



National Center  
for  
COMMUNITY SCHOOLS

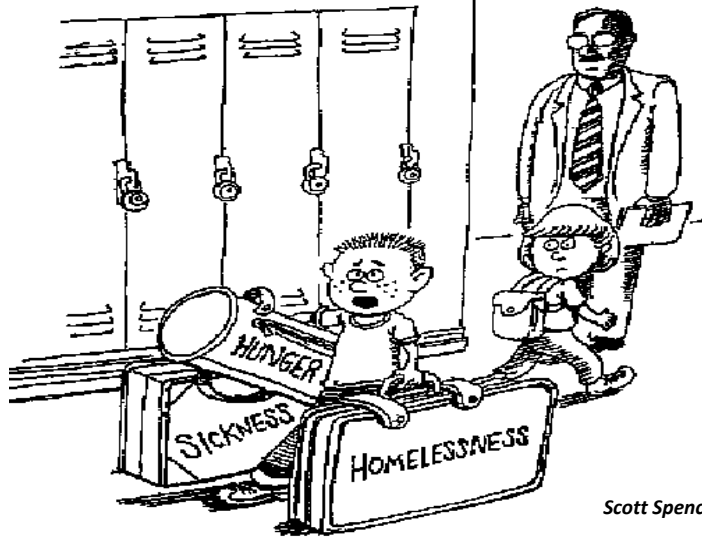


## Community Schools: A Strategy, Not a Program

### Agenda

- ◆ Definitions
- ◆ Capacities
- ◆ Stages of Development





Scott Spencer

***“Could someone help me with these?  
I’m late for math class.”***

# Definitions

## A Strategy, Not a Program



"A strategy for organizing the resources of the school and community around student success..."

Pamela Harvey, Fmr. Superintendent  
St. Paul Public Schools



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## What is a Community School?



A community school is both **a place** and **a set of partnerships** between a school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to **improved student learning, stronger families** and **healthier communities**.

Coalition for Community Schools



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This slide compares two educational models. On the left, a black rotary telephone is shown, representing a 'Conventional School'. On the right, a tablet computer displays a grid of icons representing various services, representing a 'Community School'. The icons include: Health and Social Support, Enriching Instruction, Expanded Learning Opportunities, Early Childhood Development, Family Engagement, Community Engagement, College and Career, Infrastructure, and Youth Development Activities. A logo with the text 'Children's Aid' is in the bottom left, and a stylized diamond logo is in the top right.

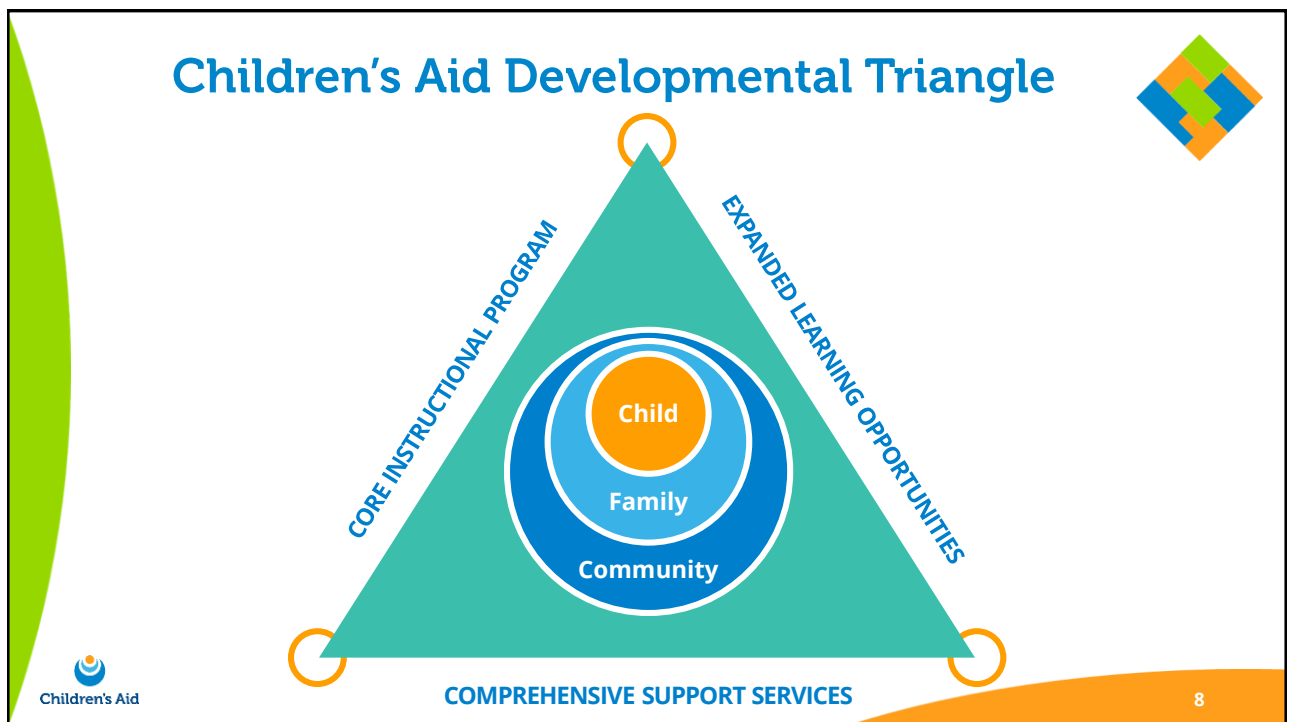
**Conventional School**

**Community School**

Children's Aid

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## Children's Aid Developmental Triangle



The diagram illustrates the 'Children's Aid Developmental Triangle'. It features a large teal triangle with three vertices marked by orange circles. The left side is labeled 'CORE INSTRUCTIONAL PROGRAM', the right side 'EXPANDED LEARNING OPPORTUNITIES', and the bottom 'COMPREHENSIVE SUPPORT SERVICES'. In the center of the triangle are three concentric circles: an orange circle labeled 'Child', a light blue circle labeled 'Family', and a dark blue circle labeled 'Community'.

**Children's Aid Developmental Triangle**

CORE INSTRUCTIONAL PROGRAM

EXPANDED LEARNING OPPORTUNITIES

Child

Family

Community

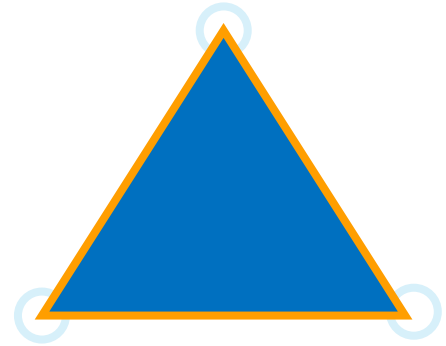
COMPREHENSIVE SUPPORT SERVICES

Children's Aid

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## Programmatic Elements

- Adult Education
- College Readiness
- Core Instruction
- Early Childhood
- Expanded Learning
- Family Engagement
- Health and Wellness
- Pregnancy Prevention
- Restorative Practices
- Economic and Community Dev't



## Strategic Functions

- Continuous Improvement
- Data Collection/Analysis
- Evaluation
- Fundraising/Sustainability
- Individualized Supports
- Needs/Strengths Assessment
- Policy/Advocacy
- School-Community Partnerships
- Strategic Communications



# Capacities

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## Four Capacities



**Effective community schools continually develop a set of four key capacities:**

1. Comprehensiveness
2. Collaboration
3. Coherence
4. Commitment

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# 1. Comprehensiveness



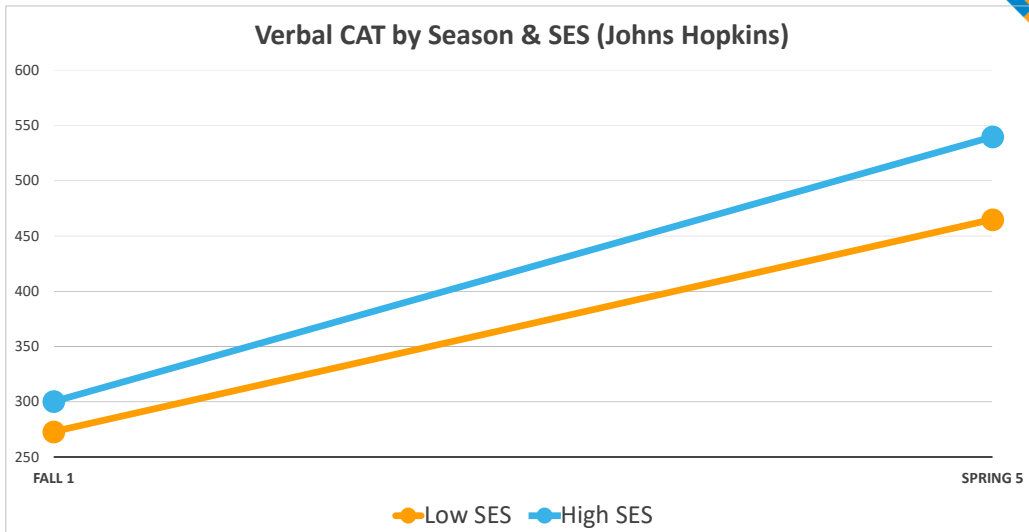
**Programs, services and opportunities respond to a wide spectrum of identified needs by marshalling a full complement of partnership resources**

- Whole Child Developmental Approach
- Needs Assessment & Resource Allocation
- Asset-based, High-quality Program Development



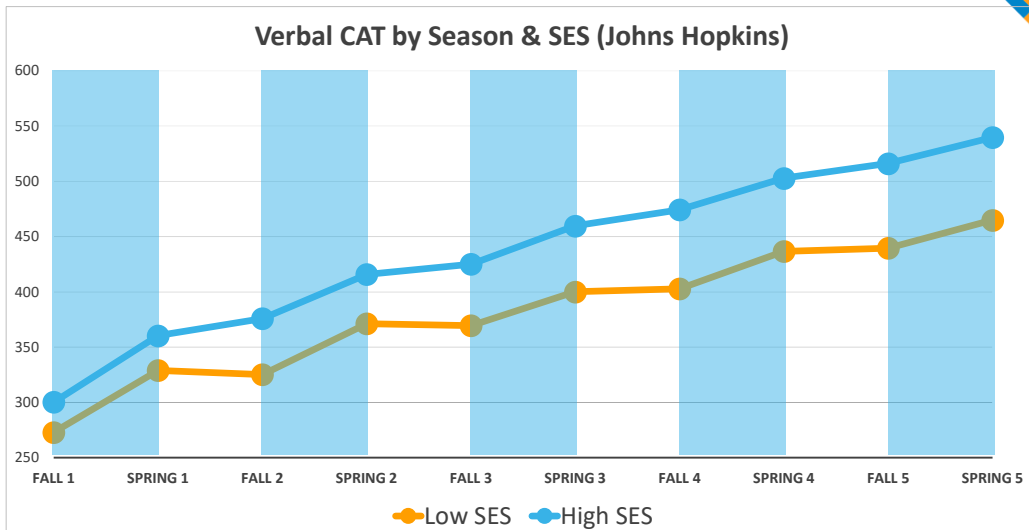
# Beginning School Study

Verbal CAT by Season & SES (Johns Hopkins)



# Beginning School Study

Verbal CAT by Season & SES (Johns Hopkins)





## 2. Collaboration



**All stakeholders are involved in meaningful, permanent roles – including educators, parents, students, funders, community members, elected officials, providers, policymakers, etc.**

- Engagement
- Partnership Development
- Shared Leadership

**"Collaboration has been defined as an unnatural act between non-consenting adults. We all say we want to collaborate, but what we really mean is that we want to continue doing things as we have always done them, while others change to fit what we are doing."**



**Jocelyn Elders**  
**Former US Surgeon General**

## Collaboration - What is it?



- Collaboration is the highest form of partnership
- It entails multiple partners who care about a community or an issue
- Partners come together and examine their own systems and interrelationships while learning from each other's views

## 3. Coherence



**Programs, services and opportunities are integrated and aligned to achieve outcomes beyond the reach of any one entity**

- Program Integration and Oversight
- School/Partner Relationships
- Coordination

# Chronic Absence



- Chronic absence occurs when students miss 10% or more days (about a month) in a school year including excused and unexcused absences.
- National research found that this level of school absence was associated with lower academic performance, truancy, dropping out, delinquency and substance abuse.

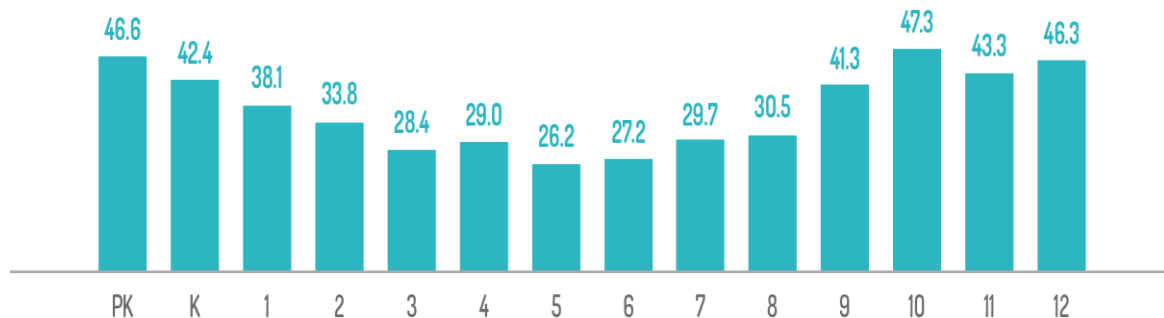
Hedy Chang, Attendance Works



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CHRONIC ABSENCE BY GRADE IN CD 3 SCHOOLS 2014-2015\*

■ % of students chronically absent



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## 4. Commitment



**All partners view the CS as a long-term strategy, not a program, and sustainability planning activities are employed from the start**

- Shared Vision and Results Framework
- Building Public Will and Participation
- Strategic Financing
- Evaluation and Capacity-Building

## Lessons about Leverage



- Non-education dollars from multiple sources can be leveraged to add value to the work of schools, in schools
- The CS strategy can add both human and financial resources to schools
- Former U.S. Secretary of Education Arne Duncan called CS “the most highly leveraged dollars I spent in Chicago”

# Stages of Development

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## Stages of Development in a Community School

### Summary of Key Features of Stages

Stage 1: Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
This period is marked by discontent with the ways schools operate. This stage is marked by grandiose ideation, tremendous optimism and aspirational thinking that "if only" X was in place, things would be significantly different. All this should be encouraged because out of these dreams and desires will emerge a shared vision.	This period is marked by a commitment to jump in and do something! A decision has been made to commence the transformation by introducing some level of services, securing some funding and beginning to develop partnerships. Programs are designed in a strength-based paradigm, based on data from a formal or informal needs assessment. This period is like a roller coaster ride, marked by highs and lows, progress and frustration. To succeed in this stage, there needs to be a commitment to the shared vision, clear goals, good communication processes, clarity of roles and responsibilities, responsiveness to the needs, regular celebration. This period lasts for about 2 years.	This period is marked by steady, intentional progress and the realization that this work requires a tremendous amount of effort. The vision of the CS becomes clearer to multiple stakeholders, consequently there is likely to be broader support for it. Service utilization increases as interventions become timelier, more relevant, and of higher quality. Relationships between the CSO, partners, and the school are deepened, administrative and programmatic integration becomes more natural, and partners and the school jointly fund select programs. To succeed in this stage, one needs to keep the vision and programs fresh, tend to the relationships, increase partnerships, continue to demonstrate added value, and attend to sustainability.	At this level you are implementing quality programs and systems that are fully integrated into the fabric of the school. You have influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education; you have established strong relationships within the school, community, and school district; you are valued as a committed partner & leader by the school. To succeed in this stage, one needs to take smart risks in innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.



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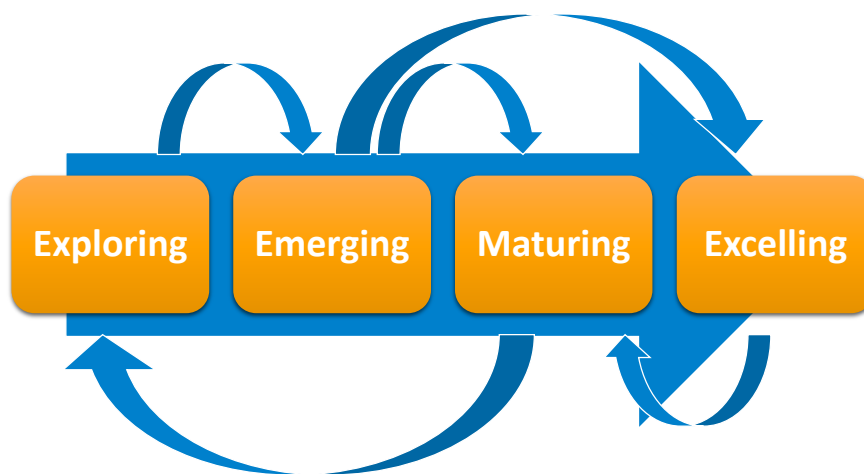
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### The Capacities Across the Stages of Development

	Exploring	Emerging	Maturing	Excelling
Comprehensiveness	Characterized by recognition that children and families have multiple needs that impact school climate and inhibit learning, and that schools cannot address them alone. Focus on how to get services and programs for children and families, both non-academic and academic enrichment.	Characterized by initial steps towards building relationship with a Lead Partner and other willing providers. School open extended hours for partners to provide services, as well as inviting programming and support services during the school day.	Characterized by opening school to multiple partner services and programs that respond to identified needs of students, school, families and community and that improve the overall conditions for learning.	Characterized by a shift in role of schools as hubs of opportunity and civic engagement for students, families and neighborhoods residents. System in place for on-going comprehensiveness in response to need and demand.
Collaboration	Characterized by interest in CS strategy as way to engage others in removing barriers and improving conditions for learning. Open to sharing leadership. Interested in increasing parental and community engagement.	Characterized by increased efforts to engage parents and community in planning. Implementation and oversight of academic and non-academic programs. Beginning to involve partners and parents in decision-making.	Characterized by the regular involvement and leadership of wide range of stakeholders. Transparent agreements and mutual accountability underpin the ongoing development of partnerships.	Characterized by permanent engagement across community, collaborative mode of community and program development, and policymaking.
Coherence	Characterized by a recognition that effective management of needed programs and services exceeds capacity of existing staffing and structures. Recognized need for program integration. Planning process engages all stakeholders.	Characterized by efforts to develop effective coordination and system of monitoring and accountability for programs and services. Development of new resources for staffing, communication patterns, management.	Characterized by the integration of CS structure/processes/programs into "normal" operations of schools. Site coordinator role is clearly understood and leadership is reliably shared. Effective, consistent management is a hallmark of this stage.	Characterized by policy shifts that make CS a permanent approach to school reform, service delivery, community-based education, and civic engagement.
Commitment	Characterized by an interest in building the CS for the long term, with policy changes, systems, resources and engagement geared towards permanency.	Characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources and build support.	Characterized by growing realization that CS can provide coordination and targeting for numerous child, family, and community goals. Policy and funding decisions begin to reflect site successes.	Characterized by permanent political commitment, designated funding, private and community support, alignment of related initiatives, using CS as coordinating strategy.

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## Stages of Development



	EXPLORING	EMERGING	MATURING	EXCELLING
COLLABORATION	<input type="checkbox"/> Characterized by interest in CS strategy as way to engage others in removing barriers and improving conditions for learning. Open to sharing leadership. Interested in increasing parental and community engagement.	<input type="checkbox"/> Characterized by increased efforts to engage parents and community in planning, implementation and oversight of academic and non-academic programs. Beginning to involve partners and parents in decision-making.	<input type="checkbox"/> Characterized by the regular involvement of and shared leadership with wide range of stakeholders. Transparent agreements and mutual accountability underpin the ongoing development of partnerships.	<input type="checkbox"/> Characterized by permanent engagement across community, collaborative mode of community and program development, and policymaking.
COHERENCE	<input type="checkbox"/> Characterized by a recognition that effective management of needed programs and services exceeds capacity of existing staffing and structures. Recognized need for program integration. Planning process engages all stakeholders.	<input type="checkbox"/> Characterized by efforts to develop effective coordination and system of monitoring and accountability for programs and services. Development of new resources for staffing, communication patterns, management.	<input type="checkbox"/> Characterized by the integration of CS structure/processes/programs into "normal" operations of schools. CSO role is clearly understood and leadership is reliably shared. Effective, consistent management is a hallmark of this stage.	<input type="checkbox"/> Characterized by policy shifts that make CS a permanent approach to school reform, service delivery, community-based education, and civic engagement.
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COMPREHENSIVENESS	<input type="checkbox"/> Characterized by recognition that children and families have multiple needs that impact school climate and inhibit learning, and that schools cannot address them alone. Focus on how to get services and programs for children and families, both non-academic and academic enrichment.	<input type="checkbox"/> Characterized by initial steps towards building relationship with a Lead Partner and other willing providers. School open extended hours for partners to provide services, as well as inviting programming and support services during the school day.	<input type="checkbox"/> Characterized by opening school to multiple partner services and programs that respond to identified needs of students, school, families and community and that improve the overall conditions for learning.	<input type="checkbox"/> Characterized by a shift in role of schools as hubs of opportunity and civic engagement for students, families and neighborhood residents. System in place for on-going comprehensiveness in response to need and demand.

## Session Evaluation



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# COMMUNITY SCHOOLS FUNDAMENTALS CONFERENCE



Children's Aid

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