

Community Schools: A Strategy, Not a Program



National Center
for
COMMUNITY SCHOOLS



The Children's Aid Society

Jane Quinn and Janice Chu-Zhu

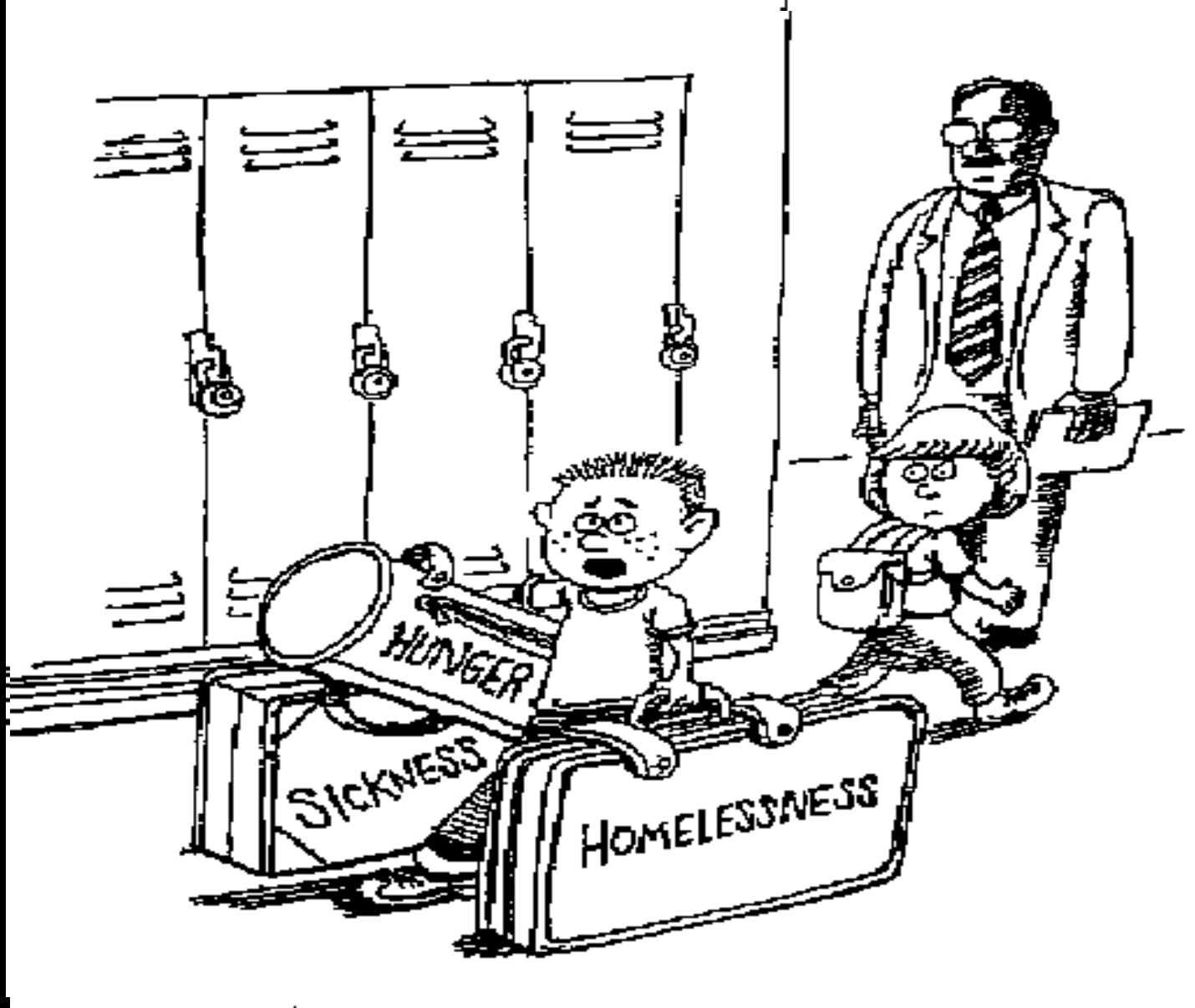
A Strategy for What?



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

**Pat Harvey, Former Superintendent
St. Paul Public Schools**





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

What is a Community School?

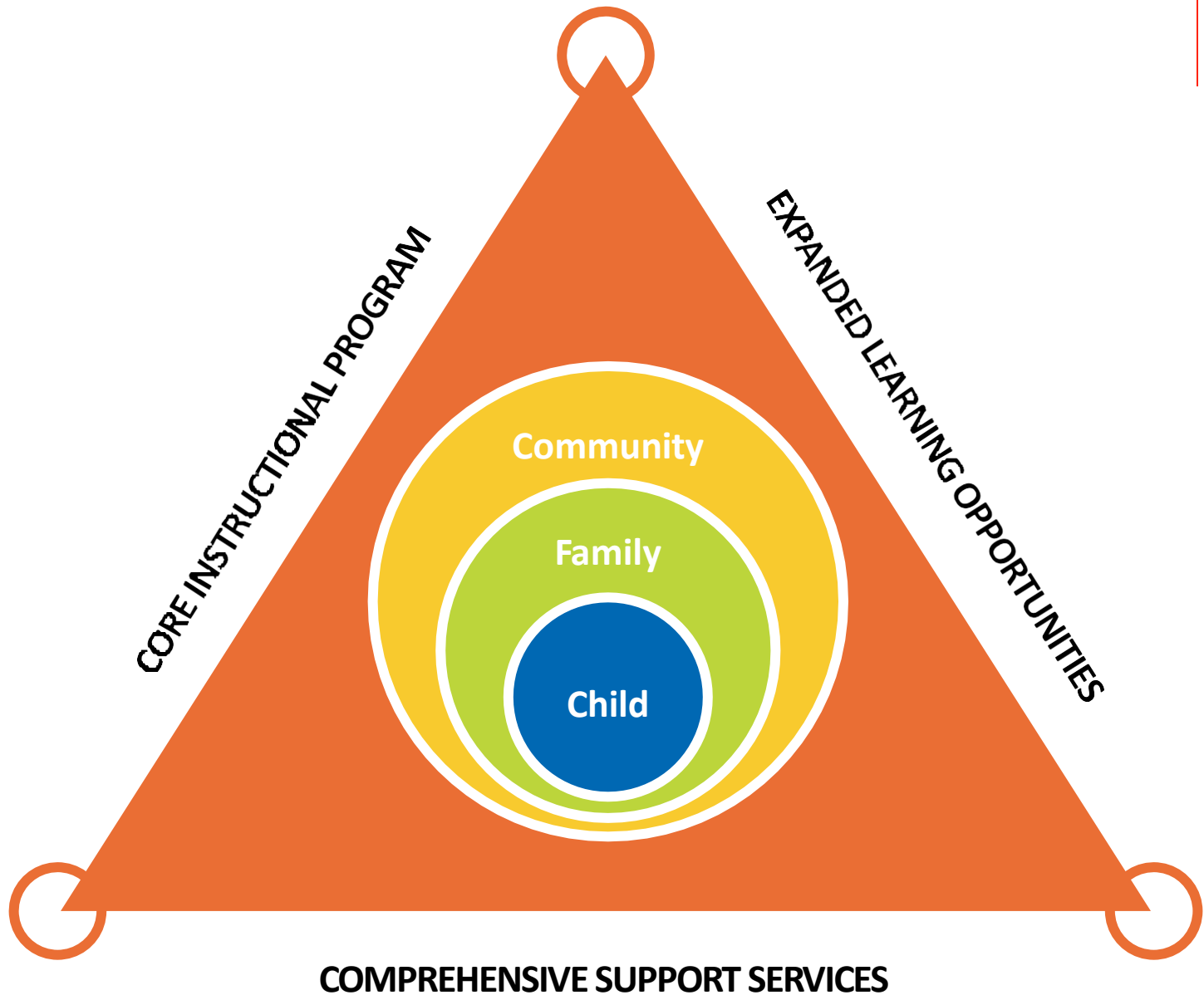


A community school is both a **place** and a **set of partnerships** between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to **improved student learning, stronger families and healthier communities.**

Coalition for Community Schools



CAS Developmental Triangle





Several well-known models:

- ◆ Beacons
- ◆ Bridges to Success
- ◆ Children's Aid Society Community Schools
- ◆ Communities in Schools
- ◆ Elev8
- ◆ Healthy Start
- ◆ Schools of the 21st Century (Yale)
- ◆ WEPIC (University of Pennsylvania)



Underlying Research Base



- ◆ **Making the Most of Non-School Time**
 - Reginald Clark
 - Milbrey McLaughlin
 - Deborah Vandell
- ◆ **Whole Child Approach/ Application of Developmental Knowledge**
 - Jacquelynne Eccles
 - James Comer
- ◆ **Parents' Active Role**
 - Epstein (six types)
 - Henderson and Mapp
- ◆ **Coordinated Services**
- ◆ **Health-Learning Links**
 - Charles Basch
- ◆ **Consistent Adult Guidance & Support**
 - Werner/Benard (resilience theory)
 - Fritz Ianni



Newest Research



New research from Chicago (Bryk *et al.*) found five essential ingredients:

- ◆ Principal: driver of change; inclusive leadership approach
- ◆ Real family and community engagement
- ◆ Ability to build professional capacity
- ◆ Student-centered school climate
- ◆ Coherent curriculum





Key Ingredients

- ◆ Education is First
- ◆ Lead Agency is Partner (Not Tenant)
- ◆ Thorough Needs Assessment Drives Joint Planning (Particularly between Principal and CS Director)
- ◆ Partners are Recruited and Coordinated in Response to Needs Assessment
- ◆ CS Staff are integrated into Governance and Decision-Making Bodies (e.g., SLT)





Key Program Components

- ◆ After-School and Summer Enrichment
- ◆ Parent Involvement
- ◆ Adult Education
- ◆ Medical, Dental, Mental Health and Social Services
- ◆ Early Childhood
- ◆ Community and Economic Development



Results of CAS Community Schools



- ◆ Improved academic performance
- ◆ Higher attendance rates
- ◆ Positive school climate
- ◆ Improved school safety
- ◆ Greater parent involvement
- ◆ Improved student-teacher relationships
- ◆ Teachers able to focus on education



CCS Research Report '13



- ◆ Recent report from Coalition for Community Schools summarizes latest research
- ◆ Key results include improved academic performance, improved attendance, higher graduation rates, improved behavior, positive youth development, greater parental involvement



Changes in CS Practice Over 20 Years



Where we were then:

- Co-location
- CBOs as vendors
- Wrap-around services (designed to treat or “fix” kids)
- Program centered
- Time-limited project
- Innovators developing one or a few schools

Where we are now:

- Integration
- CBOs as partners
- SOS: Supports, opportunities, services
- Child centered
- Long-term strategy
- Developing systems of CS



Underlying Principles/Capacities



- 1. Comprehensiveness:** Responding as fully as possible to the documented needs of students and families
- 2. Coordination:** Structured and meaningful involvement of all stakeholders
- 3. Coherence:** Supports/services are aligned (integrated) with the core instructional program
- 4. Commitment:** Partners view CS as a long-term strategy, not a project, and do everything they can to make the partnership work





1. Comprehensiveness

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

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





WE HAVE TO GET RID OF THE SUGAR DRINKS IN THE CAFETERIA.

CHARACTER EDUCATION MUST BE ADDED TO THE CURRICULUM.

STANDARDS BASED TESTING IS BETTER THAN NORM-REFERENCED TESTING.

PARENTS ARE NOT ADEQUATELY INVOLVED.

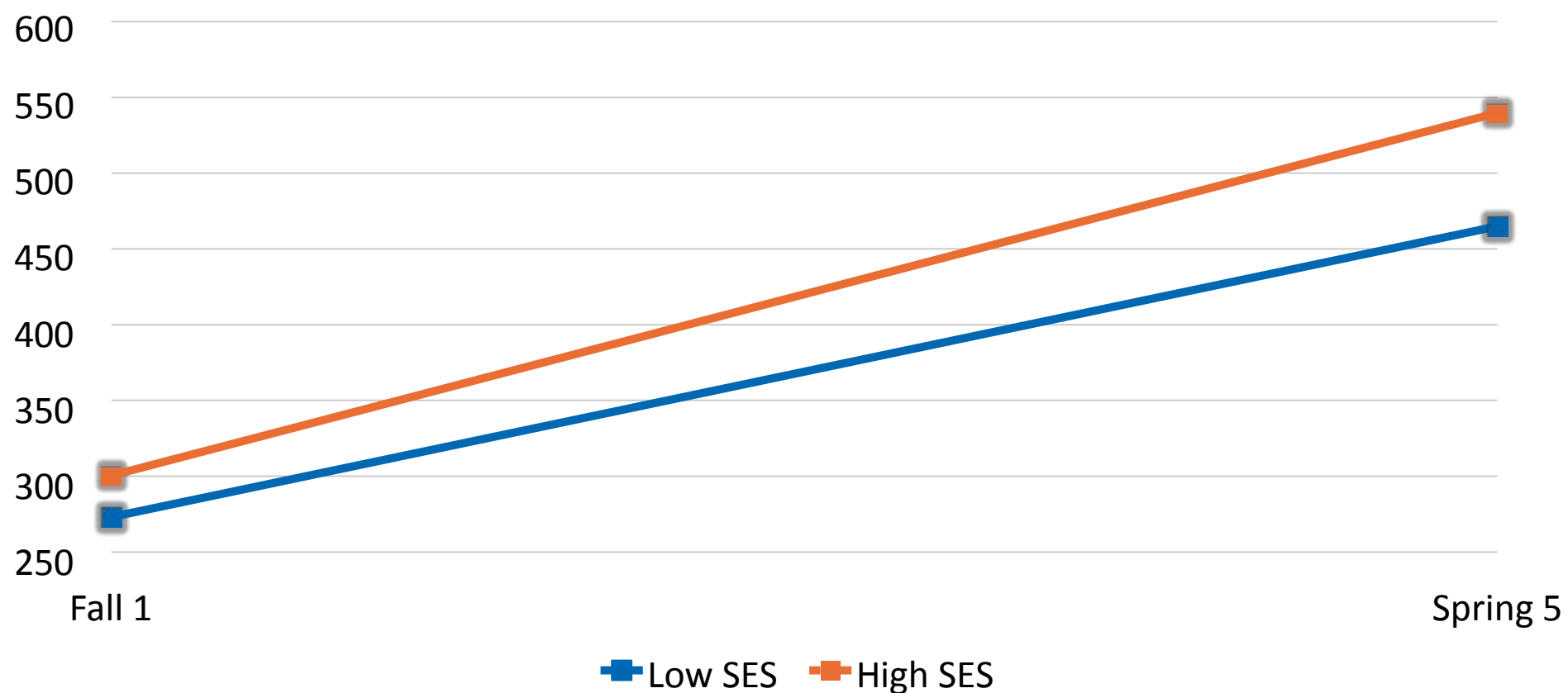
BY LAW, ALL CHILDREN MUST BE ABOVE AVERAGE BY 2010.

DARYLE CABLE HSHBL.COM

Test Score Achievement Gap: Beginning School Study



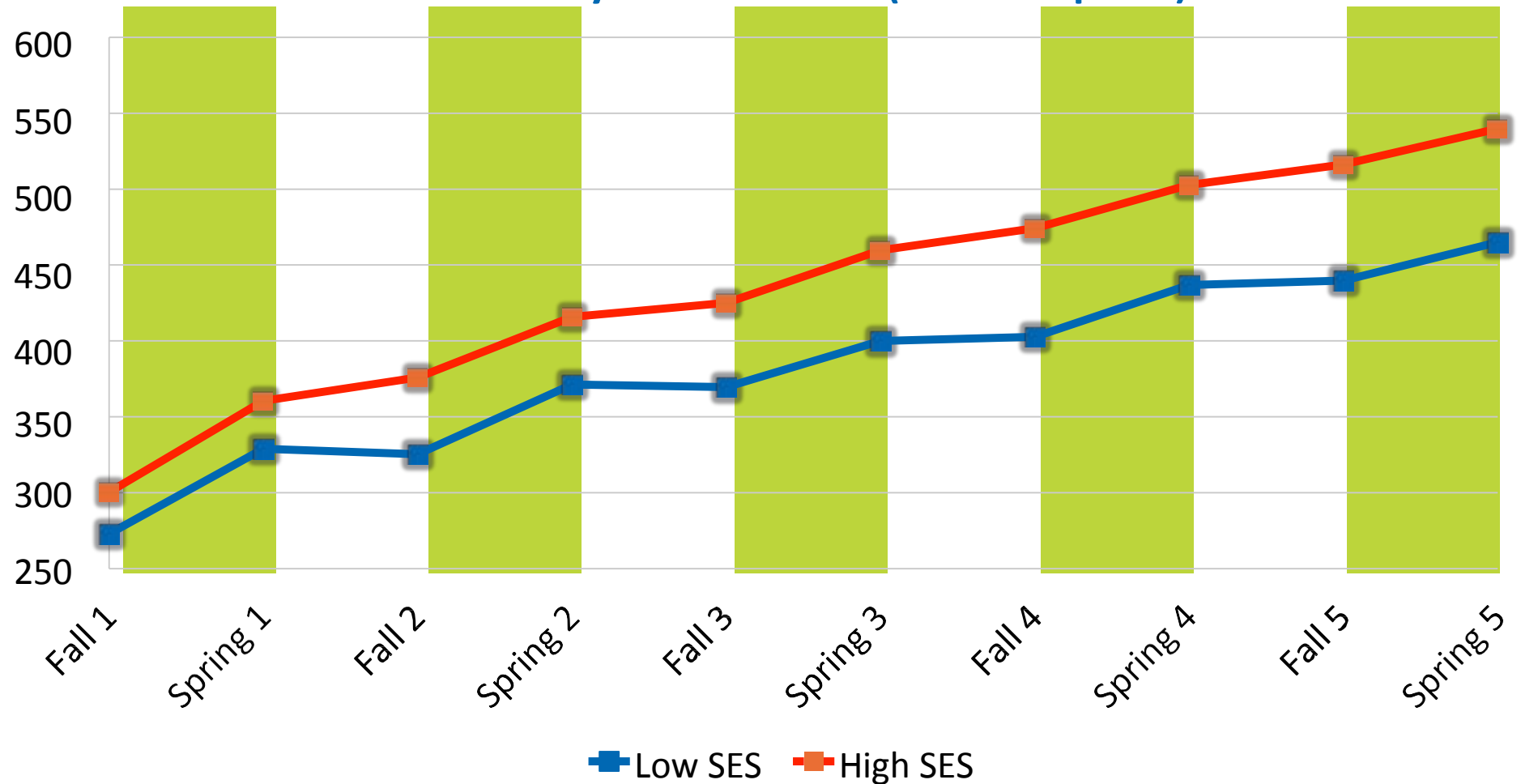
Verbal CAT by Season & SES (Johns Hopkins)



Test Score Achievement Gap: Beginning School Study



Verbal CAT by Season & SES (Johns Hopkins)





2. Collaboration

All stakeholders are involved in meaningful, permanent roles – including educators, parents, students, funders, community members, providers, policymakers

- ◆ Engagement
- ◆ Partnership Development
- ◆ Shared Leadership



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

Jocelyn Elders
Former US Surgeon General

Systemic Community Schools Initiative Structure

Leadership Team

- Shared Vision
- Policy Alignment
- Resource Development

Mayor/County Executive, District Superintendent, City/County Agency Directors, Major Donors, Lead Agency Executives, Business Partners

Capacity Building

Mid-Level Management Team

- Partner Coordination
- Protocol Development
- Data Sharing & Analysis

City/County Agency Managers, District Ass't Superintendents, Site Supervisors, Program & Service Provider Managers

School-Based Teams

- Needs Assessment
- Implementation
- Outcomes

Principal, Assistant Principal, Community School Coordinator, Teachers, Providers, Parents, Community Members

Evaluation



3. Coherence

Activities and programs are coordinated and integrated with effective management and accountability

- ◆ Program Integration and Oversight
- ◆ School/Partner Relationships Directed Toward Same Overarching Goal
- ◆ Coordination



Chronic Absence



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

Hedy Chang



CENTER FOR NEW YORK CITY AFFAIRS
THE NEW SCHOOL

Strengthening Schools by Strengthening Families

Community Strategies to Reverse
Chronic Absenteeism in the Early
Grades and Improve Supports for
Children and Families

by KIM NAUER, ANDREW WHITE AND RAJEEV YERNENI

CENTER FOR NEW YORK CITY AFFAIRS
MILANO THE NEW SCHOOL
FOR MANAGEMENT AND URBAN POLICY

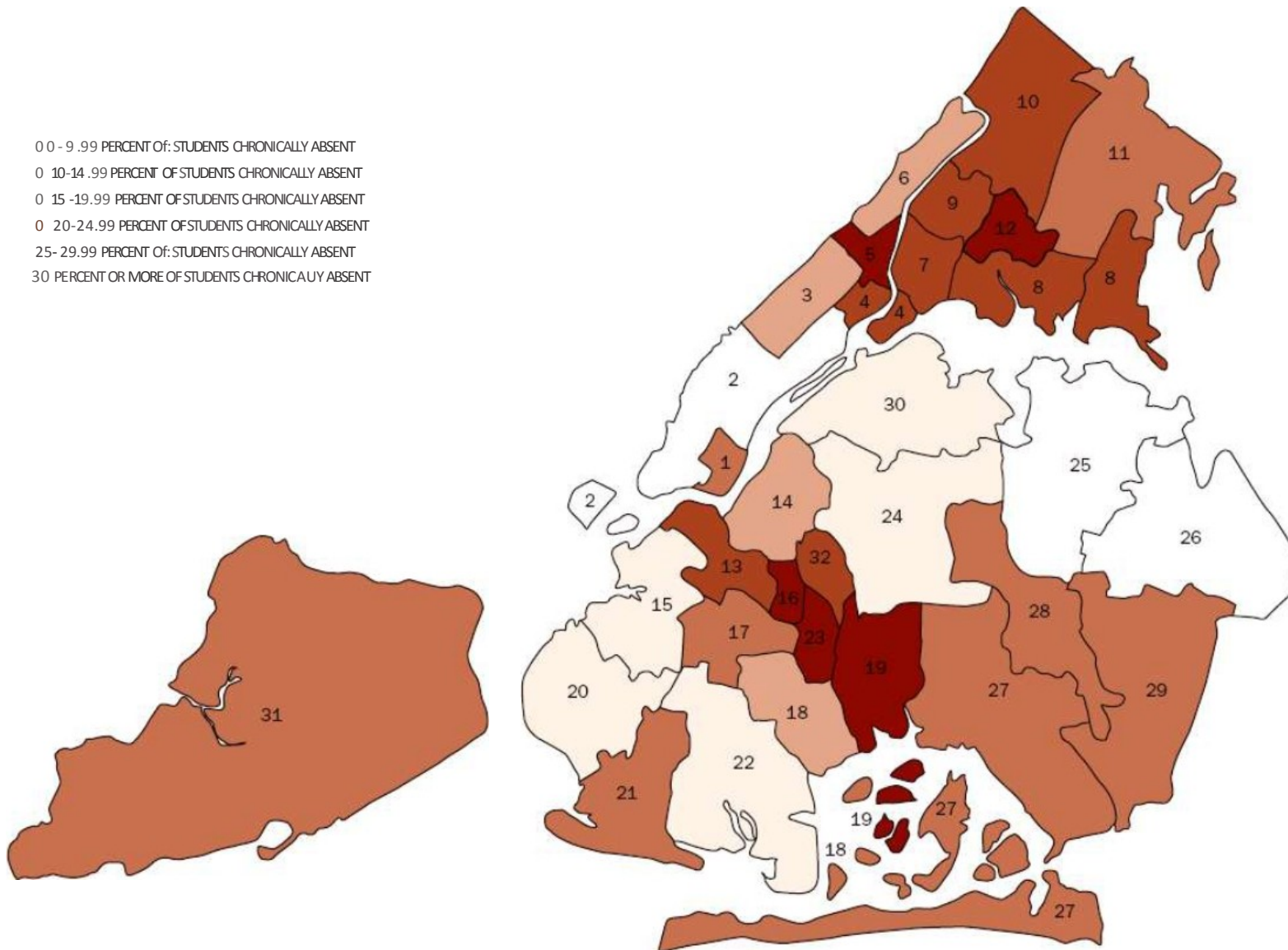
October 2008



ELEMENTARY CHRONIC ABSENTEEISM WIDESPREAD THROUGHOUT NYC

This map illustrates that chronic absenteeism is a problem in elementary schools throughout the city, but is particularly high in low-income areas like the south Bronx and central Brooklyn. See the chart on page 16 for full details, by district.

LEVELS OF ELEMENTARY SCHOOL CHRONIC ABSENTEEISM BY DISTRICT



4. Commitment



Sustainability planning activities are employed from the start

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



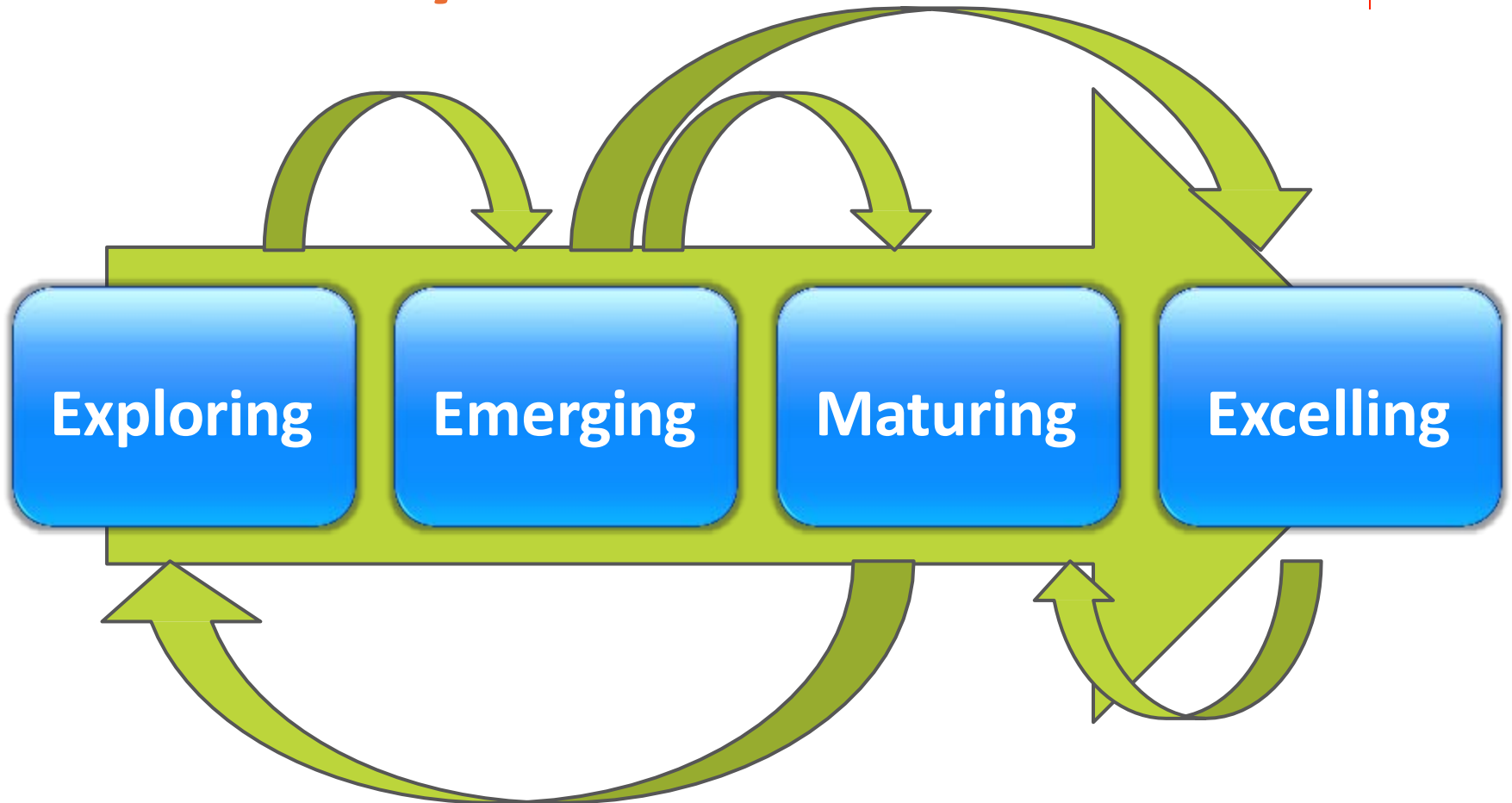


Lessons about Leverage

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



Stages of Development in a Community School





Our Four Mantras

- ◆ It's all about relationships
- ◆ Everything has to be negotiated—all the time
- ◆ Get the right partners doing the right work with the right students
- ◆ For community schools to work, the partners have to have the word “yes” written in their hearts