

Advancing Equity in Charter Schools

Through a Community-Centered,
Collective Impact Approach

October 2023



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

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The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by The Manhattan Strategy Group LLC, in partnership with WestEd.

This report was produced for NCSRC by MAYA Consulting. NCSRC would like to acknowledge and thank the team at MAYA for their contributions to this report.

Suggested citation: National Charter School Resource Center (2023). *Advancing Equity in Charter Schools Through a Community-Centered, Collective Impact Approach*. The Manhattan Strategy Group LLC.

This publication was produced in whole or in part with funds from the U.S. Department of Education under contract number GS10F0201T. The content does not necessarily reflect the position or policy of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the federal government.

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Executive Summary

The purpose of the primer is to support charter schools in considering community-centered¹ and collective impact² approaches for improving results. Using the community schools model as an example, the primer makes the case that community-centered and collective impact approaches are ways to address the unmet needs of many students and families, and thereby increase students' educational outcomes.

In [Section 1](#), the primer reviews research that supports charter schools taking an approach that considers the full context of a child's experience – both within and outside the walls of the school building – to create conditions that enable every student to reach their potential. [Section 2](#) offers a framework for addressing complex systems by utilizing a community-centered and collective impact approach and describes how to engage the community in order to determine needs. This section includes an orientation to the “[Collective Impact Feasibility Framework](#)” as a process for determining the type of approach needed to address complex community needs. The primer then describes the five conditions of the collective impact framework and offers snapshots of the collective impact approach in charter school communities.

[Section 3](#) offers readers a more detailed description of community schools as an evidence-based, community-centered approach through which charter schools can apply the principles of collective impact to achieve better outcomes for historically underserved students, including the four pillars of community schools and the list of pipeline services offered by community schools in the Full-Service Community Schools model. Included in [Section 4](#) is an overview of opportunities for financial support for collective impact models available from the Department of Education via the Charter Schools Program and Full-Service Community Schools grant competitions and other federal funding streams.

[Section 5](#) offers ways for charter schools to begin to take action toward implementing a collective impact approach, including a list of reflection questions for charter schools and communities to get started.

[Section 6](#) offers a list of articles, toolkits, and other resources related to collective impact, community schools, and community and family engagement.

¹ “Community-centered” is defined in this primer as an approach “that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.” Final Priorities, Requirements, Definitions, and Selection Criteria-Expanding Opportunity Through Quality Charter Schools Program (CSP)-Grants to State Entities (State Entity Grants); Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants); and Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (Developer Grants), 87 Fed. Reg. 40406 (July 6, 2022).

² “Collective impact” is defined as “a network of community members, organizations, and institutions that advance equity by learning together, aligning, and integrating their actions to achieve population and systems-level change.” Kania, J., Williams, Junious, et al. Centering Equity in Collective Impact. *Stanford Social Innovation Review*, Winter 2022.

Section 1: Why a Community-Centered Approach is Critical

Upon taking office in 2021, President Biden called for a comprehensive approach to advancing equity for all, including people of color and those who have been historically underserved, marginalized, and adversely affected by poverty and inequality.³ This is especially relevant for charter schools: in fall 2021, approximately 31 percent of public charter school students attended “high-poverty schools,” defined as a school in which at least 75 percent of students qualified for free or reduced lunch.⁴ The original intention of charter schools was to create innovative educational opportunities that lead to higher educational outcomes. Since the COVID-19 pandemic began in 2020, the calls for innovation have amplified in order to address students’ needs inside and outside the classroom.

Creating the conditions that enable every student to reach their full potential requires that schools consider the full context of a child’s experience—both within and outside the walls of the school building. “For disadvantaged children to obtain a meaningful educational opportunity, they need both important school-based resources like high quality teaching, a rich and rigorous curriculum, adequate school facilities, and sufficient, up-to-date learning materials, and, in addition, the complementary resources needed to overcome the impediments to educational achievement imposed by the conditions of poverty.”⁵ How does a charter school begin to address the many variables that impact a child’s experience? How does a charter school begin to understand and confront the complex system and interconnected challenges facing students and families in a community, for which there has been no known comprehensive solution?

Responding to challenges in the classroom requires examining the multiple contexts that impact students as well as the community.⁶ During the last 15 years, there has been interest and investment in improving educational outcomes through collaboration of stakeholders from multiple sectors, referred to as “place-based partnerships,” “cross-sector collaborations,” and “collective impact models.”⁷ These efforts have been an attempt to address and improve the complex system at work in communities that leads to poor educational outcomes for many students. At the heart of these efforts is a shared commitment to be responsive to the needs of the community to create the conditions that support children to thrive. These efforts share not only intention, but also the tensions inherent in efforts to address issues for which there are no known solutions. Such efforts require challenging existing modes of operating, examining deeply held, often unconscious, values and beliefs, and exploring new ways of thinking or acting.⁸

³ Exec. Order No. 13985, 86 Fed. Reg. 7009 (January 20, 2021).

⁴ National Center for Education Statistics. (2023). Public Charter School Enrollment. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved June 11, 2023, from <https://nces.ed.gov/programs/coe/indicator/cgb>.

⁵ Henig, J. R., Riehl, C. J., Rebell, M. A., & Wolff, J. R. (2015). Putting collective impact in context: A review of the literature on local cross-sector collaboration to improve education. New York, NY: Teachers College, Columbia University, Department of Education Policy and Social Analysis.

⁶ Science of Learning and Development Alliance. (2020). *How the Science of Learning and Development Can Transform Education: Initial Findings*. <https://soldalliance.org/wp-content/uploads/2021/11/Science-Learning-Development-Alliance.pdf>

⁷ Henig, J. R., Riehl, C. J., Rebell, M. A., & Wolff, J. R. (2015).

⁸ MAYA Consulting. Results-Based Leadership for CSP: Exploratory Sessions Summary and Recommendations. June 2023.

The call for charter schools to center both students *and* the communities they serve has increased in recent years. In 2022, the U.S. Department of Education’s Charter Schools Program began prioritizing applications that take a “community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.”⁹ Additionally, National Association of Charter School Authorizers (NACSA) President and CEO Karega Rausch, Ph.D., has called for charters to use a community-centered approach in order to create innovative educational opportunities and achieve equitable outcomes. Rausch stated, “It’s deeply personal that we center this work in the hopes and aspirations and needs that local communities actually have for their kids,” in calling for schools to be responsive to the needs of the communities they serve.¹⁰ To improve educational outcomes for students in charter schools, it is critical that charters work *with* communities to understand the complex problems that impact students’ ability to arrive at school every day ready to learn.



⁹ “Final Priorities, Requirements, Definitions, and Selection Criteria-Expanding Opportunity Through Quality Charter Schools Program (CSP)-Grants to State Entities (State Entity Grants); Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants); and Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (Developer Grants), 87 Fed. Reg. 40406 (July 6, 2022).

¹⁰ Hawkins, B. (January 3, 2021). New NACSA Chief Karega Rausch’s Mission for Authorizers: Make Charter Schools More Responsive to the Communities They Serve. *The 74*.

<https://www.the74million.org/article/new-nacsa-chief-karega-rauschs-mission-for-authorizers-make-charter-schools-more-responsive-to-the-communities-they-serve/>

Section 2: Collective Impact as an Approach to Addressing Complexity

Being accountable to a community of students and families necessitates coordination and collaboration among stakeholders who are part of and/or contribute to that community. Collective impact is defined as “a network of community members, organizations, and institutions that advance equity by learning together, aligning, and integrating their actions to achieve population and systems-level change.”¹¹ This approach is often used to address complex challenges faced by students and families by, first, centering the community’s needs and assets, and second, going beyond the coordination of individual efforts to develop common goals across organizations.

Orienting your charter’s lens toward the community is a necessary first step. Centering both the community’s needs and assets aids in understanding the context of students’ and families’ challenges and also the organizations that families trust. Statistics tell a story, but not the whole story. “Centering equity requires rethinking the supposed facts that define the problem by recognizing that marginalized populations within any community have experiences that are very different from those of many individuals and organizations who work to help them. As outsiders, we often don’t know enough to be as helpful or effective as we should be, so we need first to talk, listen, and learn.”¹²

To begin this work, a charter can learn about and from the community that the charter serves by conducting a needs assessment that considers both quantitative data and the information about community members’ lived experiences that ultimately impact the charter school’s students. To understand the diverse needs of the community, the charter should disaggregate quantitative data with community members: are there disproportionate outcomes by race or income level of the students? Do community members whose primary language is not English access services from one community organization over another? To understand the assets the community has in place, consider: What cultural traditions foster a sense of community? Which businesses provide formal and informal caretaking of



“It’s important to note that addressing gaps in access to educational opportunity starts with listening to the needs and concerns of communities. Schools and districts need to make sure that students and parents are at the table talking about their needs and that they are part of the solution to community challenges. We must prioritize intentional collaboration and work collectively to build trust with parents and families, especially in historically underserved and under-resourced communities.”¹³

U.S. Secretary of Education Miguel Cardona

¹¹ Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., & Juster, J. S. (2021). Centering Equity in Collective Impact. *Stanford Social Innovation Review*, 20(1), 38–45. <https://doi.org/10.48558/RN5M-CA77>

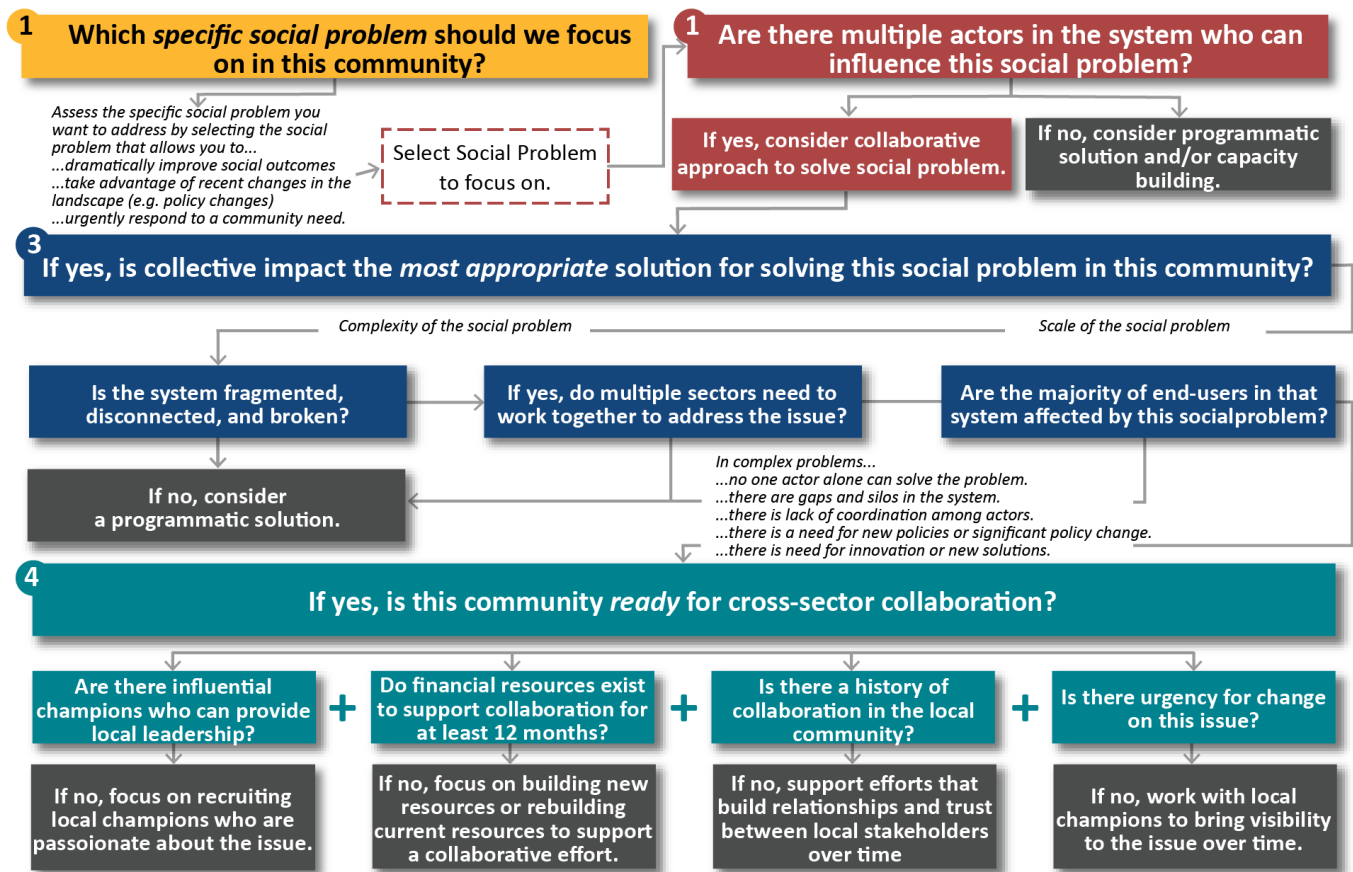
¹² Kania, J., Williams, J., et al. (2021).

¹³ Rebora, A. (2021, September 1). This Is Our Moment: A Conversation with U.S. Secretary of Education Miguel Cardona. *ASCD volume 79* (1). <https://www.ascd.org/el/articles/this-is-our-moment>

students after school? Who are the leaders in the community who may not have a formal title, but are widely respected by community members? Qualitative data collection, collected through interviews, listening sessions, and even informal conversations at the end of the school day can also shed light on the assets of the community. In partnership with community organizations, strive to understand deeply the needs and assets of the community in order to develop a community-centered orientation for the charter school’s work. Doing this data work with the community is a critical step to ensure community investment in the collective impact strategy development.

Collective Impact Feasibility Framework

Once the specific needs and assets of the community have been identified, the charter can then consider potential ways to approach problem-solving, including the collective impact model. The Collective Impact Feasibility Framework is a useful tool to do so.¹⁴



The framework distinguishes between narrow problems that can be solved by increasing capacity or implementing a single program, and complex problems that require a collaborative approach to solve a social problem. It is a helpful exercise in figuring out how to address the issues of the community. Collective impact goes beyond a partnership among organizations by prioritizing the needs of the

¹⁴ FSG. (2015). *Collective Impact Feasibility Framework*.
https://www.fsg.org/wp-content/uploads/2021/08/Collective-Impact-Feasibility-Framework_FSG_2015.pdf

community before the goals of any individual organization. This is achieved through five conditions of collective success¹⁵:

- 1. Common Agenda:** All participants share a vision for the change, including a common understanding of the problem achieved through shared review of community data and an agreed-upon approach to solving the problem through aligned actions.¹⁶ For charter schools, this requires engaging other community institutions to ensure alignment.
- 2. Shared Measurement Systems:** To stay aligned and accountable to one another and the common agenda, participants agree on a set of common metrics to track progress toward the shared goals and use data to continually improve their work.¹⁷ This may mean charters giving and taking feedback about their results framework and indicators.
- 3. Mutually Reinforcing Activities:** Participants will leverage their unique strengths and expertise to maximize the impact of the collective, performing different, yet coordinated, activities.¹⁸ This is an opportunity for charter schools' work to become part of a broader community strategy.
- 4. Continuous Communication:** Consistent and open communication is needed across many organization leaders to build trust, establish shared goals, and be accountable to the community and to each other.¹⁹ For many charters, this move is an opportunity to apply communication practices within schools and with families to other community institutions.
- 5. Backbone Support Organizations:** A successful collective impact model requires dedicated staff to serve as the backbone for the entire initiative and coordinate communication and activities of participating organizations and agencies and monitor progress.²⁰ Rarely if ever are charter schools the backbone institution; however, the Northside Achievement Zone case study below shows how KIPP Minnesota has partnered with a backbone organization.

The collective impact model calls for accountability to the community, which means accountability to the goals, objectives, and metrics that have been designed collectively to address the complex problem. The goals, objectives, and metrics for each participating organization should reflect this collective effort. This is why it is beneficial for a backbone organization to lead the work or “steer the ship” and hold everyone accountable to their role, lead shared decision-making, provide infrastructure for data collection and management, and facilitate continuous communication. While the role of the backbone organization is fundamental to its success, the success of the initiative does not hinge solely on the efforts of the backbone organization. Rather, the full participation of all stakeholders in data analysis, decision making, and reflection on their individual and collective work is crucial for achieving desired outcomes.

¹⁵ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

¹⁶ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

¹⁷ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

¹⁸ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

¹⁹ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

²⁰ Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–41. <https://doi.org/10.48558/5900-KN19>

Dedicated resources for the collective that are managed by the backbone organization are critical. Because much of the work to address complex problems is typically funded by philanthropy and government agencies, and organizations must often compete against one another to obtain funding, it is important to prioritize the work of the collective in solving these problems rather than the work of any one organization. These resources can be used to support paid staff, systems for data sharing and analysis, continuous community engagement, cultivation of additional resources, and project management across organizations in service of the collective goals.

WHO SHOULD SERVE ON THESE COMMITTEES?

In north Minneapolis, the [Northside Achievement Zone](#) (NAZ) was born out of the desire to transform a distressed community into a “community of opportunity” where low-income African American children receive the education, resources, and wraparound support they need to succeed.²¹ NAZ serves as the backbone organization for the NAZ Collaborative of over 25 community partners, including early childhood, K-12 charter schools, traditional public schools, and private schools, high school to college, family support, and community wellness providers. NAZ describes its model as a comprehensive two-generation approach that works with families, their children, and a network of anchor partners to position both generations for economic prosperity; this strategy is working to greatly reduce educational and social disparities on the Northside, while promoting academic success and economic stability.²² NAZ’s dedicated capacity and infrastructure for the ecosystem of supports fosters communication, alignment, and collaboration to advance community-level change. The NAZ Strategic Plan states that it “shifts the collective focus from reactive problem-solving to co-creation of the future” and “fosters relationships and dialogue that lead to greater clarity, understanding of difference, focus on common goals, innovation, and using data to learn and improve.” The collective is seeing results: in 2021-22, NAZ 3rd-8th grade scholars had better attendance at school and higher academic proficiency rates than non-NAZ 3rd-8th grade scholars.²³

²¹ Northside Achievement Zone. (December 2021). *FY22 - FY24 Strategic Plan*.

<https://www.northsideachievement.org/sites/default/files/2023-04/Strategic-Business-Plan-December-2021.pdf>

²² Northside Achievement Zone. (n.d.). *The NAZ Model*. <https://www.northsideachievement.org/naz-model>

²³ Northside Achievement Zone. (n.d.). *Impact Data & Reports*. Retrieved June 14, 2023, from <https://www.northsideachievement.org/impact-data-reports>

Section 3: Community Schools as an Example of Collective Impact

A community school is an evidence-based, community-centered approach focused on improving the conditions that support student learning. In the community school model, a school partners with nonprofit, public, and private community organizations to provide wraparound supports to meet the needs of students and families. Because community schools are responsive to the needs of the individual community, no two community schools are alike; however, there are common features that research shows are linked to improvements in student outcomes, teaching, and learning and form the foundation of community schools. The four evidence-based, inter-related pillars²⁴ are:

1. Active Family and Community Engagement,
2. Integrated Student Supports,
3. Expanded and Enriched Learning Time, and
4. Collaborative Leadership and Practices.

The Learning Policy Institute

[The Learning Policy Institute](#) in collaboration with the National Education Policy Center synthesized findings from 143 research studies on the impact of community schools on student and school outcomes and concluded that “well-implemented community schools lead to improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools, and sufficient research exists to meet the Every Student Succeeds Act (ESSA) standard for an evidence-based intervention.”²⁵

These pillars are interconnected and require collaboration of community partners and charter school personnel. Through engagement of families in a needs assessment described in Section 2, the charter can understand the needs and assets of the community, including partners with which to engage in a collaborative approach that creates the conditions in which students can be ready to learn and reach their potential.

²⁴ The four pillars referenced here are the pillars that are referenced by the Department in its Full-Service Community Schools grant program. According to the Learning Policy Institute, these four pillars, when well-implemented, are an evidence-based school improvement strategy. See Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute.

It should be noted that the National Education Association promotes six pillars of community schools: Strong and Proven Curriculum; High-Quality Teaching; Inclusive Leadership; Positive Behavior Practices; Family & Community Partnerships; and Community Support Services. National Education Association. (n.d.) *The Six Pillars of Community Schools Toolkit: NEA Resource Guide for Educators, Families & Communities*. <https://www.nea.org/sites/default/files/2020-06/Comm%20Schools%20Toolkit-final%20digi-web-72617.pdf>

²⁵ Maier, A, Daniel, J., & Oakes, J. (2017). *Community schools as an effective school improvement strategy: A review of the evidence* (research brief). Palo Alto, CA: Learning Policy Institute.

What the Four Pillars of Community Schools Look Like in Action

Enrichment activities emphasize real-world learning and community problem solving.

Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities.

After-school, weekend, and summer programs provide academic instruction and individualized support.

Promoting interaction among families, administration, and teachers helps families to be more involved in the decisions about their children's education.

Expanded and Enriched Learning Time and Opportunities

Collaborative Leadership and Practices

A dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families.

Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.

Active Family and Community Engagement

Mental and physical health services support student success.

Integrated Student Supports

These four pillars are foundational to the continuum of supports that a community school provides—from cradle to career. The continuum of supports is referred to as “pipeline services,” defined by the Department as “a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment” and include²⁶:

1. High-quality early childhood programs
2. High-quality school and out-of-school programs and strategies
3. Support for a child’s transition to elementary school, from elementary to secondary school, and from high school to postsecondary education and into the workforce
4. Family and community engagement and supports
5. Postsecondary and workforce readiness activities, including job training and career counseling
6. Community-based support for students who have attended school in the community, facilitating their success in postsecondary education and the workforce
7. Social, health, nutrition, and mental health services and supports
8. Juvenile crime prevention and rehabilitation programs

These services are typically provided by community partners in partnership with the school in response to quantitative and qualitative data demonstrating a need for specific services or collaboration toward long-term problem solving. How partners can support the charter in the community school model is dependent on the relationships built among school staff, community partners, and families as well as the needs of the community. As relationships grow and evolve through continuous engagement of school staff with families and partners, expect new needs to come to the surface and new collaborative approaches to emerge.

The community school model includes some features of the collective impact model, such as the needs assessment and partnerships in service of common goals, but often takes a different approach to governance and accountability. While a community school may have a separate, external backbone organization in a planning and coordination role, this is not always the case. A school itself often employs an individual who serves as the “community school coordinator.” Another common structure is for a nonprofit agency that provides integrated student support services on campus to fill this role, overseeing the monitoring and growth of partnerships in service of the school community and tracking and evaluating wraparound support services.

Children’s Aid established its first community school more than 25 years ago, and currently operates 22 community schools throughout New York City, offering academic enrichment programs, health services, parent engagement strategies, and much more to give students the best opportunities to succeed. While all Children’s Aid community schools are anchored in addressing chronic absenteeism and providing holistic supports to families, the services offered by each are designed to meet the needs of each unique community. For example, to meet students’ and families’ needs, in 2021 Children’s Aid College Prep Charter School employed five full-time social workers, called “Life Coaches,” who provide individual counseling, teach Life Skills classes to students, and connect students and families to community resources, making the school a navigational hub for families and leveraging the assets of the community.

²⁶ Applications for New Awards; Full-Service Community Schools Program, 88 Fed. Reg. 37222 (June 7, 2023).

Section 4: Funding Streams Supportive of Collective Impact

Numerous federal funding opportunities are available that support the collective impact model, including community schools. The Department’s FY2023 [*Expanding Opportunity Through Quality Charter Schools Program*](#) (CSP) offers a competitive preference for the development of charter schools that take a community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.²⁷ Additionally, the Department’s FY2023 [*Full-Service Community Schools Program*](#) grant competition offers a local education agency, in partnership with a community-based organization, a nonprofit organization, or other public or private entity, five years of funding to implement the full-service community school model at two or more schools. A charter that operates as a local education agency is eligible to apply or to participate in a consortium of partners applying for funding.

President Biden recognizes the role community schools can play in “advancing equity for our students and their families.” In January 2023, the White House issued the [*White House Tool Kit: Federal Resources to Support Community Schools*](#). This document includes a list of federal funding sources that support each pillar of community schools, including those that may support community school coordinator positions. Each entry in the toolkit contains: the agency name, funding mechanism (entitlement or competitive grant), description, timing, and contact information to learn more. Sample funding streams include the Department of Agriculture for nutrition assistance; the Department of Health and Human Services for mental health and physical health services; the Department of Labor for workforce skill development; and the Department of Justice for school climate improvement that may decrease school violence. As charters explore these funding opportunities, it is important to be mindful of requirements and restrictions associated with funding sources, especially those that may prohibit or restrict combining sources of funding.

²⁷ In support of the community-centered philosophy, the CSP grant also includes an Invitational Priority for applications that demonstrate collaborations between charter schools and traditional public schools that benefit families across schools.

Section 5: Taking Action Towards a Community-Centered, Collective Impact Approach

Charter schools can benefit from taking a community-centered approach to identify the needs and assets of the community they serve in order to achieve better outcomes. A powerful community-centered, collective impact approach will take dedicated resources over a long period of time to realize. So how can your charter school begin?

Get to know your community

- Where do you see an opportunity to become more community-centered? How can your charter be more present in the community, and how can you invite the community into your school?
- How can you engage families and community-based organizations authentically and consistently over time to build relationships and trust?
- How can you ensure community voice is a component of the creation and development of your charter school and then continue to incorporate community input in order to be responsive to community needs and build on community assets?

CHILDREN'S AID

Children's Aid established its first community school more than 25 years ago, and currently operates 22 community schools throughout New York City, offering academic enrichment programs, health services, parent engagement strategies, and much more to give students the best opportunities to succeed.²⁷ While all Children's Aid community schools are anchored in addressing chronic absenteeism and providing holistic supports to families, the services offered by each are designed to meet the needs of each unique community.²⁸ For example, to meet students' and families' needs, in 2021 Children's Aid College Prep Charter School employed five full-time social workers, called "Life Coaches," who provide individual counseling, teach Life Skills classes to students, and connect students and families to community resources, making the school a navigational hub for families and leveraging the assets of the community.²⁹

Identify the needs and assets of your students and families—both inside and outside the school building

- How can you be intentional about connecting with students and caregivers to understand their challenges? Consider quantitative data, such as student and family surveys at the beginning of the school year, as well as qualitative data, such as informal conversations with caregivers at school events,

meetings, and at dropoff and pickup, and regular conversation circles with students led by a trusted adult to understand their non-academic needs.

- How does your organization routinely utilize disaggregated quantitative and qualitative data to understand needs - disaggregated by race and ethnicity, income level, language spoken at home, etc. Disaggregated data illuminates challenges that may be hidden by aggregate data.
- How can you identify and engage partners who are trusted by your families and identify new partners that will address unmet needs? Who do your families turn to when they need help with basic needs, health services, and other support?
- How can your charter plug into existing collective efforts in the community? Which community organizations act as hubs for families currently?

Take steps to be responsive to your community's needs

Consider the Collective Impact Feasibility Framework from Section 2.

- Are the challenges you've identified fixed by expansion of a program or increased staffing, or do you need multiple sectors of the community to address the issue?
- Is there a need for a coordinated effort among stakeholders? Is there a need for innovation and new solutions? Which stakeholders need to be included? Who is missing from the table?
- How can your charter school foster community members and community organizations coming together to discuss next steps to determine financial support and community leadership to take action?

Section 6: Additional Resources

Below are additional resources to help charter schools in the effort to become more community-centered and learn more about collective impact and community schools models.

Community and Family Engagement

- [Family Engagement Throughout the Charter School Life Cycle](#)
- [How Charter Schools can Leverage Community Assets through Partnerships](#)
- [Strategies for Community Engagement in School Turnaround](#)
- [The Case for Community-Centered Charter Schools](#)
- [Spectrum of Family and Community Engagement for Educational Equity](#)
- [Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships](#)

Data Collection and Analysis

- [Data In Collective Impact: Focusing on What Matters](#)
- [Local Data as an Equity Tool](#)
- [A Guide to: Data Sharing \(StriveTogether\)](#)
- [Strengthening Community Schools Through Improved Data Systems](#)
- [Outcomes and Indicators for Community Schools: A Guide for Implementers and Evaluators](#)



Collective Impact

- [Collective Impact Forum](#)
- [StriveTogether Theory of Action](#)
- [Getting Started: What is Collective Impact?](#)
- [Channeling Change: Making Collective Impact Work](#)
- [How to Lead Collective Impact Working Groups](#)
- [Putting Collective Impact in Context](#)
- [Backbone Starter Guide](#)

Community Schools

- [Department of Education Community Schools General Resources](#)
- [Community Schools Coalition](#)
- [Essential Resources for Driving Community Schools Forward](#)
- [The Six Pillars of Community Schools Toolkit \(NEA\)](#)
- [Community Schools Playbook: A Practical Guide to Advancing Community Schools Strategies](#)
- [Youth Voice in Community Schools](#)
- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#)
- [White House Toolkit on Federal Resources to Support Community Schools](#)