



National Center
for
COMMUNITY SCHOOLS



Community School Models: Infrastructure and Supports

Objectives



- ◆ Build a shared understanding of models of community schools, including their strengths and limitations
- ◆ Discuss the infrastructure needed to ensure effective planning, implementation, and results
- ◆ Review the elements of a systemic community schools initiative
- ◆ Consider a governance model for systems of community schools

Models for Community School Partnerships



“Lead Agency”

- Nonprofit partner works closely with school and employs the Coordinator
- Provides all, some, or very few direct services
- Coordinates all CS strategy and programming

School/District Led

- School does not have a lead agency, although it potentially partners with community organizations
- Coordinator is a school/district employee
- Centralized district infrastructure



- ◆ What would it **need** to be successful?
- ◆ What would the **barriers** to success be?
- ◆ Who are the **stakeholders**?



Elements of Systemic Community Schools Initiatives



- Shared Vision and Results Framework
- Supportive Policy and Innovative Financing
- Effective Leadership
- Broad Community Support
- Stable and Flexible Systems



1. Shared Vision and Results Framework



- Stakeholders collaborate in the development of the vision, mission, and goals
- Plan clearly identifies the necessary strategies, activities and partners
- Model is well-defined and adapted to local needs
- Results are clear, measurable, achievable and need-based



2. Supportive Policy and Innovative Financing



- Policies at all levels recognize, promote and sustain school-community partnerships
- Public and private financing reflects a focus on the whole child and invests in both implementation and coordination
- A CS framework serves as a conduit for new funding streams, and existing resources (i.e., funding, personnel and space) are redeployed
- Incentives exist to encourage partnerships at all levels, and partners are held accountable for results



3. Effective Leadership



- Leaders boldly challenge conventional thinking to support change within and across systems
- Key champions are strategically cultivated from across sectors to advance the community schools agenda
- Leaders use power and influence to generate broad-based support and build consensus for the initiative
- Leaders from across sectors plan for succession and institutionalize structures to manage change and ensure continuity



4. Broad Community Support



- Community stakeholders are active participants in needs assessment and resource inventory processes
- Community resources -- both financial and human -- are organized to address needs and build on strengths
- A variety of opportunities exist to engage stakeholders and ensure shared ownership of the initiative
- During times of transition, community acts as a stabilizing and guiding force



5. Stable and Flexible Systems



- 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
- Fiscal management, communications, and human resource processes are informed by current best practices
- Roles of partners are mutually agreed upon and partners are held accountable for results



Stages of Development in a Community School



Exploring

Emerging

Maturing

Excelling



Stages of Development in a Systemic CS Initiative



Exploring

Emerging

Maturing

Excelling



Systemic Community Schools Initiative Structure

