COMMUNITY SCHOOLS:

Transforming Struggling Schools into **Thriving Schools**

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Community Schools:
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Preface

For at least a decade, the dominant idea about how to improve outcomes for children and youth has focused on control and compliance; holding adults accountable for raising test scores. This approach has proved least effective for our most vulnerable students. In our search for silver bullets, reformers and policymakers alike have overlooked strategies that have long shown promise and for which there is mounting evidence of success. Community Schools is one of these strategies.

Community Schools combine challenging and culturally relevant learning opportunities with the academic and social supports each and every child needs to reach their potential. These schools, at their core, are about investing in children, through quality teaching, challenging and engaging curricula, wrap around supports, positive school climate, strong ties to family and community and a clear focus on results.

It's clear the tide is turning, as interest in this vision of schooling is now evident in the nation's major education policy, the Every Student Succeeds Act (ESSA). We note in particular the inclusion of factors in accountability systems that extend beyond test scores, as well as provisions for the use of resources to strengthen school-community partnerships—including needs assessments, teacher development on family/community engagement, and support for personalized learning—reflective of the Community Schools strategy.

This report profiles Community Schools across the country, all which demonstrate consistent improvement in a wide range of indicators of student success. The best of these schools leave nothing to chance. They are as committed to challenging academics as they are to health, wellness and social and emotional learning. They are sustained by the broad support they enjoy from their communities. And they represent the ultimate purpose of our schools: to prepare young people to pursue their aspirations and participate fully in our economy and democracy.

This report intends to shed light on how Community Schools come alive in practice, and the improvements in academic and social outcomes that emerge when these schools are given a chance to work. There are over 90 communities across the country with significant efforts underway.

In low income communities and communities of color, we have not always valued the power of citizen input and the capacities within communities to coalesce around their children. This needs to change. When communities are excluded from our improvement strategies they are not likely to be sustained and children lose. School climate suffers, chronic absenteeism persists, discipline problems push students out of school and learning outcomes suffer.

We hope you will take to heart the lessons from community schools across the country that we profile in this report. If we are to create truly transformative learning opportunities for children and youth, especially the least advantaged, we need to examine closely the strategies this report highlights. We owe our young much more than a basic education. We owe them a genuine opportunity to determine for themselves how they will work and live in this great country.

Kyle Serrette, Center for Popular Democracy

Marty Blank, Coalition for Community Schools

Kent McGuire, Southern Education Foundation

Executive Summary

Community Schools implement evidence-based strategy to bring together the resources of school, family, and community in order to make schools stronger and help young people thrive. With a century-long history in the United States,[1] Community Schools now serve over 5 million students in approximately 5,000 schools across the country.[2] While Community Schools might take different approaches, these schools generally employ whole-child, research-based strategies and elevate innovative and holistic practices in order to achieve results that go beyond test scores.[3] In fact, when Community Schools are able to employ the multiple strategies outlined in this report, their results can be *sustainably transformational:* increasing school attendance, decreasing suspensions and expulsions, creating healthy and safe communities, and improving academic outcomes.

This report outlines six essential strategies for Community Schools and the key mechanisms used to implement these strategies. Next, it profiles Community Schools across the country where these model strategies are being used to achieve transformational results. A close look at these model Community Schools and districts shows that across racial, economic, and geographic diversities in this country, Community Schools work. As the new federal education legislation gives states greater power to implement Community Schools, we recommend learning from the strategies and mechanisms we provide in this report—both from research and from practice—to achieve transformational and sustainable Community Schools across the country.

These are the six research-based Community School strategies that allow for greater student-centered learning, community investment and engagement, and school environments squarely focused on teaching and learning:[a]

1. **Curricula that are engaging, culturally relevant, and challenging.** Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies, as well as Advanced Placement (AP) and honors courses. Also offered are services for English Language Learners and special education students, GED preparation programs, and job training. Pedagogy is student-centered.

2. **An emphasis on high-quality teaching, not on high-stakes testing.** Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development. Professional development is high-quality and ongoing, and includes strengthening understanding of, and professional alignment with, the Community School strategy.

3. **Wrap-around supports and opportunities** such as health care, eye care, and social and emotional services that support academics. These services are available before, during, and after school, and are provided year-round to the full community. Community partners are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance.

4. **Positive discipline practices, such as restorative justice** and social and emotional learning supports, are stressed so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and harsh punishments are eliminated or greatly reduced.

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a   Alliance to Reclaim Our Schools—a national grouping of community organizing groups, teacher unions and policy organizations representing over 7 million members—evolved the six strategies of successful Community Schools to clarify a set of aspirational goals for all Community Schools

5. **Authentic parent and community engagement** is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.

6. **Inclusive school leadership** who are committed to making the Community School strategy integral to the school's mandate and functioning. They ensure that the Community School Coordinator is a part of the leadership team and that a Community School Committee (Committee)—which includes parents, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy.

The six strategies we recommend are aligned with decades of academic research on successful schools. Research has found that deeper learning can be achieved through authentic curricula and assessments, wrap-around services that address student social and emotional needs, and supportive, skill-building environments for educators.[4] Community schools have been found to impact not just test scores, but also attendance and family engagement and a multitude of other indicators.[5]

The mechanisms by which Community Schools can achieve transformational, positive change:

Transformational Community Schools achieve success by implementing the above strategies through the following mechanisms:

1. An asset and needs **assessment** of and by both school and community;

2. A strategic **plan** that defines how educators and community partners will use all available assets to meet specific student needs and get better results;

3. The engagement of **partners** who bring assets and expertise to help implement the building blocks of Community Schools

4. A Community School **Coordinator** whose job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/partners, and to ensure alignment of solutions to needs.

Community Schools require sustainable funding and resources. This can be realized through a combination of resource provisions leveraged through partnerships; investment at the federal, state, and local government levels; and foundation and government grants. For example, a site coordinator may leverage health and dental care, early childhood programs, before and after school learning programs, and/or restorative justice programs using free school space like an empty classroom, cafeteria, or gym after school hours. Any investment in Community Schools pays off, literally, ten-fold. The findings of Children's Aid Society are that the Social Return on Investment—meaning the broader return to families and the community—can be as high as 14:1.[6]

Funding sources for Community Schools vary from site to site, city to city, state to state. Funding for planning and Community School coordination can come from states (such as Kentucky and Minnesota), counties (such as Schools Uniting Neighborhoods in Multnomah County, Oregon); the United Way, community foundations, and local school districts. Cities, for example New York City and Baltimore, are increasingly finding funding within their city education budgets for Community Schools.

Community Schools that have used these strategies and mechanisms have seen transformational positive change, including improved academic success, decreased discipline incidents, increased attendance, and increased enrollment. In the profiles found in this report, you can read about how Social Justice Humanitas Academy in Los Angeles sends 99 percent of its students to college, or how Wolfe St. Academy in Baltimore had zero suspensions last year. Schools in Austin, Orlando, Cincinnati, Portland, Kentucky, and more are thriving through these model strategies, and we tell their stories in this report.

Recommendations

The model Community School strategies outlined in this report can and should be used in every public school across the United States to achieve transformational results. The new federal education legislation, the Every Student Succeeds Act (ESSA), sends much of the decision-making power to create mechanisms for student success to the state level. This report recommends that:

1. **Embrace Community Schools as a transformational education solution:** state and local policy makers, using the opportunity created by this new law and in collaboration with their education constituencies including parents, school staff, students and community members, tap the power of community to grow the number of effective Community Schools in every state and municipality in the country.

2. **Codify Community Schools in policy:** community organizing and education advocacy groups, unions, and Community School practitioners join lawmakers to use the policy templates included in this report to pass legislation that will enable a dramatic increase in the number of Community Schools.

3. **Implement Community Schools by using this report's strategies and mechanisms:** all parties above use the model strategies and mechanisms cited in this report to ensure that Community Schools are achieving the educational and social results that are possible when these strategies and mechanisms are implemented with fidelity.

Introduction

This report takes a close look at Community Schools in every region of the country that use a specific set of mechanisms to implement with integrity a specific set of evidence–based strategies. These model Community School examples—working through, and supported by, every level of government from individual schools to feeder patterns to districts, cities, counties and one state— show that across the racial, economic, and geographic diversities of the country's populations, the Community School strategy has the potential to transform every school in the country into a sustainable, high-performing, engaging, life changing place to be for children, families and communities.

There are over 98,000 public schools located in 14,000 school districts in the United States. Many of these schools, all over the country, provide a great education to their students, but opportunity gaps remain within and across many more schools, as they do in the broader society. These opportunity gaps are a result of disinvestment in public education, particularly in low-income communities and communities of color, where schools are often under-resourced and not set up to succeed. Students in these schools are not given full *opportunities* compared to well-resourced schools and families in upper-income neighborhoods.[7]

Undoing the racial and socio-economic injustices built into our public education system is a tall order, but there are thousands of schools located in high-poverty communities that have proven that, when the playing field of opportunities is sufficiently leveled, schools can in fact be *transformational*. These schools and communities have intentionally and imaginatively implemented a strategy that has allowed them to transform their schools from low-performing to high-performing, from unsafe to safe, from isolated to engaged, from dismal to joyful.

In one of the most high-poverty areas of Los Angeles, there is a high school where 99 percent of graduates go to college;[8] the city of Cincinnati was able to shrink its racial and socioeconomic achievement gap from 14.5 percent to 4.5 percent;[9] in Texas, two schools located in Austin's most high-poverty neighborhood went from the brink of closure to becoming two of the highest performing schools in their city;[10] a school in Baltimore went from being ranked 77th in the city to 2nd;[11] and in Kentucky, the state went

Background on a *Sustainable Community Schools* Movement

The Alliance to Reclaim Our Schools (AROS) is a national alliance with over 7 million members including parent, labor, youth, and community organizations. AROS' work focuses on fighting for educational justice and equitable access to school resources and opportunities by advocating and organizing for *Sustainable Community Schools* in cities and states across the county.

The six research-based strategies cited in this document are closely linked to AROS's definition of Sustainable Community Schools and are an evolution of the concept of Sustainable School Transformation, advocated first by CEPS—the Coalition for Excellent Public Schools in 2010[1]. CEPS had come together to promote Sustainable Community Schools as a fifth option for "school transformation" under the "No Child Left Behind" Act (School Improvement Grant (SIG) funding). The Administration's four options for transformation, which included school closure, conversion to a charter school, and the wholesale firing of a school's full staff and administration, were viewed by CEPS as punitive and/or destabilizing of schools and communities.

Sustainable Community Schools, have also been championed by the Journey for Justice Alliance, led by CEPS's former leader Jitu Brown, (previously of the Kenwood Oakland Community Organization, or KOCO.) Mr. Brown and KOCO have recently been on the nation's radar as leaders of the Dyett High School Hunger Strike—34 days of parents and community members fasting to keep open and transform an historic Chicago high school. *The Schools Chicago's Students Deserve,* the report produced in 2012 by a coalition of academics, community and labor organizations, including the Chicago Teachers Union, began using this term to establish the key elements for public school success. The report made clear that these elements were not absent because of a lack of community caring or will but due to government underinvestment in education, particularly in neighborhoods of poverty and color.

from being consistently ranked one of the worst in education in the nation to outperforming half of all states and reducing their socioeconomic achievement gap to the smallest in the nation.[12] Schools in Los Angeles, Austin, Baltimore, Kentucky, and many across the United States have achieved these exciting results by adopting a transformational Community School strategy.

In this report, we review specific research-based Community School strategies and mechanisms as employed across six schools, a city, a district, a county, and an entire state resulting in transformational outcomes. In addition to wrap-around services, they bring a particular emphasis on high-quality teaching, deep learning, restorative justice, and authentic family engagement to Community Schools. In this report, we contrast the results of these schools before and after implementing the highlighted strategies. These transformational Community Schools are also supported and invested in to such a level that they can adhere to these rigorous and comprehensive strategies, allowing them to achieve their positive results. The main finding of this report is that these strategies and mechanisms, when implemented with integrity and with sustainable investment have proven to be successful.

The United States is a large country, especially when viewed through the lens of education. There are many examples of great education offered to many student constituencies by many great educators. In this report we look at both urban and rural turnaround schools and those that began using Community School strategies; almost all, but not all, are traditional public school. As Jitu Brown of Journey for Justice Alliance says, "Great education is not rocket science. We know what works. We just have to make sure all schools have the resources it requires."[13] The goal of this report is to help increase the knowledge-base of proven sustainable solutions and policy anchors—found in both practice and research—and to codify these strategies and the investment they require so that more young people may benefit from them and join the growing family of schools that lead to amazing life changing outcomes.

What are Community Schools?

Community schools bring together the resources of school, family and community to help young people thrive and make families and communities stronger.

This report finds that the Community Schools that have achieved the most dramatic results usually do so by utilizing a six-part strategic approach. These model Community Schools utilize:

1. **Curricula that are engaging, culturally relevant, and challenging.** Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies, as well as AP and honors courses. Also offered are services for English Language Learner and special education students, GED preparation programs, and job training. Pedagogy is student-centered.

2. **Emphasis on high-quality teaching, not on high-stakes testing.** Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development. Professional development is high quality and ongoing, and includes strengthening understanding of, and professional alignment with, the Community School model.

3. **Wrap-around supports** such as health care, eye care, and social and emotional services that support academics. These services are available before, during and after school, and are provided year-round to the full community. Providers are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance.

4. **Positive discipline practices, such as restorative justice** and social and emotional learning supports, are stressed so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and harsh punishments are eliminated or greatly reduced.

5. **Authentic parent and community engagement** is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.

6. **Inclusive school leadership** who are committed to making the Community School strategy integral to the school's mandate and functioning. They ensure that the Community School Coordinator is a part of the leadership team and that a Community School Committee (Committee)—which includes parents, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy.

Transformational Community Schools achieve success by implementing the above strategies through the following mechanisms:

1. An asset and needs **assessment** of and by both school and community; participants in the assessment process include parents, students, community members, and partners and school staff.

2. A strategic **plan** that defines how educators and community partners will use all available assets to meet specific student needs and get better results, specifically through a focus on curriculum, high-quality teaching, wraparound supports, positive discipline practices, parent and community engagement and inclusive leadership as the building blocks through which to accomplish the above.

3. The engagement of **partners** who bring assets and expertise to help implement the building blocks of Community Schools

4. A Community School **Coordinator** whose job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/partners, and to ensure alignment of solutions to needs.

Over 5,000 schools in the United States reflect the characteristics of Community Schools, which is greater than the number of charter schools in the United States when measured by enrollment and number of locations. While any school can adopt the Community School strategy, most are traditional public schools. The transformational academic and non-academic results of the Community School strategy are clear, dramatic, and sustainable.

Community Schools Have a Long History

Community Schools are not a new concept. John Rogers, Community Schools historian at UCLA, tells us that they have existed at least since the turn of the last century in many forms, but always to address inequities at both school and community levels. Jane Addams' Hull House is an early example:

There were kindergarten classes in the morning, club meetings for older children in the afternoon, and for adults in the evening more clubs or courses in what became virtually a night school. The first facility added to Hull House was an art gallery, the second a public kitchen; then came a coffee house, a gymnasium, a swimming pool, a cooperative boarding club for girls, a book bindery, an art studio, a music school, a drama group, a circulating library, an employment bureau, and a labor museum.[14]

Strategies and Mechanisms for Equity and Success

6 Essential Strategies for Community Schools

- Curriculum
- Teaching
- Wrap-around Services
- Restorative Practices
- Engagement
- Leadership

4 Mechanisms to Implement Community School Strategies

- Asset and Needs Assessments
- Strategic Planning
- Partners
- Coordinator

Producing Transformational Outcomes

Sustainable Funding:

Community schools require sustainable funding and make innovative and efficient use of community resources. Funding sources for Community Schools vary from site to site, city to city, state to state. Funding for planning and Community School coordination can come from states (such as Kentucky and Minnesota), counties (such as Schools Uniting Neighborhoods in Multnomah County, Oregon); the United Way, community foundations, and local school districts. Cities, for example New York City and Baltimore, are increasingly finding funding within their city education budgets for Community Schools.

New York has repurposed existing funding streams—including money previously dedicated to attendance improvement or suspension reduction—to Community Schools. Specific programs are financed through inter-agency partnerships at the city (Austin, Texas), county (Multnomah County, Oregon) or state levels (Kentucky). Health care services are often, where state law allows (New Jersey, California), billed to Medicaid or other state or federal programs.

Underutilized school space can be a key in-kind funding stream. In Cincinnati, Ohio, and Brooklyn Center, Minnesota, schools provide space in which afterschool or health care providers can operate and bill third parties; this relieves them of overhead costs and allows them to provide services at little or no cost. In the case of Oyler School in Cincinnati, the school rents space to a daycare provider, providing income that can be used for other services. Additionally, the day care provides internships

for students, teachers and students bring their babies to the day care—everybody wins. Legislation or appropriations designated for school construction or modernization is a great opportunity to include provisions that new schools have dedicated community space, as was recently done in Baltimore.

Policy can also explicitly outline that any new schools function as Community Schools, as does Cincinnati's Board of Education Policy;[15] or that every school with a specified percentage of students below the poverty indicator receive funding for a Community School Coordinator and more, as in Kentucky's Education Reform Act (KERA).[16] Weighted state school funding formulas can be used as funding sources for Community School Coordinators as in California. Title I and 21st Century federal grant funding can also be used for this purpose.

The Children's Aid Society (CAS) of New York cites a "social return on investment" (SROI) formula that calculates an SROI in their Community Schools in New York City ranging between $10.30 and almost $15 to every dollar invested. These results are corroborated by those of a 2012 economic-impact study by EMSI, a leading economic-modeling firm, which showed that every dollar invested in the network of more than 100 schools operated by the nonprofit organization Communities in Schools generated $11.60 of economic benefit for the community.[17]

When schools become Community Schools, they become more than just schools; they become centers of community life. Together, educators and community partners collaboratively address issues traditionally independently addressed by agencies like health and human services, parks and recreation departments, and housing agencies. Community Schools do this in partnership with local non-profit organizations, businesses, faith-based entities and/or institutions of higher education.

Innovative Community Schools Revenue Streams

In addition to the appropriation and smart use of existing resources, Community School advocates are increasingly looking to new revenue streams to fund this smart investment in children. Schott Foundation's Opportunity to Learn Campaign published *Investing in the Future*[18] to help public education advocates locate revenue sources that might help pay forward our next generation. Some examples of revenue more smartly invested in our children's education may include: millionaires' taxes, progressive income taxes, business tax avoidance, business tax breaks and estate taxes. For example, new Government Accounting Standards Board regulations[19] require states and cities to disclose the amount of school district funding lost to real estate tax abatements. This opens the door for these tax dollars to be reclaimed by school districts if the abatement is determined to not be serving as the job creation mechanism it claims to be. Additionally, banks' hefty revenue can be redirected from such budget-gouging financing mechanisms as debt swaps,[20] which charge school districts higher interest rates than the banks themselves are paying to the federal government on loans and bonds.

The Moment is Now: Community Schools and the Every Student Succeeds Act (ESSA)

The signing into law of the Every Student Succeeds Act (ESSA) to replace the Elementary and Secondary Education Act, or No Child Left Behind, makes this is an opportune moment to embrace Community Schools as a policy framework. While there are, and will continue to be, many challenges associated with the re-distribution of authority to states and local school districts, the law provides an opening to nurture strong school-community partnerships that are at the heart of Community Schools

ESSA presents a significant opportunity to develop transformative, sustainable Community Schools across the country. It empowers state and district leaders to rethink strategies to enable all students to succeed, and to engage their communities as vital partners in that effort. At the outset, the way this new law frames our education system is much more positive than under No Child Left Behind: instead of labeling schools as "failing," we will now identify them for "Comprehensive Support and Improvement"; instead of the pressure to narrow the curriculum for testing, we are now encouraged to focus on student "enrichment" and "school conditions for learning." This framing is certainly amenable to the Community School strategy, which focuses on assets over deficits and support over labeling.

This new law projects a vision which recognizes that educators must work in partnership with their communities to help all young people thrive. This is paired with a shift toward a whole-child approach that is evident in several measures including through: a) an additional non-academic indicator which states must include in their accountability systems, such as student engagement or school climate and safety; b) the reporting of chronic absence, school climate, suspensions and expulsions, and other measures on state and district report cards; c) comprehensive needs assessments required for certain funding; and d) consultation with parents and community partners in the planning and implementation of various funds. Added together, these provisions support and reinforce the Community School approach to coordinate resources between schools and

Specific Community Schools funding provisions within ESSA include:

Title I

- *Funding amount:* $15 billion per year
- *Allocation mechanism:* All states receive the funds by formula based on need as measured by free and reduced-lunch eligibility
- *Allowable uses:* Community School Coordinator, coordination of school and community resources

Title IV

- **21st Century Community Learning Centers**
  - *Funding Amount:* $1 billion per year
  - *Allocation Mechanism:* All states receive the funds based on a formula; competitive grant process for districts to receive funding
  - *How to Get it:* Districts need to apply to state education agencies
  - *Allowable Uses:* Afterschool programming, Community School Coordinator, and various other uses

- **Student Support and Academic Enrichment**
  - *Funding Amount:* $1.6 billion per year; goes to all 14,000 school districts
  - *Allowable Uses:* Dollars can go to Community School Coordinators and various other uses

- **Full Service Community Schools** (under Title IV's Community Support for School Success)
  - *Funding Amount:* 10 grants per year (past experience has these grants at $500,000.)
  - *How to Get it:* FSCS is administered via a competitive grant process. School districts and schools and Community School Coordinators apply to federal government

communities. As states prepare for this law to take effect the 2017-2018 school year, this is an opportune time for state legislators to embrace Community Schools as a transformative strategy for student success, and to encourage their state superintendents to include the strategy in their new accountability systems.

Research Base for Six Key Community School Strategies

Federal law has for decades subscribed to a perspective that all school transformation approaches be research-based. ESSA is no exception.

The six strategies outlined here for successful Community Schools are based in decades of educational research by some of the strongest researchers and research institutions in the country.

> As states prepare for this law to take effect the 2017-2018 school year, this is an opportune time for state legislators to embrace Community Schools as a transformative strategy for student success, and to encourage their state superintendents to include the strategy in their new accountability systems.

These six strategies align almost precisely with the five "essential supports for school improvement" identified by the **University of Chicago Consortium on Chicago School Research** (CCSR) in the mid-1990's and re-confirmed in multiple subsequent CCSR studies.[21] They cite: 1) inclusive strategic school leadership, 2) parent engagement, 3) professional capacity, 4) student-centered and safe learning climate, and 5) ambitious learning environment. Studying hundreds of Chicago schools over a six-year period, the CCSR found schools with these five supports are at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics. Schools with these supports were also very unlikely to stagnate. In contrast, schools demonstrating weakness in any of these supports were four to five times more likely to stagnate.

In other words, the **CCSR** found that school success aligns with a school community's "social capital." For example, schools in more affluent communities—in which parents and the surrounding community and can afford and feel entitled to participate in the decision-making support for and life of the school, where teachers are valued, paid decently and treated to substantial and relevant professional development, where curriculum reflects the lives of students and challenges and engages them, where businesses fund ball fields and sports teams, in which the facilities reflect pride in its students and stake in the school's success—are, in fact, more successful.[22] Unsurprisingly, they found that within the status quo, these conditions existed almost exclusively in communities of affluence. However, if conditions of social capital were created in communities of poverty, measures of academic success, school climate, and community cohesion all shifted dramatically.

Other reports over the past several decades had similar findings. In the 2010 **Communities for Excellent Public Schools** (CEPS) report, *A Proposal for Sustainable School Transformation,*[23] CEPS called for a comprehensive assessment of each school's individual strengths and challenges, as well as identifiable impediments to student success. This assessment would then guide the development of a transformation plan that addressed the school's specific circumstances making sure to include: 1) a strong focus on school culture, 2) dynamic curriculum, 3) adequate staffing, 4) wrap-around supports for our students, and 5) collaboration to ensure local ownership and accountability.

The 2015 *Equal Opportunity for Deeper Learning,*[24] by **Linda Darling-Hammond, Diane Friedlaender, and Pedro Noguera,** found that equity in teaching and learning are achieved when schools provide:

1. Authentic instruction and assessment in the form of project-based learning, performance-based assessment, collaborative learning, and connections to the world beyond school.

2. Personalized supports for learning in the form of advisory systems, differentiated instruction, and support for social services and social-emotional learning along with skills.

3. Supports for educator learning through opportunities for reflection, collaboration, and leadership, as well as professional development.[25]

The report recommends dramatic policy change for provision of these elements.[26]

A 2014 **Child Trends** report, *Integrated Student Supports: a Summary of the Evidence Base for Policy Makers,*[27] shows the impact of Community Schools on multiple dimensions of student learning and development including test scores, attendance, and family engagement. It finds that the integrity of implementation is key to success.[28] Finally, in Tulsa, Oklahoma, an evaluation of the **Tulsa Area OK Community Schools Initiative** (TACSI), found that TACSI students significantly outperformed comparison students in math by 32 points and in reading by 19 points in schools where the Community School model was implemented most successfully. Low-income students in high implementing TACSI schools performed on par with non-free/reduced lunch students and significantly higher than free/reduced lunch students in the comparison schools.[29]

Model Community School Profiles

Below we profile six individual schools, one school district, one city, one county and one state that are currently implementing many of the six strategies of successful Community Schools. Their stories describe what these schools and districts were grappling with prior to becoming Community Schools, how they began to use a transformational strategy, what elements were implemented in what specific ways, and the amazing results that accrued.

Austin, Texas—Webb Middle School

Austin, Texas—Reagan High School

Orlando, Florida—Evans High School

Baltimore, Maryland—Wolfe Street Academy

Baltimore, Maryland—The Historic Samuel Coleridge Taylor Elementary School

Los Angeles, California—Social Justice Humanitas Academy (section below by permission from the Coalition for Community Schools 2015 Awards for Excellence Profiles)

Minneapolis, MN—Brooklyn Center Full-Service Community Schools District

Cincinnati, OH Public Schools' Community Learning Centers—District-Wide Model

City of Portland and Multnomah County, Oregon—Schools Uniting Neighborhoods (SUN) Community Schools

Kentucky's State-wide Family Resource and Youth Service Centers (FRYSCKY's)

Webb Middle School AUSTIN, TEXAS

In 2007, the superintendent of Austin Public Schools informed students, parents, teachers, and community members that the Walter P. Webb Middle School would close. Their students would be sent to two other middle schools in the Austin Independent School District, both of which were struggling academically.[30] Webb was the lowest performing middle school in Austin.[31]

At the time, the community was only minimally involved in the school, enrollment was slipping year after year, the graduation rate was just 48 percent, and the school lacked a strategic plan to turn itself around. Although residents were not satisfied with the state of Webb, they resisted the closure and convinced the superintendent to give them one month to develop a turnaround plan. The ultimate plan, developed by a school and community stakeholders group, called for Webb Middle School to implement the Community School strategy. The superintendent and the school board accepted the plan.[32] Over the course of the next two years, hundreds of community members, teachers, students, and other stakeholders developed an expansive vision for Webb; they also determined the assets and needs of the school, and developed a strategic plan to fill those needs.

Today, after 5 years of utilizing the Community School strategy, Webb is the highest performing Title I Middle School in Austin, now better serving the same students in the Webb community.[33]

Webb's Students & Families:

Many parents at Webb are construction workers, day laborers, and housecleaners, and not many have an education that extends beyond high school. Some of Webb's parents attended elementary school, but had to drop out to work in the fields in Mexico. Because many parents hold low-wage service industry jobs with little stability, the school has an extremely high mobility rate: 25 percent of students who begin the school year at Webb leave before the year end. While Webb's daily attendance rate has improved dramatically since becoming a Community School (average attendance is around 95 percent), Community School staff have to work hard to make that happen.[34]

Needs Assessment Findings & Solutions

What the school/community stakeholders' team learned during their initial needs assessment was that there were not enough programs and services in place to adequately service their current student population. And while the school had multiple partnerships, they were poorly coordinated. Margaret Bachicha, academic dean of student support services, recalls, "there was one child [at Webb] who had three mentors and one child who had none."[35] Webb needed more services, and a better system to coordinate them.[36]

Today at Webb, the Community School Coordinator ensures all programs are well coordinated, aligned with student and community needs, and sufficient to meet those needs. These partnerships enable students to access a range of programs and services, including afterschool programs run by the Boys and Girls Club, a college mentoring program offered by Breakthrough Austin; free immunizations and physicals, thanks to a mobile clinic that visits the school; and various other programs that were put in place to address the needs identified in their needs assessment.

Filling the Need Gaps

Raul Sanchez, principal of Webb Middle School: "Whether it be mentoring, wrap-around services for families, direct counseling, someone is stepping in to fill that gap," he says. Such partnerships "allow teachers to focus on what they do best. And that is to teach, to develop and plan lessons that matter."[37]

Partnerships also extend to supporting students' families. The school works with nonprofit organizations that help parents with legal, employment, health, and housing issues. To coordinate these services, a family resource center is located next to the school and is run by Austin Voices for Education and Youth (AVEY).[38]

Physical & Mental Health: Webb's needs assessment found that most Webb families did not have medical insurance so could not access care. Students were coming to school with toothaches, unable to see the blackboard, and with emotional trauma as a result of difficult home situations. Children at Webb have parents and family members who are victims of violence, being deported and are incarcerated.

At the mobile clinic located at the school, students can receive free physicals. One interesting and beneficial outcome that Webb experienced by adding the mobile clinic was much greater participation on the school's athletic teams. Before the mobile clinic, few students participated in afterschool sports at Webb because the district required that students receive a physical prior to participating in sports, which most students could not afford. The district only offered free physicals once a year and not on school grounds, making it difficult for families to access the service. Now participation rates on Webb's athletic teams have soared, and their teams are winning.[40]

Because of Webb's health partnerships, physical conditions are diagnosed and treated. Partners provide trauma-trained mental health counselors to the school. The counselors also provide training to the entire school on Social Emotional Learning (SEL). SEL has provided teachers and others at Webb with the skills necessary to identify symptoms of distress, such as certain forms of acting out. This allows teachers to connect students with counselors proactively.

Academic supports: Webb has over 100 tutors and mentors, and nearly 90 percent of the school's 705 students receive at least one type of service through more than 30 community partners. Austin Partners in Education (APIE) is a key academic partner at Webb. They coordinate professionals—researchers, engineers, and retired teachers, among others—who volunteer to help sixth- through eighth-graders in their math or reading classes. Before Webb became a Community School, the volunteers would come up with their own lessons. Upon learning that was the case, the Community School Coordinator aligned the work of APIE volunteers to the lesson plans of the classroom teachers.[41]

Engaging curriculum: In addition to reading, writing, and arithmetic, the needs assessment found that families wanted music and art back in the curriculum. In response, Webb created a band, orchestra, and dance troupe. All have become world-class ensembles with members rising to state level competitions—an accomplishment not seen at Webb for decades.

Annual Needs Assessment

Allan Weeks, Executive Director, AVEY

At the beginning of the school year, the family resource center asks that families fill out a survey to gauge the school's current needs. The family resource center keeps those surveys on file and then pulls them when families seek out the center's help. Approximately 75 percent of families return the surveys each year. On a given day, anywhere from one to eight parents will walk into the center asking for help with domestic violence, housing, or legal issues, among others. At Webb, parents don't just fill out surveys; their surveys are listened to, creating an atmosphere of trust that is apparent as soon as you walk in the door. As a matter of fact, at Webb, everyone is listened to.[39]
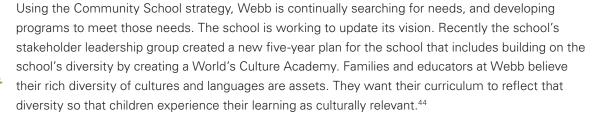
Shared Leadership: Webb is part of a grant-based pilot working to develop a new supervisory model for the district.[42] Under this model, teachers, administration, parents, and students are part of a team. Teachers have more input into both the academic and non-academic life of the school and into their own professional development. At a recent community meeting coordinated by the school/community stakeholders' team, teachers, parents, and students reflected together in facilitated groups on a draft plan for the next five years.[43]

Transformational Parent Engagement: Because English is not the native language of most Webb parents, the school now has English for Speakers of Other Languages (ESOL) classes for parents three days a week for 2 ½ hours a day. They also have a bilingual education organizer provided by AVEY, whose job is to go out into the community and further increase family and community engagement and leadership development through home visits and other mechanisms.

Future of Webb

Using the Community School strategy, Webb is continually searching for needs, and developing programs to meet those needs. The school is working to update its vision. Recently the school's stakeholder leadership group created a new five-year plan for the school that includes building on the school's diversity by creating a World's Culture Academy. Families and educators at Webb believe their rich diversity of cultures and languages are assets. They want their curriculum to reflect that diversity so that children experience their learning as culturally relevant.[44]

Funding sources (Austin-specific: includes both Webb MS and Reagan HS):

The Austin Public School district has made a strong commitment to funding the Family Resource Centers at both Webb Middle School and Reagan High School, with the City of Austin, Travis County and Austin Voices also contributing. The local children's hospital commits $200,000 per year to support pregnant and parenting teens and their children with a mobile health unit that comes to the high school. Here at Webb, Community School Coordinators are repurposed assistant principal positions paid by the district. Parent liaisons are supported through district and city funding. They get much of their funding by piecing together existing programs and finding additional money for coordination and filling gaps. Volunteers also play a huge role, from mentoring and tutoring, to providing food for dinners and celebrations. The schools work very closely with local public libraries, police, parks and recreation departments, and the health and human services department through monthly planning to coordinate programming.

Webb school receives more than $350,000 each year from the United Way for Greater Austin to implement wraparound services for students and families.[45] For students who can't afford eye exams or glasses, the family resource center provides them with a waiver for a free exam and a free pair of glasses, thanks to a grant from the Boys and Girls Club.[46] The city of Austin enables the center to give families up to $1,000 each year to prevent electric bills from going unpaid.[47] Austin's school superintendent understands that a low-performing school is much more expensive to run than a school that is academically strong. State monitoring is expensive, both in personnel and time. The money saved by not being in crisis provides funds to dedicate to growing Community Schools.

OUTCOME ✓

In a nutshell, below you can view Webb's transformational outcomes and the mechanisms and strategies they used to achieve them.

Webb Middle School—Austin, TX (5 years as a community school)		
Transformation	**2010**	**2015**
Enrollment	485	750
Attendance	91 percent	96 percent
Student mobility	35 percent	25 percent
Graduation rate	48 percent	78 percent
Academic performance	Lowest performing middle school in Austin on verge of closure	Highest performing Title 1 middle school of 14 campuses
Community engagement	Active community not engaged with the school	Community-based needs assessment and plan developed by parents, teachers, and community; Monthly community partner luncheons
Capacity to engage community	Little	Community School Coordinator whose job it is to match community assets with needs[48]
Support coordination	None	Full-time Community School Coordinator providing partner coordination; Twice-weekly meeting to coordinate student support referrals
Discipline referrals	ISS and Alternative Learning Center referrals high	Student-led Youth Court (in partnership with UT-Austin Law School) and restorative justice efforts on campus have reduced referrals
Services for ELLs	Space for 125 ELLS in English Language Development Academy (ELDA) program on campus; Others placed in regular classes once ELDA is full	All ELLs are offered space in expanded ELDA program
Family support services/ Adult Ed	Occasional ESL or computer class; No support services for families	Full-time Family Resource Center with bilingual social worker offering adult and parenting classes; 300 families served per year and 70 case-managed with housing, employment, health and other services
Mental and behavioral health services	Very limited services provided by district	Strong on-campus partnerships provide mental health services through United Way grant
Volunteers	>30 mentors and tutors	100+ volunteers providing mentoring and tutoring weekly
Sports & extracurricular programs	Struggling arts and sports	Award-winning band, orchestra and dance; Strong sports program, supported by volunteers who provide sports physicals

Reagan High School AUSTIN, TEXAS

Reagan High School is located in northeast Austin. In the late 1990s and early 2000s, Reagan's student body became increasingly poor as middle-class families left the area. In 2003, a student was stabbed to death by her former boyfriend in a hallway of the school. The incident made headlines and scared away neighborhood families. Students left Reagan in droves. Enrollment at Reagan High School dropped from over 2000 students in its heyday to a new low of 600 students, and the graduation rate hovered just below 50 percent. In 2008, the district threatened to close Reagan. In reaction, a committee of parents, teachers, and students brought together by Austin Voices for Education and Youth (AVEY), formulated a plan to turn Reagan into a Community School. The district accepted their plan.[49]

Today, five years after adopting the Community School strategy, Reagan is graduating 85 percent of their students, enrollment has more than doubled, and a new Early College High School program has allowed many of Reagan's students to earn two years of college credits (their Associate's Degree) from a nearby community college during their time as Reagan students.[50]

Reagan's Students & Families:

Reagan's student population is much like Webb's (see above): close to 80 percent Latino, and about 18 percent African American. Eighty percent are identified by the state's indicator of poverty and 30 percent are English Language Learners. In 2010, before becoming a Community School, 25 percent of female students were pregnant or parenting, among whom barely any graduated; Reagan now has a 100 percent graduation rate among pregnant and parenting teens.

Needs & Solutions:

In order to determine a new vision for Reagan, school stakeholders asked three key questions: 1) What do you like about your school? 2) What does your school need in order to be the school you want it to be? 3) What resources would make that happen? Before Reagan became a Community School, the curriculum was not challenging. The graduation rate was below 50 percent and most students couldn't afford to attend college even if they graduated.

Engaging and Challenging Curriculum: The community-engaged needs assessment model used at Reagan encouraged members to "think big" about their dreams for their school. Their young people needed affordable access to higher education. They noted that Austin Community College had a campus right across the highway. Following discussions with community college leadership, Reagan leaders and members of the community decided to adopt the Early College High School curriculum. This curriculum allows any Reagan student who can pass the community college placement test to take courses at the community college for free. If a student passes the placement tests before the beginning of their junior year, all their courses after that can apply as dual credit, meaning they

Allen Weeks, Executive Director, Austin Voices for Children and Youth (AVEY)

"Recently I was in a classroom taught by a community college professor. There, mixed in the classroom were several special needs kids, maybe with an aide, working on the same subject matter, perhaps with differentiated texts or materials. But they are part of those classes... It's awesome to see."

receive both high school and college credits simultaneously. This allows students at Reagan to graduate with both a high school diploma and an Associate's Degree. This option is available to all students. Academic support to achieve this is available to all including students with Individualized Education Plans (IEP's). In 2014, a dozen students received Associate Degrees and another 150 took college classes.[51] This solution allows for a cost-free higher education for the Reagan community.

In 2014, a dozen students received Associate Degrees and another 150 took college classes. This solution allows for a cost-free higher education for the Reagan community.

Coordination: In the case of Reagan, their vice principal serves as their Community School Coordinator. The Coordinator works with both academic and non-academic leadership teams to ensure alignment between students' needs and the services and programs provided. Once a student has outgrown a particular support, it is removed. Students get the supports they need, whether academic (tutoring or mentoring) or non-academic (help with attendance, social-emotional issues, language issues, or enrichment through a reinvigorated arts and music program and many other activities during and after school).[52]

Restorative Justice Practices: Reagan's needs assessment revealed that the school needed to change its approach to discipline. Before instituting major changes to their discipline policy, students were suspended frequently. Chronic attendance issues landed students and families in courts that then imposed fines families could not afford. Rather than solving problems, this lead to high drop-out rates. Today, a full-time bilingual social worker works to diagnose chronic attendance problems, connecting students and/or their families with appropriate supports. In addition, if these problems persist, new strategies have been agreed upon with local civil courts that allow for service referrals rather than fines. A student-led youth court has been developed in partnership with the University of Texas-Austin Law School. The youth court and a restorative justice program have together reduced discipline issues dramatically.[53]

Wrap-around supports: Long before Reagan became a Community School, it housed a daycare for the babies of student mothers so they could continue their education. Today, that daycare still exists and about 20 babies are enrolled. But because Reagan is now a Community School, more supports are provided for moms through the on-site daycare program. For example, when school social workers noticed student moms were missing school in order to take their babies to doctors' appointments, the social workers applied for and won a grant for a mobile clinic to visit the campus once a week. Student moms can now make appointments for their babies to receive checkups without having to leave school and miss classes. Reagan also enables parents to eat lunch with their babies in the daycare and attend parenting classes. As a result of this supportive alignment of services, students in Reagan's Pregnant and Parenting Teen Program now have a remarkable 100 percent graduation rate.[54]

Funding sources:

The Austin Public Schools has made a strong commitment to funding Family Resource Centers at both schools, with the City of Austin, Travis County, and Austin Voices also contributing. Their local United Way provides a $300,000 grant per year to support mental health needs. The local children's hospital commits $200,000 per year to support pregnant and parenting teens and their children with a mobile health unit that comes to the high school. Community School Coordinators are repurposed assistant principal positions paid by the district. Parent liaisons are supported through district and city funding. Much of their funding is through piecing together already existing programs and finding dollars for coordination and filling gaps. Volunteers also play a huge role, from mentoring and tutoring

to providing food for dinners and celebrations. The schools work very closely with their local public libraries, police, parks and recreation department, and health and human services department through monthly planning to coordinate programming.

In a nutshell, below you can view Reagan's transformational outcomes and the mechanisms and strategies they used to achieve them.

Reagan Early College High School—Austin, TX (5 years as a Community School)		
Indicator	**2010**	**2015**
Enrollment	600	1250
Attendance	88 percent	95 percent
Student mobility	41 percent	30 percent
Graduation rate	48 percent	85 percent
Pregnant and parenting students graduation rate	25 percent of girls pregnant and parenting, with low graduation rate	100 percent graduation rate in 2015 for Pregnant and Parenting Teen program members; On-site medical services and child care for parents and children
Students earning dual college credit	0	150+
Seniors earning Associate's degree in HS	0	12
Community engagement	Community not engaged with the school; school on verge of closure	Community-based plan developed over two years by 150 people, with continuing dinners, festivals and school-community partnership events; HopeFest Resource Fair attracts 4,000+ annually
Support coordination	None	Full-time Student and Family Support Coordinator providing partner coordination.
Family support services/ Adult Ed	Occasional ESL or computer class	Full-time Family Resource Center with bilingual social worker; Adult and parenting classes
Volunteers and mentors	>10	100+ annually
Discipline referrals	High number referred to courts; In-School Suspension ineffective	Low number referred for attendance; Personal Responsibility Center provides tutors and student support services
Sports and extracurriculars	Struggling band program; Poor participation in sports	Award-winning band program; Football team featured on Sports Illustrated; New baseball field provided by Houston Astros

Evans High School ORLANDO, FLORIDA

Evans High School is located in the Pine Hills community of Orlando, Florida, a community that gets a lot of attention for its crime and poverty. Just five years ago, Evans received a "D" rating from the state of Florida. Their student population was in severe decline, their graduation rate was only a little above half, and the school hardly had any services or programs to help the struggling population that the school served.[55]

Now, five years later, Evans High School is thriving Community School. It is part of a four-way partnership program, through which the school, The University of Central Florida (UCF), the Children's Home Society and True Health, a community health care provider, have developed a strategic plan to meet the school's needs. In only three years as a Community School,[56] Evans has dramatically increased their enrollment from 1,975 to 2,495, while at the same time halving their disciplinary incidents, more than doubling their industry certifications, tripling their International Baccalaureate diplomas, and raising their graduation rate by 15 percent.[57]

Evans' Students & Families:

Eighty-five percent of Evans' students qualify for free or reduced price meals. Twenty percent are English Language Learners. In 2011-12, 73 percent and 66 percent were "below proficient" in reading and math respectively. During that same year there were 768 Abuse Hotline calls in Evans' zip code.[58] Pine Hills is familiar with trauma. Many families have experienced domestic violence and abuse. Hunger is not unfamiliar. Lack of stability is the norm. Mobility is common. Homelessness is a serious factor.[59]

Needs & Solutions:

Needs Assessment: Listening to and understanding the needs of the students and the community has been key to Evans' success. The school performs an annual needs assessment to ensure that services and programs do not grow outdated.[60] The school's strategic plan called for the creation of many stakeholder councils and teams to ensure a constant flow of feedback and response. A Community School leadership team was created. It meets monthly to make sure that the school's strategic plan is on track and programs and services are coordinated. Administrators sit on the team to make sure there is alignment between the services and in school academic programs.[61] A student leadership council meets monthly and keeps leadership updated on the needs and assets of the students and how to target and direct services. A parent advisory council meets monthly where the needs of the parents are shared.

Jarvis Wheeler, Evans' Community School site coordinator:

"We meet everybody where they are."

Engaging and Challenging Curriculum: In 2009-10 Evans' academic achievement was declining dramatically. The school had a 64 percent graduation rate and a "D" rating from the state of Florida. To change that, a decision was made for Evans to open their International Baccalaureate (IB) program to all students and then to make sure that students had the support they needed to succeed. In just three years they had quadrupled the students graduating with an IB diploma.[62]

In addition to the IB program, Evans also provides Industry Certification program offerings including Multimedia Technology, Engineering, Culinary Arts, Early Childhood Care, Digital Video Production, and Technical Theatre, with internships that provide students with valuable experience and

opportunities for job placement after graduation and college acceptance in that course of study. The Industry Certification program is a dual enrollment program. It offers students credit toward an industry certification in over 50 fields of study, a test for certification and preparation to enter a career while simultaneously earning their high school diploma. Almost 600 students achieved this at Evans in 2015, more than doubling the number since becoming a Community School.[63]

Evans has a robust afterschool program that is aligned with the regular school day. Regular day teachers stay after school twice a week to tutor 800 students, or a third of Evans' population. Evans' curriculum also includes afterschool enrichment programming which a third of students access twice weekly. Enrichment programs include college prep, career exploration, anger management, yoga, health, drama, arts and more.

Positive Discipline and School Climate: Disciplinary incidents had been high at Evans before the implementation of the Community School. Evans has been able to cut such incidents in half even though the population of the school has grown significantly. Anger management and yoga are taught as part of the after-school program. Students say that if they are feeling stressed out before they have a test, they will want to come to yoga and calm down so they can focus. Students feel more respected and successful and when they don't, they have coping strategies and resources they can call on when they feel stressed or aggravated.

Educator Supports: Evans has a core partnership with the UCF education department, which supports high-quality teaching. The department provides pedagogical professional development with doctoral students as well as UCF speech pathologists embedded into classrooms.

Health Supports: As a result of Pine Hills' poverty, many of Evans' students have gone without health care of any kind. Students come to school with many health needs unmet. With the help of their health and social service partners, Evans has been able to implement full service physical and mental health services located in their Wellness Cottage, a separate building on campus that is connected to the school.

Coordination: Senior Administrator, Jennifer Eubanks, is the core link between the academic and non-academic services at the school. "True Health," she says, "is on our campus in the wellness cottage. They are open to the community as well as our students. Students have slotted times, so the clinic can't fill up with community visits. They have dental services as well as medical. The nurse sits with students at lunchtime so they can make appointments, turn in consent forms, and confer if needed."[64] This eliminates the need for students or their parents to take time off from school or work to deal with dental, physical, or mental health services. This equals more instructional time-on-task and the school's improved reputation as a caring partner with the family and community.

Another partner, Children's Home Society, provides Evans with two mental health professionals with offices in the school building. Much of this medical and mental health support is paid for through **Medicaid**. The school provides assistance to students and families to fill out applications.[65]

Services providers at Evans are intentionally culturally competent. A third of Evans student population is Haitian-Creole speaking. To adequately serve these students and their families, Evans employs a Haitian-Creole speaking access worker, parent coordinator and mental health professional.[66]

Parent and community engagement on school grounds is normalized through their participation in medical and mental health services, as well as educational opportunities, workshops and PTSA meetings which are significantly better attended than before Evans was seen as such a trusted community partner.[67]

Evans is now a popular school. Their enrollment has increased by 500 students since 2012.[68]

Funding sources

Evans Community School, located within Evans High School, has received nearly $1 million in state and federal monies for an on-site wellness cottage that will provide health and dental care to Evans students.

The most recent funding was allocated during the 2013 Florida Legislative Session, as state leaders voted to direct $400,000 of the education budget toward the wellness cottage's operating expenses.

The state funding comes on the heels of a $500,000 grant awarded to Evans Community School by the U.S. Department of Health and Human Services Health Resources and Service Administration (HRSA).[69] The HRSA monies will enable Evans Community School to purchase and install a 2,520 square-foot portable building as well as durable medical and dental equipment.

OUTCOME

In a nutshell, below you can view Evan's transformational outcomes and the mechanisms and strategies they used to achieve them.[70]

Evans High School—Orange County, FL (3 years a Community School)		
Transformation	**2012**	**2015**
Enrollment	1975	2485
Graduation rate	64 percent	78 percent
Rating	D	B/C
International Baccalaureates	47	198
Industry Certifications	223	595
SESIR Discipline Incidents	1240	690
Community Engagement Coordination	No capacity for structured, coordinated process to build community engagement	Greatly increased coordinated community engagement addressing and aligned to the needs of the school
Afterschool involvement	Little afterschool activity other than clubs and sports	Over 700 students enrolled in tutoring and enrichment alone; Tutoring on Saturdays; Others continue enrollment in clubs and sports
Parent engagement	Very low numbers of parents involved with school; Few workshops offered for parents; Low PTSA numbers (total of 5 parents attended PTSA meetings)	Increasing number of parents involved with school; Ongoing workshops and parent opportunities available; over 40 members attend PTSA meetings regularly
Food insecurities addressed	No food pantry or snax cabinets to address food insecurities; Lunch offered to students	Food pantry and snax cabinets; Breakfast, lunch and supper offered to students daily
Student Job program	None	175 Juniors/Seniors learn employability skills and are offered paid internships that return $200k to community each summer
Wellness services	Basic medical services through school clinic (RN); One full-time mental health counselor offered to students	Basic medical services through school clinic (RN); Wellness cottage provides additional primary care (ARNP/MD); Dental; Two full-time mental health counselors offered to students, staff, and community

Wolfe Street Academy BALTIMORE, MARYLAND[71]

Nine years ago, when Wolfe St. Academy became a Community School, 90 percent of its students were living in poverty, 60 percent of students spoke a language other than English in the home, and not even half of their students remaining at the school for more than three years (46.6 percent student mobility). Wolfe Street Academy was ranked 77th in the district in academic measures, and only half its children reached reading proficiency in 5th grade. It had no library and only sporadic parent or community engagement.

In 2014, after eight years as a Community School, Wolfe Street ranks an astonishing 2nd in the city academically, its mobility rate has gone down to 8.8 percent, 95 percent of 5th grade students are at proficiency in reading, and its average daily attendance rate is 95 percent. They have a library with a book club and a volunteer retired librarian. An incredible 40 parents attend a "Morning Meeting" every morning before school while the students are eating breakfast, where the school and community share news, both good and bad. And importantly, this transformation has taken place while the school serves *more* students living in poverty and more students speaking a language other than English in the home than in 2005.

Wolfe St. Students & Families

In 2015, 96 percent of Wolfe Street's students qualify for free or reduced price meals. 79 percent are Latino, speaking Spanish in the home; 66 percent are English Language Learners. Of the remaining students 11 percent are Caucasian, 8 percent African American, and 2 percent Asian. Wolfe Street has the largest percentage of Latino students anywhere in Baltimore. The community as a whole suffers from food scarcity and scarcity of medical services. Recently a new immigrant population has started moving into the neighborhood from an indigenous area of Mexico, where the Mixtec language is spoken. The school has begun to identify tri-lingual parents so that those families who speak only Mixtec can find their place within the community.

Needs & Solutions

Wolfe Street staff pay attention to the needs of students and their families. Every morning at Morning Meeting parents, teachers, and students see each other before the academic and behavioral demands of the classroom are made. Each party is able to see the strength of the entire community and know that they are not alone in their desire for the best education for the children.

The deep trust that is central to transformational relationships, developed through activities like the Morning Meeting, provides the school staff and leadership with a deep and dynamic understanding of the needs and strengths of the community. The school leadership uses this information to "engage" the school community where they are. As in Brooklyn Center, the first step to successfully engage children in learning is to be sure that they are physically and emotionally available to learn.

Physical Health: Many Wolfe Street students come to school hungry and can't be sure of a meal at the end of the day. For this reason, Wolfe Street feeds students three meals a day at school. They provide annual dental screening and referrals to pediatric dentists. These services matter. In the course of a first-ever dental screening, one child previously thought to have a speech impediment was discovered to suffer from a tongue that had never fully separated from the lower palate in his mouth. He had great difficulty speaking as a result. After a quick and easy outpatient surgery, the child began to talk normally and his chances for a successful future were changed forever.

Mental Health: Similarly, many children at Wolfe Street are either victims of trauma themselves, have witnessed trauma or are the children of trauma victims. Wolfe Street's lead agency, the organization that is charged with primary leveraging of partnerships into the school, is the University of Maryland's School of Social Work. The site coordinator, the person at that organization with primary responsibility for creating systems and partnerships to address needs of the community, is a licensed social worker and supervises multiple social work interns who provide case management and referrals. Through this lead agency relationship the school has recently begun to view student behavior through a "trauma informed" lens. Thus when a student is having a difficult time in class, rather than solely imposing punitive discipline, staff employ supportive practices that allow for more effective interventions with students.
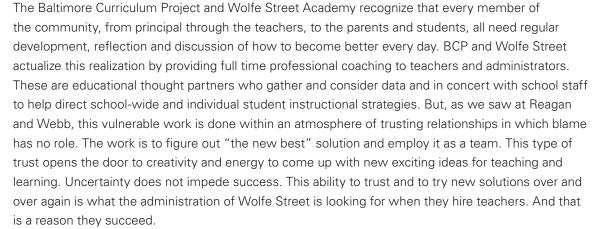
Literacy: Gaither says, "if a school community needs ELL, Special Ed, GED services or Extended educational opportunities, based on its needs, then the Community School needs to work to provide it, assess it, adjust it, and to do all of this, basically, forever. It needs to be stressed that this is not a medicine that you take to fix an illness. This is an exercise regimen that you do every day so that you get healthy and stay healthy." The school community is severely impacted by adult illiteracy, both in English and Spanish, so part of the school's "exercise regimen" explicitly addresses literacy. It is an identified need with which the school community must engage for success. As in so many urban settings, rich and robust Out of School Time experiences are essential for students. 84 percent of Wolfe Street's students stay at school until 5:40PM. They receive homework help, academic instruction and educational enrichment. Between the Day School and After School programs the school provides a rich curriculum, including music, art, science, physical education and extension clubs.

Curriculum: Teachers need support to succeed. The school gets curricular support from another partner, the Baltimore Curriculum Project. BCP provides professional development in Direct Instruction, a research effective curriculum developed at the University of Oregon. BCP also supports the school with teacher recruitment and retention. The Baltimore Curriculum Project connects Wolfe Street Academy to a larger network of relationships that make sure Wolfe's educational offerings are among the best practices throughout the country.

The Baltimore Curriculum Project and Wolfe Street Academy recognize that every member of the community, from principal through the teachers, to the parents and students, all need regular development, reflection and discussion of how to become better every day. BCP and Wolfe Street actualize this realization by providing full time professional coaching to teachers and administrators. These are educational thought partners who gather and consider data and in concert with school staff to help direct school-wide and individual student instructional strategies. But, as we saw at Reagan and Webb, this vulnerable work is done within an atmosphere of trusting relationships in which blame has no role. The work is to figure out "the new best" solution and employ it as a team. This type of trust opens the door to creativity and energy to come up with new exciting ideas for teaching and learning. Uncertainty does not impede success. This ability to trust and to try new solutions over and over again is what the administration of Wolfe Street is looking for when they hire teachers. And that is a reason they succeed.

School Climate: The bottom line at Wolfe Street is respect. As a matter of fact the school has one overarching expectation: "All Wolfe Street Academy community members will be respectful and responsible at all times." This encompasses the attitude toward and among students, parents, community, and staff, and it reduces the need for punitive discipline. Instead it embraces a mutual responsibility for each other's success in all things.

Funding

Baltimore has put together a quilt of funding sources to accomplish the funding of 52 Community Schools in the city. The responsibility for funding has fallen in Baltimore to year-to-year allocations from the Mayor's office. These allocations are on the increase recently, but are never assured from year to year or from administration to administration. Philanthropic resources have also been leveraged to support the work of Community Schools. In its most basic form a full time community site coordinator costs approximately $90,000 per year. This includes salary and benefits and a small materials support budget for use in the work. This number has been funded in the past several years by a $70,000 contribution from the Mayor's office and a $20,000 contribution from the general funds controlled by the school principal.

In a nutshell, below you can view Wolfe St.'s transformational outcomes and the mechanisms and strategies they used to achieve them.

Baltimore, MD—Wolfe Street Academy (8 years as a Community School)		
Indicator	**2010**	**2015**
Average daily attendance	94 percent	97 percent (2014)
Chronic absence	10 percent	1.5 percent (2014)
Student mobility	46.6 percent	8.8 percent (2014)
Academic ranking=	77th in city (MSA)	2nd in city (2014, MSA)
5th grade reading proficiency	50 percent	95 percent (2014)
Suspensions	8 (2012)	0 (2014)
Coordination of community engagement	none	Full time site coordinator specifically tasked with identifying community assets and needs; Partnerships established to address needs are developed and nurtured to meet the needs of the community
Community engagement	Regular school staff provide yearly opportunities for family and neighborhood engagement, such as back-to-school night, academic nights, and parent conferences; Morning Meeting with students, teachers, and around 40 parents; Translation of key documents into Spanish; Telephonic interpretation of conversations	A greater number of staff members hired that speak Spanish and are able to provide face-to-face interpretation of conversation; Regular school staff provide yearly opportunities for family and neighborhood engagement, such as back-to-school night, academic nights, and parent conferences; Morning Meeting with students, teachers, and around 40 parents; All communications with parents are presented bilingually; Telephonic interpretation of conversations
Capacity to engage community	Regular school staff engaged with the community in the course of their individual role as an educator	Regular school staff engaged with the community in the course of their individual role as an educator

Baltimore, MD—Wolfe Street Academy (continued...)		
Indicator	**2010**	**2015**
Afterschool programming	50 percent of K-5 students attending until 5:40PM; Clubs and activities; Part-time director at hourly rate	84 percent of K-5 students until 5:40PM: Academic tutoring 3 days a week; Homework help Private tutoring for identified students by Johns Hopkins volunteers; Robotics, chess, gardening, sports, music, writing Field Trip experiences; Full-time director with salary and benefits
Library access	No dedicated library space and out-of-date collection	Fully stocked and welcoming Reading Room; Book clubs and lending program; Library development guided by volunteer retired librarian
Hunger and poverty	Breakfast and lunch provided at school; Case-by-case support for families when identified as in-need	Breakfast, lunch and dinner provided at school, reducing hunger and saving families money; Maryland Food Bank Emergency Food Pantry Site; Quarterly fresh food distribution; Support in maintaining families in Federal Food Stamp programs.
Social work services	Part-time school district social worker for students identified by the Special Education Department; Full-time mental health clinician to support non-special education students in need	Part-time school district social worker for students identified by the Special Education Department; Full-time mental health clinician to support non-special education students in need; Community School Site Coordinator trained as a social worker and on the faculty of the University of MD School of Social Work; Multiple social work interns from University of Maryland School of Social Work provide case management, referrals and program development
Physical health	Yearly screening of incoming students through the school district and city health department including vision, hearing, and dental	Yearly screening of incoming students through the school district and city health department including vision, hearing, and dental; Through partnership with University of Maryland School of Dentistry, all students receive annual dental screenings with follow up referrals to pediatric dentists

The Historic Samuel Coleridge Taylor Elementary School BALTIMORE, MARYLAND[71]

The Historic Samuel Coleridge Taylor Elementary School (HSCT) sits in one of the hardest hit neighborhoods in the city of Baltimore. Just down the street is where Freddie Gray was killed and where the community rose up in protest at that killing. In McCulloh Homes (public housing), where most of HSCT's students live, just getting to school is an accomplishment, made difficult by nightly gunshots heard through apartment windows and rats scampering across the floor all night.

HSCT is part of Promise Heights, a place-based neighborhood strategy conceived by the University of Maryland-Baltimore School of Social Work. All five public schools in the neighborhood (three elementary, one middle, and one high school) use the Community School strategy to implement a two-generation pipeline of supports for families. The Community School strategy here is based in a trauma-informed social emotional learning model and a community "pull in, push out" strategy to build trust and community cohesion.

The Historic Samuel Coleridge Taylor Elementary School Students & Families

Promise Heights is a neighborhood-based initiative with the goal of addressing neighborhood, as well as individual school needs. According to 2010 U.S. Census data, the Upton/Druid Heights neighborhood is home to approximately 10,342 residents, 28 percent of whom are children. There is little racial and economic diversity in the community. 93 percent of the population is African American and 53 percent of households have an income less than $14,999. Nearly three of five children (58 percent) live in poverty, as compared to 28 percent in Baltimore City and 10 percent in Maryland overall. As in the case of many poverty-stricken communities, rates of educational attainment for Upton/Druid Heights residents are low, with 49 percent of the residents 25 years of age and older having obtained less than a high school diploma or equivalency. Nearly six out of ten adults were either unemployed or not in the work force during the last census.[72]

Health and crime indicators reveal Upton/Druid Heights is one of the sickest and most dangerous neighborhoods in the city, where life expectancy is nearly 10 years shorter than the citywide average and the lowest life expectancy of all neighborhoods citywide. Deaths from diabetes are more than twice that of the rest of the city, while those from heart disease are 1.7 times higher. At the same time, the murder rate is 1.8 times higher than the whole of Baltimore, which already has the fifth highest homicide rate among major US cities. Of 22 health outcomes tracked by the Baltimore City Health Department, Upton/Druid Heights ranks in the least healthy third of the city's 55 neighborhoods for all but three outcomes.[73]

Needs & Solutions[74]

Social and Emotional Support: To meet the needs of the community, Promise Heights staff use a Vanderbilt University-developed social-emotional learning and support framework called Social Emotional Foundations in Early Learning (SEFEL). They use a specifically trauma-informed variant of the model, to ensure that the work does not trigger children whose backgrounds or current situations include elements of trauma. Community School Coordinators at each school—licensed social workers—train teachers and Community School partners in this methodology of working with

children and families. At HSCT, for example, this means that dental students who come in to do screenings, tutors, and after-school practitioners are all SEFEL-trained.

Teachers can access much needed social-emotional as well as conflict resolution supports. Ultimately, social workers assist teachers with their relationships among themselves and with administration in the same way that social workers nurture and navigate their relationships with parents and care-givers.

Parent-Community Engagement: The Community School strategy at HSCT aims to connect to students and families either through service provision or program participation. A family may come to a Literacy Learning Party with their kindergartener and then, once there, connect to staff and share some information about struggles with health care or barriers to attendance. Conversely, a family may come to the school because a neighbor shared that staff can assist with an electric bill, and that positive experience leads to the parent's willingness to come back for parent-teacher conferences or make improvements in their child's attendance. The goal is to have families see the school in a positive light, as a warm, caring, and helpful place. They call it "pull in and push out." They pull the community in to support the school-based work and push out into the community by using the school as a way to connect, support, and uplift the broader community.

Health: HSCT families often struggle to access health care in a regular and timely manner because of issues with transportation, resources, and systemic barriers. Since Promise Heights is part of the University of Maryland professional campus, school staff members have access to a wide array of health partners, such as the Schools of Dentistry, Medicine, and Nursing. Graduate students have community hours to complete, which means the Community School Coordinator at HSCT is able to facilitate school-based health service. The Breathmobile provides mobile asthma care, including monthly check-ups and inhaler refills. Student nurses offer weekly health education and a lunch group for students. Doctors and nurses volunteer their time to provide on-site immunizations to students so that they meet state guidelines and can remain in school. Dental services are provided by dental students from the University of Maryland School of Dentistry. They do assessments, evaluations, fluoride treatments, and parent education. The Community School Coordinator monitors all these services and makes sure that needs are being filled.

Attendance: Volunteers operate a "walking school bus" that gathers children in McCulloh Homes and walks them to school twice a week. Simply getting kids to school in McCulloh Homes is a challenge. Attendance is the most impressive before-after change at HSCT. Chronic absence has fallen from 25 percent to 10 percent.

Academics: All of the social-emotional work with students, parents, and community lays the groundwork for learning to happen. But this doesn't address all of students' academic needs. HSCT also works to improve students' academic performance by aligning what goes on after school with the school day. The after-school curriculum matches the curriculum of the regular school day. In the case of HSCT, that curriculum is Success for All, developed by Johns Hopkins University, a community partner. They also work hard to utilize HSCT teachers to teach in the after-school for optimal continuity, understanding of the curriculum and relationship with students. This way they base after-school learning on the needs that teachers see throughout the day. If a student is having trouble with fractions in math class, then fractions are reinforced after school. The afterschool teacher communicates consistently with the day-time teacher to maintain this alignment.

Funding sources

The Community School strategy in Baltimore is funded, in part, though a partnership with the Family League of Baltimore and Baltimore City Public Schools. Each lead agency receives a grant from Family League and a small contribution from the specific public school. However, that only covers the salary of the Community School Coordinator. Therefore, depending on salary levels and program needs, each lead agency is responsible for raising additional funds. Promise Heights brings a set of core competencies that enhance and complement those of the school. In their role as resource developer, they bring knowledge and experienced grant-writers to facilitate the acquisition of public and private funding streams for which schools or other partners may not have the capacity or eligibility to apply. One of the main premises of this initiative is that sustainable, population-wide change can be achieved when a broad group of stakeholders works together directing resources towards creating a system to address a common goal. Resources are raised from federal, state, local, foundations, and private funders.

In a nutshell, below you can view Historic Samuel Coleridge Taylor's transformational outcomes and the mechanisms and strategies they used to achieve them.

Baltimore, MD—Historic Samuel Coleridge Taylor Elementary School (4 years Community School)		
Transformations	**2011**	**2015**
Chronic absence	25 percent	10.7 percent
MD School readiness scores	71 percent	79.4 percent
Infant mortality		11.8 percent drop community-wide
Community engaged needs assessment	Unknown	Site leadership team that works with school administration to assess needs of school and what programs and practices can meet those needs
Capacity to engage community	Unknown	Site coordinator whose job it is to match community assets with needs
Service pipeline	Unknown	B'more for Healthy Babies; Parent University; Community Schools; Family Stability
Early childhood	None	Judy Center, with social-emotional training component
Social-emotional teacher training	None	Trauma-informed behavior management training for City agencies, community organizations, and Baltimore City Public Schools staff
Mental health support in wake of Freddie Gray		Social workers available through UMD School of Social Work
Parent university initiative	None	7 cohorts
Staff and partner home visits	Unknown	100 this year

Baltimore, MD—Historic Samuel Coleridge Taylor Elementary School (continued...)		
Transformations	**2011**	**2015**
Health access	Unknown	Asthma, nutrition, obesity clinics, vaccinations, dental services and education
ExpandED afterschool learning	N/A	120 slots
Playground	None	KaBOOM! (4000 sq. ft.)
Library	None	$1 million investment

Social Justice Humanitas Academy LOS ANGELES, CALIFORNIA

(section below by permission from the Coalition for Community Schools 2015 Awards for Excellence Profiles[75])

Social Justice Humanitas Academy began as a Community School in partnership with the Los Angeles Education Partnership (LAEP) in 2011. It was created as part of an LAUSD facilities plan through which 4 new schools were built. Social Justice Humanitas Academy in Los Angeles (SJHA) has a different story than most other schools described here, because it began as a Community School and as a "teacher-led" school. Teachers, in partnership with LAEP, created the design for the school and the curriculum, which is fully social justice focused. This focus, along with a deep understanding of the importance of student-centered pedagogy, has created remarkable levels of engagement on the parts of students.

In just the past year, Social Justice has raised its graduation rate from 83 to 93.9 percent and its suspension rate remains at only .2 percent of students in the last two years. This is thanks to its model practices around restorative justice, interdisciplinary teaching, relevant curriculum, and relationship building. Students are supported by Individualized Pupil Education Plans (IPEP) that determine how teachers and partners involved in the Community School can best help struggling students and reflect the close relationships between students and teachers. By graduation day, 99 percent of the Class of 2014 had enrolled in college.[76]

Social Justice Humanitas Academy's Students & Families

SJHA is in a neighborhood of San Fernando in which 90 percent of its students qualify for free or reduced lunch, 95 percent are Latino, 11 percent are English Language Learners, and 54 percent English proficient.[77]

At Humanitas Social Justice Academy, most students know more folks who have gone to prison than have gone to college. Many students don't have access to books at home, and may have caretakers who are unable to read to them regularly. They face food scarcity, they come to school without lunches or backpacks, they are all too familiar with violence and fear. They come from homes where desperation is not uncommon. The impact of lack of documentation, racism, and poverty plague students and their families.[78]

Needs & Solutions

Use of Data for Coordination of Supports: At SJHA, Jennie Carey, the Community School Coordinator, is a graduate of Harvard Education School and self-described data geek. It is part of her job to support personalization by helping to create Individualized Pupil Education Plans (IPEP) similar to IEPs for every student. The concept was developed about four years ago and pulls together detailed information on students' needs as well as their strengths. The profile includes common indicators, such as test scores, but also covers information such as whether parents attend conferences and where students compare on the Search Institute's list of 40 Developmental Assets for Adolescents.

Every five weeks, when teachers review student data, the IPEPs are used to determine how teachers and partners involved in the Community School can best help struggling students who face the most obstacles. The IPEP

> "I am the California teacher of the year, the LAUSD teacher of the year, the L.A. County teacher of the year, and I am National Board certified. Based on these accolades I am one of the most effective teachers my students can have," Navarro says. "Yet I still have students who fail. I still have students who have needs I can't meet. We can't do it alone. My students need all the resources their community can offer. Good teaching alone cannot mitigate the effects of poverty."

process is also a reflection of the close relationships between students and teachers that are part of the Humanitas model. This is another example of the Community School principle that it is not enough to have lots of partnerships; partnerships are only as effective as their thoughtfully targeted coordination and impact. The school's governing council helps to ensure that the work of community partners is aligned with, and in support of, the school's core curriculum.

Says Jennie Carey, site coordinator: "Our students constantly talk about Humanitas as a family, and that feeling is almost tangible as you walk through the hallways, classrooms, and offices."

Educator Supports: The intensive nature of the work at SJHA puts a lot pressure on teachers. Because of Los Angeles Education Partnership's emphasis on teacher leadership, Carey, the Community School Coordinator says the partners play an important role in helping the faculty be more effective. "We have to support our teachers as much as our students," she says. "When they are doing their very best, and [a student] is still failing, something else is going on. We know we have to have these partners."

The school's "adoption" process, in which teachers take added responsibility for following up with a few students to continually encourage them to keep working toward their goals, is further evidence of the bonds formed between students and teachers. Daily advisory classes provide another structure through which students can receive support from teachers and peers. It's "these relationships with teachers that help students achieve self-actualization," says Carey, who was previously a coordinator at Sylmar High School and involved in writing the plan for the SJHA. Teachers put "the IPEP into the hands of students," and ask them what is going on in their lives and what they need to succeed.

Student One-on-One Supports: "Adoption" has been a strategy for supporting students since the school began and involves not only teachers, but also community partners and AmeriCorps members working on campus. Through those relationships, student attendance and performance has increased. Over the past three years, the attendance rate has climbed from 62 percent to 80 percent, and the graduation rate has increased from 83 percent to 92 percent, compared to the Los Angeles Unified School District average of 67 percent.

Curriculum: Humanitas is an instructional model in which teachers collaborate to provide rigorous, interdisciplinary instruction that engages students in relevant, real-world learning. Embedded into the school's curriculum is a focus on social justice, which has been strengthened through the school's partnership with Facing History and Ourselves (FHO). FHO is an international education and professional development organization that engages students in understanding the Holocaust, discussing other social justice issues and understanding how history is connected to the moral choices people face every day. With a predominantly Latino population, a lot of lessons focus on exploring identity and culture, and the entire school reads "Enrique's Journey," the Pulitzer Prize-winning story of a Honduran boy searching for his mother in the U.S. SJHA is considered one of Facing History's model schools because it takes a whole-school approach, weaving the core themes throughout the school's curriculum, climate, and mission. Samantha Siegeler, who teaches 10th grade English with a history focus, says it's "a blessing to have the opportunity to develop interdisciplinary curriculum with social justice-minded folks who bring a critical lens to our curriculum."

College Preparedness: High expectations include the need to intentionally create a college-going culture where there may not otherwise be one. While Community Schools often work with partners to build students' "college knowledge," as it's often called, those efforts are often still separate from what is happening in the classroom. But not at Humanitas. Topics such as completing college applications and understanding the Free Application for Federal Student Aid (FAFSA) are being integrated into the curriculum to help all students take steps in the right direction.

School Climate: SJHA sets high expectations for students and creates a positive school climate. Case in point: in an Ethnic Studies class, students start each class with multilingual group recitation of a poem reaffirming their respect for one another and themselves. The English version goes: "You are my other Me, if I do harm to You, I do harm to Myself, if I Love and Respect You, I Love and Respect Myself." As a result, there is far less need for disciplinary strategies than in many other schools. Their discipline strategy is leadership-development. A strong partner, Youth Speak Collective, gives students opportunities to improve their communities and develop leadership skills. Eight Youth Speak interns, four of whom are SJHA students, help facilitate after-school programs such as digital arts and the "Womyn's Circle," which gives girls a safe place to express themselves and talk about women in society. Interns receive stipends and students can earn service-learning hours for participating in Youth Speak programs. Additionally, a restorative justice process is teaching students how to take responsibility for poor decisions and is having an impact on behavior trends at the school. For the past two school years, only two students have been suspended.

The EduCare Foundation, a youth development organization, also is an effective SJHA partner. At the beginning of every school year, instead of jumping immediately into assignments and quizzes, students at the school participate in EduCare's ACE (Achievement and Commitment to Excellence) workshops. The experience focuses on self-reflection and bonding between teachers and students and starts the school year off "on a positive note," Carey says. "They're all going through something and it's very real and they learn they're not alone."

Through the 9th Grade Leadership Academy—an out-of-classroom experience required for graduation—students also focus on building character and positive relationships. Additional support and wraparound services are available to both students and families as part of the Los Angeles Promise Neighborhood grant provided by the U.S. Department of Education to the Youth Policy Institute (YPI), an anti-poverty and community empowerment organization. Parents can receive financial literacy programs, referrals to housing and health care services and legal support.

Funding

SJHA uses a combination of public, private and school funds. The coordinator is funded by philanthropic dollars. Other federal and philanthropic funds support the services overall, and the school funds any additional needs it has to the extent that it can.[79]

In a nutshell, below you can view SJHA's transformational outcomes and the mechanisms and strategies they used to achieve them.[80]

Los Angeles, CA—Social Justice Humanitas Academy (founded as a Community School 4 years ago)	
Transformation	**At end of first four year of operation in 2015**
Attendance	From 62 percent to 80 percent
Graduation rates	From 83 percent (in 2013) to 94 percent (compared to LAUDS average of 67 percent)
College enrollment rates	Now 99 percent
HS exit exam first time pass rate	From 68 percent to 78 percent

Los Angeles, CA—Social Justice Humanitas Academy (continued...)	
Transformation	**At end of first four year of operation in 2015**
Individual graduation plan	Now 96 percent
Students passing college pre-requisite classes	Now 75 percent
Suspension rates	Down to 0.2 percent
Feeling of safety	Ninety-three percent of students and 95 percent parents feel safe
Community engaged needs assessment and strategic plan	Site leadership team that assesses needs of school and what programs and practices can meet those needs
Capacity to engage community	Community School Coordinator whose job it is to match community assets with needs
Social justice frame for curriculum	Facing History in Ourselves
Restorative justice	Restorative justice, YouthSpeak, Womyn's Circle, Youth Policy Institute, and EduCare
Parent/community support srategies	Financial literacy, housing assistance, health care referrals, and legal support

Brooklyn Center Full-Service Community Schools District MINNEAPOLIS, MN

In the early 2000's, Brooklyn Center Schools were starting to see increases in their enrollment of populations with high needs, especially immigrants and refugees. The school did not have the resources to respond to the needs that were evident daily. Attendance rates were dropping, the achievement gap was stagnant, and the community itself showed signs of distress such as poverty, lack of employment opportunities and crime. The school district had faced statutory operating debt for years with its inability to pass a levy due to lack of community support, as residents feared increased taxation. As a Brooklyn Center resident himself, former superintendent Keith Lester was aware of the needs of the students, families and the community. He decided to dedicate himself to increased social responsibility collaboration efforts thereby gaining support of vital partnerships. With key relationships built, he then conducted a needs assessment in all three schools in the district.
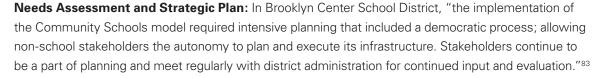
Lester was the visionary force behind the Brooklyn Center Community School initiative. He understood the critical role space plays in the Community Schools model. At a community meeting when the district was in its planning phase, he told the assembled potential partners: "I'll give you two classrooms if you bring me a clinic." A medical practice partner happened to have a warehouse full of surplus materials from their clinics and they volunteered to renovate the classrooms using leftover tile, furniture, etc. When they were finished, they had a real clinic with medical and mental health spaces, a lab station, and a lobby. Lester also had the prescience to make sure these elements were enshrined in policy. A Community School policy was passed by the Brooklyn Center Board of Education in 2009.[82]

Brooklyn Center's Students & Families

Brooklyn Center has 2200 students in their district. The demographics are 83 percent free or reduced price meals, 60 percent African American, 20 percent Latino, the other 20 percent being white and Asian. Many students are immigrants and refugees from Latin America and Africa. Brooklyn Center has a substantial homeless student population. Brooklyn Center School District includes three schools: a high school, an elementary school, and an area learning center.

Needs & Solutions

Needs Assessment and Strategic Plan: In Brooklyn Center School District, "the implementation of the Community Schools model required intensive planning that included a democratic process; allowing non-school stakeholders the autonomy to plan and execute its infrastructure. Stakeholders continue to be a part of planning and meet regularly with district administration for continued input and evaluation."[83]

Health & Social Services: Brooklyn Center school district has 6 health partners on site at schools. One of their partner health practices donates two days a week of doctors' services. Tuesdays and Thursdays from 1:30 to 5:00PM, the practice brings a full staff to do everything from physicals to immunizations, to lab work, to birth control to prescriptions. If a child has a broken leg, the practice will transport the child to their larger clinic about a mile away, where leg will be set free of charge. Prescriptions are free, and if they don't carry the prescription at the school-based site (for example narcotics), the patient can access them for free at the main clinic. An optometrist volunteers his time on Fridays. None of these providers bill insurance providers or Medicaid because, regardless of good intentions, within the delicate nature of the situations of many students and their families these low levels of bureaucracy are perceived as barriers to service.

One Brooklyn Center school houses an onsite community clinic that serves not only its students, but all NW Minneapolis community members, ages 0–19. Medical, dental and mental health services are provided both free and at low cost. The clinic also offers free social support services, such as housing and immigration rights counseling. Large populations of new refugees or immigrants are served by the clinic.

Parent Engagement: Brooklyn Center schools find that immigrant parents in particular often want to pay the school back for these services—or kindnesses, as they are often perceived. Some parents do this by volunteering their time at the schools. In this way, a sense of family is created. Because of this mutually supportive environment, many parents, at this point, are becoming advocates, rather than mere service recipients or just coming to school for parent teacher conferences. Through Community School partners, parents are being trained to be leaders. Because of the democratic nature of Brooklyn Center's approach and the coordination provided by a Community School Coordinator, they can work with parents and flexibly respond to new ideas from the community. They are able to act on them without going through unnecessary bureaucratic structures. For example, in the community there was nowhere for adults to participate in enrichment or wellness activities, so partners worked with the coordinator to figure out how, when, and where would be most effective to deliver yoga and nutrition programs that focused on obesity prevention and diabetes awareness.

A school clinic served a kindergartner who was undocumented. The child had been having chronic headaches. After arranging for him to be seen by a dentist, it was discovered that almost all of his teeth were rotten and the infection was spreading to his head. His mother was afraid that even if he was treated at no cost, she might get a bill and their immigration status would be discovered. Through partnerships, Brooklyn Center requested that the family not receive a bill. All this boy's teeth were extracted for free.
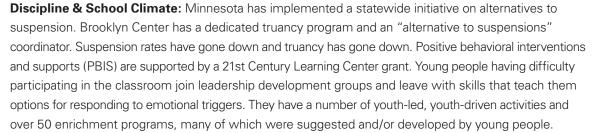
Partnerships: Brooklyn Center currently works with over 100 partners, 50 of which are co-located in a school, all coordinated through the Community School Coordinator's team. All of these critical health and social services and programs meet a need beyond the health and wellbeing of the students. In Brooklyn Center schools, teachers can to teach. Supporting and protecting teachers are primary goals of their Community Schools. The Community School framework allows teachers to have the time to engage in effective instruction because they are not doubling as social workers or providing other social/emotional care functions. If a child comes to school sleepless or with shoes two sizes too big, an appropriate referral can be quickly made. The student is not put out of class for punitive reasons, but to get her or him the help she/he needs. On the third time a particular student was disruptive, the teacher walked the student down to the clinic and discovered that the young person had been mistakenly prescribed the wrong medication for attention deficit disorder and was thus unable to concentrate. The medication was corrected and the student was able to learn.

Discipline & School Climate: Minnesota has implemented a statewide initiative on alternatives to suspension. Brooklyn Center has a dedicated truancy program and an "alternative to suspensions" coordinator. Suspension rates have gone down and truancy has gone down. Positive behavioral interventions and supports (PBIS) are supported by a 21st Century Learning Center grant. Young people having difficulty participating in the classroom join leadership development groups and leave with skills that teach them options for responding to emotional triggers. They have a number of youth-led, youth-driven activities and over 50 enrichment programs, many of which were suggested and/or developed by young people.

Funding sources

Currently, all three feeder pattern schools in the district are "full service Community Schools" and receive in-kind support from onsite partnerships. Today, Brooklyn Center Community Schools is still the only full service Community Schools district in the state of Minnesota.

A federal 21st Century Learning Center grant allowed them to serve over 2700 people (in a community where the schools serve only 2200), providing resources beyond the school for free and paying for 80 percent of their enrichment activities.

Two Family Resource Rooms are furnished through partner donations and an onsite community clinic where the United Way and Park Nicollet Foundation support the costs for medical, dental, vision, mental health, and social support services. The model is sustained through partnerships and has been a coordinated effort of one full-time staff person, funded and supported through the district's general budget.

In 2015, Minnesota passed a law approving funding for a small number of Community Schools. Brooklyn Center will apply to have a site coordinator for each school rather than their current district coordinator being stretched over three schools.

In a nutshell, below you can view Brooklyn Center's transformational outcomes and the mechanisms and strategies they used to achieve them.

Minneapolis, MN—Brooklyn Center Full Service Community Schools District (5 years as a Community School)		
Transformation	**2009**	**2014**
Secondary school enrollment	723	964
Secondary school college enrollment	61 percent	78 percent
Secondary school student absences from one class period or more	9,000	6,500
Student mobility	35 percent	26 percent
Secondary school sraduation rate	74 percent	87 percent
District-wide behavioral references	5,113	2,495
Community engaged needs assessment and strategic plan	none	Former superintendent brought community stakeholders to table to assess needs and assets
Coordination of community partners	none	Community school site coordinator for all three schools; New funding will allow for one per school
Afterschool involvement	Low student involvement in afterschool programs	80 percent of middle and highschoolers involved in at least one afterschool activity
Health resource center	None	Serves over 2000 students
Youth recreation center	None—not enough space to offer enrichment and physical activities	Recreation center opened in 2013, a shared partnership through the city to offer a number of activities to engage youth
Health clinic	Gap in services; Disparities in asthma treatment, vision and mental health needs	The Health Resource Center opened in 2011, providing medical, dental, vision and mental health services free or at minimal cost; Since 2011, over 7,500 have received services onsite
Early childhood	No program for teen parents; Teen parents began to drop out because of lack of services	Baby Steps Child Development Center opened in 2013, providing onsite services and supports for teen parents; In 2013, 13 teen parents re-enrolled at Brooklyn Center Schools Dist., accessing services that supported graduation and parenting
Family Resource Rooms	None	Two onsite Family Resource Rooms opened in 2011, providing onsite assistance with clothing, food, energy assistance, employment services, etc.

Cincinnati Public Schools' Community Learning Centers—District-Wide Model CINCINNATI, OH

Before Community Learning Centers were embedded in Board of Education policy in Cincinnati; before 43 out of 55 schools within Cincinnati Public School (CPS) had site coordinators, CPS schools had a bad reputation. The city had sprung a leak among its middle class who were flooding to the suburbs. CPS had gone from an enrollment of 90,000 students in the 1970's to what was projected to be 28,000 in 2010. Academic results were poor, as was family engagement. Cincinnati's facilities, in particular, were judged to be some of the worst in the country. In 1999, the schools attempted to pass a levy to fund school renovations, which failed. Only 19 percent of voters have school age children and only about half of those children were being sent to public schools. It was clear that there was a need to convince the broader population that good schools were in their interest.

Enter Darlene Kamine, currently Executive Director of the Community Schools Learning Centers, and a number of other Cincinnati leaders, with the idea that good schools were not only good for the children and families served by those schools but that good schools anchored healthy, thriving communities. These leaders first toured the country looking for school models that accomplished this and took bits and pieces from the versions that they saw. Then they created a plan to go neighborhood to neighborhood asking folks not only what kind of school they wanted, but what kind of community they wanted to live in. If you were to get a new school building, what kinds of programs and partnerships would get you to your goals? When the levy went back up in 2001, it passed with the commitment that the money raised would go into construction of new school buildings as Community Learning Centers, and a mission to create great communities around them. This meant involving current teachers, students, and families, as well as unlikely allies like the parochial school pastor who wanted parishioners to move back to the neighborhood and the business folks who needed consumers.

By 2006, the first nine schools hired site coordinators and brought partners into the schools based on the needs assessments that had been so carefully crafted with the communities. The next step was to take the community buy-in and turn it into a community governance process. The Local School Decision Making Committees (LSDMCs), which had been in official existence since the 1970's, were repurposed to govern. These entities were defined within the by-laws of the Community Learning Centers.

Also important to know about Cincinnati's model is that no program has an impact on the public school system budget. All services are leveraged and fully sustainable within themselves. Federal government Title One funds do, however, currently fund a portion of the Community Learning Center site coordinators.

This work is already turning around the previously declining enrollment. Over the past five years it has climbed and stabilized around 34,000; reversing the trend that was predicted. They have not only reversed the decline but are bringing large numbers of families back into the public school system. Their most recent levy passed 70 percent to 30 percent, numbers that are a clear indication of renewed confidence in the city's schools and unheard of previously in the region.

Cincinnati Students & Families

CPS had gone from an enrollment of 90,000 students in the '70s to 28,000 in 1999. By that time about half of Cincinnati's parents were sending their children to private or parochial schools. Only 10 percent of voters had school age children who were attached to Cincinnati's public schools. It was clear that there was a need to convince the broader population that good schools were in their interest.

Needs & Solutions

ENGAGEMENT

The key need for Cincinnati's Community Learning Centers (CLC) was to create a true, deep and rich community engagement process. They had been unable to pass a much-needed levy because the larger community of the city had "disengaged" from the school system. The large majority did not have students in the schools. To reengage them, the CLC staff had to think big. They had to think beyond the confines of the school building.

ASSESSMENT

They began in each neighborhood asking the same two questions: "What kind of school would you want for your child?" and "What kind of neighborhood do you want to live in?" While the goal was, without question, that young people should be academically successful, the focus was not exclusively on academics. Annie Bogenschutz, Director of Training and Development at the Community Learning Center Institute, told us that this needed to be a comprehensive approach: "We want to know what your vision is for your community learning center as the hub of you community, not just inside the school walls. Because you can have the greatest school academically, but if […] families don't have sustainable and affordable housing, they can't live there... We have to engage and change the community as well." This is Community Schools as a community revitalization mechanism. As a matter of fact, more recently, as a result of increased student homelessness or unstable housing, the CLCs are working toward incorporating solving the housing issue within the context of a Community Schools vision.

ENGAGEMENT
COORDINATOR
PLANNING

Community engagement, neighborhood by neighborhood and site by site, from the very beginning led to Local School Decision-Making Councils (LSDMC) which constitutes the schools' current governance.

Because Cincinnati's goal was to do this work at a district level, rather than school by school, it became necessary to embed the concept in policy to protect it for future generations. "To have a school board policy that states: 'All of our schools are Community Leaning Centers; all of our schools will have Local School Decision Making Councils (LSDMCs) as the governing body', is to bullet-proof the work. We're now up to 43 schools [out of 55]. This has lasted through four superintendents. Then we go out in the community asking, 'What kind of community do you want to live in?' It keeps us from being liars. It allows us to be able to honor our promises," says Bogenschutz.

> **"If they suddenly got a new superintendent who said: 'We're done with Community Schools", the communities would revolt... it's so embedded in the neighborhoods and in the families and that wouldn't have happened if we didn't do those processes in the beginning and continued on.**

At Oyler School, when the community was asked this question, they said they wanted a high school. For many years, the insularity of the community had prevented families from wanting their young people to go out of the neighborhood for high school and students had stopped attending school in 9th grade. Oyler School was rebuilt to include a high school and dedicated space for world-class health and mental health services and a day care center. Their high school graduation rate has skyrocketed.

WRAP-AROUND
WRAP-AROUND
PARTNER

Health: Cincinnati's communities have a need for medical and social services. The CLC's work to fill this need. Cincinnati's Community Learning Centers schools have more school-based health centers than in the rest of the state combined. They are now at 24 health centers which all include primary health, and some include dental and vision. Every single CLC school has a co-located mental health partner.
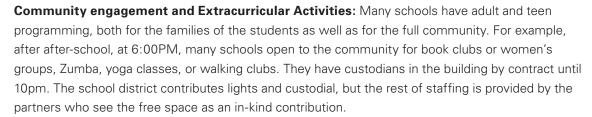
When it comes to health centers, the scope depends on the needs and desires of the community. For example, Roberts Academy decided from day one that they wanted their health center open
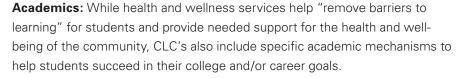
extended hours and to the full community. Then they determined the number of visits they needed to be sustainable through Medicaid reimbursement or private insurance? Other schools may start out making the clinic available to the students in year one, the families in year two, and then to the full community. It depends on their vision. Clinics don't necessarily close down in the summer if that's what the school decides. "That way," says Bogenshutz, "they can get more billable hours and stay sustainable. Federally Qualified Health Centers' reimbursement rates are higher. The rates vary from state to state. But, for example, at Oyler, we know that we need 19 billable visits per day for dental to stay sustainable. But, remember, the clinic is not paying rent as they might otherwise, so that helps with sustainability, as well."

Community engagement and Extracurricular Activities: Many schools have adult and teen programming, both for the families of the students as well as for the full community. For example, after after-school, at 6:00PM, many schools open to the community for book clubs or women's groups, Zumba, yoga classes, or walking clubs. They have custodians in the building by contract until 10pm. The school district contributes lights and custodial, but the rest of staffing is provided by the partners who see the free space as an in-kind contribution.

Academics: While health and wellness services help "remove barriers to learning" for students and provide needed support for the health and well-being of the community, CLC's also include specific academic mechanisms to help students succeed in their college and/or career goals.
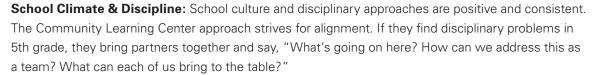
Cincinnati Public Schools has recently adopted a new curriculum, so CLC's make sure that all programming is aligned. They also align wrap-around supports with AP and honors classes in all high schools to help kids succeed. Elementary school supports prepare all students to be able to attend "test-in" high schools; they want students to have that choice even if they decide not to utilize it. My Tomorrow, a new high school initiative, aspires to the goal of every student graduating with a 3.0 GPA, 22 ACT score, and a plan for college or career; partner afterschool, tutoring and mentoring supports are aligned to make this happen.

Partners are also accountable for enrichment activities they provide; they have to fit into the goals and the needs assessment of the school. "It's not random," says Bogenshutz. For example, in a school where students need to work on geometry, they may combine tennis and geometry so that in addition to learning the game they are measuring the court and learning about right angles.

School Climate & Discipline: School culture and disciplinary approaches are positive and consistent. The Community Learning Center approach strives for alignment. If they find disciplinary problems in 5th grade, they bring partners together and say, "What's going on here? How can we address this as a team? What can each of us bring to the table?"

Partners help create a culture that enhances, as opposed to interferes with, learning, conditions which reduce contributors to discipline problems. If a kid has a "freak-out," instead of sending him to the principal's office or suspending him, they send him to talk with a mental health provider who will work with him to get to the root of the problem. They offer yoga, mindfulness training, and mentors in the building who can take a time out with students rather than send them home as they may have done in the past.

> **"We need to know each year how each partner is aligned with the goals and needs of the school and to make sure they are doing what they said they would do. It's reevaluated annually so if a need is met or if the partner is not aligned and accountable, maybe the next year we don't need them. This is a strategic piece; it's not just about volume and numbers of partners."**

When a visitor once asked Bogenschutz, "How did you get them all to drink the kool-aide?," she knew they meant that the environment of the school was positive; people appeared to want to be there. They have created an atmosphere in which no one feels that they are doing it alone. In many schools, teachers have no one else to turn to when they are having issues with students. "Here, difficult emotions don't escalate to where they used to because students have the services that they need."

Funding sources

- All partners are sustainable on their own. They have either figured out a sustainable billing model, or they have their own outside funding which in many cases already existed but as been realigned or re-allocated. Some partners receive grants or private funds (from a wide variety of sources) to do special programming.

- Community Learning Center Site Coordinator funding is blended funding that ranges from private dollars to United Ways to family foundations to Title One

In a nutshell, view below Cincinnati Community Learning Center's transformational results since beginning the planning process and community engagement in 1999/2000 and implementation of Resource Coordinators in 2006 to the present.[85]

Cincinnati School District, OH—Community Learning Centers		
Transformation	**2006**	**2015**
Number of Community Schools	0 out of 55	43 out of 55
Achievement gap	14.5 percent	4.5 percent
Graduation rate	51 percent	82 percent
Performance index score	72.1	87.3
Academic emergency	14 schools	3 schools
Excellent, effective, or continuous improvement	NA	82 percent
Effective rating	NA	In 2010, became the highest rated urban district in state of Ohio

Schools Uniting Neighborhoods (SUN) Community Schools CITY OF PORTLAND & MULTNOMAH COUNTY, OREGON[86]

In the late 1990s, Multnomah County community members and leaders recognized a need for a new approach. The environment posed multiple challenges including shrinking budgets, a significant racial achievement gap, growing poverty, a severe shortage of affordable housing, and an increase in the number of children being left unsupervised during out-of-school hours. Demographic changes were dramatically increasing the cultural and linguistic diversity in the region, requiring schools and social service organizations to develop new skills in order to educate and support these populations effectively.

The effect of family poverty on school success was also clear, as barriers such as homelessness, mobility, hunger, illness, and trauma made it impossible for many students to come to school ready to learn. It became clear that one couldn't talk about alleviating or eliminating poverty without talking about education.

With leadership from elected officials in the City of Portland and Multnomah County, the decision was made to partner together to support schools. The initial goal was two-fold: (1) to support education and school success and (2) to improve the way resources for students and their families were delivered by developing a school-based service delivery vehicle. After researching various potential options nationally, they chose the full-service Community School strategy.

Schools Uniting Neighborhoods (SUN) Community Schools have a unique breadth of approach. They encompass an entire county, Multnomah County in Oregon, and serve the six main school districts. They have spread into 85 schools in those districts and they engage all county and city agencies that focus on all of its children and families. So, in the planning and governance of SUN Community Schools, at the table are agencies tasked with human services, health, housing, equity, and employment, as well as education. Partner organizations which are indigenous to cultural and geographic communities are also members of the leadership and governance teams.

Multnomah County's Students & Families

Annually, the 85 SUN Community Schools serve a student population of over 54,000 with a wide array of services and supports. Each year over 24,000 of those children and youth are served in extended-day activities. In alignment with SUN's commitment to equity and its target populations, the majority of those children and families are living in poverty and are from communities of color or immigrant/refugee communities. In 2013–14, for instance, 72 percent of youth were of color or from a culturally-specific community compared to the six districts' composite average of 48 percent. 76 percent of the students qualified for free or reduced price meals, compared to the districts' average of 56 percent.

Needs & Solutions

Wrap-around services: Multnomah County in which Portland resides is the victim, like so many communities cited in this document, of gentrification. This process pushes poorer families out of the center of the city into neighborhoods which then are overwhelmed by need. Through SUN Community Schools, the Community School is there to remove the "barriers to learning" that come as a result of the baggage students bring with them to school.

Coordination: Coordinators work to connect schools and families to the providers that will help them deal with issues of poverty and safety. They have also raised the bar for holding themselves accountable for providing "culturally specific" services. They want to make sure that interventions are

equitable in order to be successful. For this reason, they try to make sure students and families see people who speak their language and look like them and that any assistance is offered in culturally appropriate ways, especially to their most vulnerable populations. They are also committed to investing in those communities and in the organizations developed by those communities to meet the needs of their populations. The broader SUN Service System, to which Community Schools belong, allocates 2/3 of funding to culturally specific services. This includes their choice for lead agencies working with individual schools.

Restorative Justice Practices: Positive Behavior Interventions and Supports (PBIS) and restorative justice practices are two ways in which SUN schools implement culturally responsive solutions at many of their schools sites. The six districts they work with are actively looking at the issue of disproportionality in discipline both through rules and regulations as well as support for teachers, through professional development and other mechanisms of support. Portland Public Schools has a significant effort underway to implement restorative practices and support services in schools with the greatest disproportionality in suspension and expulsion rates for students of color. SUN makes sure that all partners have the skills they need in knowing positive discipline approaches. Site coordinators are included as staff in training on PBIS, restorative justice and other school-wide approaches. Other community partners, such as youth advocates are trained, as well, and provide bridges between the young person and the disciplinary system.

Parent Engagement: Parent engagement is a need that must be met to ensure school success, as research has shown time and again. Since its early years, SUN has utilized Joyce Epstein's "overlapping spheres of influence"[1] approach to engage parents in a variety of ways. This approach views parents not just as recipients of services or attendees at events but as partners in their mission of educating their children, making decisions, developing policy, and more.

Currently, in an effort to redefine parent partnership as even more "real," they are reshaping their "advisory" teams for Community Schools from broader community influenced teams into parent-only leadership teams. This laser focus allows them to raise their capacity for developing parent leadership and decision-making outside the context of a broader group of community stakeholders who might come with potentially conflicting needs, skills and interests.

To make this refocus successful district-wide requires support from district leadership. SUN initiative staff engages in significant cross-school building with site coordinators and principals in partnership with SUN district liaisons. They conducted an annual spring training session on family engagement using a modified version of the PTA assessment tool, assessing where they are on a variety of key indicators around parent engagement such as equity and diversity. Hall tells us, "We found, because of the breadth of work people are doing in our schools, that most folks haven't had capacity to go deep. One principal shared 'I'm embarrassed that we're not even on this one scale yet. We've been so focused on curriculum that we haven't gotten to thinking about this deeply.' It was a good opportunity to get them thinking about including this in their annual plan, as we are currently requiring."

In an attempt to make sure parents are heard and valued, one school invited parents in just to talk and get to know each other. Out of this came input on the families' experiences at the school and eventually an ongoing group of Latino parents who wanted to keep meeting and take on projects and weigh in on school decisions. The principal eventually hosted a summer leadership training for these parents at her house. Parents began to impact the life of the school by welcoming other Latino parents, many of whom were recent immigrants, and teaching them to advocate for their children.

Strong curriculum: Students in any school with high poverty rates need academic support for achievement within a high-quality strong core instructional environment. In cases where English and

math remediation or ESOL is needed during the school day, SUN schools use afterschool time to provide AP and honor classes, as well as electives, for young people who may not have room in their schedules for these types of classes as well as to further infuse cultural relevance into the curriculum. All sites are required to offer a robust array of complementary extended-day programs and support services that align with the school day curriculum and approaches including educational support, skill development, recreation and enrichment for students and family members. SUN Community Schools track race/ethnicity and gender of students and monitor participation and outcomes data as part of their equity practices. These disaggregated data are also analyzed and monitored at the initiative level.

Academic support and leadership development: One example is Franklin SUN Community School which offers a wide array of extended learning opportunities including a tutoring center, focused ELD tutoring, pathways to manufacturing, MESA and culturally specific youth leadership activities such as Black Student Union. Franklin recognized that students of color were not enrolling or being successful in Advanced Placement and other advanced course work, so they built in peer mentors to encourage students of color to enroll and successfully complete these advanced classes. They call the effort Advanced Scholars and attribute to it Franklin's becoming the first school in Portland Public Schools to have student success not be predictable by race. The Pathways to Manufacturing program provides skilled job training and professional connections, including internships with some of Portland's largest manufacturers such as Vigor Industrial and Daimler-Chrysler.

Funding sources

SUN Schools are funded through Multnomah County, the City of Portland, Portland Children's Levy and grants from Centennial, David Douglas, Gresham Barlow, Parkrose, Portland Public and Reynolds School Districts as well as 21st Century Community Learning Center grants.

In a nutshell, view below SUN School's transformational results after 16 years as a Community School district with 85 schools and over 24,000 students participating:

SUN Community Schools—Portland, OR/Multnomah County (Community Schools since 1999)		
Transformation	**2010–11**	**2013–14**
Chronic absence rate*	17 percent	9.2 percent (46 percent reduction since 2010-11 across the initiative)
Reading scores*	N/A—measured on annual versus longitudinal basis	75 percent increased state benchmark scores State benchmark score gains were equal to or higher than expected in the majority of grades
High school credits*	N/A	6.8 credits per student (as opposed to 6 needed to graduate on time)
Graduation rate (4 year cohort)	Parkrose High School(2010-11): 65 percent Jefferson High School (2010-11): 55 percent	High school sites have increased overall graduation rates by 9–15 percentage points over the last 3 years. A few examples include Parkrose and Jefferson High Schools: Parkrose High School (2013–14): 78 percent Jefferson High School(2013–14): 66 percent
Improvement in interim academic behaviors (homework completion, classroom participation, behavior, etc.)	N/A	For those students who needed

Kentucky's Statewide Family Resource and Youth Service Centers (FRYSCs)

Kentucky's program is one of a kind, as it encompasses the entire state and has been functioning for 25 years.

Students & Families & FRYSCs (pronounced "friskies")

Prior to the implementation of this landmark educational solution, Kentucky—especially rural Kentucky—had a long history of economic decline, partly a result of the demise of the coal industry which had left its education system in dire financial straits. Kentucky had the most illiterate adult population in the country in the 1980s, with Appalachia at 48.4 percent. It was 43rd in the country in per-pupil education spending, 47th in per capita state and local spending, 49th in post-high school college enrollment, and dead last in rates of adults having a high school diploma."[87]

In 1989, vast disparities existed across Kentucky, with local funding for schools ranging from as low as $80 per pupil, to as high as $3,716 per pupil across the state.[88] At that time, the State Department of Education was faced with a legal challenge. In Rose v the Council for Better Education, the State Supreme Court declared the "entire system of common schools" unconstitutional on the basis of inequity and inadequacy, and called on the General Assembly to establish an "efficient system of common schools."

It's now been 25 years since the Kentucky Education Reform Act (KERA) was passed. The 1990 law paved the way for a statewide effort not only to equalize funding across Kentucky's highly diverse districts, but also to ensure that students have access to the full range of resources they need to succeed. The legislature viewed KERA, not just as an overhaul of the state's school funding formula, but also as a means to address educational outcomes. KERA offers additional state dollars based on student needs.[89] The law allows school districts to access other state monies to support Family Resource and Youth Services Centers, or FRYSCs.

The FRYSCs have been a key component of the new funding law's success. The state-funded Division of Family Resource and Youth Services Centers initiates contracts with school districts for FRYSC services and provides training and support for FRYSC coordinators and their staff. The initiative offers varied and unique programs to student and family populations based on local needs

With FRYSC funds local school districts now employ approximately 1,200 people in 98 percent of all eligible schools in Kentucky. There are more than 625,000 students enrolled in schools served by FRYSCs—roughly 93 percent of all public school students in the state. Once established, centers serve all students in the school and their families, regardless of their socio-economic status, through various school-wide services, group programs, and individual interventions.[90]

Since KERA began, Kentucky has seen consistent increases in its education funding (local, state, and federal). According to the Bluegrass Institute, between the 1989–90 school year and 2012–13, education spending, in inflation-adjusted dollars, grew by 188 percent.[91]

Needs & Solutions

FRYSCs work to meet the needs of a state school-aged population in communities devastated by generational poverty.

Each FRYSC center, before receiving funding, is required to conduct a needs assessment and describe how they will meet the needs of their community within the following categories:

Family Resource Centers serve families of children under school age and in elementary school and coordinate:

- preschool child care;

- afterschool child day care;

- families in training;

- family literacy services; and

- health services and referrals.

Youth Services Centers serve students in middle and high school and coordinate:

- referrals to health and social services;

- career exploration and development;

- summer and part-time job development (high school only);

- substance-abuse education and counseling; and

- family crisis and mental health counseling.[92]

Like in Multnomah County's SUN Schools, FRYSCs use an interagency model of solving the problems of generational poverty. Schools are natural community hubs. Children come every day and parents of young children, more often than not, drop them off at school and/or pick them up. This makes schools ideal locations for interagency service provision. Conversely, services can bring families and communities into the school to create broad and deep support for the children's education as well as other aspects of the school as a community. FRYSCs utilize these intersections for the benefit of the full community. FRYSCs have changed the way Kentucky does business—the assumption is that the schools will work with health, housing, transportation, employment agencies and vice versa.

Health care: Currently, full service health centers operate in almost every school in the state of Kentucky, providing immunizations, well-child checks, and many other day to day services. They also operate health fairs for almost every community that provide critical services which the mostly uninsured population cannot otherwise access. The fairs are not just one-offs. Providers collect baseline data and then check against that data at the end of the year in order to challenge themselves for the next year. All schools provide mental health services. At many schools in the state of Kentucky, dental vans provide screening, sealant, and other services. Doug Jones, regional FRYSC program manager, said that he was determined to provide dental care for students and families because he was "tired of having Jay Leno make fun of Kentuckians for having bad teeth." Coordinators work through local charity groups such as the Lions Club to provide glasses for children who need them. A system of "tele-medicine" allows on-site providers to be connected electronically with health professionals in teaching hospitals to help with issues that can't be adequately diagnosed or dealt with on-site, such as serious mental health issues or medication-related questions.

Substance abuse is a huge problem in Kentucky and is probably their greatest area of need. Heroin, methamphetamines, prescription drug use, and "designer" drug use are growing problems in the state. FRYSCs work hard on prevention and education. They utilize every tactic, from motivational speakers to guard dogs doing locker sweeps. On-site mental health providers provide needed drug addiction counseling and make referrals for drug treatment, whether hospitalization or rehab. Centers provide lock-in parties for graduation and proms to prevent these events becoming opportunities to abuse drugs and alcohol.

Often, coordinators find, grandparents or great grandparents are raising children because the parents are either incarcerated or have died from overdoses. In these cases FRYSCs merge their family crisis and mental health components with substance abuse treatment and prevention. Lines between components are fluid—the interagency model at work. While most services are determined based on the needs of each school site, some are organized statewide. For example, all schools do red ribbon week on substance abuse and prevention; all schools do blue ribbon week for child abuse. These "elevating" strategies result in lowering the stigma attached to these issues and allow for more reporting of individual cases.

Family engagement: Because family crisis and child abuse are common and illiteracy among adults is high, the FRYSCs make a point of engaging families early. Parent engagement drives the programming from the very beginning. Parents, teachers, students and in some instances, community, work together on the needs assessment that determines which programs will be brought into the school. Each year the results are evaluated and determinations made for the following year.

FRYSCs have changed the relationship of families to schools in the state. In the early years of the program, when coordinators would travel out into the community and introduce themselves, parents would say: "Wow, nobody's ever been here from the schools before." Now FRYSCs envelop families very early into their Born Learning program before their children enter school. Home visits and families-in-training programs around early childhood are key to developing students who are ready to learn. In Kentucky, principals used to think that coordinators would never be able to get parents to come to the school in the evenings. The FRYSCs used a research-based curriculum on homework help. Jones told us, "We wound up with standing room only crowds in these small rural towns. Of course, we fed them. Home visits are key. One parent wouldn't come into the school because he had been a behavior problem with the same principal when he was a kid. Also he felt that he hadn't done very well in life, had bad grammar, looked a little disheveled. But I did a home visit and he decided to come and he became good friends with a physician's wife who baked him the first birthday cake he had ever had (in his life). After that we couldn't keep him away. He came to everything." Given high illiteracy levels, parents' need for continuing education is high; FRYSCs provide adult education in GED, ELL, as well as job preparation and training across the state.

Restorative Justice: FRYSCs play a major role in creating positive school climate, through their training in PBIS and other restorative practices such as yoga or meditation. They also create opportunities to use innovative strategies like karate to help students modulate their anger while learning strong self-discipline at the same time.

COORDINATION: FRYSCs touch everything that happens in the school, so they have a part in the success of everything that happens in the schools, including academics. Coordinators sit on school leadership teams—for which professional development is provided statewide—to ensure alignment for provision of medical and social-emotional needs to academic needs.

Academic supports: After-school programs, such as ACT preparation and tutoring programs, align with academics to enhance student success with the regular school curriculum. These programs utilize AmeriCorps volunteers. The programs help the students as well as the young people in AmeriCorps, who are often former students from these same school systems. KY Senator Reggie Thomas says that the FRYSCs are responsible for turning around Bryan Station High School in Fayette County by doubling the number of home visits in the school community, doubling the amount of transportation provided for afterschool programs, and doubling contacts with FRYSC coordinators or partners before, during, and after school.

There have been enormous changes in Kentucky's national standing since 1990. *Education Week*'s Quality Counts 2016 annual report ranked Kentucky's schools 27th on a range of key education indicators, up from 48th in 1990. Harvard ranks them the eighth most improved school system over two decades. Their high school graduation rate is 9th highest nationally and their drop-out rate is 13th lowest nationally. The 2015 "Building a Grad Nation" report called Kentucky "a beacon to all other states" for its ability to all but eliminate the opportunity gap between low income students and all other students to graduate on time. There is only a 1.4 percent difference—the lowest in the nation by far.[93]

> **Kentucky is "a beacon to all other states" for its ability to all but eliminate the opportunity gap between low income students and all other students to graduate on time.**

FRYSCs Into the Today: But poverty remains in Kentucky, and it is not a secret. Schools partner with cooperative extension and other community agencies to create "reality stores" where students are assigned an income and they have to shop at different "stores" to meet their daily need based on the income they have. Career exploration and job mentoring and training for both students and families are key components of all centers. But "community revitalization" at the state level is a heavy lift, and the sad irony is that students who are successful academically often leave the state because there are so few employment opportunities.

The Great Recession has forced the State to cut education funding by more than 11 percent. Poorer counties with a smaller tax base are disproportionately disadvantaged by the loss of state support. But in Kentucky, the legislature is working to rectify this shortfall. In 2014, the General Assembly increased the state's main school funding formula by $189 million over the next two years. The money was allocated to support technology, textbooks, staff pay increases and teacher training. Even these increases won't bring Kentucky school funding back to pre-recession levels. But the state has shown commitment to the success of the FRYSCs,[94] and to continuing to work towards a statewide structure that advantages all students and schools. Kentucky is truly a beacon to the rest of the country in this statewide commitment to overcoming barriers constructed by poverty.

Funding sources

The FRYSC program is funded entirely through legislative appropriation from the Kentucky General Assembly. The funds go through the Department of Education to the Cabinet for Health and Family Services, where the Division of FRYSC resides. The Cabinet then contracts with local school districts to provide FRYSC services.

In a nutshell, view below Kentucky Family Resource and Youth Service Centers' transformational results after 25 years as a Community School system:[95]

State of Kentucky—25 years of Family Resource and Youth Service Centers		
Transformations	**Before**	**After**
Education Week's annual Quality Counts report of key education indicators	1998: 48th	2016: 27th
Harvard student improvement data		8th over 2 decades
High school graduation		9th highest nationally
High school dropouts		13th lowest nationally
2015 "Building a Grad Nation" report		Called Kentucky "a beacon to all other states" for its ability to all but eliminate the opportunity gap between low-income students and all other students to graduate on time. There is only a 1.4 percent difference, the lowest in the nation by far
Freshmen who graduate		23rd highest nationally

Conclusion & Recommendations:

Community schools implement evidence-based strategy to bring together the resources of school, family, and community to make schools stronger and help young people thrive. When Community Schools are able to employ the multiple strategies outlined in this report, their results can be *sustainably transformational:* increasing school attendance, decreasing suspensions and expulsions, creating healthy and safe communities, and improving academic outcomes.

This report has outlined six essential strategies for Community Schools and the key mechanisms used to implement these strategies, and has also highlighted Community Schools across the country where these model strategies are being used to achieve transformational results. A close look at transformational Community Schools and districts shows that across racial, economic, and geographic diversities in this country, Community Schools work. As the new federal education legislation gives states greater power to implement Community Schools, policymakers and advocates should use the strategies and mechanisms we outlined in this report to achieve transformational Community Schools across the country.

(a) **Educational strategy recommendations:** The **model Community School strategies** outlined in this report can and should be used in every public school across the United States to achieve sustainable transformational results. Those strategies are:

1. **Curricula that are engaging, culturally relevant, and challenging**. Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies, as well as Advanced Placement (AP) and honors courses. Also offered are services for English Language Learner and special education populations, GED preparation programs, and job training. Pedagogy is student-centered.

2. **An emphasis on high-quality teaching, not on high-stakes testing.** Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development. Professional development is high quality and ongoing, and includes strengthening understanding of, and professional alignment with, the Transformational Community School strategy.

3. **Wrap-around supports and opportunities** such as health care, eye care, and social and emotional services that support academics. They are available before, during, and after school, and are provided year-round to the full community. Community partners are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space is allocated within the building or within walking distance for services.

4. **Positive discipline practices, such as restorative justice** and social and emotional learning supports, are stressed so that students grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and harsh punishments are eliminated or greatly reduced.

5. **Authentic parent and community engagement** is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.

6. **Inclusive school leadership** who are committed to making the Transformational Community School strategy integral to the school's mandate and functioning. They ensure that the

Community School Coordinator is a part of the leadership team and that a Community School Committee (Committee)—which includes parents, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy.

I. **Implementation recommendations:** Community schools achieve success by implementing the above strategies through the following mechanisms:

1. An asset and needs **assessment** of and by both school and community

2. A strategic **plan** that defines how educators and community partners will use all available assets to meet specific needs and get better results

3. The engagement of **partners** who bring assets and expertise to help implement the building blocks of Community School

4. A Community School Coordinator whose job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/ partners, and ensure alignment of solutions to needs.

II. **Policy recommendations:** The new federal education legislation, the Every Student Succeeds Act (ESSA), sends much of the decision-making power to create innovative models for student success to the states and districts. This report recommends that:

1. State and local policy makers, using the opportunity created by this new law and in collaboration with their education constituencies including parents, school staff, students and community members, tap the power of community to grow the number of effective Community Schools in every state and municipality in the country.

2. Community organizing and education advocacy groups, unions, and Community School practitioners join lawmakers to pass legislation that will enable a dramatic increase in the number of Community Schools.

3. The above parties use the information, data, and policy templates included in this report to help accomplish these goals.

This report provides the resources necessary for local and state policy makers, community, parent, teacher and youth organizations, and current practitioners to vastly expand and improve Community Schools in their city or state.

Below are descriptions of four Community School policy templates.

- State legislative template using a grants-based funding mechanism (summary and full template)
- State legislative template using a funding formula-based funding (summary and full template)
- Local Board of Education policy template (full template)
- Local City Council policy template (full template)

The summaries and full templates can be found in Appendices A through F.

The Center for Popular Democracy, Coalition for Community Schools, and the Southern Education Foundation stand ready to connect you with other policy makers, practitioners, theoreticians, advocates, and organizers to help you along your way. The Coalition for Community Schools convenes a state network of local Community School initiative leaders across the country looking to work with policymakers like you to introduce supportive Community Schools legislation.

Contact Kyle Serrette at kserrette@populardemocracy.org for help with connecting to others in the field who are working to introduce and/or implement Community Schools policy.

Contact Mary Kingston Roche at rochem@iel.org to find out if there are any Community School leaders, practitioners or technical assistance providers in your state to help you.

Contact Katherine Dunn at kdunn@southerneducation.org for information about how this work is proceeding and resources specifically within Southern states.

Afterword

THE COMMUNITY SCHOOL STRATEGY WORKS!

It is good for children, families and communities.

It improves education performance.

It is cost effective.

It is good politics.

It is the right thing to do.

We KNOW the Community Schools Strategy works in just about any community in which it is implemented with fidelity. This report offers strong examples of that. But we need more than local examples. We need state policy to reach many more children, and we need more school and community leaders to embrace the approach.

Individual schools from California south to Texas to Florida north to Minnesota and east to Maryland have embraced the Community School Strategy… and it works. Whole-school systems in Oakland and Cincinnati are committed to Community Schools as a principal strategy to overcome the debilitating impact of poverty. Multnomah County in Oregon has adopted a countywide approach with all six of its school systems joining in the battle against allowing poverty to continue its claim of children and families.

And then there is Kentucky… in a class by itself, but a class into which all 49 other states are invited. In one state, twenty-five years ago, elected officials, educators and the wider citizenry, prodded by the courts, made the decision to change everything. The Community School Strategy (Family Resource and Youth Service Centers) remains a centerpiece and bedrock feature of the Kentucky school system statewide.

The 1990 Kentucky Education Reform Act provided for every school with more than 20% of its students eligible for free and reduced priced meals (Kentucky's definition of concentrated poverty) to be a Community School. They've funded that commitment ever since. Today 93% of all the students in the state (98% of all the eligible schools) attend a school that embodies the Community School Strategy. And the RESULTS? Kentucky children moved from almost dead last in the nation (48th) to 27th. In only one generation. That's huge.

If Kentucky can do it, every state can do it. The Community School Strategy is not an experiment. Phasing them in statewide over five or six years makes sense providing the time to develop the human capital to staff them competently and the partnerships to nurture them and to build the resource base to sustain them. Piloting them, as if we don't know that they work, makes no sense.

The evidence is compelling to make the Community School Strategy the pivotal element of the next phase of an American democracy that is of the people, for the people and by the people. The Community School Strategy is a solution.

David W. Hornbeck
Former MD State Superintendent of Schools, 1976-1988
Chief Design Architect of KY Family Resource and Youth Service Centers, 1990
Former Philadelphia Superintendent of Schools, 1994-2000
December 2015

State Grants Based Policy Summary

Summary of the Community Schools Action for Children Act (CSACA)

CSACA objectives:

1. Ensure high-quality educational opportunities and improved educational outcomes for all students through investment in sustainable community schools.

2. Use the authority of state legislative bodies to support and fund the planning, development, implementation and evaluation of sustainable community schools.

3. Elevate sustainable community schools with engaging and culturally relevant curriculum, wrap around health, social and emotional services, positive discipline practices such as restorative justice, and transformational parent and community engagement, as a comprehensive solution to problems facing public schools, especially in poor communities.

4. Document and evaluate lessons learned from community schools programs to develop a set of best practices to be shared locally, state-wide and nationally.

5. Elevate community schools as an important component of a viable long-term public safety strategy, which reduces and prevents crime through the provision of community resources and better academic outcomes.

Key CSACA provisions: Establishment of state-based grants process to fund planning, implementation, improvement and evaluation of community schools.

- **Grants:** The State Education Agency will provide technical assistance and make renewable five year grants available to schools that express interest and are eligible by virtue of: low performance (lowest 15%) of schools, either Title One or not; graduation rate lower than 60%; determination by State Education Agency that a school is in poverty and would benefit from the community schools strategy. Before grantees can begin using the grants for implementation each school must submit a Community Schools Plan detailing the steps the grantee and partners will take to integrate and monitor community schools programming. Schools may use first year of grant for planning purposes.

- **Eligibility:** Proposals may be submitted on behalf of a school, a local education agency, or a consortium, in which at least one party is a community partner. A request-for-proposal process must be used in awarding grants, and proposals shall be evaluated and scored by the State Education Agency.

- **School Leadership Team:** The school/s must establish a School Leadership team of between 12-15 people compromised of the principal, community partners, parents, teachers, and/or classified employees, at least two community members and two students (if a high school). The School Leadership Team and/or the lead partner agency is responsible for

conducting a baseline analysis of the school and community. Each School Leadership Team, in collaboration with the lead partner agency, shall also have ongoing responsibility for monitoring the development and implementation of community school programing at each school site and shall issue recommendations to school leadership and the Local Education Agency on an annual basis. These reports shall also be made available to the public at the school site and on school and district websites.

- **Resource Coordinator or Program Director:** Each grantee must hire a Community Schools Coordinator to coordinate services at each covered school site and, if proposing to serve multiple covered school sites, must also hire a Program Director to coordinate activities across covered school sites. Community Schools Coordinators and Program Directors will work collaboratively with school leadership and School Leadership Teams to provide services and programs that meet school and community needs.

- **Types of community school programming:** Each applicant must demonstrate how they will move to positive discipline practices, more engaging and relevant curriculum, and transformative parent engagement. Additionally, each applicant will propose to provide a minimum of two of the following types of community school programming at each covered school site during the grant period:

  - Early childhood education.

  - Academic support and enrichment activities.

  - Summer or after-school enrichment and learning experiences.

  - Programs under the Head Start Act, including Early Head Start programs

  - Home visitation services by teachers and other professionals

  - Teacher home visiting.

  - Programs that promote parental involvement and family literacy.

  - Mentoring and other youth development programs, including peer mentoring and conflict mediation.

  - Parent leadership development activities.

  - Parenting education activities.

  - Child care services.

  - Community service and service-learning opportunities.

  - Developmentally appropriate physical education.

  - Programs that provide assistance to students who have been truant, suspended, or expelled.

  - Job training, internship opportunities, and career counseling services.

  - Nutrition services.

  - Primary health and dental care.

  - Mental health counseling services.

  - Adult education, including instruction in English as a second language.

  - Juvenile crime prevention and rehabilitation programs.

  - Specialized instructional support services.

  - Homeless prevention services.

  - Other programming designed to meet school and community needs.

- **Documenting and Developing Best Practices:** On an annual basis each grantee will submit a report describing efforts to integrate community school programming at each covered school site and the impact of such programming on participating children and adults. The reports will include reflections on the process and will document retention rates, academic achievement, local fiscal savings and increased access to services. These reports will be evaluated and the data provided will be aggregated by the State Education Agency. Each year the State Education Agency shall write and publish a report on the impact of community schools statewide. All data featured in the report shall be made available in machine-readable formats and shared with the public. The report should include relevant data and an analysis of cost-savings in areas such as public health, public safety, and public education resulting from investment in community schools.

APPENDIX B:
Grants Based Policy Template

A BILL OR AN ACT

An Act to address the needs of students, families and other residents of under-resourced communities through the establishment of sustainable community schools featuring high impact opportunities, collaborations and services. This Act aims to:

1. *Ensure high-quality educational opportunities and improved educational outcomes for all students through investment in sustainable community schools.*

2. *Use the authority of state legislative bodies to support and fund the planning, development, implementation and evaluation of sustainable community schools.*

3. *Elevate sustainable community schools as a comprehensive solution to problems facing public schools, especially in poor communities.*

4. *Document and evaluate lessons learned from community schools programs to develop a set of best practices to be shared locally, state-wide and nationally.*

5. *Elevate community schools as an important component of a viable long-term public safety strategy, which reduces and prevents crime through the provision of community resources and better academic outcomes.*

Be it enacted by the legislature of State [X] that Title [YY] is amended to include a new Article [123] which reads as follows

Section 101. Legislative Declarations and Findings

a) Too many students in the State—particularly students of color and poor students—attend schools that are persistently low-performing. In order to ensure high-quality educational opportunities and improved educational outcomes for all students, the State must invest in approaches that are supported by research and consistent with best practices in the field.

b) This bill builds on more than 20 years of work designing and implementing full service community schools in high poverty neighborhoods. The Alliance to Reclaim Our Schools (AROS) "Sustainable Community Schools" model is supported by research[96] and consistent with best practices in the field. The AROS Sustainable Community Schools model includes the following elements:

- Curriculum that is engaging, culturally relevant and challenging. A robust selection of classes and after-school programs in the arts, languages, ethnic studies, AP and honors courses as well as services for example to support English Language Learners and special education students, GED prep and job training.

- An emphasis on high quality teaching, not on high stakes testing. Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development.

- Wrap-around supports such as health care, eye care and social and emotional services that support academics. They are available before, during and after school and are provided year-round to the full community. Providers are accountable and culturally competent.

- Positive discipline practices such as restorative justice and social and emotional learning supports are stressed so students grow and contribute to the school community and beyond. Suspensions and harsh punishments are eliminated or greatly reduced.

- Authentic parent and community engagement is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.

c) Poverty dramatically impacts the education and well-being of children. Studies demonstrate that the results of poverty impact at least the following areas negatively: physical health outcomes; cognitive outcomes; school achievement outcomes; emotional or behavioral outcomes; youth employment; and food security. The school's core mission, to educate a jurisdiction's children, is profoundly dependent on ameliorating the symptoms of poverty as much as possible. Community Schools are an effective strategy to combat some of the consequences of poverty and provide all children with an opportunity to thrive.

d) Quality and equitable education is a long term public safety strategy. Measures to reduce school dropout, increase access to health and mental health services, and improve employment prospects are proven alternatives to expensive, and often inhumane attempts, to reduce crime via criminalization and incarceration. Studies show that a ten percent increase in the graduation rate leads to a 9.4% reduction in the crime rate. This effect may also be multiplied, as an increase in graduation rate will also lead to an increase in real wages and lower unemployment rates. Moreover, a one-year increase in education level reduces the crime rate by 1.7 percent. A new report from the Alliance for Excellent Education finds that the nation could save as much as $18.5 billion in annual crime costs if the high school male graduation rate increased by only 5 percentage points.

e) The Legislature can drive dramatic improvements in public education, public safety and student health and achievement by creating opportunities for local education agencies, schools and community partners to collaborate in the planning and operation of sustainable community schools and by creating pathways for parents, teachers, other school staff and members of the broader community to engage meaningfully in these processes.

Section 102. Definitions

a) "Applicant" means a school, a local education agency, or a consortium, meaning a group, consisting of one or more schools or a local education agency, and community partners and/ or community organizations which can include government agencies that are not LEAs, that propose to work with one another to plan and/or implement community school programming pursuant to Section 104 The "applicant" will serve as the fiscal agent for the consortium.

b) "Classified staff" means non-supervisory employees of a school, excluding teachers.

c) "Covered school site" means any school site at which an applicant has proposed or has been funded to provide community school programming under Section 103 or Section 104.

d) "Community partner" means a community stakeholder including (but not limited to): parents and parent organizations, students and student organizations, early learning programs, the

business community, civil rights organizations, civic engagement organizations, advocacy groups, local civic and community-based organizations, local governmental agencies, the local school employee organizations, and institutions of higher education.

e) "Community organization" means a non-profit organization that has been in existence for three years or more and has a verifiable track record of working with the community surrounding the covered school site on education and other issues.

f) "Community school programming" means services, activities and opportunities described under Section 103(g).

g) "Consortium" means a group, consisting of one or more schools or a local education agency, and community partners and/or community organizations which can include government agencies that are not LEAs, that propose to work with one another to plan and/or implement community school programming pursuant to Section 104.

h) "Grantee" means an applicant that has been granted a Sustainable Community School Operational Grant under Section 104.

i) "High-quality childcare or early childhood education programming" means educational programming for preschool-aged children that is grounded in research and consistent with best practices in the field.

j) "Lead Partner Agency" is the organization that joins the school to manage and lead the work of developing and sustaining the community school.

k) "Trained health care professional" means a health care practitioner with formal education and clinical training who is credentialed through certification, registration and/or licensure to deliver high quality patient care services for the identification, prevention, and treatment of diseases, disabilities and disorders.

l) "Relevant experts" means individuals, institutions or organizations with experience in the design, implementation or evaluation of programs related to the topics described in Section 104(b)(1) or Section 104(b)(2).

Section 103. Sustainable Community School Grants Program

a) The State Education Agency shall make grants available to plan, implement and improve sustainable community schools. A request-for-proposal process must be used in awarding grants, and proposals shall be evaluated and scored on the basis of criteria consistent with this Section. Proposals may be submitted by applicants provided that each covered school site referenced in the proposal is:

1) A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving fifteen percent of Title I schools in the State; or

2) A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving fifteen percent of secondary schools in the State; or

3) A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over three years; or

4) Any school the State Education Agency determines is a school in poverty that would benefit from the community school programming.

b) The State Education Agency shall establish and enforce a policy prohibiting discrimination on the basis of race, national origin, religion, sex, disability, sexual orientation, gender expression or identity, housing status or immigration status in the development and administration of community school programming.

c) Technical assistance, including but not limited to grant writing and support for the design of non-discriminatory community school programming, must be made available to applicants. Such technical assistance may be provided by the State Education Agency directly or by an organization with demonstrated experience with community schools planning in partnership with community organizations or civic engagement organizations funded by the State Education Agency through a request for proposal process to provide such technical assistance.

d) Sustainable Community School Planning Grants may be awarded, pursuant to Section 104, to applicants who have demonstrated an initial need to implement a sustainable community schools program but are in need of additional planning to establish or expand existing programming. Schools unready to implement programming immediately shall use their grant funds for up to one year of planning. At the end of this period the school must submit a Community School Plan, pursuant to Section 104(b)(4)f.

1) Applicants that have demonstrated readiness to begin operation of a sustainable community school program and submitted a Community School Plan, pursuant to Section 104(b)(4)f, need not use the first year of the grant for planning and will be awarded the Sustainable Community School Operational Grants, pursuant to Section 104. Sustainable Community School Operational Grants shall be no more than X dollars and shall supplement, not supplant, existing services and funds.

f) Upon award of a Sustainable Community School Operational Grant, each grantee must establish a Community School Planning and Oversight Team responsible for developing school-specific programming goals, assessing program needs and overseeing the process of implementing expanded programming at each covered site. The Community School Planning and Oversight Team shall meet the following requirements:

1) The Community School Planning and Oversight Team shall be comprised 12-15 people with no less than 1/3 parents, 1/3 teachers or other education staff and shall include the following stakeholders:

a. Principal

1. The school principal shall be a voting member of the School Leadership Team. The school principal shall not be the chair of the School Leadership Team.

b. Community Partners (including representatives from the lead partner agency).

c. Parents/Residents

1. If the school has a relevant civic association or parent-teacher organization, or civic engagement organization (such as Parent Teacher Association chapter), the lead partner agency or Principal should work with those organizations to hold elections to select representatives.

d. Teachers

1. If an employee organization of teachers has a collective bargaining agreement with the school district, the employee organization shall administer a democratic selection process to choose the teachers on the team, provided that at least one member

of the School Leadership Team be a teacher selected directly by the employee organization. If the employee organization does not have collective bargaining authority representatives will be chosen by a democratic selection process lead by the Lead Agency or Principal.

b) Upon selection, the School Leadership Team shall immediately appoint two representatives from the community who are not parents, teachers, classified staff or students to serve as voting members on the School Leadership Team.

c) Following the selection of the community representatives, the School Leadership Team shall select a chair to guide the School Leadership Team's work.

2) The School Leadership Team for a high school shall have between 12-15 members and shall meet the requirements of Section 103(e)(1)(a)-(d) except the School Leadership Team shall also include two students elected by students of the school who shall serve as voting members.

3) The School Leadership Team at each grantee's covered school site or sites shall be responsible for overseeing the baseline analyses described in Section 104(b). Each such School Leadership Team shall also have ongoing responsibility for monitoring the development and implementation of sustainable community school operations and programing at each school site and shall issue recommendations to school leadership, the Local Education Agency and community partners on a regular basis and summarized in an annual report. These reports shall also be made available to the public at the school site and on school and district websites.

g) Upon award of a Sustainable Community School Operational Grant, each successful applicant shall hire a Resource Coordinator to coordinate services at each covered school site. If proposing to serve three or more sites, the successful applicant shall also hire a Program Director to coordinate activities across covered school sites. Resource Coordinators and Program Directors shall work collaboratively with school leadership and School Leadership Teams to provide the services and programs that meet school and community needs and priorities.

h) Each applicant school must demonstrate how they plan to implement:

1. Positive discipline practices such as restorative justice;

2. Curricula that is engaging, culturally and socially relevant, and academically rigorous; ,

3. Wrap-around supports such as physical and mental health services, social services and academic enrichment programs;

4. An emphasis on high quality teaching, not on high stakes testing; and

5. Parent and community engagement plans so the full community actively participates in decision-making processes.

In addition, each applicant shall propose to provide a minimum of two of the following types of community school programming at each covered school site during the grant period:

a. Early Childhood:

6. Early childhood education;

7. Programs under the Head Start Act, including Early Head Start programs;

8. Child care services;

b. Academic:

    1. Academic support and enrichment activities, including expanded learning time;

    2. Summer or after-school enrichment and learning experiences;

    3. Job training, internship and apprenticeship opportunities, such as building trades apprenticeship and/or industry certification programs; and career counseling services;

    4. Programs that provide assistance to students who have been truant, suspended, or expelled;

    5. GED programs for youth and community members

    6. Specialized instructional support services;

    7. College classes; early college high school model

c. Parental Involvement:

    1. Programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361 et seq.);

    2. Parent leadership development activities;

    3. Parenting education activities;

d. Mental and Physical Health:

    1. Mentoring and other youth development programs, including peer mentoring and conflict mediation;

    2. Youth leadership development opportunities;

    3. Juvenile crime prevention and rehabilitation programs;

    4. Home visitation services by teachers and other professionals;

    5. Developmentally appropriate physical education;

    6. Nutrition services;

    7. Primary health and dental care;

    8. Mental health counseling services;

e. Community Involvement:

    1. Service and service-learning opportunities;

    2. Adult education, including instruction in English as a second language;

    3. Homeless prevention services; affordable housing and mortgage revision services;

    4. Community development/organizing training/opportunities; and/or

f. Other programming designed to meet school and community needs and community development opportunities identified through the School Leadership Team analysis described in 103(e)(3).

i) In addition, each application must include plans for the following:

   1) Maintenance of attendance records in all programming components;

   2) Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

   3) Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, social service providers, cultural organizations, institutions of higher education and health institutions; and

   4) Ensuring compliance with the non-discrimination policy described in 103(b).

Section 104. Sustainable Community School Operational Grants

a) The State Education Agency shall make Sustainable Community Schools Operational Grants of up to X available to implement a sustainable community school's strategy. A request-for-proposal process must be used in awarding grants. Proposals will be evaluated on the basis of criteria consistent with this Section and other factors adopted by the State Education Agency. Grants shall be for a term of five years and shall be renewable at the discretion of the State Education Agency. Grantees can begin implementation immediately or use up to a year of the grant for planning purposes. Before grantees use the grant funding for implementation they must submit a Community School Plan, pursuant to Section 104(b)(4)f.

b) The application for a grant under this Section must include the following:

   1) A baseline analysis of needs at the school site, spearheaded by the lead partner agency and/or School Leadership Team in collaboration with relevant experts as appropriate, which shall include the following elements:

   a. Identification of challenges facing the school;

   b. Analysis of the student body; including:

      1. Number and percentage of students with disabilities and needs of these students;

      2. Number and percentage of students who are English Language Learners and the needs of these students; and

      3. Number and percentage of students receiving free or reduced priced lunch and the needs of these students.

   c. Analysis of enrollment and retention rates for students with disabilities, English Language Learners and students receiving free or reduced priced lunch;

   d. Analysis of suspension and expulsion data, including the justification for such disciplinary actions and the degree to which particular populations, including but not limited to students of color, students with disabilities, students who are English Language Learners, and students receiving free or reduced price lunch are represented among students subject to such actions;

   e. Analysis of school achievement data disaggregated by major demographic categories, including but not limited to race/ethnicity, English Language Learner status, disability status, and free or reduce priced lunch receipt;

f. Analysis of current parent engagement strategies and their success;

g. Evaluation of the need for and availability of wraparound services including; but not limited to:

    1. Mechanisms for meeting students' social, emotional and physical health needs, which may include coordination of existing services as well as the development of new services based on student needs;

    2. Strategies to create safe and secure school environments and improve school climate and discipline, such as implementing a system of positive behavioral supports, and taking additional steps to eliminate bullying.

h. Analyze the breadth and depth of community and school support for the school curriculum and the breadth and depth of support for changes to the school curriculum.

2) A baseline analysis of community assets and a strategic plan for utilizing and aligning identified assets. This analysis should include, but not be limited to, a documentation of individuals in the community, faith based organizations, community and neighborhood associations, colleges, hospitals, libraries, businesses and social service agencies who may be able to provide support and resources.

3) A baseline analysis of needs in the community surrounding the school, spearheaded by the lead partner agency and/or the School Leadership Team, in collaboration with relevant experts as appropriate, including but not limited to:

    1. The need for high-quality, full-day childcare and early childhood education programs;

    2. The need for physical and mental health care services for children and adults; and

    3. The need for job training and other adult education programming.

    4. The need for before- and afterschool programs and summer learning opportunities.

4) A Sustainable Community School Plan detailing the steps the grantee and partners will take to integrate the five elements (referenced in 103(g)) to become a sustainable community school at the school site, including plans for ensuring the following:

    a. Timely establishment and consistent operation of the School Leadership Team;

    b. Maintenance of attendance records in all programming components;

    c. Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

    d. Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers;

    e. Professional development, the goal of which is to ensure the integration of instructional and other school staff into the sustainable community school model and of the community school resources into the academic planning for student success.

    f. Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, not-for-profit community organizations or other community partners, to further the development and implementation of community school programing;

       g. Ensuring compliance with the non-discrimination policy described in 103(b);

       h. Plan for School Leadership team development.

c) Grants under this Section shall be available to support the following activities:

    1) Up to a year of grant funds may be used to create a comprehensive community school implementation plan;

    2) Where the grantee has received funding to provide community school programming at multiple covered school sites, selection and compensation of a Program Director to oversee and coordinate programing across multiple covered school sites;

    3) Selection and compensation of a Resource Coordinator at each covered school site;

    4) Ongoing convening and consultation of institutional partners;

    5) General coordination of programs within and between covered school sites;

    6) Professional development for school staff that engages them as full partners in the community school

    7) Ongoing monitoring of the impact of community school on participating children and adults;

    8) Development of alternative funding strategies to guarantee the long-term sustainability of the community school;

    9) Ongoing operation of the School Leadership Team; and

    10) Other activities, both operational and programmatic, which assist in implementation of the plan required under Section 104(d) and.

d) At the conclusion of each grant term, each Sustainable Community Schools Operational Grant grantee, spearheaded by the lead partner agency and supported by the School Leadership Team, shall submit to the State Education Agency and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the impact of the transition to a sustainable community school on participating children and adults. This report shall include, but shall not be limited to, discussion of the following:

    1) An assessment of the effectiveness of the grantee in implementing the Community School Plan;

    2) Problems encountered in the design and execution of the Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

    3) The operation of the School Leadership Team and its contribution to successful execution of the Community School Plan;

    4) Recommendations for improving delivery of community school programming to students;

    5) The number and percentage of students receiving community school programming who had not previously been served;

    6) The number and percentage of non-student community members receiving community school programming who had not previously been served;

7) Any improvement in retention among students who receive community school programming;

8) Any improvement in academic achievement among students who receive community school programming;

9) Any changes in student's readiness to enter school, active involvement in learning and in their community, health (physical, social and emotional) and student's relationship with the school and community environment;

10) An accounting of anticipated budget savings, if any, resulting from the implementation of the program;

11) Any improvements to the frequency or depth of families' involvement with their children's education;

12) Assessment of community stakeholder satisfaction;

13) Assessment of institutional partner satisfaction;

14) The ability, or anticipated ability, of the grantee and partners to continue to provide services in the absence of future funding under this Chapter;

15) Increases in access to services for students and their families; and

16) The degree of increased collaboration among participating agencies and private partners.

e) Before grantees begin using their operational grant funding the grantee shall provide the State Education Agency with a Sustainable Community School Plan. For schools that opt to use their first year of grant funding to plan community school programming and implementation, the Sustainable Community School Plan shall be submitted at the end of the first year. The Sustainable Community School Plan shall detail the steps the grantee and partners will take to integrate community school programing at the school site and include plans for:

1) Establishing programming that meets the needs indicated by the baseline analyses required under subsections 104(b)(1) and 104(b)(2) above;

2) Timely establishment and consistent operation of the School Leadership Team;

3) Maintenance of attendance records in all programming components;

4) Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

5) Documentation of meaningful and sustained collaboration between the school and community partners, including local governmental units, civic engagement organizations, businesses, and social service providers;

6) Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations or not-for-profit community organizations, or other community partners, to further the development and implementation of community school programing;

7) Establishment and enforcement of a non-discrimination policy ensuring that the community school does not condition participation upon race, ethnic origin, religion, sex, or disability;

8) Annual evaluation and public reporting on the impact of programming on the participating children and adults; and

9) Ensuring the continuation of the sustainable community school after the grant period ends.

Section 105. Program Evaluation

a) Reports submitted by grantees pursuant to Section 104(d) shall be evaluated by the State Education Agency with respect to criteria developed by the State Education Agency. These criteria shall, include, but not be limited to the following:

1) The effectiveness of the school, Local Education Agency or consortium in implementing the Sustainable Community School Plan including the degree to which the grantee navigated difficulties encountered in the design and operation of the Sustainable Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

2) The extent to which the recommendations of the School Leadership Committee are reflected in the Sustainable Community School Plan and the degree to which the School Leadership Committee has been engaged in discussion and decision-making;

3) The extent to which the project has yielded lessons about ways to improve delivery of community school programming to students;

4) The degree to which there has been an increase in the number or percentage of students and non-students receiving community school programming;

5) The degree to which there has been an improvement in retention of students and improvement in academic achievement among students receiving community school programming;

6) Local budget savings, if any, resulting from the implementation of the program;

7) The degree of community stakeholder and institutional partner engagement;

8) Increases in access to services for students and their families; and

9) The degree of increased collaboration among participating agencies and private partners.

b) No later than August 30th of the year following the first full year of operation of the Sustainable Community School Grants Program and each year thereafter, the State Education Agency shall report to the Governor and the Legislature on the impact of the Sustainable Community Schools strategy. This report shall be made publicly available at covered school sites and on the State Education Agency website. All data featured in the report shall be made available in machine-readable formats.

c) This report shall draw upon the following data sources to provide analysis of the Sustainable Community Schools Program's success in addressing the issues set forth in Section 101, the impact of funded initiatives and recommendations for enhancing the Program's effectiveness:

1) Aggregate data from reports required under Section 105(a)

2) Aggregate data from grantee reports required under Section 104(e)

3) Interviews and other consultation with students, parents, community members, Program Directors and Resource Coordinators; and

4) Consultation with School Leadership Teams.

d) This report shall include analysis and recommendations related to the potential to replicate the best practices of grantees in non-grantee public school.

e) This report shall include a calculation or estimate of cost-savings, including budget savings at the state, local and federal levels in areas such as public health, public safety and public education resulting from investment in community school programming.

APPENDIX C:
State Funding Formula Based Policy Summary

Summary of the Community Schools Action for Children Act (CSACA) Funding Formula Version

CSACA objectives:

1. Ensure high-quality educational opportunities and improved educational outcomes for all students through investment in sustainable community schools.

2. Ensure that State education funding incorporates provisions to adequately fund the planning, development, implementation and evaluation of sustainable community schools throughout the State.

3. Elevate sustainable community schools as a comprehensive solution to problems facing public schools, especially in poor communities.

4. Elevate community schools as an important component of a viable long-term public safety strategy, which reduces and prevents crime through the provision of community resources and better academic outcomes.

5. Document and evaluate lessons learned from community schools programs to develop a set of best practices to be shared locally, state-wide and nationally.

6. Improve outcomes for schools serving communities with a significant number of low income students.

Key CSACA provisions: This bill will require that the State Education Agency provide adequate funding to ensure that all schools in which 40% or more of its students are eligible for free or reduced lunch are transformed into sustainable community schools.

- **Funding:** Sustainable Community School Funds will be provided to all schools in the State in which 40% or more of its students are eligible for free and reduced lunch. The State Education Agency shall provide adequate funding to all eligible schools to ensure that they have adequate funding to support: a Community School Site Coordinator; an Out of School Time Program that will support at least one fourth of the students in the schools; a Leadership Council and Management Support Entity; and funds to support a yearlong planning process.

- **School Leadership Team:** The school/s must establish a School Leadership team of between 12-15 people compromised of the principal, community partners, parents, teachers, and/or classified employees, at least two community members and two students (if a high school). The School Leadership Team and/or the lead partner agency is responsible for conducting a baseline analysis of the school and community. Each School Leadership Team, in collaboration with the lead partner agency, shall also have ongoing responsibility for monitoring

the development and implementation of community school programing at each school site and shall issue recommendations to school leadership and the Local Education Agency on an annual basis. These reports shall also be made available to the public at the school site and on school and district websites.

- **Resource Coordinator or Program Director:** Each grantee must hire a Resource Coordinator to coordinate services at each covered school site and, if proposing to serve multiple covered school sites, must also hire a Program Director to coordinate activities across covered school sites. Resource Coordinators and Program Directors will work collaboratively with school leadership and School Leadership Teams to provide services and programs that meet school and community needs.

- **Types of community school programming:** Each applicant must demonstrate how they will move to positive discipline practices, more engaging and relevant curriculum, and transformative parent engagement. Additionally, each applicant will propose to provide a minimum of two of the following types of community school programming at each covered school site during the grant period:

- Early childhood education.

- Academic support and enrichment activities.

- Summer or after-school enrichment and learning experiences.

- Programs under the Head Start Act, including Early Head Start programs

- Home visitation services by teachers and other professionals

- Teacher home visiting.

- Programs that promote parental involvement and family literacy.

- Mentoring and other youth development programs, including peer mentoring and conflict mediation.

- Parent leadership development activities.

- Parenting education activities.

- Child care services.

- Community service and service-learning opportunities.

- Developmentally appropriate physical education.

- Programs that provide assistance to students who have been truant, suspended, or expelled.

- Job training, internship opportunities, and career counseling services.

- Nutrition services.

- Primary health and dental care.

- Mental health counseling services.

- Adult education, including instruction in English as a second language.

- Juvenile crime prevention and rehabilitation programs.

- Specialized instructional support services.

- Homeless prevention services.

- Other programming designed to meet school and community needs.

- **Documenting and Developing Best Practices:** Each district receiving funding will submit a report after five years of operation describing efforts to integrate community school programming at each covered school site and the impact of such programming on participating

children and adults. The reports will include reflections on the process and will document retention rates, academic achievement, local fiscal savings and increased access to services. These reports will be evaluated and the data provided will be aggregated by the State Education Agency and shall be published.

State Funding Formula Based Policy Template

A BILL OR AN ACT

An Act to address the needs of students, families and other residents of under-resourced communities through the establishment of sustainable community schools featuring high impact opportunities, collaborations and services. This Act aims to:

1. *Ensure high-quality educational opportunities and improved educational outcomes for all students through investment in sustainable community schools.*

2. *Ensure that State education funding incorporates provisions to adequately fund the planning, development, implementation and evaluation of sustainable community schools throughout the State.*

3. *Elevate sustainable community schools as a comprehensive solution to problems facing public schools, especially in poor communities.*

4. *Elevate community schools as an important component of a viable long-term public safety strategy, which reduces and prevents crime through the provision of community resources and better academic outcomes.*

5. *Document and evaluate lessons learned from community schools programs to develop a set of best practices to be shared locally, state-wide and nationally.*

6. *Improve outcomes for schools serving communities with a significant number of low income students.*

Be it enacted by the legislature of State [X] that Title [YY] is amended to include a new Article [123] which reads as follows

Section 101. Legislative Declarations and Findings

a) Too many students in the State—particularly students of color and poor students—attend schools that are persistently low-performing. In order to ensure high-quality educational opportunities and improved educational outcomes for all students, the State must invest in approaches that are supported by research and consistent with best practices in the field.

b) This bill builds on more than 20 years of work designing and implementing full service community schools in high poverty neighborhoods. The Alliance to Reclaim Our Schools

(AROS) "Sustainable Community Schools" model is supported by research and consistent with best practices in the field. The AROS Sustainable Community Schools model includes the following elements:

- Curriculum that is engaging, culturally relevant and challenging. A robust selection of classes and after-school programs in the arts, languages, ethnic studies, AP and honors courses as well as services for example to support English Language Learners and special education students, GED prep and job training.

- An emphasis on high quality teaching, not on high stakes testing. Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development.

- Wrap-around supports such as health care, eye care and social and emotional services that support academics. They are available before, during and after school and are provided year-round to the full community. Providers are accountable and culturally competent.

- Positive discipline practices such as restorative justice and social and emotional learning supports are stressed so students grow and contribute to the school community and beyond. Suspensions and harsh punishments are eliminated or greatly reduced.

- Transformational parent and community engagement is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.

c) Poverty dramatically impacts the education and well-being of children. Studies demonstrate that the results of poverty impact at least the following areas negatively: physical health outcomes; cognitive outcomes; school achievement outcomes; emotional or behavioral outcomes; youth employment; and food security. The school's core mission, to educate a jurisdiction's children, is profoundly dependent on ameliorating the symptoms of poverty as much as possible. Community Schools are an effective strategy to combat some of the consequences of poverty and provide all children with an opportunity to thrive.

d) Quality and equitable education is a long term public safety strategy. Measures to reduce school dropout, increase access to health and mental health services, and improve employment prospects are proven alternatives to expensive, and often inhumane attempts, to reduce crime via criminalization and incarceration. Studies show that a ten percent increase in the graduation rate leads to a 9.4% reduction in the crime rate. This effect may also be multiplied, as an increase in graduation rate will also lead to an increase in real wages and lower unemployment rates. Moreover, a one-year increase in education level reduces the crime rate by 1.7 percent. A new report from the Alliance for Excellent Education finds that the nation could save as much as $18.5 billion in annual crime costs if the high school male graduation rate increased by only 5 percentage points.

e) The Legislature can drive dramatic improvements in public education, student health, student achievement and community safety by creating opportunities for local education agencies, schools and community partners to collaborate in the planning and operation of sustainable community schools and by creating pathways for parents, teachers, other school staff and members of the broader community to engage meaningfully in these processes.

f) In order to ensure that these benefits impact all students throughout the State, the Legislature must update the state formula for funding public education to incorporate provisions that ensure adequate funding for the transformation of all eligible public schools into community schools.

Section 102. Definitions

a) "Classified staff" means non-supervisory employees of a school, excluding teachers.

b) "Covered school site" means any school site at which an eligible school has been funded to provide community school programming under Section 103 or Section 104.

c) "Community partner" means a community stakeholder including (but not limited to): parents and parent organizations, students and student organizations, early learning programs, the business community, civil rights organizations, civic engagement organizations, advocacy groups, local civic and community-based organizations, local governmental agencies, the local school employee organizations, and institutions of higher education.

d) "Community organization" means a non-profit organization that has been in existence for three years or more and has a verifiable track record of working with the community surrounding the covered school site on education and other issues.

e) "Community school programming" means services, activities and opportunities described under Section 103(g).

f) "Consortium" means a group, consisting of one or more schools or a local education agency, and community partners and/or community organizations which can include government agencies that are not LEAs, that propose to work with one another to plan and/or implement community school programming pursuant to Section 104.

g) "High-quality childcare or early childhood education programming" means educational programming for preschool-aged children that is grounded in research and consistent with best practices in the field.

h) "Lead Partner Agency" is the organization that joins the school to manage and lead the work of developing and sustaining the community school.

i) "Trained health care professional" means a health care practitioner with formal education and clinical training who is credentialed through certification, registration and/or licensure to deliver high quality patient care services for the identification, prevention, and treatment of diseases, disabilities and disorders.

j) "Relevant experts" means individuals, institutions or organizations with experience in the design, implementation or evaluation of programs related to the topics described in this legislation.

Section 103. Sustainable Community School Program Funding

a) The State Education Agency shall provide adequate funding, defined in Section 104(b) and 104(d), to ensure that over the course of no more than X years all schools in which 40% or more of its students are eligible for free or reduced lunch are transformed into sustainable community schools.

b) The State Education Agency shall establish and enforce a policy prohibiting discrimination on the basis of race, national origin, religion, sex, disability, sexual orientation, gender expression or identity, housing status or immigration status in the development and administration of community school programming.

c) Sustainable Community School Funds will be provided within the next X years, pursuant to Section 104, to all schools in the State in which 40% or more of its students are eligible for free and reduced lunch. Each new projected Community School shall engage in a planning year the year before its projected implementation year and submit a Community School Plan, pursuant to Section 104(g), to the State Education Agency and to the Community-wide leadership Council.

d) Eligible schools that have demonstrated readiness to begin operation and submitted a Community School Plan, pursuant to Section 104(g), will receive adequate funding, as defined in Section 104(d). Sustainable Community School Operational Funds shall supplement, not supplant, existing services and funds.

e) Upon receiving Sustainable Community School Operational Funds, each eligible school must establish a Community School Planning and Oversight Team responsible for developing school-specific programming goals, assessing program needs and overseeing the process of implementing expanded programming at each covered site. The Community School Planning and Oversight Team shall meet the following requirements:

1) The Community School Planning and Oversight Team for a middle or elementary school shall have between 12-15 members. The School Leadership Team shall be comprised of no less than 1/3 parents, 1/3 teachers or other school staff and shall include the following stakeholders:

a. Principal

1. The school principal shall be a voting member of the School Leadership Team. The school principal shall not be the chair of the School Leadership Team.

b. Community Partners (including representatives from the lead partner agency).

c. Parents/Residents

1. If the school has a relevant civic association or parent-teacher organization, or civic engagement organization (such as Parent Teacher Association chapter), the lead partner agency or Principal should work with those organizations to hold elections to select representatives.

d. Teachers

1. If an employee organization of teachers has a collective bargaining agreement with the school district, the employee organization shall administer a democratic selection process to choose the teachers on the team, provided that at least one member of the School Leadership Team be a teacher selected directly by the employee organization. If the employee organization does not have collective bargaining authority representatives will be chosen by a democratic selection process lead by the Lead Agency or Principal.

e. Upon selection, the School Leadership Team shall immediately appoint two representatives from the community who are not parents, teachers, classified staff or students to serve as voting members on the School Leadership Team.

f. Following the selection of the community representatives, the School Leadership Team shall select a chair to guide the School Leadership Team's work.

2) The School Leadership Team for a high school shall have between 12-15 members and shall meet the requirements of Section 103(e)(1)(a)-(d) except the School Leadership Team shall also include two students elected by students of the school who shall serve as voting members.

3) The School Leadership Team at each eligible covered school site or sites shall be responsible for overseeing the baseline analyses described in Section 104(g). Each such School Leadership Team shall also have ongoing responsibility for monitoring the development and implementation of sustainable community school operations and programing at each school site and shall issue recommendations to school leadership, the Local Education Agency and community partners on a regular basis and summarized in an annual report. These reports shall also be made available to the public at the school site and on school and district websites.

f) Upon receiving Sustainable Community School Operational Funds, each eligible district shall hire a Resource Coordinator to coordinate services at each covered school site. If proposing to serve three or more sites, the eligible district shall also hire a Program Director to coordinate activities across covered school sites. Resource Coordinators and Program Directors shall work collaboratively with school leadership and School Leadership Teams to provide the services and programs that meet school and community needs and priorities.

g) Each eligible school must demonstrate how they plan to implement:

1. Positive discipline practices such as restorative justice;

2. Curricula that is engaging, culturally and socially relevant, and academically rigorous; ,

3. Wrap-around supports such as physical and mental health services, social services and academic enrichment programs;

4. An emphasis on high quality teaching, not on high stakes testing; and

5. Parent and community engagement plans so the full community actively participates in decision-making processes.

h) In addition, each eligible school shall propose to provide a minimum of two of the following types of community school programming at each covered school site:

1) Early Childhood:

a. Early childhood education;

b. Programs under the Head Start Act, including Early Head Start programs;

c. Child care services;

2) Academic:

a. Academic support and enrichment activities, including expanded learning time;

b. Summer or after-school enrichment and learning experiences;

c. Job training, internship and apprenticeship opportunities, such as building trades apprenticeship and/or industry certification programs; and career counseling services;

d. Programs that provide assistance to students who have been truant, suspended, or expelled;

e. GED programs for youth and community members

    f. Specialized instructional support services;

    g. College classes; early college high school model

3) Parental Involvement:

    a. Programs that promote parental involvement and family literacy, ;

    b. Parent leadership development activities;

    c. Parenting education activities;

4) Mental and Physical Health:

    a. Mentoring and other youth development programs, including peer mentoring and conflict mediation;

    b. Youth leadership development opportunities;

    c. Juvenile crime prevention and rehabilitation programs;

    d. Home visitation services by teachers and other professionals;

    e. Developmentally appropriate physical education;

    f. Nutrition services;

    g. Primary health and dental care;

    h. Mental health counseling services;

5) Community Involvement:

    a. Service and service-learning opportunities;

    b. Adult education, including instruction in English as a second language;

    c. Homeless prevention services; affordable housing and mortgage revision services;

    d. Community development/organizing training/opportunities; and/or

6) Other programming designed to meet school and community needs and community development opportunities identified through the School Leadership Team analysis described in 103(e)(3).

Section 104. Funding for Sustainable Community Schools

a) The State Education Agency shall make Sustainable Community Schools Operational Funds of no less than X available to implement a state-wide sustainable community school's strategy at all schools in the state in which 40% or more of its students are eligible for free and reduced lunch.

b) Each new projected Community School shall engage in a planning year the year before its projected implementation year and submit its Community Schools Plan to the Community-wide leadership Council no later than February 1. The Council shall inform the school of its approval or recommendations for improvement no later than May 1. Planning funds shall be appropriated in an amount sufficient to cover the enumerated projected costs for both planning and implementation.

c) Before eligible schools receive funding for implementation they must submit a Community School Plan, pursuant to Section 104(g)

d) The State Education Agency shall provide adequate funding to all eligible schools within the next X years to ensure that all eligible schools have the funding required to be a sustainable community school. The funds shall be adequate to support:

1) A Community School Site Coordinator;

a. The State Agency shall provide the salary for the Community Site Coordinator. The salary will be based on the average pay for a Vice-Principal and will include funding for an average benefit package plus provision for supports such as office equipment, emergency funds and funds available to take advantage of special opportunities for services and supports for children and families. Five or ten percent of the amount that is included for every Community School is recommended.

2) An Out of School Time Program that will support at least one fourth of the students in the schools

a. The State Agency should provide: elementary and middle schools with at least $24/ per day per slot during the school year and $32/day in the summer; and teen/high school programs at least $32/day/slot during the school year and $44/day/slot in the summer.

3) A Leadership Council and Management Support Entity:

a. Each eligible school should receive $20,000 per school, including costs for staffing, professional development and evaluation.

4) Planning funds shall be appropriated each year in an amount sufficient to cover the enumerated projected costs for both planning and implementation. Each new projected Community School shall engage in a planning year the year before its projected implementation year and submit its proposed plan of implementation to the Community-wide leadership Council no later than February 1. The Council shall inform the school of its approval or recommendations for improvement no later than May 1.

e) The state-local wealth-equalization share shall be calculated and be identical to that of the state's education adequacy/equity funding formula. Any current funds being spent on Community Schools shall count toward any required local share. All funds generated shall, in fact, be used for Community Schools.

f) Implementation should occur state-wide for all eligible schools within X years. The rate of implementation shall depend on:

1) How many schools meet the 40% standard of concentrated poverty (or whatever standard a given state determines is appropriate;

2) An assessment of capacity to deliver each new cohort of Community Schools at a quality level (staffing, needs assessment, etc);

3) Available additional funding.

g) In order to receive Sustainable Community Schools Operational Funds eligible schools must complete a Community School Plan that includes:

1) A baseline analysis of needs at the school site, spearheaded by the lead partner agency and/or School Leadership Team in collaboration with relevant experts as appropriate, which shall include the following elements:

a. Identification of challenges facing the school;

    b. Analysis of the student body; including:

        1. Number and percentage of students with disabilities and needs of these students;

        2. Number and percentage of students who are English Language Learners and the needs of these students; and

        3. Number and percentage of students receiving free or reduced priced lunch and the needs of these students.

    c. Analysis of enrollment and retention rates for students with disabilities, English Language Learners and students receiving free or reduced priced lunch;

    d. Analysis of suspension and expulsion data, including the justification for such disciplinary actions and the degree to which particular populations, including but not limited to students of color, students with disabilities, students who are English Language Learners, and students receiving free or reduced price lunch are represented among students subject to such actions;

    e. Analysis of school achievement data disaggregated by major demographic categories, including but not limited to race/ethnicity, English Language Learner status, disability status, and free or reduce priced lunch receipt;

    f. Analysis of current parent engagement strategies and their success;

    g. Evaluation of the need for and availability of wraparound services including; but not limited to:

        1. Mechanisms for meeting students' social, emotional and physical health needs, which may include coordination of existing services as well as the development of new services based on student needs;

        2. Strategies to create safe and secure school environments and improve school climate and discipline, such as implementing a system of positive behavioral supports, and taking additional steps to eliminate bullying.

    h. Analyze the breadth and depth of community and school support for the school curriculum and the breadth and depth of support for changes to the school curriculum.

2) A baseline analysis of community assets and a strategic plan for utilizing and aligning identified assets. This analysis should include, but not be limited to, a documentation of individuals in the community, faith based organizations, community and neighborhood associations, colleges, hospitals, libraries, businesses and social service agencies who may be able to provide support and resources.

3) A baseline analysis of needs in the community surrounding the school, spearheaded by the lead partner agency and/or the School Leadership Team, in collaboration with relevant experts as appropriate, including but not limited to:

    1. The need for high-quality, full-day childcare and early childhood education programs;

    2. The need for physical and mental health care services for children and adults; and

    3. The need for job training and other adult education programming.

    4. The need for before- and afterschool programs and summer learning opportunities.

4) The Community Schools Plan must also include a clear articulation of how each school will implement:

  a. Positive discipline practices such as restorative justice;

  b. Curricula that is engaging, culturally and socially relevant, and academically rigorous; ,

  c. Wrap-around supports such as physical and mental health services, social services and academic enrichment programs;

  d. An emphasis on high quality teaching, not on high stakes testing; and

  e. Parent and community engagement plans so the full community actively participates in decision-making processes.

5) The Community Schools Plan must also detail the steps that will be taken to ensure the following:

  a. Timely establishment and consistent operation of the School Leadership Team;

  b. Maintenance of attendance records in all programming components;

  c. Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

  d. Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers;

  e. Professional development, the goal of which is to ensure the integration of instructional and other school staff into the sustainable community school model and of the community school resources into the academic planning for student success.

  f. Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, not-for-profit community organizations or other community partners, to further the development and implementation of community school programing;

  g. Ensuring compliance with the non-discrimination policy described in 103(b);

  h. Plan for School Leadership team development.

h) Sustainable Community Schools Operational Funds shall be available to support the following activities:

  1) The development comprehensive community school implementation plan;

  2) Where the districts have received funding to provide community school programming at multiple covered school sites, selection and compensation of a Program Director to oversee and coordinate programing across multiple covered school sites;

  3) Selection and compensation of a Resource Coordinator at each covered school site;

  4) Ongoing convening and consultation of institutional partners;

  5) General coordination of programs within and between covered school sites;

  6) Professional development for school staff that engages them as full partners in the community school

7) Ongoing monitoring of the impact of community school on participating children and adults;

8) Development of alternative funding strategies to guarantee the long-term sustainability of the community school;

9) Ongoing operation of the School Leadership Team; and

10) Other activities, both operational and programmatic, which assist in implementation of the plan required under Section 104(d) and.

i) Annual report: At the conclusion of the first five years, each eligible school district receiving Sustainable Community Schools Operational Funds, spearheaded by the lead partner agency and supported by the School Leadership Team, shall submit to the State Education Agency and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the impact of the transition to a sustainable community school on participating children and adults. This report shall include, but shall not be limited to, discussion of the following:

1) An assessment of the effectiveness of the eligible school in implementing the Community School Plan;

2) Problems encountered in the design and execution of the Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

3) The operation of the School Leadership Team and its contribution to successful execution of the Community School Plan;

4) Recommendations for improving delivery of community school programming to students;

5) The number and percentage of students receiving community school programming who had not previously been served;

6) The number and percentage of non-student community members receiving community school programming who had not previously been served;

7) Any improvement in retention among students who receive community school programming;

8) Any improvement in academic achievement among students who receive community school programming;

9) Any changes in student's readiness to enter school, active involvement in learning and in their community, health (physical, social and emotional) and student's relationship with the school and community environment;

10) An accounting of anticipated budget savings, if any, resulting from the implementation of the program;

11) Any improvements to the frequency or depth of families' involvement with their children's education;

12) Assessment of community stakeholder satisfaction;

13) Assessment of institutional partner satisfaction;

14) The ability, or anticipated ability, of the eligible school and partners to continue to provide services in the absence of future funding under this Chapter;

15) Increases in access to services for students and their families; and

16) The degree of increased collaboration among participating agencies and private partners.

Section 105. Program Evaluation

a) Reports submitted by eligible schools pursuant to Section 104(i) shall be evaluated by the State Education Agency with respect to criteria developed by the State Education Agency. These criteria shall, include, but not be limited to the following:

  1) The effectiveness of the school, Local Education Agency or consortium in implementing the Sustainable Community School Plan including the degree to which the grantee navigated difficulties encountered in the design and operation of the Sustainable Community School Plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

  2) The extent to which the recommendations of the School Leadership Committee are reflected in the Sustainable Community School Plan and the degree to which the School Leadership Committee has been engaged in discussion and decision-making;

  3) The extent to which the project has yielded lessons about ways to improve delivery of community school programming to students;

  4) The degree to which there has been an increase in the number or percentage of students and non-students receiving community school programming;

  5) The degree to which there has been an improvement in retention of students and improvement in academic achievement among students receiving community school programming;

  6) Local budget savings, if any, resulting from the implementation of the program;

  7) The degree of community stakeholder and institutional partner engagement;

  8) Increases in access to services for students and their families; and

  9) The degree of increased collaboration among participating agencies and private partners.

b) No later than August 30th of the year following the first full year of operation of the Sustainable Community School Funds Program and each year thereafter, the State Education Agency shall report to the Governor and the Legislature on the impact of the Sustainable Community Schools strategy. This report shall be made publicly available at covered school sites and on the State Education Agency website. All data featured in the report shall be made available in machine-readable formats.

c) This report shall draw upon the following data sources to provide analysis of the Sustainable Community Schools Program's success in addressing the issues set forth in Section 101, the impact of funded initiatives and recommendations for enhancing the Program's effectiveness:

  1) Aggregate data from reports required under Section 105(a)

  2) Aggregate data from grantee reports required under Section 104(g)(1)(c),(d) and (e)

3) Interviews and other consultation with students, parents, community members, Program Directors and Resource Coordinators; and

4) Consultation with School Leadership Teams.

d) This report shall include analysis and recommendations related to the potential to replicate the best practices of eligible schools in non-grantee public school.

e) This report shall include a calculation or estimate of cost-savings, including budget savings at the state, local and federal levels in areas such as public health, public safety and public education resulting from investment in community school programming.

Board of Education Policy Template

Draft _____ School District Community Schools Policy

_____ School District Community Schools Policy

The _____ School District is committed to bringing the assets of _____'s communities, city agencies and non-profits to bear in the creation and support of Community Schools that build Partnerships to expand opportunities and lower barriers to learning that impede academic achievement of our children. When coupled with a high-quality core instructional program, Community Schools are a vehicle for school transformation that can help close the persistent and destructive opportunity gaps in our schools and reverse the growing inequality in our society.

The _____ definition of a Community School is:

- A place and a set of strategic partnerships among the school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities;

- Maintains a core focus on children, while recognizing that children grow up in families and that families are integral parts of communities;

- Builds an integrated strategy that enhances academics and student well-being through enrichment, health and social supports, family engagement, and youth and community development;

- Is anchored by the work of a full-time Community School Coordinator and expanded hours; and

- Provides a base for parent and community advocacy on behalf of their children, school and community.

This integrated strategy will lead to student success, strong families and healthy communities.

Although the design of each Community School must be tailored to the specific needs and assets of its children, families and communities, every Community School must include the following:

- School leadership that is committed to the Community School model: to seeing it as a strategy, parallel to the school's instructional program, including the Community School Coordinator as integral to its Leadership Team;

- A School Family Council that includes parents, community partners, school staff and youth in substantively and regular advising the Principal and school leadership team about all school

matters that impact the well-being of the school's children, including but not limited to: the school's budget, non-academic, program components and the use of the school building beyond regular school hours;

- A full-time Community School Coordinator who partners with the Principal and serves, serves as an essential member of the school's Leadership Team and whose role it is to develop, coordinate, integrate and align programs and partnerships that serve students, families, and the community;

- A Lead Partner community-based organization and other partners that are deeply invested in improving student outcomes and integrated into decision-making, coordination and implementation of the Community School programs;

- A services, supports, and advocacy program informed by a comprehensive needs and assets assessment in the school and in the community. Outcomes, strategies, location of responsibility, and timelines re: accomplishments shall be reflected in a three-year, annually updated, rolling Strategic Action Plan.

- The services, supports and advocacy program shall include: a) an afterschool program for a significant number of the students, including those most in need such as those students whose history includes chronic absenteeism, and b) an evidence-based systematic school climate and safety program such as Restorative Practices and such others that respond to the identified needs of children, families, and the community;

- Ongoing professional development for school leadership, all staff, parents, and partners designed to improve the outcomes for the Community Schools Strategic Action Plan that include a positive and supportive school climate, effective partnerships, and transformative parent and community engagement;

- Dedicated space in the school for the Community School Coordinator, partners, and parents;

- Systems accessible to the Community School Coordinator to collect, analyze, and respond to real-time data on student and school indicators such as attendance, achievement, and program participation, as well as workflows for scheduling, programming, and other essential functions that support student success;

- Evaluation of the effectiveness of the Community School Strategy shall be part of the routine assessment of the school's effectiveness as a whole;

- Secure, sustainable funding to cover the cost of the Community School Coordinator, the afterschool program and the school climate and safety program in every school serving a student population that is at least 40% eligible for free and reduced price meals (or such other definition of concentrated poverty determined by the state) in making Community Schools an essential element of any revision to the state funding formula.

_____ will dedicate $_____ in 201___ to create _____ number of new Community Schools.

The Superintendent shall be responsible for preparing administrative guidelines necessary to implement this policy.

City Council Policy Template

RESOLUTION _____

RESOLUTION OF THE CITY COUNCIL OF THE CITY OF _____

AUTHORIZING SUPPORT FOR COMMUNITY SCHOOLS IN _____

WHEREAS the Every Student Succeeds Act supports nationally significant programs to improve the quality of elementary and secondary education at the state and local levels and help all children meet challenging academic content and academic achievement standards and

WHEREAS Community Schools is a school reform strategy aimed at closing the achievement gap to strengthen the abilities of our students families and community; Community Schools look to define attain and maintain the quality of life that contributes to healthy homes and a community in which all learn and are productive members

WHEREAS Community Schools encourage coordination of academic social and health services through partnerships among 1 public schools 2 local education agencies LEAs 3 city and county government 4 community-based and faith-based organizations and 5 other public and private entities and

WHEREAS Community Schools provide comprehensive academic social and health services for students, students' family members and community members that will result in improved educational outcomes for children and youth and

WHEREAS these services may include high quality early learning programs and service remedial education aligned with academic supports and enrichment activities providing students with a comprehensive academic program family engagement including parental involvement parent leadership family literacy and parent education programs mentoring and youth development programs community service and service learning opportunities programs that provide assistance to students who have been chronically absent truant suspended or expelled job training and career counseling services healthy eating active living primary health mental health and dental care activities that improve access to and use of social service programs and programs that promote family financial stability and adult education including instruction of adults in English as a second language and

WHEREAS there is an initiative to establish Community Schools in _____ places where school city and community stakeholders come together to provide diverse mutually aligned resources to assist the academic social civic and health needs and achievement for our students their families and the community and

WHEREAS _____ School, a Community School that has been developed with _____ serves as a model for development of this approach

WHEREAS the city of _____ works to develop strong partnerships with the _____ School District, _____ city/county services public and private entities and the community to implement a Community School approach and

WHEREAS the City Manager and Youth Service Program Manager will interface with the initiative to share information and update community stakeholders on the city efforts to build and develop a new Youth Futures Task Force YFTF to coordinate with various community agencies and systems to work together to address the school to prison pipeline as well as public safety in _____ by creating pathways for safe and healthy futures

NOW THEREFORE BE IT RESOLVED that the _____ City Council authorizes the following:

1. Amend the _____ City Council Priority Work Plan to include a Community School Initiative in all _____ schools

2. Joining the National Coalition for Community School Initiative as a school reform strategy and authorizes support for Full Service Community School initiative for _____, _____, _____, _____ schools

3. Authorizes the Youth Services Ad Hoc Subcommittee members to coordinate with community stakeholders at periodic meetings to support the _____ Full Service Community School initiative

BE IT FURTHER RESOLVED that the foregoing recitations are true and correct and are included herein by reference as findings

ADOPTED this _____ by the following vote to wit

APPENDIX G:
Community Schools State Funding Opportunities and Examples

1) **Discretionary grant funding:** This funding would occur as competitive grants that may or may not be authorized through accompanying legislation. While they are not strictly need-based, criteria could preference the highest-need schools according to free-and reduced-price lunch and other indicators (percent of ELL students, students who are homeless, students in foster care, etc.) Matching grants could also be required where local officials invest school (Title I, 21st Century Community Learning Center funding) or community dollars or redirected resources.

   Current examples:

   - Maine's Act to Create Community Schools (LD 956) passed in 2015 funds a pilot grant for five Community Schools as part of a five-year pilot project beginning in the 2016–2017 school year.

   - Minnesota's SF 1206, passed in 2015, appropriates $500,000 to fund a pilot grant for new Community Schools.

   - New York State Community Schools Grant Initiative, 2013: $15 million to 30 schools over 3 years. (Maximum award of $500,000 per school for each of three years)

   - D.C. Community Schools Incentive Initiative, 2013–2105: $1.4 million to 7 grantees with 13 schools (roughly half public, half charter) each year, averaging $166,000 per school.

   - Federal Full Service Community School grants: $500,000 per year over 5 years for at least two schools.

2) **Repurposed/realigned categorical funding:** This funding occurs as a result of repurposed or realigned existing state categorical funds. This does not require new money or authorization to enact.

   Current examples:

   - New York City's Community Schools, 2014: $52 million to 40 schools over 4 years, averaging out to $325,000 per school per year. Repurposed from state grant for attendance improvement and dropout prevention. Managed in partnership with the United Way of New York City who will select the community partners for each school.

3) **Infrastructure funding:** This would be dedicated funding from the state department of education to pay for the core programming costs for a Community School. These include: a full-time Community School Coordinator for each school and a site leadership team, funding to build capacity for prioritized services (health, mental health, afterschool, etc.) according to the unique needs of each school, and funding for training, technical assistance, and evaluation.

   A sample budget totaling $250,000 per school would break down as such:

   - Coordinator salary: $80,000

   - Support for Core services: $120,000

   - Capacity building: training, technical assistance, data and evaluation: $50,000

Current examples: None

4) **Revision of state funding formula:** A change in funding formula is a heavy policy lift, but can provide a means for more equitable funding to give more funding per pupil for those students who need more services or assistance (students who qualify for free/reduced price lunch, ELL students, students in foster care, etc.) This revision can also explicitly direct funding for Community Schools, or offer an opportunity to pursue the Community School strategy indirectly with these additional funds that many schools would receive.

Current examples:

- California's Local Control Funding Formula (LCFF), 2013: The LCFF is the largest change to California's school finance model in almost 40 years with a planned eight-year transition period, beginning in 2013–4. The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K–3, 4–6, 7–8, 9–12) and includes additional funding for targeted students. This funding formula emphasizes more funding for low-income schools, and makes Community Schools an allowable use of funds. Therefore, any incentive language to adopt the Community School strategy is important.

  For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

- D.C.'s Fair Student Funding and School-Based Budgeting Act of 2013: This legislation adds resources for low-income students by changing the supplemental weights in the Uniform Per Student Funding Formula, which determines the base amount of local money allocated for each DCPS and public charter school student. This means students who meet certain criteria would get more than the basic level of funding. (Examples of students who currently receive additional funding on top of the basic funding level include English language learners and students with special needs.) The bill outlines the following schedule and categories for these additional funds:

  Starting in the 2014–15 school year: An additional weight for low-income students who are eligible to participate in free or reduced price meal programs; an additional weight for students attending a high school with a four-year graduation rate of below 75 percent in the past school year.

  Starting in the 2016–17 school year: An additional weight for 11th and 12th grade students participating in approved career and technical education programs. The bill would put DCPS' central office on a "funding diet" by requiring that DCPS allocate at least 80 percent of its local formula funding directly to schools, leaving 20 percent for central office functions. This would be a significant decline from the approximately 32 percent of funds that currently go to central office administration.

- Kentucky Education Reform Act (KERA), 1990: KERA established Kentucky Family Resource and Youth Services Centers as a component of the new funding formula. These centers help support programming aligned with the Community School strategy. There are currently 823 funded centers serving nearly 1,200 schools that share an allocation of $50 million, which averages to roughly $42,000 per school. Funding for these centers has fluctuated between $48 and $57 million since 2002. Schools where at least 20 percent of the student population

is eligible for free or reduced school meals may compete for FRYSC funding. Approximately 55 percent of students enrolled in Kentucky's public schools are eligible for free school meals.

5) **School Construction/Modernization Funding:** Any legislation or appropriations designated for school construction or modernization is a great opportunity to include provisions that new schools have dedicated community space. Legislation can also explicitly outline that any new schools function as Community Schools.

Current examples:

- The Maryland state legislature approved a $1.2 billion bond for school construction and modernization for Baltimore City Public Schools. The Family League of Baltimore, the city's Community Schools intermediary, successfully worked with Baltimore City Public Schools to ensure that the first phase of new schools (22) are designed as community hubs with dedicated community space, in line with the Community School strategy.

State Use of Federal Funds for Community Schools:

Student Support and Academic Enrichment Grant: This $1.6 billion pot of money comes from Title IV of the Every Student Succeeds Act and is called "21st Century Schools." This funding can be used to hire or designate a Community School Coordinator. States and districts receive this as formula funding. Any district that receives at least $30,000 must designate at least 20% of the funds toward supporting well-rounded students, and another 20% toward supporting safe and healthy students. The Community School Coordinator is explicitly referenced as an allowable use of funds in the bucket of supporting safe and healthy students.

21st Century Community Learning Centers: This $1 billion federal grant commonly goes to afterschool programming and is now extended to learning opportunities programming and supports the Community School strategy. Many places use these funds to support Community Schools funding.

Full Service Community Schools: Districts, institutions of higher education and community-based organizations can apply to this competitive grant to implement Community Schools. The grant awards approximately $500,000 per year over 5 years. The new Every Student Succeeds Act calls on Congress to award at least 10 grants each year. This is included in Title IV under the program "Community Support for School Success."

Title I funds: As the largest formula funding for K–12 students, Title I funds may be used in several ways to support student achievement. In the 2009 ARRA guidance, the Coalition successfully inserted language to clarify that Title I funds could be used to support school-community coordination and specifically, funding the coordinator position.

However, there is an opportunity to pursue Title I funds for Community Schools more aggressively through state legislation. For example, state legislation could allocate more funding for Title I schools to develop or strengthen school-community coordination that would support the development of Community Schools and additional funding for coordinators.

Other State Agencies: Any other state agencies beyond education that fund programs for children and families are potential sources of funding for Community Schools. The challenge is to work with these state agencies to identify their common objectives and recognize the effectiveness and cost-savings in cross-agency collaboration and funding.

Taxing Strategies: Legislation may be developed to leverage taxes toward financing Community Schools. For example, taxpayers engaged in a unitary business with one or more corporations could be required to do combined reporting, for which the revenue accrued would go toward a state Community Schools fund. Similarly, through adoption of the "throwback rule," the Legislature can drive improved student and community outcomes by requiring its corporate citizens to contribute their fair share of state tax revenues that would then go toward a state Community Schools fund.

APPENDIX H:
Resources

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