

COMMUNITY SCHOOL RESOURCE INITIATIVE

Beyond Services: A Whole School Strategy for Sustainability

**John W. Gardner Center for Youth and Their Communities
Stanford University**

Session Topics:

- Session 1: Shared Leadership, Shared Results
- Session 2: Taking a Whole Child, Whole School Approach
- Session 3: A Whole School Strategy for Sustainability

Session 3 Outcomes:

- Arrive at a shared understanding of sustainability
- Learn about strategic community school financing
- Understand evaluation in community schools
- Assess where you are re: evaluation and sustainability
- Apply outcomes thinking to advance team planning

Today's Agenda

9:00 AM Welcome

- Energizer and Team Highlights
- Sustainability: What is it anyway?
- Break
- Sustainability Self-Assessment

12:00 PM Lunch

12:45 PM Financing your Community School

- The Role of Evaluation in Community Schools
- Evaluation Case Study
- Taking Evaluation to the Next Level At Our Sites
- Team Time

4:15 PM Next Steps and Celebration

Group Agreements

During Sessions:

- Participate actively
(avoid cell phone use, texting, sidebar conversations)
- Respect diversity of perspectives and views

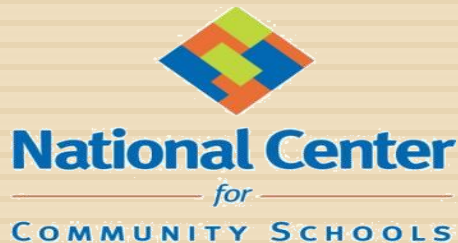
After This Session:

- Commit to continuous action
- Follow up with agreed upon next steps

Jane Quinn

Assistant Executive Director for Community Schools

Director of the National Center for Community Schools



The Children's Aid Society



Team Highlights

- What is a result that you are proud of?
- What contributed to your success?

Sustaining Full-Service Community Schools



National Center *for* COMMUNITY SCHOOLS

What is sustainability?



Sustainability is a system of strategic thinking and effective action designed to institutionalize supportive practices and to secure the range of resources needed to achieve specific results.

Key Elements of Sustainability

1. Vision
2. Results orientation
3. Strategic financing orientation
4. Adaptability to changing conditions
5. Broad base of community support
6. Key champions
7. Strong internal systems
8. Sustainability plan

1. Vision

- Know what you want to sustain
- Know how your initiative fits within the larger community
- Know what you mean by sustainability
 - Scope of activities
 - Scale of operation
 - Timeline

2. Results Orientation

- Adopt a results framework
- Be clear about the results you want to achieve for children, families, community and community systems
- Use indicators to track status of children and families across the community
- Use performance measures to track your own work and improve performance

3. Strategic Financing Orientation



- What are the expected fiscal needs?
- Make the best use of existing resources (funding and in-kind)
- Maximize available sources of public revenue
- Create greater flexibility in categorical funding
- Create public-private partnerships
- Explore new state and local revenue sources

4. Adaptability to Changing Conditions

- Monitor announced opportunities for funding
- Consider new ways to frame your work to interest different funders
- Identify opportunities to improve policy climate
- Participate in collaborative advocacy to encourage change
- Work to improve ability to participate in these efforts

5. Broad Base of Community Support

- Develop a plan to create a desired identity
- Nurture a community presence and support
- Encourage family involvement
- Support public education and engagement
- Build partnerships that foster collaboration rather than competition

6. Key Champions

- Identify key decision makers and opinion leaders
- Develop an effective outreach plan
- Cultivate a broad base of champions
 - Elected leaders
 - Business leaders
 - Peers
 - Community leaders
 - Philanthropists

7. Strong Internal Systems

- Know and involve the people you need to carry out your mission (staff, board, volunteers, etc.)
- Develop strong fiscal management, accounting, information, and personnel systems
- Use those systems to review strategies, make changes as needed

8. Sustainability Plan

- Develop a comprehensive plan that takes account of short- and long-term needs
- Identify challenges and/or obstacles
- Identify strategies to garner needed resources and overcome challenges
- Identify and communicate with key partners

For further information, contact:



Finance Project
Sustainability Planning Workbook
www.financeproject.org



Break

Sustainability Self-Assessment

Each team will have 1 hour to reflect on the following questions:

- How well positioned are we to sustain our work?
- What is core and must be sustained?
- Where are our current strengths and weaknesses relative to sustaining our work?

Please be ready to share your reflections with the group.



Lunch

Financing your Community School

Jane Quinn

Assistant Executive Director for Community Schools

Director of the National Center for Community Schools

Sandra Portasio

Director of School-Community Partnerships

Redwood City Elementary School District

From your reading...

1. Did you learn about new financing strategies or funding sources?
2. Which case studies seemed closest to your own reality?
Transferable lessons?
3. Commonalities among the financing strategies used?
4. Were there any surprises for you?
5. What advice would you give policymakers about financing community schools?

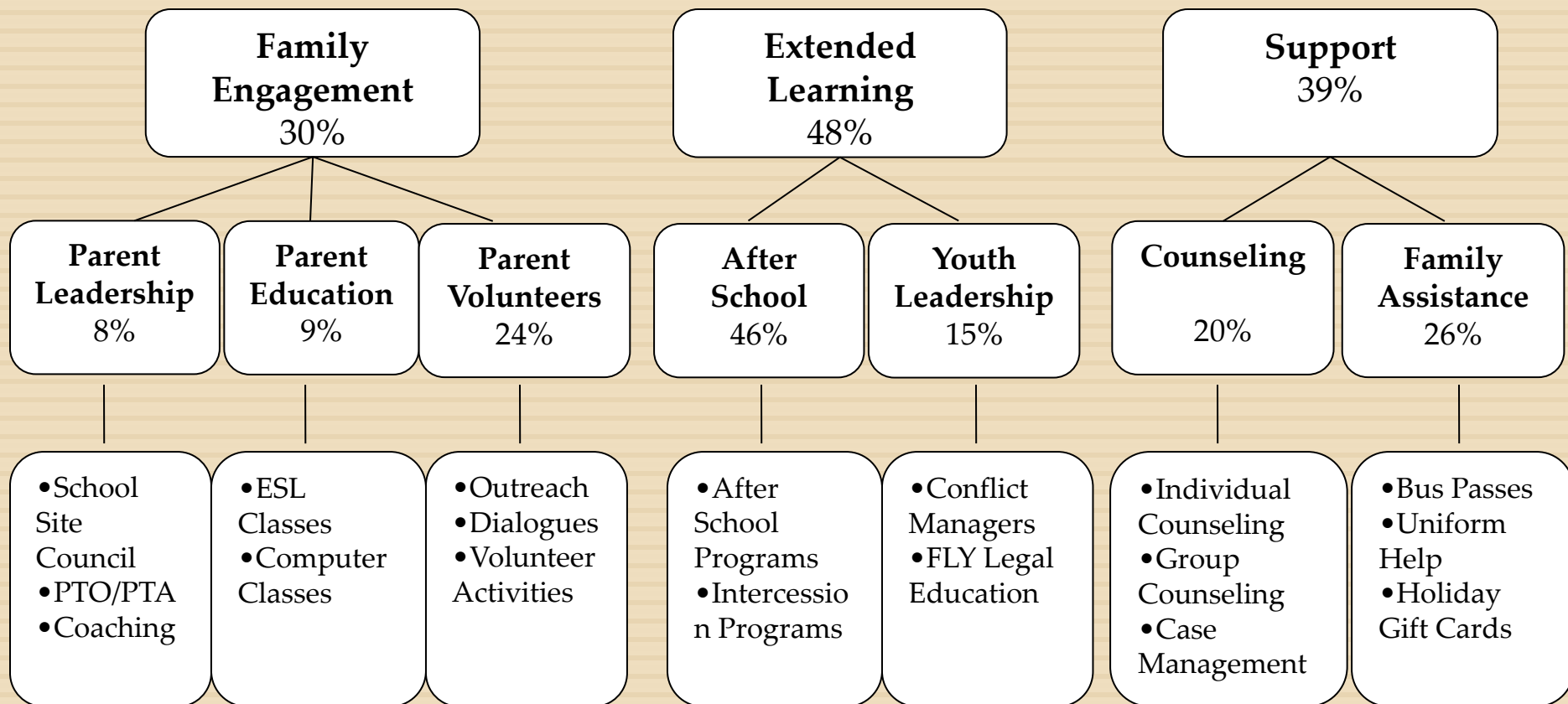
Key Findings:

Experienced Community Schools...

- Dedicate the bulk of their resources to help meet core instructional mission (after school, early childhood)
- Leverage diversified funding streams (public and private)
- Create collaborative leadership structures that support finance and other key functions
- Form partnerships with public and private entities to expand capacity (financial, technical and political)
- Invest in full-time site coordination, which in turn contributes to site level capacity at minimal cost

The Case of Redwood City

□ Main Strategies



The Case of Redwood City

Funding Sources/ Types	Service Funded	% of Total Funding
School District <ul style="list-style-type: none"> General Fund Title 1 	Community School Infrastructure	6%
Government Entities <ul style="list-style-type: none"> Human Services Agency City of Redwood City School Violence Prevention – grant coordinator ASES/22st Century Admin. Children’s Collaborative Action Team 	Community School Infrastructure	16%
Private Donors/Foundations	Community School Infrastructure	3%
Government Entities <ul style="list-style-type: none"> Human Services Agency Sheriff’s Office First Five (early childhood) Differential Response Early Mental Health Initiative School Violence Prevention 	<ul style="list-style-type: none"> Sheriff’s Activities League Nurturing Parenting Differential Response Case Managers Primary Prevention Program Family Engagement Activities School Resource Officers Youth Development Classes Mental Health Clinicians (outposted) Family Support Services (safety net) Access to health coverage/benefits 	49%
ASES and 21 st Century	Comprehensive Extended Day Learning	23%
Private Donors/Foundations	Safety Net Services & Family Engagement	3%

A solid infrastructure -

*Critical in
leveraging
resources!*

Infra-Structure Costs	Education Funding	Leveraged Funding
General Fund	\$90,000	
Title I (school contributions- \$20 average per school)	\$100,000	
Total	\$190,000	
School-Based competitive grants		
ASES/21 st Century Adm. Costs		\$216,000
School Violence P. Grant		\$36,000
Other Government Entities		
County/City contributions		\$223,000
Children's Collaborative Action Team Grant		\$75,000
Private Donors/Foundations		
Foundation A/B		\$25,000
Foundation C		\$100,000
Total		\$675,000

A solid infrastructure -

*Critical in
leveraging
resources!*

Programs	Education Funding	Leveraged Funding
School-Based competitive grants		
EMHI		\$180,000
ASES/21 st Century		\$780,000
Violence Prevention Grant		\$164,000
Children's Health Initiative		\$50,000
Other Government Entities/ In-kind		
Sheriff's Office		\$500,000
HSA		\$500,000
DR (through Yfes)		\$156,000
In-kind partner agencies*		
First Five through Yfes		\$108,000
Private Donor/Foundation		
Foundations		\$100,000
Total		\$2,538,000

In your team:

- What resources are supporting your programs?
- What resources are supporting your infrastructure?
- What do you notice about this picture?
- What next steps do you need to take?
(*leveraging new partnerships, advocacy, district role?*)

Getting Results

The Role of Evaluation in Community Schools

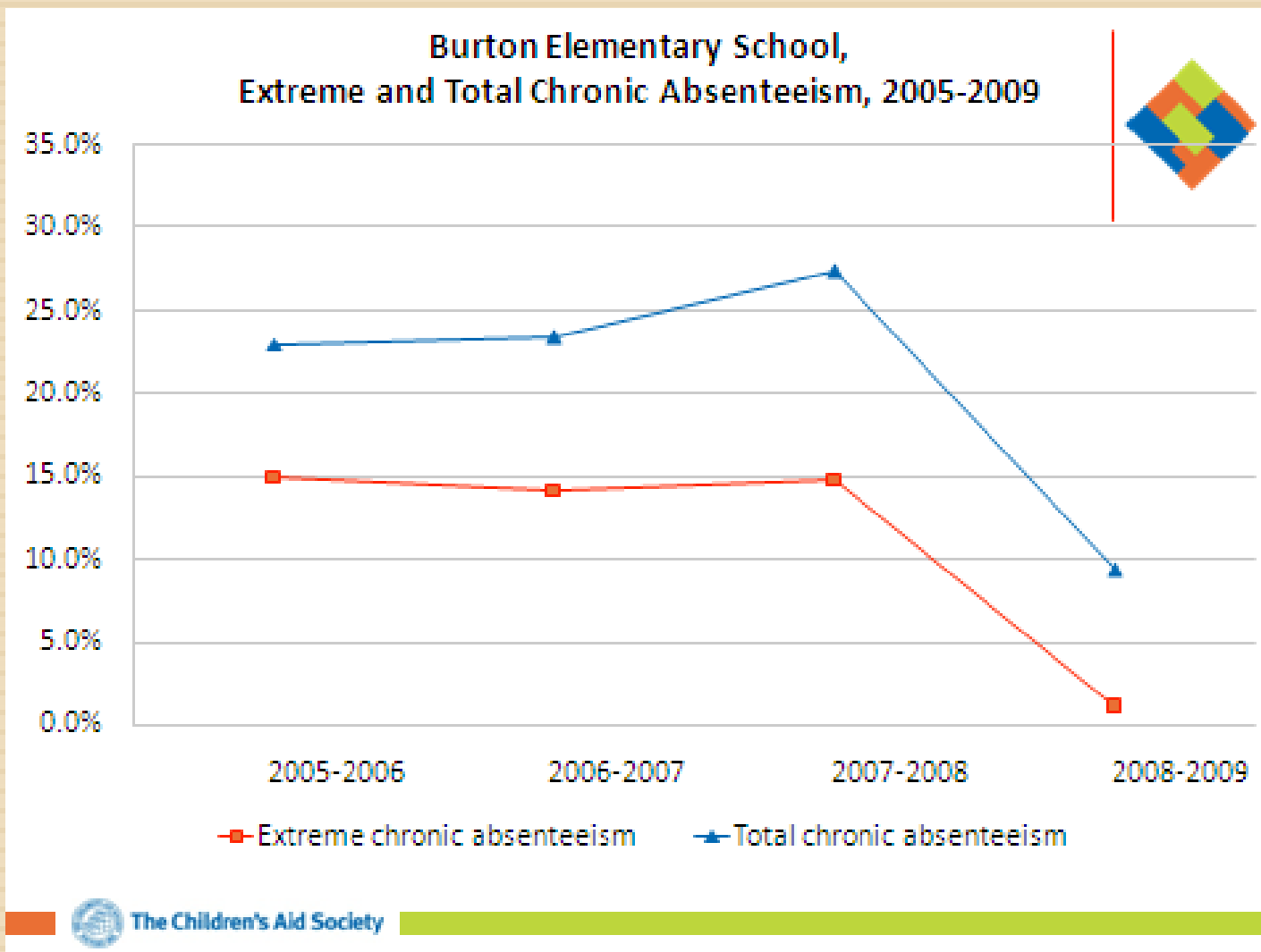
Results of CAS Community Schools

- 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 '09

- 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

Targeted Results on Chronic Absenteeism (Grand Rapids)



Evaluation Case Study

Sebastian Castrechini

Research and Policy Analyst

John W. Gardner Center for Youth and Their Communities

Sandra Portasio

Director of School-Community Partnerships

Redwood City Elementary School District

Overview



1. Developing the Redwood City Community School Evaluation
2. Analysis findings
3. Using the data
4. Activity: Tying Data to Your Logic Model

RWC Evaluation Background

- Third year of working with RCSD and RWC 2020 following a previous evaluator
- Links data from programs to school outcome and survey data
- Looks at program participation patterns and relationships between participation and student outcomes

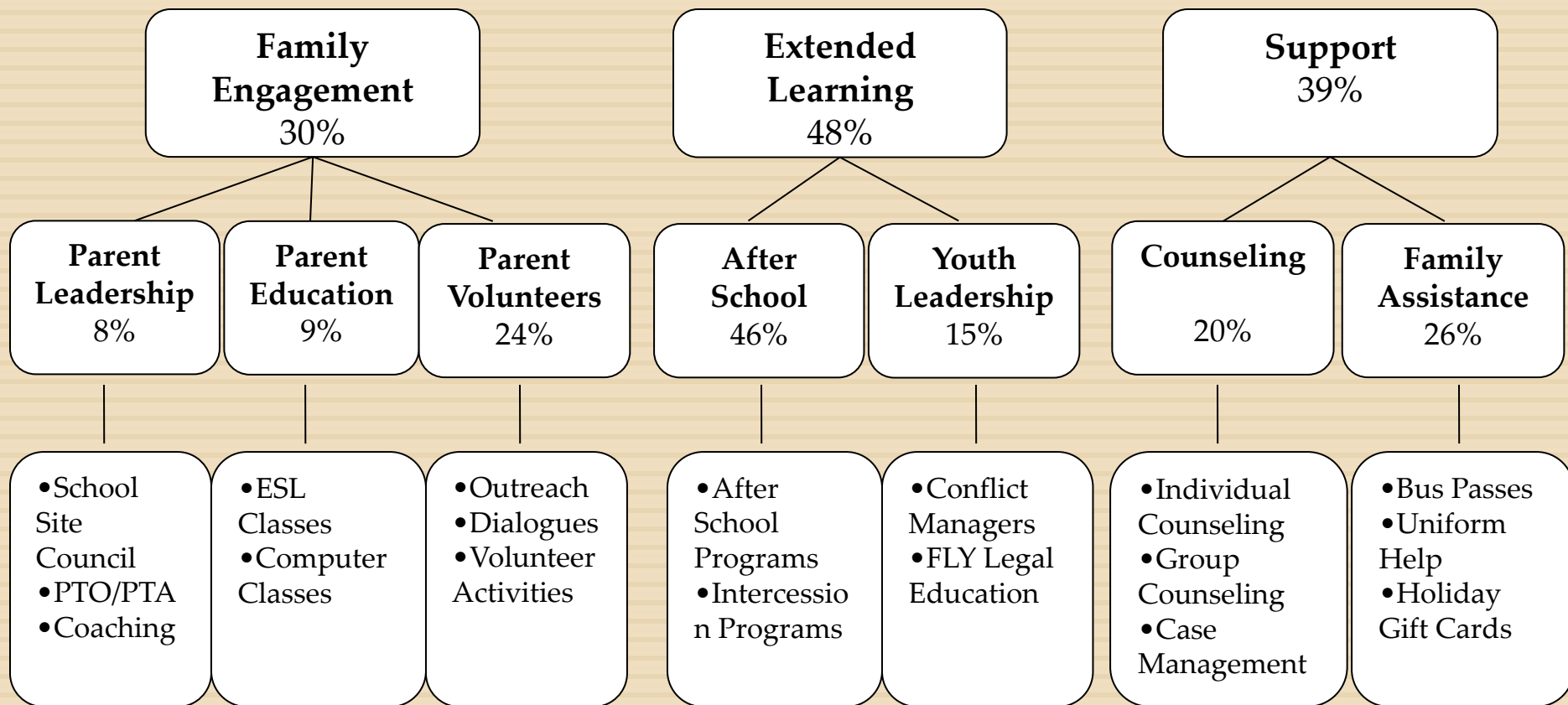
The Evaluation Process

- Meet annually to decide jointly on the research questions and analyses
- Discuss and revise annual reports
- “Data talks” with community school coordinators and other presentations

RWC School Logic Model

INPUTS	STRATEGIES	DELIVERABLES	SHORT -TERM OUTCOMES	LONG-TERM OUTCOMES
CS Coordinator Family Engagement Specialist Funding/Resources Relevant Partners Leadership Collaboration Structure	Family Engagement -Education -Leadership -Volunteerism Extended Learning Opportunities Mental Health/Social Services Support Social/Emotional Learning Professional Development School /partners collaborative	Supported and connected families Comprehensive learning supports Integrated service delivery (physical, emotional, social) High Quality programs Partner Integration into the school day	Children are ready to learn Students are actively involved in learning and their community Students receive supports according to their needs Families are connected with the schools	Students succeed academically Students and families are healthier -socially -physically -emotionally Schools are supportive of youth and families Communities are desirable places to live

The Case of Redwood City



Linking Data to Measure Success: The Youth Data Archive

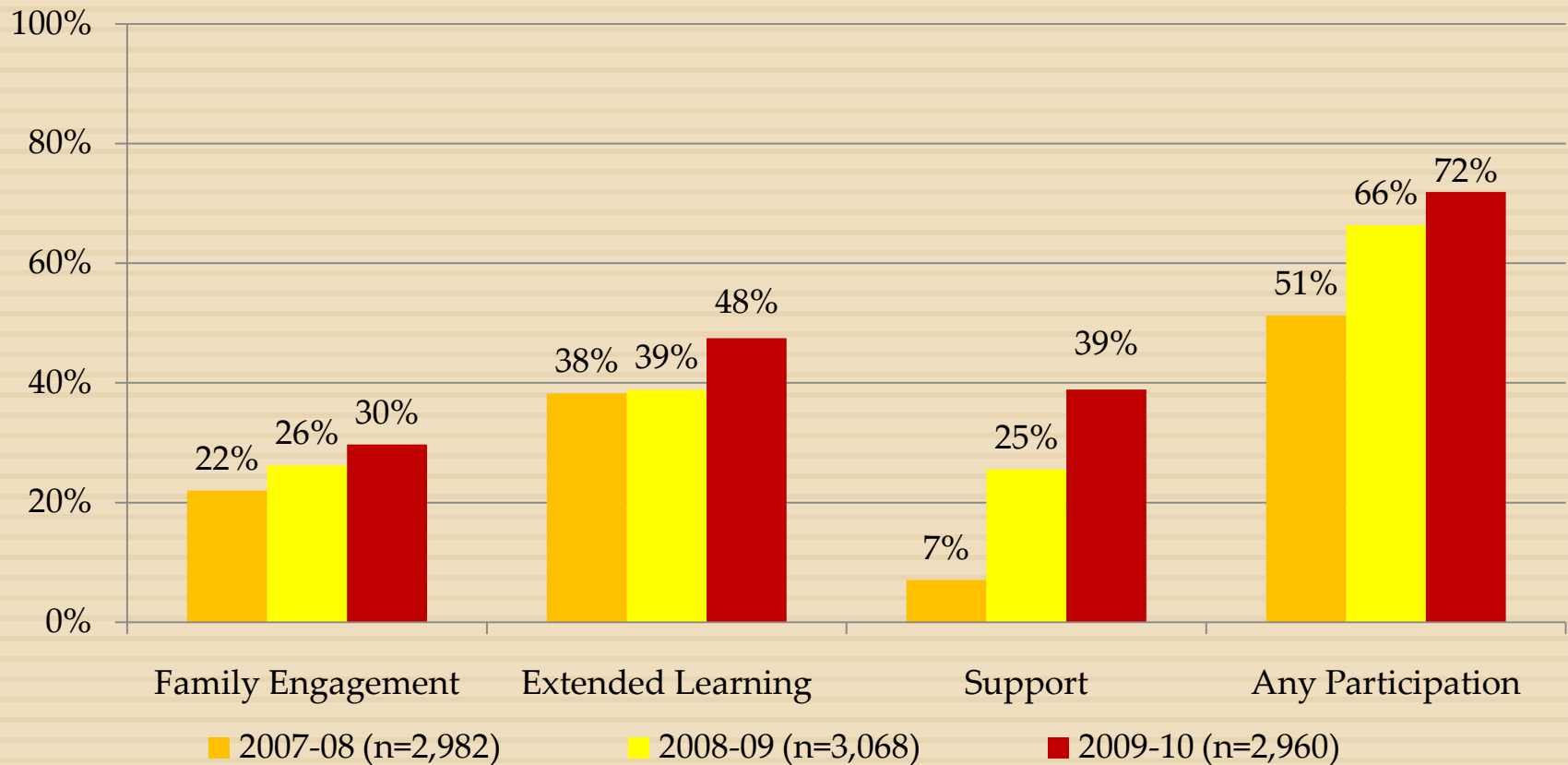
Youth Data Archive allowed us to link community school program participation to outcomes:

- School district data – student characteristics, academic test scores, school attendance, discipline
- Survey data on student motivation

2009-10 Findings:

Participation increased over time

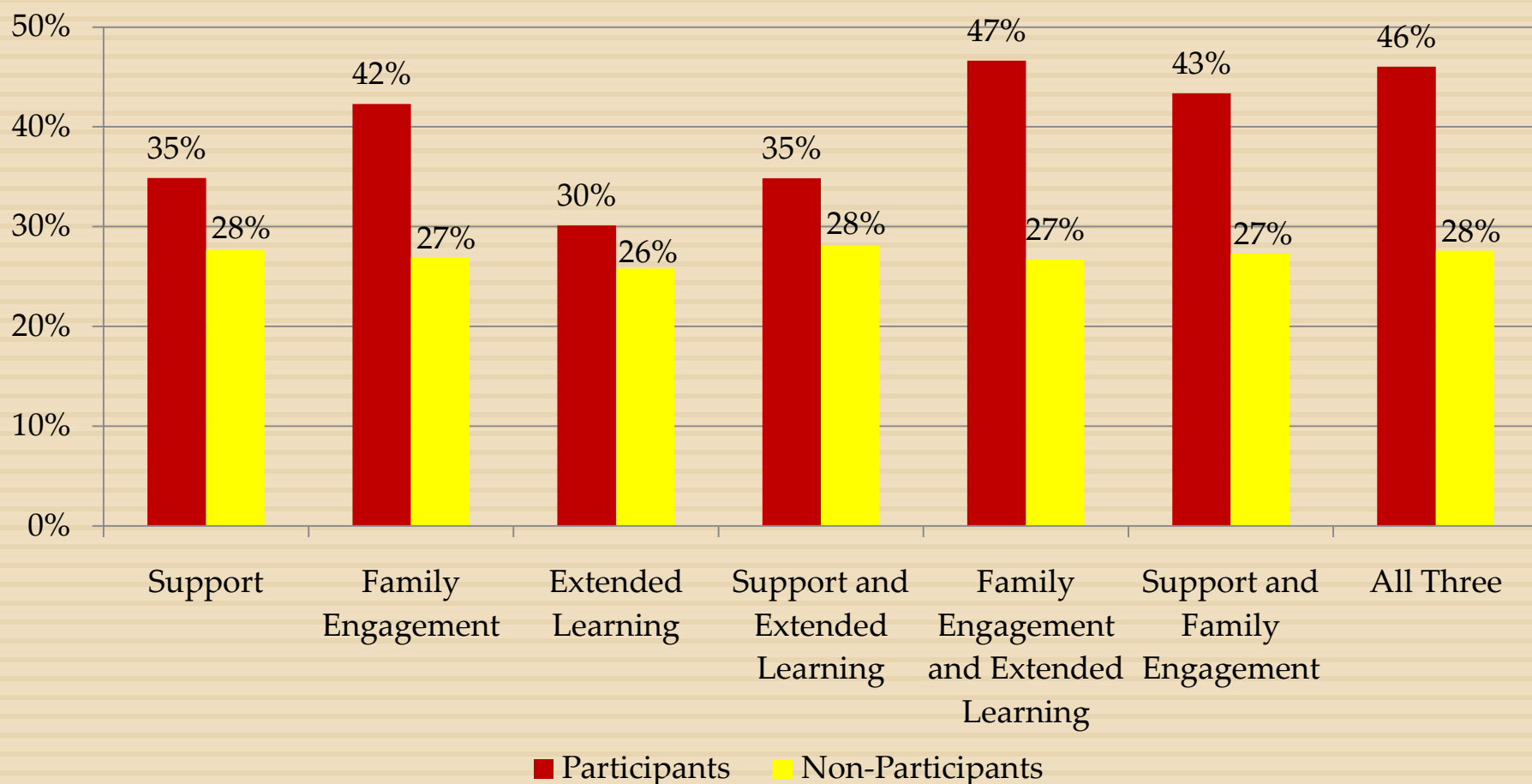
**Community School Program Participation Rates,
2007-08 to 2009-10**



2009-10 Findings:

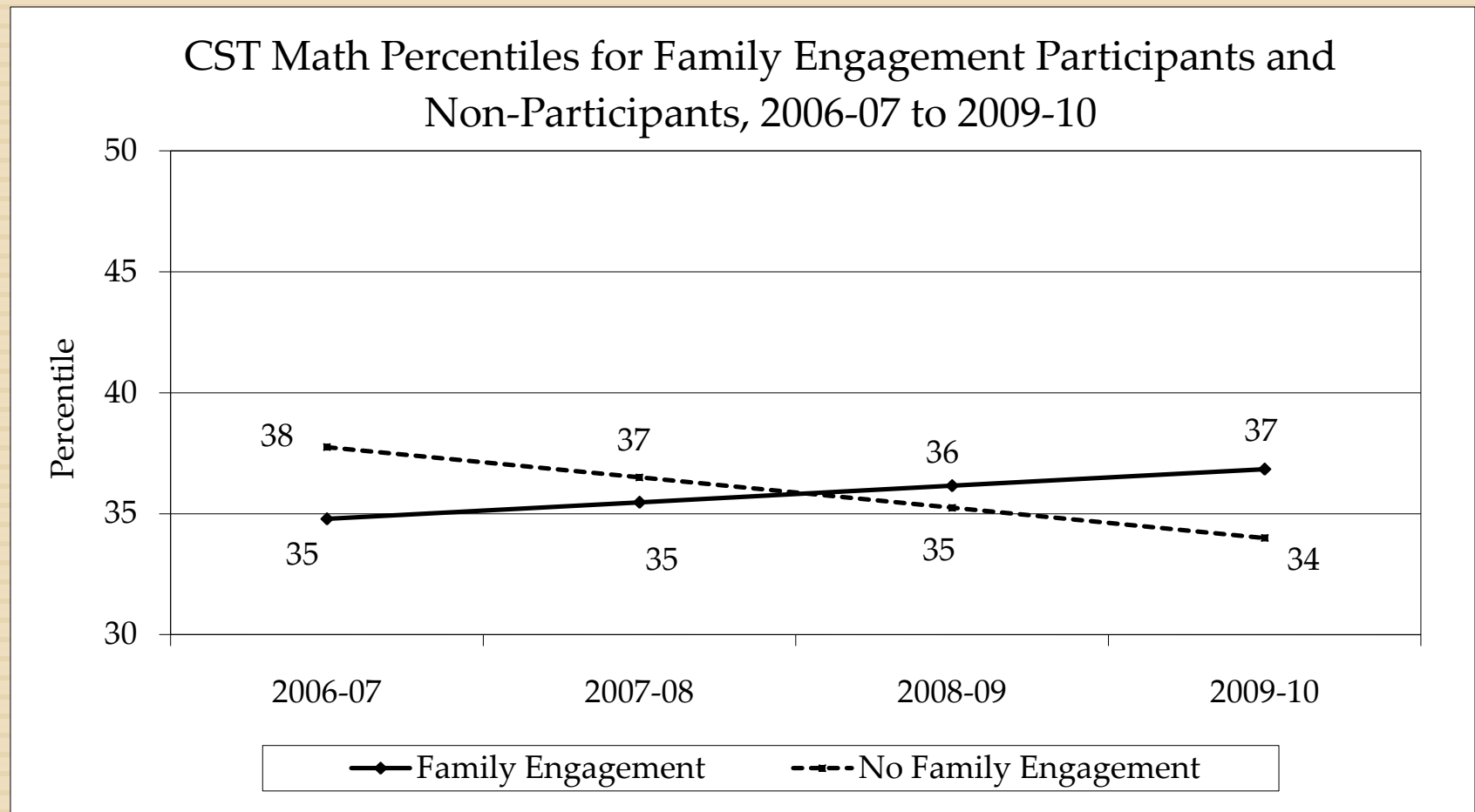
Participation Linked to Care

Likelihood of High Sense of Care by Program Participation, 2009-10



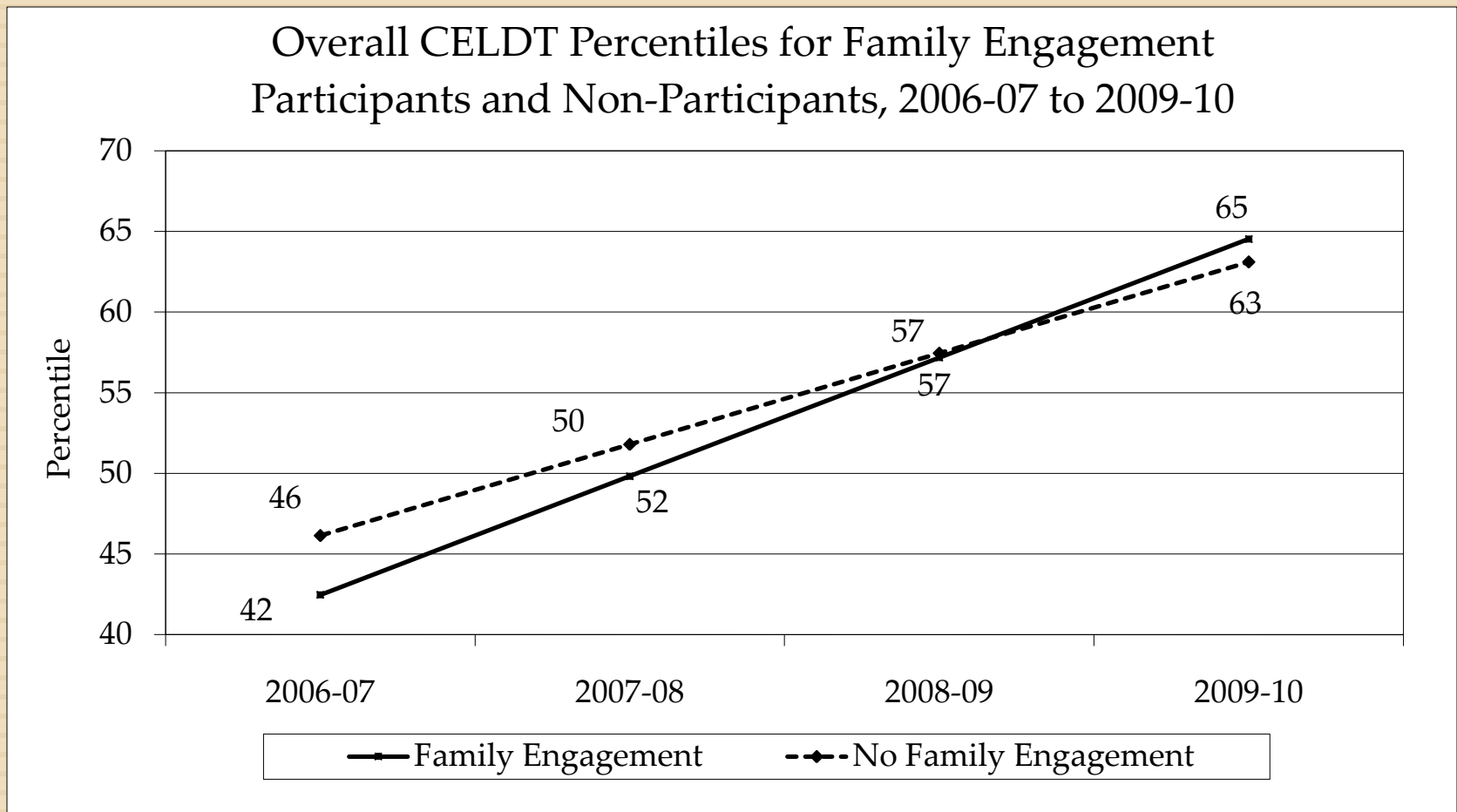
2009-10 Findings:

Participation linked to CST Math



2009-10 Findings:

Family engagement linked to CELDT



Implications: Using the Data

- Understanding what works and areas for improvement
- Building capacity to utilize data and improve data collection
- Communicating the work to outside audiences to bolster support for community schools

Questions?



RWC School Logic Model

INPUTS	STRATEGIES	DELIVERABLES	SHORT -TERM OUTCOMES	LONG-TERM OUTCOMES
CS Coordinator Family Engagement Specialist Funding/Resources Relevant Partners Leadership Collaboration Structure	Family Engagement -Education -Leadership -Volunteerism Extended Learning Opportunities Mental Health/Social Services Support Social/Emotional Learning Professional Development School /partners collaborative	Supported and connected families Comprehensive learning supports Integrated service delivery (physical, emotional, social) High Quality programs Partner Integration into the school day	Children are ready to learn Students are actively involved in learning and their community Students receive supports according to their needs Families are connected with the schools	Students succeed academically Students and families are healthier -socially -physically -emotionally Schools are supportive of youth and families Communities are desirable places to live

Using Data to Answer Questions

Research Questions	Data Needed
How many students are receiving services?	Service participation records
What combinations of services do students receive?	Program participation data linked across programs
What are the characteristics of students who receive and don't receive services?	Service participation records linked to student demographic information
What effects do community school programs have on student outcomes?	Program participation data linked to: <ul style="list-style-type: none">• Academic data (test scores, grades)• School attendance data• Health data
What practices at community school programs are linked to improved outcomes?	Program observations/interviews linked to program attendance and outcome data

Activity:

Tying Data to Your Logic Model

Please take out your logic model and “Gap Analysis” (with domains).

On your worksheet:

1. Place your logic model outcomes in the corresponding domains on your worksheet. Are there domains for which there are no outcomes?
2. Identify an indicator (piece of evidence) that you could use to measure progress for each outcome.
3. For each indicator, identify a data source – who collects those data? In what form are they collected? Do you have access to them?

Next Steps:

Taking Evaluation Back to Your Site

- Confirm data availability at your site and look at existing data with your team to identify gaps – *before the end of the year*
- Talk with community-based partner providers to establish data sharing agreements - *summer*
- Choose indicators with your team to track for the next school year (use indicators identified on the worksheet) – *late summer*
- Determine intervals at which partners transfer data
- Begin collecting data – *fall*

Team Time: Some Options

Given what you heard today about

- Sustainability
- Financing your community school
- Outcomes, indicators and data sources

Where will you take your work next? (timeline)

*Please be ready to share **one** next step when we reconvene at 4:00 PM*

Next Steps and Closing

- Next steps (share out by each team)
- Session evaluation
- Thank you!

Citation



From “Beyond Services: A Whole School Strategy for Sustainability,” presented by the Children’s Aid Society National Center for Community Schools, John W. Gardner Center, and Redwood City School District, Community School Resource Initiative, Stanford, CA, May 19, 2011.