Way Worldwide

- [UWW Community schools webpage](#)

## COMPONENTS OF THE COMMUNITY SCHOOLS FRAMEWORK

### POWERFUL LEARNING

#### Resources

- [Individualized Learning Plans](#)

#### Research

- A study by Stanford's Gardner Center on Oakland, CA's community schools shows their impact through greater student readiness to learn and "observable links between elements of community school implementation and student learning."<sup>14</sup>

### INTEGRATED HEALTH AND SOCIAL SUPPORTS

#### Resources

- *Community Schools in Action: Lessons from a Decade of Practice*. J.G. Dryfoos et al, Oxford University Press, 2005, pp. 84-113.
- [\*Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness\*](#)

#### Research

- A study on Oakland, CA's community schools finds that "students have access to substantially more social-emotional supports within the community school model, as well as there being better systems in place to identify students that need support and connect them to the right services."<sup>15</sup>
- In a study of two community schools in New York City, mental health services demonstrated impressive progress in helping middle school students deal with mental health issues. The evaluation documented improvements on a wide range of mental health problems, and many were totally resolved within the school

year. In addition, students in the study maintained their grade point average—a significant achievement for students facing multiple mental health challenges.

- A landmark study (2010) conducted by Professor Charles Basch of Columbia University Teachers College documented the causal pathways between seven health issues and children's academic achievement.<sup>16</sup>

### AUTHENTIC FAMILY ENGAGEMENT

#### Resources

- *Community Schools in Action: Lessons from a Decade of Practice*, pp. 41-56.
- [\*National PTA Standards for Family-School Partnerships\*](#)

### COMMUNITY ENGAGEMENT

#### Resources

- *Community Schools in Action: Lessons from a Decade of Practice*, pp. 114-124.

#### Research

- A recent study by the Chicago Consortium on School Research shows that "parent and community ties" can have a systemic and sustained effect on learning outcomes for children and on whole school improvement when combined with other essential supports."<sup>17</sup>

### COLLABORATIVE PRACTICES

#### Resources

- Collaborative Leadership (David Chrislip and Carl Larson)
- [\*Teacher Unions and Management Partnerships: How Working Together Improves Student Achievement\*](#), Saul A. Rubinstein and John E. McCarthy

## SHARED OWNERSHIP FOR RESULTS

### Resources

- [Community Schools Scaling Up Guide](#)

## STRATEGIC COMMUNITY PARTNERSHIPS

### Resources

- [Community Schools Scaling Up Guide](#)
- [Community Schools Results Framework](#)

## DATA-DRIVEN PLANNING

### Resources

- [Cincinnati Community Learning Centers' R.E.F.O.R.M. approach](#)

## STAKEHOLDER ENGAGEMENT AND PARTICIPATION

### Resources

- “[ESSA's Success Requires Stakeholder Engagement](#)” in *Education Week* by Martin J. Blank & Kent McGuire
- [Engaging All Leaders](#), a graphic illustration of the roles of key leaders, the actions they might take and the benefit that can result.
- [Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans](#), Council of Chief State School Officers
- “[Community Engagement: The Secret Ingredient](#),” blog post by the Annenberg Institute for School Reform
- [Stakeholder Engagement Tools for Action](#),

## RELATIONAL TRUST

### Research

- [Organizing Schools for Improvement](#), School Reform Initiative
- [Trust in Schools: A Core Resource for School Reform](#), ASCD

## EQUITY FOR ALL STUDENTS

### Research

- [CCS Equity Framework](#)

- [Each and Every Child: A Strategy for Education Equity and Excellence](#), The Equity and Excellence Commission

## Funding Sources for Community Schools

Sustainable community schools draw from a diverse blend of funding streams aligned toward the strategy. They align federal, state, and local public funds as well as private/philanthropic funds.

We encourage each community school and initiative to scan their environment and identify the unique assets and resources they can align to fund their community schools. And we encourage states to help fund community schools, and provide assistance to districts and individual schools on financing and sustaining community schools. For an overview and case studies of funding community schools, see the Coalition's [Financing Community Schools: Leveraging Resources to Support Student Success](#).

# COALITION FOR COMMUNITY SCHOOLS PARTNERS

## Community Development & Building

Asset-Based Community Development Institute | Center for Community Change | The Center for Leadership Innovation | Harlem Children's Zone | National Council of La Raza | National Trust for Historic Preservation | National Urban League | Police Executive Research Forum | The Harwood Institute

## Education

AASA, the School Superintendents Association | American Federation of Teachers | American School Counselor Association | ASCD | Citizen Schools | Council of Chief State School Officers | Council of the Great City Schools | Data Quality Campaign | Developmental Studies Center | Education Development Center | Elev8 | Learning First Alliance | National Association for Bilingual Education | National Association of Elementary School Principals | National Association of School Psychologists | National Association of Secondary School Principals | National Association of State Boards of Education | National Association of State Directors of Special Education | National Education Association | National PTA | National School Boards Association | National School Climate Center | Netter Center for Community Partnerships, University of Pennsylvania | Say Yes to Education | School Social Workers Association | Schools of the 21<sup>st</sup> Century, Yale University

## Family Support & Human Services

Alliance for Strong Families and Communities | American Public Human Services Association | Collaborative for Academic, Social and Emotional Learning | Child Welfare League of America | Children and Families First | Enterprise Community Partners | Harvard Family Research Project | National Center for Children and Families | National Center for Family Learning | National Center for Family Literacy | The Educational Alliance | United Way Worldwide

## Funders

Annie E. Casey Foundation | The Ford Foundation | Hartford Foundation for Public Giving | KnowledgeWorks Foundation | Lincoln Foundation | Milton S. Eisenhower Foundation | Polk Bros. Foundation | The Atlantic Philanthropies | The San Francisco Foundation | The Wallace Foundation | W.K. Kellogg Foundation

## Government

Local and State Government | National League of Cities | National Association of Counties | National Conference of State Legislatures | National Governors Association | The U.S. Conference of Mayors | Federal Government | Corporation for National and Community Service | 21<sup>st</sup> Century Community Learning Center Program | Centers for Disease Control and Prevention

## Local Community School Networks

The Austin Project (TX) | Baltimore City Community Schools Initiative (MD) | Boost! (United Way) (CT) | Boston Public Schools (MA) | Brooklyn Center Community Schools District (MN) | Broome County Promise (NY) | Children and Families First (DE) | Children's Aid Society Community Schools (NY) | Children's Services Council Palm Beach County (FL) | Cincinnati Community Learning Centers (OH) | Closing the Gap- FSCS Initiative (NY) | CMSD Community Wrap Around Schools (OH) | CPS Community Schools Initiative (IL) | Cranston Family Center and COZ (RI) | Dayton Neighborhood School Centers (OH) | Des Moines Public Schools (IA) | Detroit Public Schools (MI) | Elev8 Baltimore (MD) | Elev8 Chicago-LISC (IL) | Evansville Vanderburgh School District (IN) | Fall River Public Schools (MA) | Family Service of Rhode Island, Inc. (RI) | Florida International University (FL) | Flowing Wells Full-Service Community Schools Program (AZ) | Gainesville City Schools (GA) | George Washington Community High School (IN) | Greater Lehigh Valley-COMPASS (PA) | Hartford Community Schools (CT) | Holyoke Public School District (MA) | Kent County Social Services Network (MI) | LA Education Partnership (CA) | Lancaster School District (PA) | Lincoln Community Learning Centers (NE) | Linkages to Learning (MD) | Local Investment Commission (MO) | Mercer Street Friends (NJ) | Metro Nashville Public Schools (TN) | Netter Center for Community Partnerships (PA) | New Jersey Community Development Corporation (NJ) | New York City Public Schools (NY) | Norwood Resource Center (AL) | Oakland Unified School District (CA) | Ogden School District (UT) | Ontario-Montclair School District (CA) | Pasadena Unifi School District (CA) | Peoria Full Service Community School Initiative (IL) | Redmond School District Community Schools (OR) | Redwood 2020 (CA) | Rockland 21c Collaborative for Children and Youth (NY) | San Francisco Beacon Initiative (CA) | Santa



Rosa City Schools (CA) | St. Louis Public Schools (MO) | SUN Service System and Community School (OR) | Thrive - Five Strategies (MT) | Tulsa Area Community Schools Initiative (OK) | Twin Cities YMCA (MN) | United Way of Asheville and Buncombe County (NC) | United Way of Greater Milwaukee (WI) | United Way of Greater Toledo - Schools as Hubs (OH) | United Way of Salt Lake (UT) | United Way of the Bay Area (CA) | University of Tennessee-Knoxville (TN) | Vallejo Unifi School District (CA) | Vancouver Public Schools (WA) | West Chicago School District 33 (IL) | West Contra Costa Unifi SD (CA) | YMCA Dane County (WI) | YMCA of Long Beach (CA) | Youth Organizing Umbrella, Inc (IL) | Zion Elementary School District (IL)

### Physical & Mental Health

American Public Health Association | American School Health Association | Center for Health and Health Care in Schools, George Washington University | Center for Social and Emotional Education | Healthy Schools Campaign | National Mental Health America | School-Based Health Alliance | Society of State Directors of Health, Physical Education and Recreation | Trust for America's Health | UCLA Center for Mental Health in Schools

### Policy, Training, & Advocacy

21<sup>st</sup> Century School Fund | Afterschool Alliance | Alliance for Community Teachers and Schools | Alliance for Excellent Education | American Association of Higher Education | American Speech-Language-Hearing Association | American Youth Policy Forum | Annenberg Institute for School Reform, Brown University | Broader Bolder Approach to Education | Center for Popular Democracy | Center for Strategic Community Innovation | Child and Family Policy Center | Child Welfare League of America | Children's Defense Fund | Committee for Economic Development | Communities in Schools | Council for Exceptional Children | Education Commission of the States | Education Development Center | First Focus | Foundations, Inc. | GLSEN (Gay, Lesbian and Straight Education Network) | Healthy Schools Campaign | Illinois Federation for Community Schools | Institute for Educational Leadership | Institute for Social and Education Policy, New York University | National Afterschool Association | National Center for Community Schools | National Center for Schools and Communities, Fordham University | National Child Labor Committee | National Council of La Raza | National Partnership for Family, School, and Community Engagement | National Human Services Assembly | National Youth Employment Coalition | Partnership for Children and Youth | PolicyLink | Poverty and Race Research Action Council | Progressive States Action | Public Education Network | Save

the Children | Say Yes to Education | The Finance Project | The Rural School and Community Trust | Young Elected Officials Network | YSA

### School Facilities Planning

Concordia, LLC | Council of Education Facilities Planners International | Education Facilities Clearinghouse | New Schools/ Better Neighborhoods | Smart Growth America | 21<sup>st</sup> Century School Fund

### State Entities

California Center for Community-School Partnerships/Healthy Start Field Office | California Department of Education | Child and Family Policy Center | Colorado Foundation for Families and Children | Education Leadership Beyond Excellence | California Consortium of Education Foundations | Georgia Family Connection Partnership | Illinois Community School Partnership/Voices for Illinois Children | Nebraska Children and Families Foundation | New Jersey School-Based Youth Service/Department of Human Services | Office of Family Resource and Youth Services Centers, Frankfort, KY | Ohio Department of Education | State Education and Environment Roundtable | Tennessee Consortium of Full Service Schools | Washington State Readiness-To-Learn Initiative

### Youth Development

After-School All Stars | America's Promise Alliance | Association of New York State Youth Bureaus | Big Brothers, Big Sisters | Boys and Girls Clubs of America | California After-school Partnership/Center for Collaborative Solutions | Camp Fire USA | Citizen Schools | Families of Freedom Scholarship Fund | Forum for Youth Investment | John W. Gardner Center for Youth and Their Communities | National Center on Time and Learning | National Collaboration for Youth | National Summer Learning Association | National Institute on Out-of-SchoolTime | National School-Age Care Alliance | Partnership for After School Education | The After-School Corporation | YMCA of the USA | Youth Development Institute (Beacon Schools)

# ENDNOTES

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