

STAGES OF DEVELOPMENT OF A SYSTEMIC COMMUNITY SCHOOLS INITIATIVE

Stages of Development				
Elements ▼	Exploring	Emerging	Maturing	Excelling
Shared Vision & Results Framework	<ul style="list-style-type: none"> Multiple stakeholders realize need for change but unclear on how to change or what to change to Exploration of examples of effective broad-scale change in education, social service and youth development sectors 	<ul style="list-style-type: none"> Recognition that children's needs are complex and multi-faceted and require a broad range of interventions and opportunities Growing numbers and types of stakeholders being drawn together around need for change 	<ul style="list-style-type: none"> Consensus on a vision that includes broad set of outcomes, system structures and underlying beliefs Multiple means of measuring student learning and development used with special attention to data collection and sharing protocols 	<ul style="list-style-type: none"> Commitment to continuous vision refinement with existing and new stakeholders. Wide-spread use of qualitative and quantitative data to respond to immediate needs and inform future decisions
Supportive Policy & Innovative Financing	<ul style="list-style-type: none"> Reports on need for changes in how children are educated and supported discussed among policy makers and in news media Dissatisfaction with the categorical nature of funding and limited scope of related outcomes for children 	<ul style="list-style-type: none"> Debates on how to use policy to help lead reform rather than force change Alternatives to old financing paradigm, including cost-sharing and redeployment of existing resources, emerge in piecemeal fashion 	<ul style="list-style-type: none"> Policies across education, health, social services, etc. are aligned and interconnected, using community schools as an organizing framework More resources allocated for innovation and funding opportunities provide incentives for partnerships and integration 	<ul style="list-style-type: none"> Policies at the district, municipal, state and federal levels recognize, promote and sustain school-community partnerships Public and private financing reflect a focus on the whole child and invest in both implementation and coordination of services
Effective Leadership	<ul style="list-style-type: none"> Leaders from multiple sectors recognize and discuss internally the need to change how their organizations operate to better address children's comprehensive needs Innovative "cross-boundary" leaders gain media attention 	<ul style="list-style-type: none"> School and community leaders initiate discussions on core education and human service issues, including emerging roles and responsibilities Political and community leaders speak out on selected issues 	<ul style="list-style-type: none"> Leaders use power and influence to generate broad-based support and build consensus for the initiative Leaders support paradigm shift in their own sectors through professional development 	<ul style="list-style-type: none"> Key champions are continually and strategically cultivated from across sectors to advance the community schools agenda Leaders plan for succession and institutionalize structures to manage change and ensure continuity
Broad Community Support	<ul style="list-style-type: none"> Forums on need for change with input from the public is seen as essential Strategic plans, studies, and recommendations from influential groups call for fundamental changes to "business as usual" 	<ul style="list-style-type: none"> School-level advisory councils are formed, forging connections between school and community stakeholders Authentic public involvement in identifying needs and defining broad outcomes for children 	<ul style="list-style-type: none"> Ongoing commissions, task forces established to drive changes and maintain momentum as leaders come and go Underrepresented groups (families and youth) are actively engaged in change process through advocacy and organizing 	<ul style="list-style-type: none"> Public, political and business engagement and ownership seen as essential features of the initiative During times of transition, community stakeholders act as a stabilizing and guiding force
Stable & Flexible Systems	<ul style="list-style-type: none"> Commitment to reform existing structures in a transparent and inclusive manner Realization that partnerships need to be formalized, longer-term and better coordinated in order to address crisis-oriented and fragmented nature of services 	<ul style="list-style-type: none"> Networks (including electronic) used to facilitate sharing of information and new ideas Service providers recognize need for, but have little or no access to, training on cultivating interagency partnerships 	<ul style="list-style-type: none"> Governance structures are responsive to changing contexts and represent the diversity of the communities they serve Technical assistance builds capacity, ensures fidelity to the vision and facilitates continuous improvement 	<ul style="list-style-type: none"> Roles of partners are mutually agreed upon and partners are held accountable for results Fiscal management, information technology, communications, and human resource processes are informed by current best practices