COMMUNITY SCHOOLS
PLAYBOOK

A project of the
PARTNERSHIP FOR THE FUTURE of LEARNING

Community Schools Playbook

Table of Contents

Acknowledgements

Section I: The Fundamentals of Community Schools

An Introduction to Community Schools

Every student should have access to schools with the resources, opportunities, and supports that make academic success possible and create strong ties among families, students, schools, and communities. Doing so will provide more equitable opportunities and prepare students for success in life and as citizens. That's what community schools offer. They are a powerful, evidence-based strategy for creating excellent schools for students, regardless of their race, family income level, or the ZIP Code in which they live.

This guide provides tools for policymakers, community leaders, allies, and advocates who want to advance community schools as a strategy to improve schools. It builds on a large body of research and excellent resources that have been developed by community schools advocates and practitioners. It has also benefited from the review and input of local and national experts in the field.

What Are Community Schools?

Community schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success. Like every good school, community schools must be built on a foundation of powerful teaching that includes challenging academic content and supports students' mastery of 21st century skills and competencies. What makes community schools unique is the combination of four key features (or pillars) that together create the conditions necessary for students to thrive. The pillars are: (1) integrated student supports; (2) expanded and enriched learning time and opportunities; (3) active family and community engagement; and (4) collaborative leadership and practices. (We discuss each of these features in detail in Section II.)

Because each community school is a reflection of local needs, assets, and priorities, no two look exactly alike. What they do share, however, is a commitment to partnership and to rethinking—and at times rebuilding—relationships based on a strong foundation of trust and respect. School staff, under the leadership of the principal and community school director, work with families and community partners to create and then implement a shared vision of student and school success.

Many community schools stay open year-round, from dawn to dusk, and on weekends. The most comprehensive community schools are academic *and* social centers where educators, families, and neighbors come together to support innovative learning and to address the impact of out-of-school factors, such as poverty, racism, and violence,

which can undermine the effectiveness of in-school opportunities. A health clinic can deliver medical and psychological treatment, as well as glasses to nearsighted children, dental care, and inhalers for asthma sufferers. Extending the school day and remaining open during the summer enables the school to offer additional learning opportunities and supports, as well as co-curricular activities like sports and music—all of which are important enrichment experiences that can prevent summer learning loss; that is, the widening of learning gaps that happens when school is not in session. Community schools engage families as learners as well as partners, offering them the opportunity to develop a skill, such as learning English or coding, or preparing for a GED or citizenship exam, and can support their efforts to improve the neighborhood—for example, by partnering to secure a stop sign or get rid of hazardous waste.[1]

Oakland International High School in California is a community school serving recently-arrived immigrant students and part of the Oakland Unified School District's strategy to create community schools districtwide. Students experience a rigorous academic program in which they create a portfolio of work, allowing them to develop advanced academic skills and demonstrate what they have learned in more meaningful ways than on a single test. Health and social services, youth development, and family/community engagement are supportive of and integral to the academic program and directly address the out-of-school barriers to learning faced by students. Through the school's many partnerships, available supports include free legal representation for students who are facing deportation, after-school tutoring, English as a second language classes for families, mental health and mentoring services at the school wellness center, medical services at a nearby high school health clinic, and an after-school and weekend sports program.

Oakland International students thrive at high rates. Two-thirds of those surveyed in 2015–16 said they are "happy at school," compared to just over half of other Oakland high school students. The class of 2015 had a 72% 5-year graduation rate—high for this extremely vulnerable population. Fifty-one percent of the Oakland International graduating students were eligible for admission to California state universities, compared to 24% of their English learner peers districtwide and 46% of all students in the district. College enrollment rates in 2014 were 68%, outperforming the 2009 state average of 52% for English learners (the most recent statewide data available).

Why Community Schools?

We focus here on community schools as a core element of an *equity strategy*. All children and families benefit from access to resources, opportunities, and supports to advance learning and healthy development. Community schools can address systemic barriers that limit opportunities for students and families—often based on race and

class—ensuring fair access to the supports that will prepare students for future success. By tapping into a community's assets and culture—from nonprofits to museums to businesses—community schools bring powerful learning opportunities to schools that are under-resourced, and which may have narrowed the curriculum in response to fiscal constraints and testing pressures. In doing so, they help reduce the achievement gap—the inequalities in students' performance on test scores, grades, and other observable school outcomes that result in part from a lack of access. Although community schools alone cannot compensate for years of disinvestment in low-income communities and communities of color, they hold considerable promise for mitigating the impact of this disinvestment and creating high-quality, equitable schools. This is very good news in the face of increasing inequality in our diverse democracy.

Ample research is available to inform and guide policymakers, educators, and advocates who want to advance community schools. A [comprehensive review of more than 140 studies](#) demonstrates that well-implemented community schools help meet the educational needs of low-performing students in high-poverty schools and lead to improvement in student and school outcomes. Strong research supports the efficacy of integrated student supports, expanded and enriched learning time and opportunities, and family and community engagement as intervention and improvement strategies. Promising evidence supports the positive impact of the type of collaborative leadership and practices found in effective community schools. Together, the evidence demonstrates that community schools can help mitigate out-of-school barriers and reduce gaps in both opportunity and achievement.

Well-designed studies also suggest that schools providing integrated student supports and other community school services promote positive outcomes for everyone by contributing to collective social and economic benefits. This includes an excellent return in social value on investments for these schools up to $15 for every dollar invested.[2]

What Makes Community Schools Effective?

Community schools are effective when they are comprehensive, research-based, locally owned, and designed in response to local needs and assets. Comprehensive community schools share a commitment to new ways of collaborating and sharing leadership, the use of research-supported practices, and a forging of powerful partnerships that define a community school.

All four pillars combine to form a comprehensive strategy. The community schools pillars are the supporting practices through which schools achieve good outcomes for students. They enable educators and communities to create safe and welcoming schools that are also high- achieving, even in places where poverty and isolation make that especially difficult.[3]

The synergy among these pillars is what makes community schools an effective approach to school improvement. It increases the odds that young people in low-income and under-resourced communities will be in educational environments with meaningful learning opportunities, high-quality teaching, well-used resources, supports to address learning barriers, and a culture of high expectations, trust, and shared responsibility. With all four pillars in place, community schools have the features found in high-quality schools in better-resourced communities and countries where local institutions, family resources, and the combined capabilities of community members complement what the local schools can provide.

They are designed to fit the local context. Those developing community schools must implement the four pillars in ways that fit their context. Effective community schools engage students, families, staff, and neighboring community members to assess local needs and assets and design the four pillars accordingly. They link schools to like-minded community-based organizations, social service agencies, health clinics, libraries, and more. They also identify and take full advantage of local assets and talent, whether it is a nearby university, the parent who coaches the soccer team, the mechanic who shows students how to take apart an engine, the engineer who advises a robotics team, the chef who inspires a generation of bakers, or the artist who helps students learn how to paint. This type of customized, responsive programming takes time to develop. Many schools have invested a full year in conducting their needs assessment and building solid relationships.

Not only do students' needs and community assets differ across contexts, so does the capacity of the local school system. Not surprisingly, then, community schools vary considerably from place to place in their operation, programmatic features, and, in some cases, their approach to school improvement. At the same time, experience and an emerging body of research tells us a great deal about what works and how community schools should be organized.

They are locally developed and owned. The community schools approach is not a prescriptive "model" with a set of predetermined activities and services that district or state education leaders should impose on families and educators. Instead, the role of policymakers is to stipulate a framework (represented by the four pillars) to guide the work, offer technical support and advice to school teams, and provide the resources and infrastructure needed to sustain these efforts. With these supports in place, local educators, partners, families, and community members engage in a deep and collaborative inquiry process to develop a comprehensive understanding of local needs and assets. They can then design (or redesign) the schools, adapting the specifics of the pillars to address the local context. Engaging all sectors of the school community in understanding and co-constructing community schools is key to creating a shared vision and building the trusting community needed to facilitate and sustain—indeed, take ownership of—the desired changes.

What Does Effective Implementation Require?

Pay attention to all parts of the community schools framework. To be effective, community schools must implement all four pillars, integrating them into the core life of the school (rather than viewing community school partners and services as add-on features, for example). That said, many districts and communities go through stages of development before becoming comprehensive community schools. Two foundational first steps are to: 1) develop a collaborative approach to leadership; and 2) conduct an assessment of needs and assets, the results of which should drive the priority-setting and phasing of the various elements.

Capitalize on local assets. As noted above, community schools use the assets of the entire community, including the gifts and talents of people who live and work there—parents, families, residents, educators, school staff, and community partners—to create the optimal learning conditions for each student. They build on these assets to strengthen school, families, and the community.

Maintain a rich academic focus. Education leaders and policymakers should focus on the goal of creating school conditions, practices, and relationships that characterize high-performing schools, as well as on reducing out-of-school barriers to teaching and learning. This might entail designating common planning time for teachers to develop a shared vision for what students should know and be able to do upon graduating, and other mechanisms for professional learning. A clear focus on transforming teaching and learning—and allocation of sufficient resources to realize this vision—is critical to ensuring that the implementation of various community school elements will result in improved educational outcomes.

Provide sufficient depth and time. Students benefit most from attending community schools that offer in-depth and sustained services and opportunities, and that have been allowed sufficient time to mature in terms of program implementation. Program monitoring should include engaging students and families and attending to early indicators of progress, such as improved attendance. These improvements are likely to precede academic gains.

Use data to inform improvement. Anticipate that the context of schools and communities may change over time and will require modifying the original implementation. Implementation is stronger when partners, educators, and school administrators use data in an ongoing process of

> **Four Keys to Successful Implementation:**
>
> - **A Community School Director**
> - **A Comprehensive Assessment of Needs and Assets**
> - **Site-based Problem-Solving Teams**
> - **Stakeholder/Partner Teams**

continuous program evaluation and improvement, while allowing sufficient time for the strategy to fully mature.

Create a supportive infrastructure at the system or district level. Individual community schools are more likely to be successful and sustained when there is strong support and infrastructure in place at the system or district level. Schools that are part of an intentional system to be scaled both vertically (from pre-k to high school and beyond) and horizontally (across a district or county) receive more support in terms of funding, resources, and capacity-building and are better able to thrive. The Coalition for Community Schools highlights best practices and exemplars for scaling up community schools in its [Scaling Up Guide](#).

Share responsibility and accountability to achieve clear goals. Educators, partners, community members, and families must agree upon shared goals, desired results, and the indicators of progress. With these in place, success is more likely, and stakeholders are better able to hold one another accountable.

The Coalition for Community Schools (CCS), in partnership with dozens of community school leaders across the country, has developed school and system [standards](#) (guidelines) to support high-quality implementation of community schools. These standards reflect best practices and dive deeper into systems and structures at the school and district level. The Children's Aid National Center for Community Schools also publishes a thorough implementation guide titled *[Building Community Schools: A Guide for Action](#).* We list these and other implementation resources in Section 3.

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.

Collaborative Leadership and Practices

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

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

Mi familia
My family

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

Policies That Advance Community Schools

As noted in Chapter 1, the four pillars support and capitalize on rich, student-centered learning in and out of the classroom. Specific community schools may differ from one another, as schools and communities organize their local resources and use these pillars to transform teaching and learning, create positive school climates, and promote student success. In the most effective cases, community schools are an integral component of an equity strategy that recognizes and responds to structural inequities and in which the pillars are designed to support school transformation strategies aimed at improving teaching and learning. This approach can be implemented in a single school or as part of a systemwide initiative within a school district, city, or county.

[Numerous studies show](#) that community schools, when implemented effectively and given sufficient time to mature, can help to close achievement gaps for students from low-income families and English learners. Community schools are also associated with improvements in student attendance, engagement, behavior, and academic performance. These benefits help to create a more equitable society and increase the number of young people who are prepared to succeed in college, career, and civic life.

It is important to keep in mind that, while each of the four pillars contributes to a high-quality educational environment, the pillars reinforce each other, and it is this synergy that defines the essence of a comprehensive community school. For example, offering English classes for families on-site (a form of integrated student supports) is also a strategy for giving families greater opportunities to develop meaningful relationships with school staff, administrators, teachers, or volunteers at the school (active family and community engagement). Similarly, local businesses and community nonprofits who provide off-campus learning for students (expanded and enriched learning time and opportunities) are likely to find opportunities to participate in shaping school priorities and decisions (collaborative leadership and practices).

Policy Mechanisms

There are a range of policy mechanisms at the federal, state, and local levels to support community schools. Most fall into one of two categories: financial/resourcing support or implementation and technical support. Both types of support are important for successful implementation of community schools. It takes money to start and sustain this work and increased alignment and technical support to do the work well. Examples of the most common mechanisms follow:

- Federal and state community school grant programs
- Inclusion of community schools in a state funding formula
- Support for community schools in state budgets or through specific tax mechanisms

- Alignment of policies and resources across public agencies—such as health and human services, workforce development, and parks and recreation—to advance community schools
- Inclusion in school construction funds
- State provision of technical assistance or other support programs (such as networks of districts implementing a community schools strategy or of community school leaders)
- State Board of Education regulations
- Local school board policies and resolutions
- County/city resolutions or joint agreements with school districts
- Mayoral initiatives
- Local tax levies either directly for community schools or as part of a broader initiative to support children and youth

Key Policy Principles

Policies governing comprehensive community schools are most effective if they adhere to the following principles:

- Define community schools comprehensively, organized around four pillars.
- Specify the criteria by which schools will be selected for grants and other types of support.
- Provide specific language about the purpose of the four pillars, while allowing for flexibility in local implementation.
- Build a strong foundation by specifying key aspects of implementation, including hiring a full-time community school director for each school, broad and deep engagement in an assessment/planning process, and regular reporting around implementation and outcome metrics.
- Support school transformation strategies aimed at improving teaching and learning, rather than simply focusing on out-of-classroom supports and activities.
- Invest in professional development to support collaborative leadership structures and practices and to encourage and facilitate cross-agency collaboration.
- Identify a leadership structure and clearly defined next steps, including—where there will be more than one community school—language specifying a cross-sector steering committee or implementation team and a clear articulation of its authority. Baltimore and Los Angeles provide the best examples of this type of language.
- Ensure the participation of teachers, families, and communities at every stage of the process.
- Address issues of interagency collaboration, including data sharing with appropriate privacy protections.
- Specify which entities will need to be involved for successful local implementation.
- Invest in professional development to support continuous improvement, the process that follows the broad and deep engagement in an assessment/planning process.

Federal Opportunities through ESSA

The [Every Student Succeeds Act](), the 2015 law reauthorizing the Elementary and Secondary Education Act of 1965, includes a number of opportunities for the decentralization of decision making about the use of federal education dollars. Policy and funding opportunities within ESSA include the following:

- **Title I, Part A** requires that states set aside 7% of Title I funds for school improvement in the lowest-performing schools using evidence-based strategies for comprehensive or targeted support and intervention. This is a significant funding stream that can be used to support development of community schools, which qualify as an "evidence-based intervention."[4]

  More than a dozen states have seized this opportunity and identified community schools as a strategy to support underperforming schools in their initial ESSA plans. (See the Community Schools in ESSA State Plans chapter for a summary of those states' ESSA plan initiatives.) As one example, [Pennsylvania's ESSA plan]() identifies community schools as an effective improvement strategy and includes extensive discussion of how the state will support community school initiatives. As schools improve, they may not be eligible for these funds, underscoring the importance of identifying ongoing funding streams.

- **Titles II and IV** authorize funding for states to provide programs and supports that attend to the whole child—emotionally, socially, physically, and academically— through educator professional development and the Student Support and Academic Enrichment Grants programs.

- **Title IV** authorizes funding to support 21st Century Community Learning Centers (21st CCLC) and Full-Service Community Schools. Although these two grant programs operate differently, they both can be used to support community schools. The 21st CCLC grant program, for example, supports expanded learning time and references the role of a coordinator as an allowable use of funds, signaling to practitioners that they should consider community schools.

- Finally, under **Title I**, districts can apply for Flexibility for Equitable Per-Pupil Funding, allowing them to develop and implement a school funding system based on weighted per-student allocations for low-income and otherwise disadvantaged students.

By leveraging several of these funding sources, communities can begin or advance a comprehensive community schools strategy. For example, funding streams from Title I can be used to hire resource coordinators or community school directors, as done in Cincinnati, OH, and Lincoln, NE. Title IV funds can also be used to fund community school directors, as well as to support the alignment of community resources. Other

ESSA programs, including the 21st CCLC and Promise Neighborhoods, can support specific pillars, such as expanded and enriched learning time and opportunities and integrated student supports that are part of a comprehensive community schools framework.

Exemplary State Policies

At the state level, we provide four types of policy exemplars: 1) grant programs to develop local community school models and/or support local community school planning and implementation; 2) state budget support for community schools; 3) technical assistance or other support programs for community schools; and 4) state board of education regulations advancing community schools. These policies were selected as exemplars because they include a comprehensive definition of community schools and attend carefully to implementation concerns, such as the selection of schools to receive support, and articulation of the planning time/processes. Some policies explicitly endorse community schools as an improvement strategy, recognizing that schools are more likely to make significant improvements by engaging partners than they are by working alone.

Grant programs to develop and support planning of local community schools. One of the most powerful—and straightforward—approaches to supporting community schools at the state level is the provision of funding through a grant program. Community school grants not only provide necessary dollars to plan and implement this strategy, they also help to specify the mechanisms of effective implementation essential to achieving positive results. It is important to account for start-up costs, which include the initial hiring of a community school director, planning time needed to form committees at school sites, an assessment of needs and assets, and development of partnerships with agencies providing additional supports and opportunities for students and families. Policies must also provide for sustainable funding to pay the annual salary of the full-time community school directors, who provide critical leadership in both the start-up and implementation of the strategy. Exemplary programs include the following:

- In 2014, **California's** Safe Neighborhoods and Schools Act (Proposition 47) reduced penalties for some felonies and redirected 25% of the savings (as a result of decreasing the state's prison population) to the California Department of Education for the purpose of reducing truancy and supporting students at risk of dropping out of school or who are victims of crime. These funds have been used to support the [Learning Communities for School Success Program](), which will provide grant funding for several strategies to keep students in school, including community schools.

- **Minnesota's** full-service community school program ([Minnesota Statute 124D.231]()) passed the state legislature in 2015. Eligible schools are either currently on an improvement plan because they have been identified as not meeting federal

performance expectations or are located in a district that has an achievement and integration plan addressing racial segregation. This policy has two exemplary components. First, it presents a clear and comprehensive framework for establishing community schools as an improvement strategy, including: 1) creation of a school leadership team "responsible for developing school-specific programming goals"; 2) performance of a thorough baseline data analysis and development of a corresponding plan for expanded programming; and 3) requiring a program assessment and report to be conducted every 3 years. Second, it provides $150,000 in funding to eligible schools to plan, implement, and improve comprehensive community schools. Unfortunately, only 10 schools benefited from this grant program, given the minimal funding allocation (a total of $1.5 million in fiscal years 2016 and 2017).

- **New York's** [Community Schools Grant Initiative](#) (Education Law § 3641) was a 2-year effort that began in 2013. The initiative provided 3-year grants of $500,000 each "to eligible school districts for plans that target school buildings as 'community hubs to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes.'" Eligible applicants included: 1) high-need school districts, or 2) average-need school districts with a minimum Extraordinary Needs percentage of 50% (a mixture of students in poverty, students with limited English, and geographic sparsity) as most recently calculated by the State Education Department. Approximately 30 grants were awarded. The initiative was the precursor to New York's ongoing statewide budget support for the expansion of community schools described in the next section.

- In **Tennessee**, a proposed community schools grant program ([House Bill 2472](#)/[Senate Bill 2393)](#) presents a comprehensive vision of community schools as institutions that engage in a "deep needs assessment" with "substantial input from a majority" of local stakeholders to identify a range of community-based service providers. Notably, this legislation would direct resources to "priority" or "focus" schools in need of assistance due to low academic performance. This presents an alternative to [the Tennessee Achievement School District](#), which has primarily intervened in low-performing schools by removing them from the control of local school districts and turning them over to charter school operators. While the bill has not yet received funding or been approved, it does have bipartisan sponsorship in the state legislature and presents an evidence-based approach to improving struggling schools.

- In 2016, **Utah** established the Partnerships for Student Success Grant Program ([Senate Bill 67)](#). Rather than providing grants to individual schools, the program allocates $500,000 grants to communities to improve educational outcomes for students from low-income families through the formation of cross-sector partnerships that use data to align and improve programs, practices, and services

designed to increase student success. Grantees must conduct a comprehensive needs assessment that includes goals, outcomes, and metrics based on the local community needs and interests. Grantees must also establish and maintain data systems that inform program decisions. Eligible applicants include Local Education Agencies (LEAs), and partnerships that include at a minimum: an LEA that has designated an eligible school feeder pattern; a local nonprofit organization; a private business; a municipality or county in which the schools in the specific feeder pattern are located; an institution of higher education within the state; a state or local government agency that provides services to students attending schools within the eligible school feeder pattern; a local philanthropic organization; and a local health care organization. Preference is given to qualified applicants with a higher percentage of students from low-income families in the schools targeted for services. LEAs must provide matching funds. Six grants had been awarded by 2017.

State budget support for community schools. Another approach to supporting community schools involves the provision of funding through the state budgeting process, including providing resources for community schools in the school funding formula and joint funding across departments, such as health and human services, workforce development, and early childhood education. As with state grant programs, this approach requires sufficient and sustained funding to successfully advance community schools. It is important to marry ongoing funding support with a coherent community schools framework, including an articulation of all four pillars of the approach, as well as an inclusive process for assessing local needs and assets and developing the mix of programs, supports, and opportunities that will be offered to students and families. Examples include the following:

- In **Kentucky**, the General Assembly created the [Family Resource and Youth Services Centers](#) (FRYSCs) as an integral part of the Kentucky Education Reform Act (KERA) of 1990. The mission of these school-based centers is to support academically at-risk students succeed in school by helping to minimize or eliminate noncognitive barriers to learning. Schools where at least 20% of the student population is eligible for free or reduced-price school meals may compete for FRYSC funding. The Family Resource and Youth Services Coalition of Kentucky Governing Body consists of a 13-person executive committee and a 16-person executive board representing the 11 FRYSC regions across Kentucky. In 2017, the centers received $51.5 million in funding. FRYSCs include community partnerships that provide vital programs, services, and referrals to students and their families. With the explicit goal of enhancing student academic success, each center offers a unique blend of programs and services to serve the special needs of its students and families. FRYSCs have established a [record of success](#) based on improved student performance in classwork, homework, and peer relations as reported by teachers. Families, too, report they experience greater satisfaction and involvement with the schools because of assistance through their local FRYSCs.

- **New York** has provided substantial and ongoing funding for the implementation of community schools through the annual state budget process, building on New York State's Community Schools Grant Initiative (described above). From 2013 to 2017, policymakers earmarked $355 million of the state's foundation aid formula for high-need districts to support the implementation of community schools. In addition, the 2015 state budget included $75 million in funding for interventions in persistently struggling schools, which included implementation of community schools. In 2017, state legislators approved additional funding for three technical assistance centers dedicated to helping start community school initiatives. The budget for 2018–19 increases the annual funding for community school interventions from $75 million to $200 million.

  At the school level, the statewide budget process translated to grants of up to $500,000 per school over 3 years for the first round of community schools. While this funding has provided valuable support for local community school initiatives, at times implementation has proven challenging due to lack of district or school level understanding of best practices. For maximum effectiveness, state budget allocations should be accompanied by strong technical support for districts looking to implement this strategy.

Technical assistance or other support programs for community schools. States may also support community schools by issuing guidance and technical assistance regarding the use of flexible federal funds for this purpose, fostering cross-agency alignment, forming children's cabinets, providing professional development, and forming support networks of schools. While this approach lacks direct funding for the implementation of community schools, it may be a useful step for states presently lacking the political momentum needed to push through more substantial funding proposals. Examples include the following:

- The **Maryland** [Community School Strategy for Excellence in Public Education Act](#) encourages the use of federal education funds to support community school implementation. The bill took effect on July 1, 2016, and will remain in effect until June 30, 2019. Note, however, [a state commission](#) reviewing the state formula has recommended that community schools be included in future measures. This Act requires the Maryland State Department of Education every 2 years to notify each local school system that federal Title I funds may be used for expenses associated with community school coordinators and for the coordination of school and community resources. The Department must also encourage local school systems to apply for federal funding under ESSA Title IV competitive grant programs to support after-school programming, community school coordinators, and the coordination of school and community resources. In addition, the Department must provide technical assistance to local school systems in applying for this federal funding. Unfortunately, the legislation does not ensure that the State Department of Education has adequate staffing capacity to provide technical assistance to local

school systems pursuing this funding option. This has proven to be a challenge in implementing the Maryland law and should be addressed if pursued in other jurisdictions.

- In 2012, **Michigan**'s governor aligned resources of education and human services agencies in the [Pathways to Potential program](). Pathways places Department of Human Services employees (called success coaches) in schools where high numbers of families are already receiving assistance through the department. These staffers work closely with school principals, social workers, attendance agents, and teachers to monitor and address barriers to school attendance. In the 2014–15 school year, 208 schools were implementing the Pathways model. Several counties are moving to a community school model where the success coach works with a community school coordinator to ensure resources are in place to serve students and families throughout the year. There are currently 24 Pathways schools implementing the community schools model.

State board of education regulations. State boards of education may issue a policy or resolution in support of community schools. While these resolutions tend to be shorter and less detailed than legislative bills, expressing state support for the implementation of community schools can lay the groundwork for developing more specific policy documents to follow at the state or local level. This approach does not, however, provide direct funding for community schools, which tends to be the most powerful policy lever to support meaningful change.

- The **West Virginia** [State Community Schools Policy 2425]() defines and provides guidance for implementing and maintaining sustainable community schools. The definition of community schools as "both a place and a set of partnerships between the school and other community resources" is drawn from national experts at the [Coalition for Community Schools](). The document specifies that local boards of education should hire or identify community school coordinators to support implementation at school sites. It also lays out a comprehensive vision for "fully developed" community schools as being "needs-driven" and striving to include the following components: engaging instruction; expanded learning opportunities; college, career, citizenship, health, and social support; community engagement; early childhood development; family engagement; and youth development activities. Local boards of education that decide to implement the state guidance can receive technical assistance through the West Virginia Department of Education Office of Special Programs, which also developed a resource guide, ["Building Community and School Partnerships for Student Success."]()

State Model Legislation

Many of the real-world legislative examples discussed above draw upon model legislative language developed by the Coalition for Community Schools, Communities in

Schools, the National Education Association (NEA), the American Federation of Teachers (AFT), and The Center for Popular Democracy (CPD). In particular, the NEA model legislation provides suggested language for competitive and formula community school grant programs. The joint report from CPD, Coalition for Community Schools, and Southern Education Foundation *Community Schools: Transforming Struggling Schools into Thriving Schools* contains similar model language for state grant and formula funding programs supporting community schools.

Chapter 8 provides model legislation that builds upon these existing resources and grounds suggested language in research-based principles drawn from the Learning Policy Institute and National Education Policy Center report *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence.*

Exemplary Local Policies

At the local level, policy exemplars fall into three categories: 1) school board resolutions and policies in support of community schools as a districtwide intervention strategy; 2) county/city resolutions or joint agreements; and 3) mayoral initiatives. These policies were selected as exemplars because they include a comprehensive definition of community schools, place an emphasis on broad-based local input regarding important school-site decisions, clearly define next steps for different individuals or groups responsible for implementing the community schools strategy, and lay out clear parameters regarding effective collaboration among these different groups.

School board resolutions and policies. Local school boards throughout the United States have approved policies and resolutions in support of community schools. As with state board of education regulations, these documents tend to be brief and employ high-level language. However, they can be an important first step in authorizing local education agencies to implement community schools.

- In 2016, the **Baltimore** City Board of School Commissioners approved a community school strategy. The policy lays out a vision for community schools that "are inclusive and equitable, use a racial equity framework in order to ensure the success of children, and serve as an effective strategy to address concentrated poverty." In addition, the policy documents a continuum of community school implementation, ranging from "engaged schools" to "partnership schools" to "full-service community schools." Key features of community schools, as detailed in the strategy, include enhanced academics and student well-being, full-time site coordinators, restorative and positive school climate practices, and an extensive planning process. The policy also establishes a Community School Steering Committee with responsibility for partnership development, conflict resolution, and evaluation of community schools. It provides a strong example by laying out a clear vision for support of community schools, including detailed definitions of shared terminology, and specifying next steps for implementation.

- **Cincinnati** has implemented a districtwide community schools approach, known as community learning centers or CLCs. Community partners provide up to $6 million worth of services per school aligned to priorities established by school decision-making committees, which set measurable goals, develop action plans, and approve budgetary decisions. The policy documents supporting this work include a set of guiding principles for CLCs, approved by the Cincinnati Public Schools Board of Education in 2001, calling for a collaborative planning process to identify school-site service partners. An accompanying document lays out parameters for partnerships with community-based organizations. Partnerships co-located in schools must be financially self-sustaining and integrated into the school's operation and governance with measurable outcomes aligned to school and district goals. Both documents provide high-level guidance for the CLC work and represent an important commitment from the district to support this strategy. A memorandum of understanding (MOU) template provides additional guidance and support for community partnerships.

  Building on this foundation, the Board of Education passed a districtwide [CLC policy (Board Policy 7500)](#) in 2009, stating that "each school should also be a community learning center in which a variety of partners shall offer academic programs, enrichment activities, and support to students, families, and community members." According to this policy, each CLC should have a Resource Coordinator who oversees a needs assessment process with community input and coordinates service agreements with community partners. The policy also references the Local School Decision Making Committees (LSDMCs), the role of which is defined in an accompanying [community involvement policy (Board Policy 9142)](#) that was adopted by the Board in 1981 and has been updated regularly to reflect the evolving role of community involvement in the district. In their current form, LSDMCs are composed of parents, teachers, non-teacher staff, and community members. The LSDMC has authority to approve the school budget, make hiring decisions for principal vacancies, vote on the CLC lead agency at the school site (which in turn employs the CLC resource coordinator), and vote on the selection of CLC service providers. The rich infrastructure of board-approved documents that accompanies Cincinnati's overarching CLC policy demonstrates how a series of more specific policies can complement a broad statement of support for community schools.

- **Los Angeles's** 2017 [school board resolution](#), "Embracing Community School Strategies in the Los Angeles Unified School District," is a strong model because it provides a comprehensive definition of community schools as consisting of the four research-based pillars. It also specifies a school design process that includes assessing local community needs, actively engaging community partners, developing a strategic plan, and providing a designated staff member who oversees the planning process and ensures the alignment of solutions to needs. Notably, this process will be overseen by a Community Schools Implementation Team (CSIT) with broad-based representation from school district staff affiliated with academic and

student support departments, labor union representatives, university partners, and representatives from nonprofit or community-based partner agencies that provide services in schools. The CSIT is responsible for crafting a report to the board of education that includes "a proposed implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school transformation process, after undergoing a school/community-based asset and needs assessment." The report will also analyze the optimal number of school sites for an initial community school's cohort, a proposal to "responsibly scale the number of community schools throughout LAUSD, mechanisms to ensure school sites are transparent in decision-making processes and accountable to community concerns, and an assessment of the direct costs to be borne by the district for each community school." Similar, but less detailed, resolutions were passed in Hartford, Houston, and Tulsa.

- The **Pittsburgh** Public Schools Board passed a [2016 policy](#) that lays out a comprehensive vision for community schools, including services to enhance academic and student well-being, family engagement, and parent and community advocacy on behalf of children. The policy establishes a central district community school steering committee to formally designate community schools through an application process. It also outlines elements that the Board "considers essential to a community school," including committed school leadership, site coordination, central district support, broad-based input from the school community regarding the financing and operation of services, coordination and sharing of data on student and school indicators, and secure funding sources. Finally, the policy states that "The Superintendent or his/her designee shall be responsible for preparing administrative regulations necessary to implement this policy." Included in these regulations would be guidance for engaging families, students, and community members when assessing student and community needs, planning the community school, and ongoing oversight of implementation and evaluation; school site decision-making structures; and evaluation of programs and partners. As with some exemplary state policies, this policy did not include funding, which has limited its impact and prompted a new round of advocacy for resources.

County/city resolutions or joint agreements. City councils and city/county government agencies can also play a role in issuing policies supporting community schools. These resolutions are often focused on intergovernmental collaboration, with an emphasis on partnering with the local school district as the entity directly responsible for overseeing community schools. San Pablo, CA, and Multnomah County, OR, issued local government resolutions supporting local community schools.

- **Hartford, CT's** [Community Schools (HCS)](#) feature a model that encompasses a broad array of services and interventions for students and parents/families, including the provision of after-school programs. The program began in 2008, with a Hartford Board of Education policy providing a framework to grow community

schools in the district aided by funding from diverse public and private sources. City government reorganized several departments into a new Department of Families, Children, Youth and Recreation to better align services, supports, and opportunities inside and out of school. Seven community schools—each of which is partnered with a lead agency—plans, implements, and sustains services and initiatives centered on the community school model. The initiative is guided by a collaborative of Hartford Public Schools, local funders, city departments, and intermediaries. Hartford Community Schools is currently funded by the [Hartford Foundation for Public Giving](#), [Hartford Public Schools](#), the Office for Youth Services, and the [United Way of Central and Northeastern Connecticut](#). Additional funding sources include the Connecticut State Department of Education, other foundations, federal and state contracts, and in-kind agency contributions. The collaboration among government agencies and community organizations has helped sustain the initiative through five changes in superintendents.

- In **Multnomah County, OR,** the Schools Uniting Neighborhoods (SUN) initiative is a collaboration between several local school districts, the Multnomah County Department of School and Community Partnerships, and Portland's Bureau of Parks & Recreation. Because this effort has been in place for more than 20 years, it offers many valuable lessons about the relationship of policy and leadership to change on the ground. To support this collaboration, the agencies developed an [intergovernmental agreement](#), which includes a program description and the responsibilities of all parties including collaboration, appropriation of funds, and participation in program evaluation efforts. It also documents specific responsibilities for the school district, including appointment of a district liaison to support interagency communication, use of school facilities, transportation, partnership protocols, data sharing, and the responsibilities of district principals at participating school sites. Responsibilities of the county include delivering services by the Department of County Human Services and Mental Health Divisions, Health Department, and Library, appointing a SUN Service System Coordinator, and adhering to regulations for county service providers. Finally, responsibilities of the city include appointing a city liaison to the initiative and adhering to regulations for city service providers. This document provides a concrete example of how local government agencies can work together in supporting students and families with a community schools approach.

- In **San Pablo, CA,** the City Council passed a 2012 [resolution](#) authorizing support for full-service community schools. The resolution describes community schools as providing "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." It also acknowledges "an initiative to establish Full-Service Community Schools in San Pablo, 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." The city manager and youth service program manager coordinate the full-service community schools work, along with a Youth Futures Task Force, focused on addressing youth violence. San Pablo funds its community schools with revenue from a [local 10-year sales tax increase](#). The resolution outlines specific action steps, including amending the City Council Priority Work Plan to include a full-service community school initiative in all San Pablo schools and authorizing support for establishing five local elementary schools as community schools. Five schools, along with Helms Middle School, are now part of a [districtwide Full Service Community Schools](#) initiative in the West Contra Costa Unified School District, which includes the city of San Pablo.

Mayoral initiatives. Mayoral support can also help to drive the local implementation of community schools. When this is the case, the mayor may exert influence through budgetary proposals (as in Philadelphia, PA) and by directing city government or local school district resources to support community schools (as in New York City).

- **New York City** provides an example of how community groups and partners can build the political will necessary to advance a community schools strategy districtwide. Building on a multiyear organizing effort to advance community schools, Mayor Bill de Blasio put forth an ambitious community schools initiative, setting a goal of establishing more than 200 community schools by 2017. [New York City's Community School Strategic Plan](#) is a comprehensive document published in June of 2014 that lays out the vision for reaching this goal, which was surpassed in the fall of 2017. The guide provides a strong framework for other districts, as it encompasses all four pillars of the community school model and details a funding strategy and a plan for system-building efforts, including establishing a data framework, prioritizing parent and community engagement, and encouraging city agency collaboration. This collaboration is supported by the leadership of the Deputy Mayor for Strategic Policy Initiatives, based in City Hall, the new Department of Education Office of Community Schools, the New York City Children's Cabinet (with data-sharing agreements across all 23 cabinet agencies and mayoral offices), and a Community Schools Advisory Board.

  The initial funding for community schools in 2014 came from repurposing a state-level grant focused on improving attendance, which provided $52 million in funding for 45 community schools.[5] Managed by the United Way of New York City, these community schools partnered with community-based organizations that received, on average, $300,000 in funding per year. Additionally, the Mayor chose to turn all schools in New York City identified for improvement ("renewal schools") into community schools, leveraging federal funding for school improvement efforts. This top-down approach allowed for a rapid scaling up of community schools. However, each school still conducted a needs assessment that allowed staff, families, and community partners to tailor their approach and programming to local needs and interest—a key community school principle that creates an important foundation for

success.

In New York City, the Mayor, not the local school board, is responsible for selecting a Chancellor and setting priorities for the Department of Education. Mayor de Blasio's leadership in setting the vision and developing a strategic plan for implementing community schools at scale can serve as an inspiration for other local leaders.

- In **Philadelphia, PA**, Mayor Jim Kenney has identified community schools as a top priority for his administration's Office of Education. The first cohort of nine community schools started in 2016. A second cohort of three additional schools began in 2017. The Mayor's Office of Education works closely with the local school district to carry out this initiative, in which participating schools have a full-time coordinator who works with the school and community to identify pressing student, family, and community needs and coordinate with service providers and city agencies to bring services into the school to address those needs. A recent Research for Action progress report found that the Mayor's Office of Education was largely "on track" with establishing best practices for a citywide coordinating entity in the first year of the initiative, while site-level progress was largely "on track" and "emerging."

  Mayor Kenney has directed substantial resources to supporting this work, including advocating for passage of a controversial beverage tax, which has been the primary funding source for creating community schools and expanding quality pre-k programs. The Mayor initially pledged to transform 25 city schools into community schools as part of his Five Year Financial and Strategic Plan for Fiscal Years 2018—2022. However, beverage tax litigation slowed down the expansion, and the goal was subsequently downgraded to 20 schools due to shortfalls from the projected revenue. In fiscal year 2017, the community schools initiative served 4,500 children and their families at a current funding level of $3.4 million. This example from Philadelphia shows how mayoral leadership can play an important role in funding and supporting community school initiatives.

Model Local Legislation

The model legislative language proposed in Chapter 8 of this playbook builds on the above examples and is grounded in research-based principles drawn from the Learning Policy Institute and National Education Policy Center report *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence.* As with the state model, this model local legislation was constructed with best practices in mind.

Implementation Resources

Research shows that effective implementation and fidelity to the pillars increase the success of community schools, with longer operating and better implemented

programs yielding more positive results for students and schools. The following lessons and resources are derived from community schools research, as well as lessons learned from the field, as articulated in the implementation standards developed by the Coalition of Community Schools.

Characteristics of high-quality implementation

Effective implementation requires attention to several factors:

- Pay attention to all four pillars. Understand that each pillar matters and, together, the pillars reinforce each other to yield better results. Moreover, the pillars are integrated into the school day in ways that support the transformation of instruction and learning opportunities, rather than being treated as "wraparound services" that stand apart from the instructional program. For example, after-school programs complement and supplement what happens in the core instructional program, and student supports include schoolwide programs that promote a positive school climate, such as restorative practices.

- Engage in a thoughtful assessment of assets and needs within the school community. This will support higher-quality implementation of the four pillars and lead to a problem-solving approach that includes input from a range of local stakeholders. Doing so represents collaborative leadership and family/community engagement in action and ensures that specific programs and services offered and the mix of community partners align with community needs and desires. For example, such a process might reveal an increase in the number of new immigrants and inform programs that address specific needs for English classes or help navigating workforce training opportunities.

- Understand that there is no one-size-fits-all approach to community schools. Each community school should reflect the needs—and strengths—of the school itself and the broader community. Community schools are most effective as a school reform strategy when students, families, teachers, school staff, administrators, and partners are deeply involved in the design and implementation process.

- Align resources from multiple agencies and organizations toward a set of shared indicators and results. Efficiently and effectively using school and community resources will help support student learning and development. Allocate sufficient time for the planning process to: 1) ensure broad-based input about community needs; 2) identify resources to address those needs; and 3) match students and families with appropriate supports, services, and opportunities.

- Allow sufficient time (3-5 years, according to research) for these partnerships to build and take hold. Leading indicators, such as improved attendance and family involvement, are helpful in measuring initial progress toward desired outcomes. It

will likely take longer for improved academic outcomes, such as higher test scores and graduation rates, to emerge.

Potential Implementation Challenges

Successfully implementing community schools is not simple or easy. But good knowledge exists about how to speed implementation while avoiding common pitfalls. The following cautions should be considered:

- Align the pillars with teaching and learning goals. Avoid undermining the potential effectiveness of community schools by focusing only on addressing out-of-school harms/barriers to learning. While these supports are critical to student success, they must be tightly linked to a comprehensive strategy for addressing in-school factors, especially improvements to teaching, learning, and school climate.

- Leverage the expertise and assets of the school community. At times, students, educators, and families in low-income communities are seen through a deficit lens. This can both foster a "service" mentality (an over-emphasis on the "services" provided by outsiders to needy families and students) and undermine a culture of community with shared responsibility and diverse assets to support learning and youth development. Rather, value and capitalize on such assets as local knowledge, cultural knowledge and competency, and knowledge of other languages.

- Support and encourage a community-driven process. As states and districts seek to implement high-quality community schools at scale, they may be tempted to manage the process by developing prescriptive plans that don't allow for the local customization and/or ownership required for the schools to be effective.

- Recognize that leadership culture and habits matter; implementing community school concepts requires more than good intention. Most school and district leaders have not received training or support in key elements of community schools, such as developing collaborative leadership practices and building respectful and trusting partnerships with families and communities. To be successful, implementation should include guidance, support, opportunities for professional development, and a culture of continuous improvement and mutual accountability.

- Support a careful and inclusive planning process that begins with "the willing" and provides frequent opportunities for meaningful family/community engagement and collaborative leadership. For maximum success, scale the community schools approach slowly, starting with communities where students, families, teachers, and school staff are asking for the change to occur, and invest adequate resources, including a full-time community school director at each site, and make technical assistance available. Another approach is to have schools apply to become community schools, demonstrating a commitment on the part of the principal and other staff members to participate in trainings and fully engage families in a collaborative planning and implementation process.

Section II: The Four Pillars of a Comprehensive Community Schools Strategy

First Pillar: Integrated Student Supports

Community schools take a "whole-child" approach to supporting students' educational and life success. This means that they pay explicit attention to students' social and emotional development as well as their academic learning, recognizing that they are intertwined and mutually reinforcing. They provide and coordinate a range of on-site services and supports to overcome both academic and nonacademic barriers to students' educational and life success. The mix of offerings can vary, since they are tailored to meet local needs, but some of the most common services and supports are medical, dental, and mental health care services; tutoring and other academic supports; and resources for families, such as parent education classes, job training and placement services, housing assistance, and nutrition programs. These programs may also provide conflict resolution training, trauma-informed care, and restorative practices to support mental health and lessen conflict, bullying, and punitive disciplinary actions, such as suspensions. Those in the community schools field use the phrase "integrated student supports"[6] to identify these critical components of community schools.

There is significant evidence to support this approach. Research shows that integrated student supports are associated with positive student outcomes. Students receiving school-based supports often show significant improvements in attendance, behavior, social well-being, and academic achievement. One of the responsibilities of a full-time community school director is to develop partnerships with community-based providers and connect students and families with available services, as well as fostering a positive and healthy school climate.

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

Mental and physical health services support student success.

Integrated Student Supports

It is important to note, however, that the presence of these supports alone does not automatically make a school a "community school." Key differentiating factors include the way in which site-based needs are identified, how the services are provided and coordinated, and their integration with the other community school pillars, especially active family engagement and collaborative leadership and practices. For example, some integrated student supports focus on case management and determine the provision of student services through a top-down approach. In contrast, comprehensive community schools start with a meaningful process for engaging students and families in identifying needs and assets and connecting with potential service-providing partners. Only after these important and inclusive first steps does the community school director begin to develop a plan in collaboration with students, families, staff, and community stakeholders for integrating these services and supports into the life of the school. The trusting relationships established early on in this process provide a stable foundation upon which community schools can continue to grow and improve.

Many state and local policies seek to provide student supports at school sites but stop short of implementing a comprehensive community school. There is much to be learned from these policies. The discussion and principles that follow draw from the best policies on integrated student services—whether as a stand-alone or part of a comprehensive community school approach.

Why Provide Integrated Student Supports?

Growing economic inequality has profoundly shaped out-of-school opportunity gaps. Today, more than half of the nation's public school students—approximately 25 million— live in low-income households, the highest proportion since this statistic became available in the 1960s. Young people living in these circumstances may experience food and housing insecurity, inadequate health care access, exposure to violence in their neighborhoods, the need to look after other family members, and challenges with learning English and achieving a stable immigration status, among other concerns. All of these circumstances contribute to the presence of chronic or toxic stress, which is well-documented to diminish learning readiness and academic success.

Education is seen as one of the primary ways that students, regardless of their life circumstances, are able to reach their dreams. But the reality is that a large number of students face severe challenges outside of school that can impact their ability to do well in school, and these take a toll on schools' ability to provide a high-quality education. A 2015 Communities in Schools poll, for example, found that, on average, teachers in schools serving a high percentage of students from low-income families spend about 20% of their time helping students with nonacademic challenges or problems. Additionally, a 2014 UCLA study in California found that the time lost from instruction is far greater in high-poverty high schools than others because teachers take on added responsibilities to support students' needs. These findings were affirmed in a 2015 survey of teachers named "state teachers of the year" by Scholastic's Edublog.

When asked how best to focus education funding to have the greatest impact on student learning, the teachers' top priorities included anti-poverty measures and reducing barriers to learning, such as providing access to health services.

Furthermore, despite increases in the resources that low-income families invest in learning opportunities for their children, the "resource gap" between low-income and more advantaged families still exists. For example, the gap in spending between the poorest and richest families on out-of-school learning opportunities from pre-k through high school has [more than doubled](#) over the past several decades, underscoring the importance of additional resources for low-income families and communities to ensure that all children have equal learning opportunities.

The Need is Great and Public Support is Strong

Although community schools do not solve poverty, they can mitigate its impact on students and families. Hungry children can be fed; sick children can receive medical care; and students whose families can't afford tutors or enrichment programs can get academic and extracurricular support. By providing and coordinating needed services, community schools help ensure that students are ready to learn when they arrive at school each day.

Polling shows that Americans support this approach. A [poll released in 2015](#) found that nearly two-thirds of swing state voters believe poverty is a barrier to learning, and fully three-quarters of swing state voters believe it should be a top priority to "make sure all children in my community have an equal opportunity to get a good education, no matter their economic circumstances." Similarly, a [2017 PDK poll](#) found support for providing services to students who don't have access to them somewhere else. For example, 87% of respondents support offering mental health services in schools and 79% support providing general health services. Three-quarters of respondents agreed that schools should be able to seek additional public funds to provide such services.

Around the country, school districts and states are capitalizing on this growing public awareness and support by offering integrated student supports as a core pillar of a comprehensive community school policy.

Policy Principles

The following principles and practices, derived from research and the experience of successful schools, demonstrate how state and local policy can support schools in providing and coordinating integrated student supports:

- Facilitate school, district, municipal, county, and state-level resource coordination by convening state or local children's cabinets comprised of representatives from state and local agencies whose programs serve pre-k-12 or pre-k-16 students. Such

cabinets can streamline the administration of state programs to avoid regulatory conflicts or overlap, and share/review existing data resources.

- Avoid a "one-size-fits-all" or top-down approach by requiring a systematic needs assessment process that includes input by students, families, school staff, and community partners. This assessment then guides the development of strategic partnerships for integrated student supports and direct services.

- Support a full-time director at each community school site who serves as a member of the school leadership team, leads the analysis of site needs and assets, and is responsible for developing, coordinating, and sustaining partnerships with service providers and organizing service delivery.

- Take a whole-child approach that provides customized, comprehensive, coordinated, and continuous services and resources to address students' academic, social-emotional, health, and family needs. The Brookings Institution found that integrating this approach into the core practices of the school enables services for individual children to change as needed over time.

- Provide funding for technical assistance and collaboration within and among schools and agencies. Intentional collaboration with teachers, school staff, students, and families helps align resources and opportunities to the areas of need, enhancing protective factors and decreasing risk factors, according to recommendations from the Brookings Institution.

- Increase the state's capacity to support efficiencies and effective practices. This can include technology infrastructure (such as a web portal), technical assistance to support districts' implementation of new technologies, a hub for identifying community resources, and a data infrastructure for tracking progress on a variety of outcomes and fostering shared accountability.

- Remove barriers to resource integration by aligning and simplifying areas of the law to ease the bureaucratic and cost burdens on schools. For example, states could follow the lead of the federal government, which is working to diminish bureaucratic complexities in programs like the Children's Health Insurance Program, Medicaid, the Individuals with Disabilities Education Act, and the Every Student Succeeds Act, which have made it easier for schools to integrate screening, information and referral, and health services.

Policy Types/Examples

Existing local and state policies that assist schools in providing and coordinating integrated student supports fall into two categories: (1) funding for integrated student

supports and resources; and (2) regulatory support for integrated student supports service delivery and ease of interagency collaboration.

This section briefly discusses exemplary policies that have been passed in different states, school districts, and cities. These policies are exemplars because they support high-quality implementation of integrated student supports and are compatible with the other three pillars of the comprehensive community schools approach. Note that community school pillar three, active family and community engagement, is essential to successful delivery of integrated student supports.

State funding for integrated student supports and resources. State budgets can provide funding to support the coordination and delivery of integrated services and supports. This can include student/family resource centers and school-based health centers, for example, as well as the community school directors who are critical to ensuring tight coordination of services with minimal disruption to the school day. Some of the examples below also explicitly link funding for resource coordination to family and community engagement efforts. This is smart policy, since the two pillars are closely linked and, when done well, reinforce each other. (There are also examples of this linking in Chapter 5, on active family and community engagement.)

- **Connecticut** passed Senate Bill 458 in 2012, building on Chapter 163 of the state's General Statutes, which in 2000 established family resource centers at public school sites. This update provided for at least 10 new centers and at least 20 new or expanded school-based health clinics in the state's lowest-performing districts. As of a 2009 evaluation, these centers received approximately $6 million in funding (in the form of $100,000 grants) and served nearly 20,000 children and families. These resource centers promote "comprehensive, integrated, community-based systems of family support and child development services located in public school buildings," including full-day and school-age child care, resource and referral services, parenting and adult education classes, training for family day care providers, and teen pregnancy prevention.

- In **Kentucky**, the school funding formula has supported statewide Family Resource and Youth Services Centers (FRYSCs) for the past 25 years, originating with the 1990 Kentucky Education Reform Act. In 2008, Senate Bill 192 established Family Resource Centers to serve elementary-school-age children and offer early childhood education, after-school care, family education and literacy services, and health services and referrals. Youth Services Centers serve middle school and high school students, and offer career exploration and development, substance abuse education and counseling, and referrals to health and social services. Every school where at least 20% of the student population is eligible for free or reduced-price meals may compete for FRYSC funding, which totaled $51.5 million in 2017 and supports more than 800 centers serving more than 500,000 students.

As noted in the previous chapter, the Kentucky approach is highly compatible with community school implementation, since "the primary goal of these centers is to remove nonacademic barriers to learning as a means to enhance student academic success." Further, "each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location, and other local characteristics." A 2016 study reported that educators, parents, and community partners believe the centers are "a necessary component of Kentucky educational programming." The program, now recognized as the nation's largest school-based family support initiative, has achieved strong results. Kentucky has moved from consistently having one of the largest socioeconomic achievement gaps in the country to outperforming half of all states academically and having the smallest gap in the country, according to Education Week's Quality Counts rankings. The "Building a Grad Nation Report" found Kentucky to have the country's smallest graduation rate gap between low- and non-low-income students.

- The **Massachusetts** Department of Elementary and Secondary Education Wraparound Zones (WAZ) Initiative provided grant funding from 2011 to 2014 to help school districts address nonacademic challenges facing their students. The goals of the grant program were to enhance positive school climate, identify student needs, integrate services and resources, and create district-level feedback and improvement. Participating districts were expected to supplement state funding with federal and local funds. State resources supported school- and district-level coordinators, rather than the direct provision of services. Evaluation results show improvements in reading and mathematics test scores in WAZ schools. Although the grant program has now ended, Massachusetts has continued to promote the delivery of integrated student supports. The state funding process for Fiscal Year 2018 includes the Safe and Supportive Schools Commission, which was directed to incorporate "principles of effective practices for integrating student supports" into the tools it provides to districts. This approach is highly compatible with effective community schools implementation because it includes conducting needs assessments in key academic and nonacademic areas, integrating tailored resources to address individual student need, and developing districtwide support systems to ensure communication, collaboration, evaluation, and continuous improvement.

State support of interagency collaboration. Regulatory support for the delivery of integrated student supports and improved interagency collaboration makes it easier to link/braid relevant funding streams in schools (e.g., Medicaid, TANF, housing assistance).

- In **Virginia,** the Comprehensive Services Act "provides for the pooling of eight specific funding streams to support services for high-risk youth. These funds are returned to the localities with a required state/local match and are managed by local interagency teams. The purpose of the act is to provide high-quality, child-centered,

family-focused, cost-effective, community-based services to high-risk youth and their families." In addition, Virginia has also established the [State Executive Council for Children's Services](#) to assist with this collaborative process. These supports reflect the collaborative leadership that is necessary for successful implementation of a community schools strategy.

- **Washington** passed the [Interlocal Cooperation Act](#) to provide authorizing language for public agencies to share resources and engage in cooperative activities, including [intergovernmental service contracting and joint facilities agreements.](#) In 2016, [House Bill 1541](#) established the [Washington Integrated Student Supports Protocol (WISSP)](#) to promote the success of students by coordinating academic and nonacademic supports. The [final protocol](#) was released in 2017 by the Office of Superintendent of Public Instruction and the Center for the Improvement of Student Learning.

  In addition, the [final report of the WISSP Commission](#) offered several recommendations to make it easier for school staff to leverage outside resources to support students and families. These include revising or creating model policies to help districts partner more effectively with local health and human services agencies and community-based organizations; creating a state-level student support coordinating committee to increase equity in access to whole-child supports; and providing targeted implementation support to pilot sites. All of these activities create an environment conducive to community schools implementation, in which state regulations are easing the way for schools to partner with community-based organizations and local government agencies in a collaborative problem-solving process to meet student needs.

- **West Virginia** has enacted [legislative language](#) requiring school districts to participate in and submit claims for Medicaid reimbursement for the delivery of health care services, thereby ensuring that the state pass through Medicaid funds directly to school districts and charter schools. The code also requires the State Board of Education to form a School Health Services Advisory Committee to draft recommendations on ways in which local education entities may improve their ability to provide Medicaid-eligible children with the school-based Medicaid services for which they are eligible. This type of interagency collaboration, which is fundamental to the community schools approach, maximizes the use of federal funds to facilitate the delivery of integrated student supports in schools.

Municipal regulatory support for delivery of integrated student supports and ease of interagency collaboration. These policies identify services available in different communities or require that schools plan to offer integrated student supports.

- In **Alameda County, CA, a** [Community School Framework](#) provides valuable support for the community school efforts in local school districts. In particular, the focus on

coordination of various county agencies and departments and collaborative leadership structures at the county level—with bodies like the Alameda County Health Care Service Agency and the Office of Education—are essential for successful implementation. The framework articulates several collaborative elements and practices, including transformative leadership, capacity-building, dynamic partnerships, a shared vision and goals, and the importance of schools' connections to the surrounding community. (See Chapter 6 for additional details.)

- A recent school board resolution from **Houston** directs the Superintendent of Schools to develop a framework—including a definition, processes, and goals—for community-based, integrated student supports and to codify the district's responsibilities regarding support and implementation of these services. This resolution is supported by the "Every Community, Every School" initiative, which works to connect schools to community resources and wraparound services. During the 2017–18 school year, the first cohort of nearly two dozen schools received support from full-time campus resource specialists who are charged with building relationships within their school, developing and managing partnerships with local service providers, and connecting students to needed services. In addition, each school is performing a comprehensive student and family needs assessment and an analysis of student data in order to develop an action plan tailored to its needs.

Implementation

High-quality implementation is a crucial determinant of positive program outcomes. High-quality programs do not happen by chance. They result from policy choices, resource allocations, and technical assistance that support both staff capacity and student participation. They also depend on active family and community engagement, which is addressed in Chapter 5.

Characteristics of high-quality implementation

The following guidance is derived from research into community schools and integrated student supports, as well as lessons learned from the field. Effective implementation of an integrated student supports strategy requires attention to several factors:

1. Make sure that integrated student supports are deeply connected to the other community school pillars and to the school's core instructional program. The administration of integrated student supports should be overseen by a well-prepared resource coordinator (or community school director) who works closely with a team comprised of students, parents, teachers, school staff, and representatives from community partner organizations. The provision of integrated student supports service should be managed collaboratively, rather than by any one individual at a school site.

2. Find ways to connect providing integrated student supports with improving teaching and learning conditions schoolwide, including a positive climate in which students feel safe and cared for. Make attention to integrated student supports an essential element of teaching and learning, as they equip children to take full advantage of high-quality instruction by removing nonacademic barriers to learning. Including integrated student supports in school improvement plans can help them become more fully realized.

3. Recognize the value of creating a school environment in which providers of integrated student supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. One way to support this level of integration and partnership is by inviting providers to participate in schoolwide professional development, and to lead professional development for educators and other school-based staff on support services for students.

4. The organizational and operational infrastructure for providing integrated student supports should be aligned and developed across the school, district, and state department of education. They should also weave together school, home, and community resources, drawing from other public and not-for-profit sectors, such as housing, health, and children and family services, according to research by the UCLA Center for Mental Health in Schools.

5. To be effective, integrated student supports should be geared to enhancing the capabilities, knowledge, skills, and assets of the child, the family, the community, and the school team. Effective plans include learning opportunities for students, as well as service provision.

6. Supports and services should be designed to meet observable or measurable indicators of success, so that progress can be monitored and plans can be revised as needed.

7. Provide sufficient flexibility to schools in their choice of services and in their implementation strategy. Successful schools tend to have an attitude of "doing whatever it takes" to support vulnerable students, working through setbacks toward achieving the goals established by a collaborative team.

Second Pillar: Expanded and Enriched Learning Time and Opportunities

Expanded and enriched learning time and opportunities, the second pillar of community schools, are essential to schools' capacity to support students' academic growth, as well as to help them develop socially, emotionally, and physically. In addition to supporting rich, student-focused instruction in classrooms, community schools provide students with as much as one-third *more* learning time, in which they experience arts, physical activity, small group, or individualized academic support, and hands-on learning activities across a range of subject areas.

In high-quality community schools, educators collaborate with community partners to provide well-structured learning activities during out-of-school time and summer, using school facilities and other community spaces. This approach makes clear that enriched learning time is the responsibility of both schools and communities. Programs vary, depending on community priorities. For example, in Boston, students visit communities to examine environmental justice topics with a broad range of community partners, including Outward Bound, Boston Harbor National Park, Boston Nature Center, and the University of Massachusetts, Boston. In Oakland, academic learning is organized around career themes and partners with local businesses for internships, job shadowing, and volunteer opportunities.

In many community schools, partner organizations, in collaboration with teachers, also support academic and other learning during the regular school day, through internships, service learning, Linked Learning, STEM programs (science, technology, engineering, and math) and other community, arts, or work-based opportunities.

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

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

Expanded and Enriched Learning Time and Opportunities

Some community schools lengthen the regular school day and/or year to provide more required classroom time, as is the case in New York and Boston. Whether required or voluntary, well-designed, expanded learning time and opportunities are aligned with the schools' curriculum and learning goals.

Why Expand and Deepen Learning Time and Opportunities?

Young people spend a small fraction of their waking hours in schools. However, those who live in more affluent communities have access to academic support and enrichment beyond the school day and year, including tutoring, experiential learning (science and computer coding camps, for example), sports, music, and art. Consequently, these students have more learning time and more opportunities to succeed in life.[7] These advantages are not accessible to all students. Due to uneven distributions of both public and private resources, families living in low-income communities usually lack access to these rich supplementary learning opportunities.

These differences in learning opportunities widen the achievement gaps between young people from high- and low-income households. Policies that expand and deepen learning time and opportunities can help close these gaps.[8] Rich opportunities to learn can increase academic and beyond-academic outcomes, including improved student attendance, behavior, and achievement, higher graduation rates, development of social, emotional, and leadership skills, and reduced involvement in juvenile crime.[9]

In community schools, community partners can provide supplemental academic instruction, enrichment, one-on-one mentoring and tutoring, projects where students pursue their own interests, and learning activities beyond the school campus, including community-based learning. These partners should work in collaboration with the schools' educators so that the learning is connected and not just an add-on. This strategy allows community schools to draw on the rich cultural and social resources in communities that are often absent from traditional schools. It also increases the number of knowledgeable adults from whom students can learn—again, something that advantaged families are able to routinely provide to their children. These additional adults can support and mentor students, increasing their access to expertise and community role models. They also provide students a greater chance to develop trusting relationships that foster meaningful learning and development and can offer additional support that responds to students' needs.

Another compelling reason to make expanded and enriched learning time and opportunities a key element of community schools is that this approach supports curricula and instruction that leads to deeper learning and fosters sustained school improvement. This is especially important in schools where testing and accountability pressures have reduced or, in some cases, eliminated students' access to a broad array of content—social studies, science, art, music, and physical education. When teachers

and community partners collaborate to plan and provide access to a broader curriculum, students have the opportunity to pursue non-tested content and deeper learning pedagogies, such as project-based and experiential learning, both during and beyond the conventional school day.

The Need is Great and Public Support is Strong

Curriculum inequalities between schools serving different communities are such that white and more advantaged students are more likely than those in low-income communities of color to have enriched learning opportunities (including the arts and advanced academics) as part of their schools' regular programming.[10] More than half of all families expressed a desire for a summer learning program for their children, including two-thirds of those living in communities of poverty and half of those living outside poor areas. [11]

In 2014, parents reported that more than 11 million children (1 in 5 of all school-age children) were unsupervised between the hours of 3 and 6 p.m.[12] Parents of approximately 19.4 million children who were not in an after-school program (including both unsupervised and supervised children) said that their children would participate if a program were available. Although this view is shared by parents across all types of communities, 83% of parents in communities of concentrated poverty said that their children would participate.[13]

Families in all communities believe that after-school programs can help their child develop social skills (86%), gain workforce skills, such as teamwork and critical thinking, and improve his or her school behavior (77%) and attendance (74%). They also agreed that this additional time can excite their child about learning (79%) and reduce the likelihood that youth will engage in risky behaviors (83%).[14]

Families also view after-school and summer enrichment programs as a source of support for working parents. This is true in all communities, and more than 8 in 10 parents in communities of concentrated poverty agreed that such programs help working parents keep their jobs (83%).[15]

Eighty-five percent of parents (across political parties, geographies, neighborhoods, and racial and ethnic backgrounds) favored public funding for after-school and summer opportunities in communities that have few opportunities for children and youth.[16]

Ninety-two percent of the general public favor public funding of after-school programs, and 75% agree that schools are justified in seeking additional public funds to pay to provide such services.[17]

Policy Principles

For maximum impact, expanded and enriched learning time and opportunities should be key elements of policies establishing and supporting community schools, along with the other three pillars discussed elsewhere in this resource. That being said, many states and localities have enacted expanded learning time and opportunities policies on their own, rather than as part of a community schools approach. The discussion and principles that follow draw from the best policies on expanded learning time—whether alone or part of a comprehensive community school approach.

The effectiveness of expanded and enriched learning time and opportunities depends on the quality of the policy design and implementation. Policies that include the following strategies are most likely to have a positive impact on school conditions and student outcomes include the following:

1. Focus additional time on student learning—broadly conceived to include academic, social, creative, and emotional development. Align activities with the school's learning goals. Aim expanded programming at strengthening curriculum and instruction during the regular day, as well as providing additional enrichment and support. Effective programs are not just about safety and supervision before and after school and during summer breaks, as important as those needs are.

2. Provide sufficient additional time, as research shows that more time is associated with better outcomes. For students to receive the greatest benefit, policies lengthening school days and/or years should add at least 300 hours (or a 25% increase over existing class time). Out-of-school time programs (including after-school and summer offerings) must provide additional time to accommodate both academic and enrichment activities.[18]

3. Establish standards for quality and use them as the basis of quality control, review, and improvement processes.

4. Support partnerships with community organizations, public agencies, and employers who provide additional staffing and augment programming. These include expanding the spaces in which students learn, as well as increasing the number of adults with whom they are learning and the content of what is being learned.

5. Design schedules to accommodate families' needs for supervised settings after school and during summer. In programs that are voluntary, attendance should be monitored and reported. Attention should also be given to student recruitment and ensuring that families have information about available resources and voluntary activities.

6. Include teachers, nonteaching staff, their professional organizations, community-based organizations, and community members as key partners in designing and implementing plans that lengthen the school day or year or change staffing arrangements.

7. Remove unnecessary barriers to facilities sharing between the school system and community-based organizations.

8. Target funds and other supports to high-need schools.

9. Ensure sufficient and sustained funding for program stability.

10. Allocate funding to support school system partnerships with community-based organizations and professional learning opportunities for both educators and community staff.

Policy Types/Examples

States and localities have used different policy mechanisms to support expanded and enriched learning time and opportunities. Below are some noteworthy examples.

State funding and guidance for out-of-school time learning partnerships. State legislatures have enacted measures that provide funding for school-community partnerships that expand and deepen learning time and opportunities by providing additional programming and staff. In the strongest cases, as illustrated below, these measures provide renewable grants to high-need schools or community partners, along with clear guidance about how programs should be implemented. Some are connected to child and community well-being goals and are jointly administered by education and other agencies.

- A voter-initiated ballot proposition established **California's** After School Education & Safety Program (ASES), which mandated that $550 million each year be made available for kindergarten through 9th grade after-school programs. The policy is strong because it targets high-need communities, requires that schools collaborate with and leverage community partners to provide safe and educationally enriching alternatives for children and youth during nonschool hours, provides technical assistance, and requires regular assessments and a data-driven approach to program quality improvement. The California Department of Education administers the program, which is guided by _A Vision for Expanded Learning in California Strategic Plan,_ and evaluated by a set of _Quality Standards for Expanded Learning Programs_.

- In **Maryland,** House Bill 1402 in 2016 created the Public School Opportunities Enhancement Program to provide grants to local school systems, community

schools, and nonprofit organizations for expanding or creating extended day and summer enhancement programs, and for some school-day programs. This policy is strong because it requires use of the Maryland Out-of-School Time (OST) Programs' Quality Standards Framework to monitor and assess the quality of funded OST programs. It also requires the governor to allocate $7.5 million in annual program funding for fiscal years 2018 through 2021.

- **New York**'s [Advantage After School Programs (AASP)](#), administered by the state Office of Children and Family Services (OCFS), is an outstanding example of how funds outside of education can be used to support expanded learning time and opportunities. The policy is strong because it requires substantial additional time, provides a mix of academic and enrichment activities aligned to the instructional program during the regular school day, and gives preference to communities with high levels of poverty. Five-year grants are awarded to organizations providing youth development opportunities to school-age children and youth for at least 3 hours directly after school 5 days a week during the regular school year. (Some programs also extend into the evening hours and operate during school breaks.) AASPs are supported by school, community, public, and private partnerships and offer a broad range of educational, recreational, and culturally and age-appropriate activities that connect to curriculum and instruction during the school day. Youth and family involvement in program planning and implementation is a key component.

  AASPs are funded primarily through state funds and a contribution of federal Temporary Assistance to Needy Families (TANF) funds. The program received approximately $19.76 million in the state fiscal year 2017–18 budget appropriation. These funds enable OCFS to continue contracting with 137 community-based organizations to provide after-school services for approximately 17,000 children and youth at 176 program sites across New York State.

- **New York** has also adopted expanded learning time programming as part of a comprehensive approach to school safety. In January 1999, Governor George Pataki created the Task Force on School Violence, whose report, *Safer Schools for the 21st Century: A Common Sense Approach to Keep New York's Students and Schools Safe*, was issued in October 1999. The Task Force Report led to the Safe Schools Against Violence in Education (SAVE) Act. The law includes the [Extended School Day/ School Violence Prevention (ESD/SVP)](#) program and provides 3-year grants to organizations that support students through extended school day and/or school violence prevention programs. These collaborative projects can be initiated either by a school district or by community-based organizations. The program is strong in that it encourages a comprehensive approach, providing a balance of academic enrichment and youth development activities, such as tutoring in areas of math, reading and science, recreation, student leadership development, peer intervention training, and conflict resolution programs. Priority is given to high-need school districts, as defined by poor school performance and high frequency of violent

incidents. ESD/SVP is administered by the New York State Education Department. The program was funded at $24 million in 2017.

- In 2017, **Washington's** [Senate Bill 5258](#) established the Washington Academic, Innovation, and Mentoring (AIM) Program. The program enables eligible neighborhood youth development entities to provide out-of-school time programs that include educational services, social-emotional learning, mentoring, and linkages to positive enrichment and recreational activities for youth ages 6 to 18 years. The policy's strength lies in its requirement that 60% or more of the academic, innovation, and mentoring program participants must qualify for free or reduced-price lunch and that organizations applying for the grant have an existing partnership with the school district and develop a data-sharing agreement in order to engage in a continuous effort to improve program quality. The Office of Superintendent of Public Instruction must submit a report annually, including pre-/post-testing results. The program was funded in 2017 at a total of $125,000.

State funding for longer school days/years. State legislatures have enacted measures that provide a solid foundation for longer school days and years by authorizing, defining, and/or funding expanded and enriched learning time and opportunities with incentive grants programs, an increased formula funding, and support for professional development and technical assistance.

- The **Massachusetts** Legislature in 2005 established the [Expanded Learning Time Initiative](#). Funded through a state budget line item, the initiative provides competitive grants that enable schools serving high-need students to provide an additional 300 hours of support and instruction by lengthening the school day, by adding days to the school year, or a combination of both strategies. The strength of the policy is that it directs the additional time to be used for high-quality learning opportunities that will motivate and engage students with more and better instructional time in math, literacy, science, and other core subjects and with enrichment and applied learning activities that align with state standards. The policy also requires that schools schedule time for planning, analysis, lesson design, and professional development for teachers and professionals from partner community-based organizations.

- **New Mexico's** [K-3 Plus program](#), a legislative initiative, increases time in kindergarten and the early grades to narrow the achievement gap between students from low-income families and other students and to increase cognitive skills and test scores for all participants. The program extends the school year in eligible schools for grades k-3 by 25 instructional days by starting the school year early. Eligible schools include those in which 80% or more of the students qualify for free or reduced-price lunch or schools that have received a D or F grade in the state's accountability system. To strengthen the policy, the legislature has added for FY 19 a pilot program "K-3 Plus 4 & 5" that keeps students who participate in K-3 Plus with

the same teacher and cohort of students during the regular school year. The strength of the policy would be further increased if it was made a schoolwide program, rather than the current one that is based on voluntary student enrollment.

Municipal policies that support out-of-school time learning opportunities. Mayors and other municipal leaders play a leadership role in advancing expanded time policies and supporting coordination among programs. Over the past 5 years, at least 77 of the 275 largest U.S. cities have worked to coordinate after-school options.[19] These citywide efforts tend to be governed by public agencies (the mayor's office, a city agency, or the school district), nonprofit organizations, or by networks of organizations that share management and oversight responsibilities. City departments that oversee out-of-school time programs include parks and recreation, community and neighborhood services, police, or youth services. In most localities, partnerships among the city, school districts, and community organizations are key. Mayors, local government, and school boards can increase access to after-school and summer learning opportunities by redirecting existing local revenue or creating new funding sources to support such programs.

- In 2003 **Denver, Colorado** Mayor John Hickenlooper contributed $300,000 to the Denver Public Schools Foundation to invest in after-school programs. The Mayor's Office for Education and Children, the Denver Public Schools Foundation, and Mile High United Way partnered to form the [Lights on After School initiative](#) that funds programs in public elementary and middle schools; it also provides professional development for Denver after-school providers. In addition, the partnership is supported by Temporary Assistance for Needy Families (TANF) funding. The city also invests over $1 million from its general fund to support center- and school-based after-school programs through the parks and recreation department.

- **Los Angeles'** Better Educated Students for Tomorrow (BEST) program was created in 1988 by Mayor Tom Bradley to increase adult supervision of children during after-school hours. The public-private partnership, including the Office of the Mayor, the city of Los Angeles, the Los Angeles Unified School District, and the private sector, operates as a nonprofit 501(c)(3) corporation and provides after-school programs for children ages 5-12 in low-income communities at no cost to families. Activities include homework assistance and academic support, as well as enrichment and recreation activities. In 2016, the program was funded at $31 million (7% private dollars) and served 25,000 children and their families at 193 school sites.

- Since 2006, Rhode Island's [Providence After School Alliance (PASA)](#), with the leadership of mayors and school superintendents, has raised over $24 million from a mix of public and private funds. One-half of PASA's budget is raised from city and public education funding sources. The other half has been supported by national and local corporate funders as well as a growing list of individual donors. PASA's system serves 14,000 middle and high school youth at a cost of approximately $1,200 per

student, including investments in transportation, meals, staffing, and programs. The program uses school facilities after hours, and budgets approximately $500,000 to pay the instructors in 80 community organizations committed to serving youth.

- In 1991, **San Francisco** voters approved an amendment to the city charter that guaranteed funding in the city budget for youth programs. The Children's Amendment created a new Children's Fund and designated a portion of property taxes each year—3 cents per $100 of assessed value—for supportive programs and services. The fund was reauthorized in November 2000. The Children's Fund, administered by the city's Department of Children, Youth, and Their Families, supports child care, recreation, after-school care, arts, health, workforce readiness, youth empowerment, violence prevention, educational enrichment, and family support. The program is particularly strong, as the department undertakes a 3-year planning cycle that involves assessing community needs, determining what types of services will be supported, and using a competitive process to select nonprofit organizations that will receive funding. The department also leads a citywide effort to foster collaboration among city departments, the school district, private funders, families, and community organizations to enhance program access and quality.

Local policies that support longer school days/years. In cities where the mayor has some authority over the school system, the city—in partnership with school boards and teachers' unions—can lengthen the school day and/or year.

- In January 2015, **Boston Public Schools** (BPS) and the Boston Teachers Union (BTU) agreed to expand the school day by 40 minutes at 60 elementary and middle schools beginning with 20 schools in the 2015–16 school year. The agreement was ratified by a vote of the BTU teachers by a 4-to-1 margin. The city contributed the additional funding needed to cover extra pay for teachers and additional staff, such as music and art teachers who provide more enrichment during the longer day. Expanded learning time (ELT) schools submitted implementation plans, with each school having a unique focus based on the needs of its students, ranging from world languages to project-based learning. Among the program's strengths are its inclusion of summer hours, teacher-led trainings for teacher facilitators of the ELT program in each school, and a 40-minute block of teacher-led collaborative planning time that all ELT schools have incorporated into their schedules. By 2018, BPS had offered extended learning time to over 23,000 students.

- In **Meriden, CT**, Superintendent Mark Benigni and the local teachers' union, in partnership with the YMCA and the Boys and Girls Club, added 100 minutes of engaging, personalized, technology-rich learning time every day (the equivalent of 40 additional school days) at three low-performing schools in communities that lacked activities and support for children during after-school hours. Teachers and community partners work together to review the overall curriculum and align enrichment activities with the schools' instructional goals, and community partners

participate in professional learning communities. The project has led to greater student and family engagement, decreased absenteeism, and student growth data that has exceeded district targets and state averages.[20]

- **New York City** Mayor Bill de Blasio in 2015 established a program that designated 94 of the city's lowest-performing schools as ["Renewal Schools,"](#) and required a range of interventions, including an extra hour of instructional time each day. Schools were also encouraged to offer summer school. The Renewal Schools were incorporated into the NYC Community Schools Initiative (described in Chapter 2).

Additionally, in some local school districts, school boards, superintendents, and educator unions have collaborated to support longer school days.

Implementation

High-quality implementation is a crucial determinant of positive program outcomes. High-quality programs do not happen by chance. They result from policy choices, resource allocations, and technical assistance that support both staff capacity and student participation. They also depend on family and community engagement, which is addressed in Chapter 5.

Characteristics of high-quality implementation

1. Expanded learning is part of the core work of the school site. District leaders communicate their commitment to strong expanded learning partnerships, and school site leaders communicate that the after-school program is a site priority.

2. High-quality programs monitor attendance, reach out to families when a student is absent, build close relationships with families and youth, and provide support around issues that might undermine attendance.[21]

3. Staffing structures blend roles across school day and after-school time, so that some staff work in both settings. Many districts hire school day teachers as "academic liaisons" to the expanded learning programs. These staff members help bridge the school day and after-school or summer learning strategies and structures.

4. District leaders encourage and facilitate collaborative staffing through personnel policies, investments in planning time, union contract provisions, and compensation structures.

5. Teachers, teacher unions, and other school staff are active partners in program development and implementation.

6. Professional development around integrating and aligning regular day and out-of-school-time programming enables educators and partners to develop consistent practices, shared language, and collaborative relationships.

7. Community participation is incorporated at every point in the process, from program design to evaluation and plans for program improvement.

Third Pillar: Active Family and Community Engagement

Active family and community engagement—the third pillar of community schools—is essential to fostering relationships of trust and respect, building the capacity of all stakeholders and the school, creating empowered decision-making processes, and leveraging local resources and expertise to address educational inequities. Community schools prioritize meaningful and ongoing engagement of families and community members and establish the systems, structures, and supports to make it happen. Educators and other staff at community schools understand that engagement happens on a continuum—from partnering with parents to develop and promote a vision for student success, to offering courses, activities, and services for parents and community members, to creating structures and opportunities for shared leadership. Families and community members, for their part, feel welcome, supported, and valued as essential partners.

Why Emphasize Active Family and Community Engagement?

Decades of research and experience underscore the importance and positive impact of ongoing and authentic engagement. Meaningful mechanisms for family and community engagement, led by welcoming and culturally informed teachers and school staff, can strengthen the school community, build positive relationships and school climate, and improve student outcomes on many measures, including attendance, discipline, and academic achievement. Families who are supported by the school to understand academic goals and strategies are better able to support student learning—both inside and outside of the classroom. Similarly, schools that are able to engage families and communities in meaningful ways benefit as the staff gain access to new

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

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

and important funds of knowledge that can support teaching and learning efforts and deepen engagement and community-building efforts. The school system, for its part, gains important advocates, such as for deeper investments, as families and community members understand and support strategic goals and see themselves as vital partners in schools' success.

Partnering with families and community members on the front end of the community schools implementation process is critical to developing a full understanding of the strengths and challenges of the community and determining the appropriate mix of services, supports, and opportunities. For example, when families and community members participate in the assessment of needs and assets, they provide insight into the root causes of issues facing the community and are also invested in the shared vision created for student and school success.

School-based strategies to engage families and communities in low-income neighborhoods should be informed by historical challenges to meaningful involvement. These challenges include administrators and educators who have often not made schools welcoming places for families from diverse backgrounds or offered programs that support and address diverse cultural backgrounds. In addition, families in low-income areas often deal with other impediments to full participation in school life, such as language barriers, inflexible work schedules, and reliance on public transportation.

Collaboration doesn't guarantee agreement, but it can help draw out and create dialogue about existing tensions. Through collaboration, stakeholders can build the trust and respect that is needed to make large changes. Community schools can help address these and other challenges by streamlining access to services, making schools safe and welcoming spaces for all families and community members, and scheduling programs, courses, and meetings at times that allow the broadest participation.

In Redwood City, CA, the community schools offer a range of programs and services to support and engage families, including parent leadership coaching, courses to learn English and develop computer skills, volunteer opportunities, and social events for families, such as movie nights. These serve to increase broad-based family participation in schools, which has contributed to improved school and student outcomes. One study, for example, found that the supplemental programs at the district's community schools reached more than 70% of the families of enrolled students and generally served the most socioeconomically disadvantaged students.[22] Students whose families were engaged in these schools were more likely to show gains in English language development and mathematics and were more likely to demonstrate positive attitudes about their school.[23] These results are consistent with long-term research in Chicago schools that demonstrate the importance of collaborative family and community engagement in schools for increasing trust between stakeholders, as well as improving school climate and attitudes about

school.[24] Improvements in these areas tend to lead to other positive outcomes for students and schools, such as higher attendance and achievement rates and increased reports of students reporting feeling supported.

Parent Teacher Home Visits (PTHV) is a parent engagement strategy focused on building trusting and respectful family-teacher relationships. Started in Sacramento, CA, the PTHV model is now used in schools in 24 states and is rooted in five core practices: (1) visits are voluntary for both families and teachers; (2) educators receive training and are compensated for their time; (3) visits are conducted with all students—or a cross-section—rather than targeting specific students (such as for behavioral reasons); (4) the first visit focuses on understanding the hopes and dreams of families, rather than on academic outcomes; and (5) educators visit in pairs and reflect with their partners after each visit. Visits using this model can provide a foundational shift in relationships that contribute to better outcomes for students. In one study, home visits corresponded with a decrease in students' school absences by 24%. In another, students and their families reported an increase in how much they trust their educators, which led to improved communication beyond the initial visit. Teachers involved in home visits reported a mindset shift in how they regard students', families', and communities' assets as well as an increase in teachers' perceptions of job satisfaction and efficacy.

The recent national focus on increasing family and community engagement, such as the engagement requirements of the Every Student Succeeds Act (ESSA) and the Department of Education's promotion of the Dual Capacity-Building Framework for Family-School Partnerships, is encouraging. However, building the capacity of educators and school staff is a prerequisite for designing and implementing effective engagement strategies. So, too, is building relationships of trust and respect between home and school, particularly in schools in culturally diverse or low-income neighborhoods.[25] In more affluent communities, family and community members often have the social capital and understanding of how school systems work and engage in a range of activities that help to support school improvement and student learning. Because families in more affluent communities experience few, if any, of the impediments to participation mentioned—and often have more of a built-in safety net and basic support structure—they can more easily engage with their children's educational experiences.

Policies that support schools, families, and communities to work together can help close achievement and opportunity gaps. To move beyond a history in many low-income communities in which family and community input was not valued or incorporated, engagement processes must send the clear message that stakeholders' participation and contributions are valued and reinforce this message with sufficient resourcing and staffing.

The Need is Great and Public Support is Strong

A [2015 national survey](#) by Gallup underscores the need for deeper investments in family and community engagement and highlights particular practices that can enable parents to play an active role in the school. The study found that only 23% of parents strongly agreed that they participated in classroom and school activities, and just 41% strongly agreed that their child's school provided a variety of ways for parents to become involved. Only 20% of parents in the study were fully engaged with their child's school, as Gallup measured engagement; 23% of parents were "actively disengaged" with the school their child attended.

But lack of engagement doesn't mean lack of interest. In fact, when schools employ a variety of "drivers" to support parent engagement, more parents get involved, according to another
[2015 Gallup survey](#). Specifically, the survey identified five key drivers that support parent engagement: (1) leadership that creates a respectful, open, and trusting environment; (2) opportunities for each student to achieve success in ways that fits how he/she learns best; (3) an atmosphere in which students are treated with respect and receive appropriate discipline; (4) a personalized learning environment where teachers and staff know each child's individual strengths and needs; and (5) meaningful and open communication between parents and teachers. When surveyed, parents were very satisfied with at least one of these five drivers; 58% were fully engaged. When parents were satisfied with *all* of the five drivers, 84% were fully engaged and none were actively disengaged.

Policy Principles

Family and community engagement should be a key element of every community school policy. Many states and localities have implemented a variety of policies and funding streams that support family and community engagement. The discussion and principles that follow draw from the best policies on family and community engagement—whether they are stand-alone or part of a comprehensive community schools approach.

The effectiveness of family and community engagement programs depends on the quality of the policy design and implementation. The principles that follow build upon existing resources and the research-based principles discussed in the Learning Policy Institute and National Education Policy Center report, *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence.* To advance authentic engagement, policies should be designed to ensure the following:

1. Structures and practices in schools support a continuum of family and community engagement practices, such as help for parents in supporting the needs of students,

classes for families and community members, volunteer opportunities, inclusion on school leadership teams, and leadership coaching to support their full participation.

2. Teachers and school staff have opportunities to value and learn from the experiences of parents and communities, seeing them as having "funds of knowledge" that can inform classroom practices and curriculum, making them more relevant to students' cultural backgrounds and experiences. This, in turn, fosters stronger relationships with parents and families.

3. School staff and leaders have opportunities to develop their capacity to build trusting, collaborative relationships with families and community members, recognize class and cultural backgrounds as having important assets for the school, and share power and responsibility.

4. Families and community members are engaged at all steps of the assessment, planning, implementation, and evaluation of the community schools strategy.

5. District leadership and facilitation support schools as they implement programs and reach out to families and community members.

6. Trusted partner organizations participate in building strong relationships that are key to the strategy and important for its effective implementation.

Policy Types/Examples

States and localities have used different policy mechanisms to support family and community engagement. Below are examples of different types of policies that incorporate key family and community engagement principles, both on their own and as part of a comprehensive community schools strategy.

State Policies

Several state governance bodies have enacted measures that provide a solid foundation for family and community engagement programs and practices. These include policies that promote and require engagement, authorize and define family and community engagement, provide incentive grant programs, offer an increased formula funding, and support professional development and technical assistance.

Additionally, the Every Student Succeeds Act (ESSA) includes several family engagement requirements. States were required to have meaningful consultations with parents before submitting their ESSA plans, including opportunities for public comment. Districts, for their part, must also consult with parents on the plans they submit to the state. In addition, districts must reserve at least 1% of their Title I funding for family

[engagement activities](#), such as outreach and capacity-building at the school level. Ninety percent of these funds must go to school sites, prioritizing high-needs schools.

State policies, ordinances, and resolutions

- **California's** [Local Control Funding Formula (LCFF)](#), which was signed into law in July 2013, includes parent engagement as one of eight state priority areas and requires parent, student, and stakeholder engagement in developing district plans and budgets. [Research studies](#) on implementation of these new requirements show that districts employing a wide variety of techniques to engage students and families were more effective in their outreach, as were those that partnered with community-based organizations to increase the turnout and diversity of parents and students. A [February 2018 study](#) on implementation of LCFF identified meaningful stakeholder engagement as key to the effectiveness of improvement strategies in each of the three districts profiled. The [California Collaborative for Educational Excellence](#) has partnered with parent and student organizations to offer learning communities to build the capacity of districts to meaningfully engage a broad cross-section of students, parents, and community members. Among the characteristics of meaningful district-level engagement were: leadership opportunities for historically marginalized communities; transparent decision-making processes; sustained engagement throughout the planning and implementation stages; collaboration with outside partners to bring in more resources and perspectives to amplify the voices of previously marginalized people.[26]

- An innovative approach to family and community engagement can be seen in **Colorado** legislation that adopted the PTA National Standards as the state family engagement framework. The legislation assists educators and families by coordinating early literacy strategies as well as career and academic plans. In 2009, the General Assembly also created a state advisory council for parent involvement in education that will review best practices and recommend to policymakers and educators strategies to increase parent involvement in public education.[27] This council, according to state law, includes parents and statewide organization representatives and advises on best practices.

- In **Washington State**, the Educational Opportunity Gap Oversight and Accountability Committee**,** created during the 2009 legislature to address the state's achievement gap, embedded parent, student, and community engagement into its design. The committee was charged by [RCW 28A.300.136](#)with synthesizing the findings and recommendations from five achievement gap studies into an implementation plan and then recommending policies and strategies. The state legislature implemented the 2015 recommendations in 2016 in the [Fourth Substitute House Bill 1541](#). The [2017 annual report](#) of the committee further supported family and community engagement and outreach. Its recommendations to the legislature included: allocating additional funds to support a multiyear statewide family engagement

workgroup and adopting the Office of Education Ombud's [four recommendations](#) on family and community engagement. The committee also directed school districts to reach out to families and communities when creating and implementing cultural competency training programs.

Board of education resolutions. State boards of education may issue a policy or resolution in support of collaboration in community schools. While these resolutions tend to be shorter and less detailed than legislative bills, they can help in expressing state support for family and community engagement and lay the groundwork for the development of more specific policy documents to follow at the state or local level. This approach does not, however, provide direct funding for family and community engagement or other elements of community schools, which tends to be the most powerful policy lever to support meaningful change.

- The **West Virginia** [State Community Schools Policy](#), adopted in 2014, defines and provides guidance for implementing and maintaining sustainable community schools. The document specifies that community schools should strive to have both community and family engagement. It elevates the critical nature of family and community engagement and notes that community schools "consistently and sustainably increase parent participation in the education of their children and in their schools by empowering families." The policy further describes community schools as hubs and cultural centers of many neighborhoods and importantly describes engagement as the key factor that differentiates community schools from simply providing wraparound services.

Local Policies

At the local level, the following policies were selected as exemplars because they include a comprehensive definition of family and community engagement, demonstrate a range of possible ways of implementing this strategy, clearly define next steps for different individuals or groups responsible for implementing family and community engagement programs and strategies, and lay out clear parameters regarding effective collaboration among stakeholder groups.

School board resolutions for family and community engagement

- In October 2016, the **Baltimore City Board of School Commissioners** created the [Community School Strategy](#), which states, "The Board supports a Community School Strategy continuum that creates school environments that are welcoming and led by an integrated belief system that transmits to students and families pride, opportunity, and high expectations through the collective efforts of youth, parents, businesses, faith communities, and community organizations." As part of this strategy, at the end of the year, schools must report on a [number of outcomes,](#) including community engagement/partnerships, using such indicators as service

learning opportunities and hours and the number and quality of partnerships. The strategy says that the board and city school staff will engage families and community members in supporting the community schools' operation and expresses an intention to expand the strategy statewide.

- **Cincinnati** has extensive experience (as explained in Chapter 2) in engaging youth, families, and community members through its Community Learning Centers. The Board of Education passed a [Community Learning Center](#) (CLC) policy in 2009, converting schools into CLCs and providing them with a resource coordinator to supervise the needs assessments and manage service agreements with community partners. Today, 46 of 63 of the schools are CLCs. As part of a community involvement policy adopted in 1981, Cincinnati also established [Local School Decision Making Committees (Board Policy 9142)](#) that include parents and community members and have broad responsibilities and authorities, including budgeting, hiring, and partner selection. These policies, which have continued over decades, demonstrate a deep commitment to maintaining meaningful family and community engagement within a community schools-oriented district.

- In May 2017, the **Los Angeles Unified School District** passed a [board resolution](#) endorsing community schools as a research-backed strategy for school improvement and community development. The resolution defines authentic family and community engagement: "The full community actively participates in planning and decision-making at each school site. This process recognizes the link between the success of the school and the development of the community as a whole." It lays the foundation for engagement and partnership by establishing a Community School Implementation Team that includes a broad cross-section of members, including community and business partners, community-based organizations, and representatives of the teachers' union and district staff.

District strategic plans

- **The Austin Independent School District (AISD),** as part of the [AISD Strategic Plan](#), has a [Parent Engagement Support Office](#) that works to create collaborative school cultures that engage parents, families, students, teachers, staff, and community members. The district's strategic goals include building capacity for parent leadership, identifying resources to support parents and families, conducting outreach to parents, offering education programs for parents, and offering professional development to deepen the capacity of AISD staff to work with parents. In addition, the city of Austin pays for a [parent support specialist](#) in 62 schools that are designated low-income. This person is responsible for engaging families through such strategies as organizing and conducting parent training sessions; holding parent meetings to share information and gather input; and providing resources and referrals for supports, as needed. Parent support

specialists are also responsible for conducting outreach and creating parent leadership opportunities.

- Cleveland, OH's [Family Engagement Plan](#) offers a strong framework for creating effective family engagement programs that support the district's implementation of community schools. The [work](#) is focused on expanding the capacity of schools to partner with families and community-based organizations to support student achievement and school improvement. For example, the district provides guidance for school teams to develop family engagement plans, which are reviewed by the Board of Education annually, according to their [Parental and Family Involvement Policy (4.502)](#). The district also includes parents in planning districtwide goals, and each school is required to have parents on the School Improvement Planning team. Schools provide parents with training and materials to help them support students and engage as equal partners in the schools. The district also aims to build the capacity of teachers, principals, and parent coordinators to reach out and communicate with families as partners and build meaningful ties between home and school.

- [The Oakland Unified School District](#) began implementing a community schools initiative in 2010 as an integral part of its school improvement strategy. Key to the strategy has been the increased efforts to create meaningful family and community engagement opportunities, and the creation of a district Family Resource Center. As it began the community schools initiative, the district also created a task force comprised of 25 to 30 members from the school district and the community, including representatives from the East Bay Asian Youth Center, and the Oakland Unity Council, among others. This group met weekly for over 7 months to plan and also held community meetings to gather input about the community schools.

  The community schools are supported by a robust and integrated program at the district level for family and community engagement. The [Office of Family Engagement](#) uses a dual-capacity framework to assist families and schools in creating structures to support shared decision-making and leadership. To encourage such efforts, they offer [services and programs](#), such as technical assistance with the formation and democratic election of School Governance Teams that include families and students; Academic Parent Teacher Teams through which teachers and families strategize on how to improve student learning; and parent leadership development and opportunities for deep engagement. The district [Family Resource Center](#) provides families with health insurance enrollment assistance, various workshops, and capacity-building resources for school sites. With [high standards](#) for what Oakland schools consider meaningful family engagement, the district offers many [resources](#) for coordinating and planning engagement efforts; [tools](#) for understanding and addressing inequities as a result of race, class, gender, and immigration status; and [resources](#) to help assess the impact of engagement plans.

Oakland Unified School District has also advanced a [strong engagement model](#) to develop its Local Control Accountability Plan, which details program and spending priorities and is required under the state's Local Control Funding Formula. For example, it has established a unique process for electing students, parents, and community members to ensure representation from across the racially and socioeconomically diverse district.

School board and union contracts

- In **St. Paul, MN**, where there is a statewide community schools program, the president and members of the teachers' union identified the need to engage families and build more trusting relationships. They began conducting home visits using the [Parent Teacher Home Visit](#) model, designed to build trust and foster learning and sharing through authentic conversations between teachers and parents. Prior to home visits, participating teachers receive training by a parent-teacher team. The union successfully bargained to include home visits in its contract and conducted [1,600 home visits](#) in the 2016–17 school year. Following a round of home visits, the teachers debrief together and find ways to integrate parents' concerns into the contracts they negotiate with the district. A recent study by [RTI International](#) found that these kinds of home visits can be an effective strategy for increasing empathy and reducing negative biases from teachers toward parents, while also helping parents feel more confident about interacting with school officials.

City council/local government policies. City councils and city/county government agencies can also play a role in supporting family and community engagement in community schools. Related resolutions are often focused on intergovernmental collaboration, with an emphasis on partnering with the local school district as the entity directly responsible for overseeing community schools.

- In **San Pablo, CA**, the City Council's [resolution authorizing support for full-service community schools](#) (outlined in Chapter 2) describes community schools as places where stakeholders work to address the needs of students, families, and the community. The [City of San Pablo Community School Initiative](#) describes full-service community schools in this way: "School district, city, county, community and faith-based organizations, businesses, families, and philanthropists form a strong, deep and transparent partnership to jointly address the identified needs of students, families, and community in a comprehensive, integrated, and accountable way. They share leadership, work towards a common vision and agenda, and share responsibility for results." The centrality of such rich engagement in community schools demonstrates the collaborative nature of the initiative at the school and district levels.

__Mayoral leadership and resources.__ Mayoral support can also help to drive the local implementation of community schools and family and community engagement as an integral part of these efforts, as discussed in Chapter 2. Mayors can exert influence through budgetary proposals and by directing city government or local school district resources to support community schools (as in New York City).

- **New York City's Community School Strategic Plan** lays out the roadmap for the city to build and sustain its community schools (which total 227 in 2018). The guide provides a model framework, as it encompasses all four pillars of the community school model and lays out a funding strategy and a plan for system-building efforts. The plan supports strong family and community engagement, identifying parents and caregivers as "real and active partners" in their children's education and in building a stronger school community. Within the community schools initiative, the family and community engagement plan includes establishing a positive, culturally relevant school climate; fostering collaborative decision-making with broad participation from stakeholders; employing a strategy of family and community engagement with multiple possibilities and opportunities for participation; making the school a hub for families and community; and fully integrating the broader community and culture into the school through activities such as community tours and service provider fairs to share information on available resources. Finally, it encourages family and community engagement through the School Leadership Team (discussed in more detail in Chapter 6), which is a governing body at the

  > In New York City, parent and community organizations played a pivotal role in making education a key campaign issue in the 2013 mayoral election. The efforts of these organized parents and community members led to firm mayoral commitment to a citywide community school initiative. Because of their organizing and advocacy, these groups were positioned to support and challenge the district to implement the strategy effectively. The groups came together under the banner of the Coalition for Community School Excellence, which is comprised of over 40 Community-Based Organizations (CBOs), advocacy groups, and education organizations. The Coalition's stated priorities include ensuring that schools are using research-based instructional strategies that are coordinated with student supports; securing and communicating clear benchmarks for progress; ensuring that there are structures to support the schools; and building public support to sustain and expand the model by training and organizing parents and engaging elected officials. Working with the district's Office of Community Schools, the Coalition members support system-level responses to ideas and challenges that CBO staff experience in schools. This has led to improved relationships between principals and community school directors, more targeted supports for schools, and processes to improve implementation.

  school level that includes family and community members, as well as students.

District family and community-level engagement plans

- In **Albuquerque, NM,** the public schools have a [robust policy](#) that affirms that family and community engagement is critical to student success. It creates processes for collaborative decision making, includes capacity building to ensure meaningful engagement, and provides integrated supports for students and families. The [Family Engagement Collaborative](#) brings the New Mexico PTA together with a number of district departments, including Coordinated School Health; Counseling; Nursing; Curriculum and Instruction; Equity and Engagement; Student, Schools and Community Service Center; Family Engagement/Parent University Unit; and more. Charged with strengthening relationships and capacities with families, schools, communities, and district administration, using data for improvement, and expanding communication between entities, the Collaborative seeks to integrate school and district-level family engagement plans. These efforts, in conjunction with the [Parent University Leadership](#), which builds the capacity of families to support student learning and expand family engagement efforts at their school, support continuously improved engagement plans. Schools can improve their engagement plans through the [School Training for Engagement Planning](#) (STEP) workshops for school staff and administrators. In the STEP program, participants learn about best practices for family engagement, are supported in developing a comprehensive research and data-based plan and receive follow-up coaching and technical assistance to support implementation. The district also provides [tools and resources](#) for schools to use to assess their current practices and make goals for improved practice.

- In **Hartford, CT,** district leaders, together with community organizations and the Hartford Foundation for Public Giving, engaged more than 200 stakeholders to create a [Family and Community Engagement Plan](#) that includes implementing the community school model. In addition to the extensive consultation with community members and organizations, the plan relies on research, including Karen Mapp's Dual Capacity-Building Framework.[28] It advances educational equity by: (1) embedding family and community engagement into the core processes and day-to-day work of the district and schools; (2) identifying and promoting practices that connect families and partners to learning outcomes and goals of students; (3) fostering capacity- and trust-building and engagement of all stakeholders; and (4) advancing the shared commitment and investment of the entire community. While this is currently a local plan, supporters are working to expand it to the state level.

Implementation

High-quality implementation is a crucial determinant of positive program outcomes. High-quality programs do not happen by chance. They result from policy choices, resource allocations, and technical assistance that support both staff capacity and student participation. They also depend on active family and community engagement.

Characteristics of high-quality implementation

High-quality implementation is a crucial determinant of positive program outcomes. Family and community engagement efforts can be undermined by uncoordinated programs and competing priorities at both the school and district level. Improving the integration and coherence of such programs throughout the school and district, including providing needed professional development for teachers and school staff, can improve implementation. When done well, family and community engagement results in shifts in culture, beliefs, and practices.

- Staff and families have a greater sense of comfort and self-efficacy as they engage in partnership activities and work across different cultures.
- Staff are committed to working as partners with families and believe in the value of such partnerships for improving student learning.
- Families view themselves as partners in their children's education and support their children's learning.

The following characteristics of high-quality implementation draw from the U.S. Department of Education's [Dual Capacity Building Framework for Family-School Partnerships](#), which recommends practices that support the capacity of both families and school members to engage in partnership, rather than focusing exclusively on families.

1. School and district staff incorporate local knowledge from the communities they serve into community school practices and curriculum. These staff members must also be trained in and demonstrate cultural competency, so they can build trusting relationships with families and community members.

2. Families have easy access to information about student learning and how the school system works.

3. There are regular, consistent, and bidirectional channels of communication between families and school staff to make sure families know how their children are doing and are aware of school programs, events, and opportunities.

4. Parents have access to capacity-building opportunities to engage in advocacy and provide educational support for their children.

5. Staff and families have strong, cross-cultural networks built on trust and respect that increase their capacity to support students' development. These networks include family—teacher relationships, parent-parent relationships, and connections with community agencies and services.

6. Efforts to expand learning opportunities draw on the knowledge and opportunities of families and communities to develop rich opportunities for hands-on learning in schools and neighborhoods.

7. Schools include families and community members in decision making, planning, asset and needs assessments, evaluations, and implementations.

8. Integrated student supports are planned and executed with families and community members to ensure they meet needs and create regular opportunities for engagement.

9. Partner organizations that are trusted within the community are incorporated into the school by a full-time community school director.

Fourth Pillar: Collaborative Leadership and Practices

Collaborative leadership and practices, the fourth pillar of community schools, provides the relational "glue" that connects and reinforces the other pillars, making it foundational and critical for the success of a community school strategy. By developing a shared vision and goals and creating participatory practices for distributing responsibilities, a community school leverages the collective expertise of all of its stakeholders. In many schools, collaborative leadership and practices are central to the work of the professionals in the building—teachers, administrators, nonteaching staff, and union leaders. Examples of this include professional learning communities, site-based teams charged with improving school policy and classroom teaching and learning, labor-management collaborations, and teacher development strategies, such as peer assistance and review.[29]
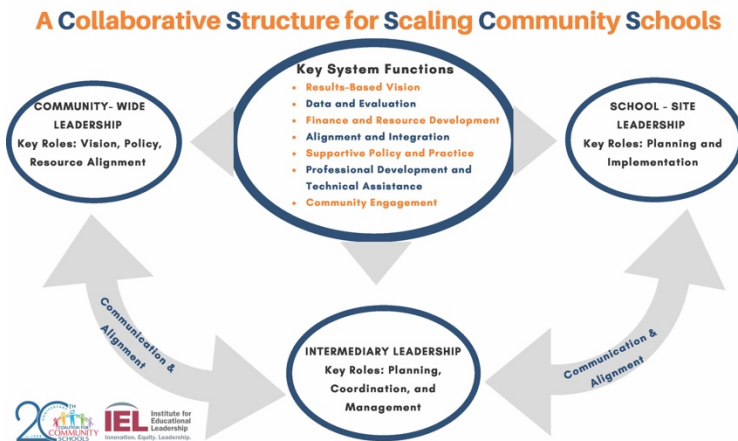
In community schools, collaboration and opportunities for shared leadership extend beyond staff to include students, families, community members and leaders of community-based organizations, local government agencies, and university partners.

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

Collaborative Leadership and Practices
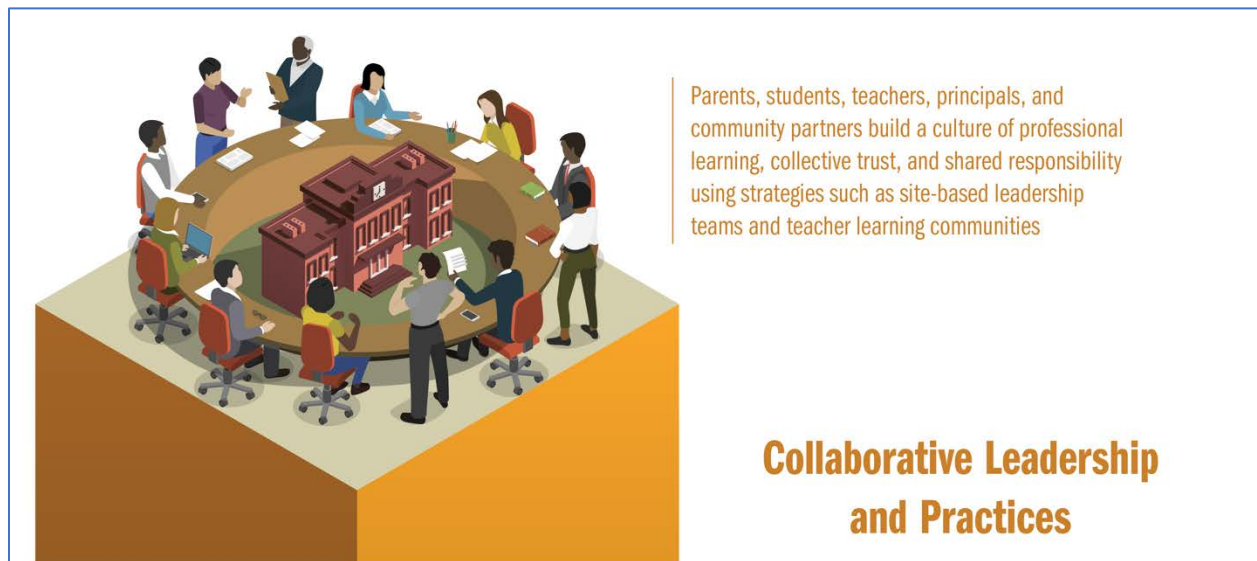
These expanded collaborations can take a range of forms, including: (1) school governance and program planning, such as responsibility for assessing school context and needs, resource distribution, and continuous improvement; (2) the coordination of services and supports; and (3) practices and systems to maintain constructive relationships between school staff and members of the community.

> In Lincoln, NE, each community school has a [School Neighborhood Advisory Council (SNAC)](#) that includes parents, youth, neighborhood residents, educators, community-based organizations, and service providers, reflecting the diversity of the surrounding neighborhood. The SNAC assists in planning, communicating, and overseeing school programs. Each [SNAC makes recommendations](#) for specific programs and activities, and the principal and community school director work together to make final decisions.

Collaboration at the district level is also central to successful implementation, especially in medium- to large-scale community school initiatives. Collaboration with families, community members, and local organizations in planning, implementation, and monitoring of initiatives pays big dividends. It improves district coordination of services and programs to best meet the needs of stakeholders, helps align communitywide goals and measures of success, and fosters strong and supportive relationships with partner organizations. For example, Multnomah County, OR, has expanded the community school strategy over the last 15 years to now include more than 80 schools in six districts. Dedicated county staff supervise and support the growth of the strategy at the system level, while nonprofit agencies, contracted and managed by the county, employ community school directors. The county has worked with nonprofit agencies to address an early childhood/school readiness component, including hiring a director to support school readiness activities across their community elementary schools.

Collaborative leadership and practices help ensure that implementation is inclusive, creates shared ownership of the work, and is tailored to address local needs based on local assets. With increased leadership among families and community members, schools are better able to serve as centers of community where everyone belongs, everyone works together, and our young people succeed.[30] The Coalition for Community Schools identifies collaboration among school staff, community partners, and families as a central component in its comprehensive community schools framework. It argues that collaboration is crucial to create the conditions necessary for all students to learn.[31]

Why Collaborative Leadership and Practices?

Collaborative leadership and practices in community schools can improve school climate, strengthen relationships, and build trust and a sense of collective capacity. Trusting relationships support school transformation by helping to create nurturing and

respectful environments in which caring adults, community members, and students see each other as united in working toward student success.[32] The trusting and supportive relationships built through collaborative practices also extend beyond the school site and contribute to the health and safety of the broader neighborhood.

Collaborative practices enable schools and communities to work together to strengthen and expand the curriculum and activities, such as through community-led, project-based, experiential, and service learning experiences inside and outside of the classroom. Partnerships among teachers, school staff, parents, and community members can also improve school conditions that directly affect student learning, such as creating a supportive and inclusive school climate or supporting more ambitious instruction.[33] Collaboration between teachers, their unions, and management that includes formal structures for shared decision making at the system level is also essential for school improvement efforts to be sustained and meaningful.[34]

Since 2015, the California Labor Management Initiative (CA LMI) has engaged union and district leaders to increase trust and build a sense of partnership and shared priorities. CA LMI convenes workshops, trainings, and conferences to foster strong relationships and collaborative learning among union leaders, district administrators, and school board members. Researchers linked this type of union-management collaboration to student achievement gains in six states following the same model. Schools with the highest levels of collaboration had roughly 12.5% more students performing at or above English Language Arts standards than schools with the lowest level of collaboration, when controlling for factors such as poverty, teacher experience, and school type. Additionally, high union-management collaboration rates corresponded with reduced teacher turnover, particularly in schools in high-poverty communities, with those at the top end of the collaboration distribution having similar retention rates as schools in low-poverty communities.

As educators and other school staff work with community members and families, they can make sure that the additional services and programs they provide are relevant and responsive to the needs and cultural practices of the community. Students and families, for their part, are more likely to access available resources when they have been part of the local needs and asset mapping. And, practically speaking, collaboration provides the additional human resources that schools require to offer this expanded range of activities.

Importantly, collaborative practices also extend leadership and power beyond site administrators to include teachers, school staff, parents, and community partners. By being more inclusive, these practices both improve the quality of the decisions being made and help prevent an unhealthy dynamic in which educators and other professionals see themselves as in charge of delivering services to families and communities, rather than as partners in creating a thriving school community and addressing social inequalities. Finally, collaboration can build community support for

public education, including the ongoing investments that are critical to sustaining and expanding a community schools initiative.

The Need is Great and Public Support is Strong

Collaboration in community schools can help identify and address issues and resources by engaging community knowledge, addressing gaps created by structural inequity, and providing opportunities for learning in communities. Broadly, collaboration is increasingly valued as an important 21st century skill.[35] With increased globalization, the need to work with people from different cultures and backgrounds to build common understanding and create solutions requires a creative and collaborative orientation.[36] The collaborative practices in community schools model and nurture these skills in students and reinforce their value and impact.

Collaborative leadership and practices are increasingly recognized as supporting improvement across many diverse sectors, including, nonprofits, business, and public leadership. As the world becomes increasingly more complex, diverse perspectives and knowledge are needed for all organizations to successfully improve practices and outcomes. By leveraging the leadership of all stakeholders, schools are better equipped to meet their needs and challenges.

Recent polls point to support for collaborative practices in schools. For example, a national poll conducted by the Center for American Progress found that 83% of respondents agreed or strongly agreed that teachers, school districts, and states should be involved in the development of academic standards. The public also recognizes the importance of students developing these skills. In the 2017 PDK Poll, for example, 82% of respondents said they want schools to help students be cooperative and develop interpersonal skills.

Policy Principles

The following principles, derived from research and the experience of successful schools, point to key elements of state and local policy that support schools in establishing collaborative leadership and practices:

1. Require principals, teacher leaders, and superintendents to engage in collaborative goal- setting and provide relevant resources and professional development to support these practices. Stakeholders benefit from having time to assess issues, set goals, examine relevant data, and plan collaboratively. Superintendents' collaborative goal-setting with relevant stakeholders (including central office staff, building-level administrators, and board members) is associated with improved student outcomes. Schools benefit from this broad-based input, as principals can best achieve success by enlisting the cooperation of others.[37]

2. Provide schools and districts with resources to support capacity-building of all stakeholders, which can result in fundamental contributions to school improvement.[38] This includes opportunities and supports for collective leadership development among parents, teachers, community members, principals, and other school staff.

3. Require school leaders to establish designated times and processes for ongoing stakeholder collaboration and leadership. These can include simple measures, such as establishing regular meetings for collaborative decision making, or more complex changes, such as creating new structures and specific roles for stakeholders to help sustain participation and leadership. For example, the Community School Standards recommend creating a representative site-based leadership team, including partners, families, staff, and representation of union and school administrators, to guide collaborative planning, implementation, and oversight.

4. Require that partnerships with community organizations reflect the diversity of the community. Principals and community school directors who actively engage diverse stakeholders, facilitate stakeholder interaction, and purposefully select faculty and staff to help maintain collaborative school cultures are better able to attract beneficial partnerships and garner continued political and financial support to sustain the community school strategy.[39]

5. Position the community school director as a key member of the school leadership team who shares authority and responsibility with the principal for monitoring the strategy and using data to inform change and improvement. Districts should provide professional development opportunities to build the capacity for practicing shared leadership among principals and superintendents. For example, UCLA's Principal Leadership Institute seeks to prepare educators to be social justice leaders who create democratic and culturally responsive learning environments, including building partnerships with families and community organizations.

6. Create mechanisms for systems-level collaborations between the district, city offices, community-based organizations, and other community partners to align and integrate the work of various agencies. This may include scheduling regular convenings of all the systems-level stakeholders to review community school operations, examine data, and explore areas for improvement in policy, practice, and procedures. Create Memorandums of Understanding (MOUs) between all initiative-level partners to articulate their relationships with the school district and each partner's roles and responsibilities.

7. Ensure sufficient and sustained funding for collaborative practices to create stability and prioritize resources to high-need schools.

Policy Types/Examples

Collaborative leadership and practices should be key elements of policies establishing and supporting community schools. Already, many states and localities have integrated collaborative practices into policies consistent with a community school approach. The following discussion and examples draw from the existing policies on collaborative leadership and practices—whether stand-alone or as part of a comprehensive community school approach. Below are examples of state and local policies that advance collaborative leadership and practices.

State Policies

At the state level, policy exemplars fall into three categories: 1) funding (either direct support or guidance regarding use of existing funding sources); 2) board of education resolutions; and 3) guidance regarding school improvement strategies. These policies were selected as exemplars because they include a definition of collaborative governance, attend carefully to implementation concerns, such as capacity development or the creation of physical spaces, and demonstrate a range of methods to support collaboration.

State funding and guidance. State legislation that provides funding for comprehensive community schools can include support for collaborative governance, whether it is enacted through a grant-based approach, as in Utah, or a formula-based approach enacted through the state budgeting process, as in New York. Funding mechanisms and guidance can include language to support collaboration, such as detailing the importance of convening planning teams that are broad-based and inclusive, and reinforcing that the planning itself should model the collaborative practices. Involving and aligning resources and programs from noneducational bodies such as Health and Human Services or the U.S. Department of Justice can also support and strengthen funding and guidance.

- In **New York State**, as outlined in Chapter 3, funds are being directed to support the implementation of community schools. This includes specific language to support collaborative practices at the school level. For example, the [$75 million in funding to support](#) the transformation of struggling schools provides that funding can be used to create a steering committee comprised of school and community stakeholders to guide and provide feedback on implementation. The funding also allows constructing or renovating spaces within school buildings to serve a variety of purposes, including adult education spaces, resource rooms, parent/community rooms, and career and technical education classrooms. This policy is strong both because of its explicit language about collaborative practices and the intentional allocation of resources—including physical spaces—to support new forms of collaborative leadership.

- In **Utah,** the state legislature passed [Senate Bill 67](#), establishing the Partnerships for Student Success Grant Program that dedicates $2 million to help improve schools serving low-income students by forming and sustaining community partnerships. The approach to collaboration, while not community school-oriented, is specific and includes multiple forms of collaboration on different processes and with various stakeholders. Through this grant, the state school board selects providers of leadership development trainings on a variety of topics, including building the capacity of school administrators to lead collaborative school improvement structures, such as professional learning communities. In order to be awarded a grant, each partnership must demonstrate its shared goals, outcomes, and measurement practices based on unique community needs and interests that are aligned with the state's 5- and 10-year plans to [address intergenerational poverty](#).

State board of education resolutions. State boards of education may issue a policy or resolution in support of collaboration in community schools, as was done in West Virginia. While these resolutions tend to be shorter and less detailed than legislation, they can help in expressing a state's support for collaborative governance and lay the groundwork for the development of more specific policy documents to follow at the state or local level. This approach does not, however, provide direct funding for community schools, which tends to be the most powerful policy lever to support meaningful change.

- The **West Virginia** [State Community Schools Policy](#), adopted in 2014 by the State Board of Education, defines and provides guidance for implementing and maintaining sustainable community schools. The document specifies that: 1) community schools should strive to engage the community; 2) community school leaders must seek and act on community input; and 3) community stakeholders should be involved in both developing and implementing the vision of the school. This policy is strong because it makes a clear and compelling case for the essential role of collaborative leadership.

Local Policies

These local policies were selected as exemplars because they include a comprehensive definition of collaborative practices, place an emphasis on broad-based local input into important school site decisions, define next steps for individuals or groups responsible for implementing the strategy, and lay out clear parameters regarding effective collaboration among different groups.

- In **Alameda County, CA, a** [Community School Framework](#) provides valuable support for the community school efforts in local school districts. In particular, the focus on coordination of various county agencies and departments and collaborative leadership structures at the county level—with bodies like the Alameda County Health Care Service Agency and the Office of Education—are essential for

successful implementation. In its Framework, the county states that it is "guided by the core belief that it will take commitment from a broad coalition—schools and school districts, city and county departments, nonprofits, students, families, neighbors, businesses, philanthropists, and political bodies—working together to build such a network of support." The Framework then articulates several collaborative elements and practices, including transformative leadership, capacity building, dynamic partnerships, a shared vision and goals, and the importance of schools' connections to the surrounding community, including being accessible beyond the school day.

- **The Baltimore City** Board of School Commissioners enacted a [Community School Strategy](#) that outlines the commitment of the Mayor of Baltimore and Governor of Maryland to sustain and grow the community school strategy in the city and across the state. The strategy includes language about engaging key stakeholders, developing partnerships with community organizations, providing access to school facilities, and the importance of collaboration. A district-level Community Schools Steering Committee, including key policymakers, school principals, community stakeholders, youth, funders, and advocates, creates the processes by which schools apply to become community schools, supports the community schools, and reports to the Board on progress and outcomes.

- In **New York City**, the Regulation of the Chancellor A-655 passed in 2010 defines a [School Leadership Team](#) (SLT) in every school. This team is responsible for developing the school's Comprehensive Educational Plan and deciding (by consensus) if the budget and policies of the school align with the plan. This team is comprised of 10 to 17 members, including students and a Community Based Organization (CBO) representative, and must have equal numbers of parents and staff. Every school develops its own set of [bylaws](#) with some districtwide requirements in place, such as the election of parent and staff SLT members by their own constituent group in a fair manner. The district provides resources and capacity development for SLTs, such as workshops and workbooks on Making Participation Meaningful and Shared Decision Making. The SLT approach aligns well with the Community School Initiative in New York City, which was won through sustained community organizing efforts and places a strong emphasis on school-level collaborations. In each school, a lead CBO works collaboratively with the SLT and the principal to assess, plan, and carry out the community school strategy. Additionally, each community superintendent must establish a District Leadership Team, comprised of teachers, parents, and administrators, which develops the District Comprehensive Educational plan in accordance with the Chancellor's annual goals.

  [New York City's Community School Strategic Plan](#) lays out the plan for the city to build and sustain community schools and explains how the initiative will employ innovative and silo-breaking ways of thinking, partnering, and acting. The plan

proposes a systems-building effort in which partners work to ensure a successful launch and implementation. Long-term success will also depend on the administration's ability to establish aligned city policies that support the growth and development of community schools. To ensure effective implementation, the plan details the following roles and guiding principles:

- o City Hall will ensure that city resources, partnerships, and policies will be leveraged to support community schools.
- o The Office of Community Schools will ensure that there is a clear alignment across all DOE offices.
- o The New York City Children's Cabinet will coordinate the planning, policy alignment, and integration of city agencies services through ongoing collaboration, communication, and data-sharing across all 23 cabinet agencies and mayoral offices.
- o The Community Schools Advisory Board will channel the expertise, energy, and ideas of outside individuals and organizations to inform policy and implementation.

Implementation

High-quality implementation is a crucial determinant of positive program outcomes. High-quality programs do not happen by chance. They result from policy choices, resource allocations, and technical assistance that support both staff capacity and student participation. They also depend on active family and community engagement, which is addressed in Chapter 5.

Characteristics of high-quality implementation

High-quality implementation is a crucial determinant of positive program outcomes. High-quality programs result from engaged stakeholders taking active roles in working together to improve their schools, supported by policy choices and resource allocations that build both staff capacity and engagement practices. Investments in capacity-building and professional learning opportunities improve the ability of all stakeholders to collaborate and engage in a process of continuous improvement.

The national Coalition for Community Schools and partners identify standards around collaborative leadership and practices as reflecting high-quality implementation:

1. Collaborative planning, implementation, and oversight are guided by a representative leadership team that includes students, families, teachers, other school staff, union representatives, the principals, community school directors, community partners, and community residents. This team can exist at the school, district, or state level.

2. The leadership team plays a decision-making role in the development of the school improvement plan, working toward both academic and nonacademic outcomes.

3. Principals work with the community school directors, partners, and staff to actively integrate families and community partners into the life and work of the school.

4. At all levels of decision making, stakeholders work together to create a shared vision and mission of student success that drives educators, families, and community partners in their planning.

5. Dedicated full-time community school directors lead the site-based needs and assets assessment, facilitate alignment of school, family, and community resources; are members of school leadership teams; facilitate communication between partners; and manage data collection.

6. School personnel and community partners are organized into working teams focused on specific issues identified in the needs and assets assessment.

7. Individual student data, participant feedback, and aggregate outcomes are analyzed regularly by the site leadership team to assess program quality and progress and develop strategies for improvement.

8. A strategy is in place for continuously strengthening shared ownership for the community school among school personnel, families, and community partners.

9. School personnel, families, unions, community partners, and leaders publicly celebrate successes and advocate for community schools within their organizations and across their communities.

10. Collaborative practices at the systems level engage all initiative-level partners, including the school district, city or county officials, children's cabinets, community partner organizations, and advocates. Partners meet regularly to discuss community school implementation, learn together based on varied experiences, and plan improvements in policies, practices, and procedures.

Section III: Resources You Can Use

Messaging: How to Communicate Effectively for Community Schools

Thanks to high-quality public opinion research like the 2017 PDK Poll, we know that there is strong support for key elements of community schools, such as medical and mental health services and after-school programs.

However, as in any public policy debate, there will be a need for you to describe your position and to persuade others to support it with you. The first step in effective persuasion is to begin from a point of agreement with the person you are communicating with, be it a colleague or a constituent. You should always speak in your own authentic voice, bolstered by your own experiences, but the content should be something like this:

> Every child should have the opportunity to achieve his or her dreams and contribute to the well-being of society. That's the central purpose of public education. Every neighborhood deserves a public school, and every community a public school system that truly delivers on that promise.

Once you've established that you're on the same side as your listener(s), explain the problem that you're proposing to solve:

> Every neighborhood and community is different. Not all families have access to the same level and breadth of resources. In well-resourced communities, regular access to vision care and dental health services are commonplace. These services are far less available to families in less advantaged communities, however. And children often pay the highest cost for these inequities. For example, without access to affordable vision care, a student in need of glasses can't read what the teacher is writing on the board. A nagging toothache makes it impossible to concentrate during lessons. Hunger, homelessness, or neighborhood violence also interfere with studies and attendance.

> These same children have boundless talents and dreams that go unexplored and undeveloped because they don't have access to enriching opportunities outside of school, which are also more available in well-resourced communities. One child may strive to be a novelist; another a pediatric surgeon; and another an architect. But they are less likely to have access to programs that explore these interests and talents. Some don't have anywhere to go to get help with homework. In such communities, children face overlapping real-world problems, and they can't do their best in school if their out-of-school issues go unaddressed.

Again, use your own knowledge and manner of speaking. The key, though, is providing examples that resonate with listeners. The more specific the examples, the more obvious the solution—community schools:

Community schools work with partners (like local government agencies and nonprofits) to provide comprehensive supports and opportunities that are carefully selected to meet the unique needs and interests of students and families, and that are rooted in the existing resources and knowledge of their particular neighborhoods.

In community schools, explicit attention to challenges children face—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—helps students to attend school and be ready to learn, setting them up for academic and life success. Deep engagement with families and community members helps to enrich curriculum and learning opportunities, which in turn reinforces community pride and a commitment to shared goals, all while strengthening the school. This approach is simple common sense and, in thousands of community schools, it works.

Community Schools are Built on Four "Pillars"

One way to describe the importance of the four key features of community schools and their interdependence is to use the metaphor of four pillars. Obviously, a structure that loses one of its pillars will crumble. Consider language like this:

A community school has four "pillars": (1) integrated student supports, such as health care, behavioral health, and dental services; (2) expanded and enriched learning time and opportunities, including lengthening the school day/year, offering after-school and summer programs and/or broadening the curriculum to include enrichment and community-based learning; (3) family and community engagement; and (4) collaborative leadership and practices, such as shared goal setting and decision making, among students, families, teachers, school staff, school/district administrators, and staff from community-based partner organizations.

These four pillars reinforce each other. Together, they ensure that students are engaged and that everyone in the school community feels welcome and supported. They also promote a culture of trust, respect, and collaboration between teachers and administrators and among all school staff, parents, and the broader community.

What makes the community schools strategy particularly effective is the integration of these four features (or pillars); the customization of services, supports, and practices based on the unique assets, needs, and collective vision of each school community; and a focus on advancing shared goals for student learning and success.

Talking Points

Choose from among the following talking points to support your outreach and communications efforts:

- Student success is impacted both by factors outside of school and by what happens in school. Schools need to address inequities in such areas as access to health care, stable housing, and affordable and healthy food, which are foundational to students' ability to learn.

- Community schools are a vital component of an equity strategy. They create the conditions necessary for students to thrive by focusing attention, time, and resources on a shared vision for student and school success. They also help make society more fair by investing in communities that have been marginalized by historical disinvestment.

- In community schools, educators work with local companies, nonprofits, and higher education institutions to offer students real-world projects that make learning more relevant and engaging. They build connections that can open the door to future opportunities.

- Because each community is unique, people seeking to implement a community schools strategy start by conducting a local assessment of needs and assets with staff, families, students, and community members. They then tailor the combination of programs and services to the needs, strengths, and priorities of their school and community. This collaborative approach builds support and sustainability for community schools and creates rich local opportunities for learning that draw on the strengths and knowledge of the surrounding communities.

- Community schools are efficient and cost-effective. They coordinate the delivery of services to avoid duplication and maximize student supports. Studies find that every $1 invested in a community schools strategy results in up to a $15 return to the community.

- Community schools provide students and families in low-income communities with the mix of services, supports, and opportunities that are already available to middle-class and affluent communities.

- To some, the fourth pillar of collaborative leadership and practices is a nice-sounding extra; in fact, it is absolutely essential. Only by working and leading together can families, school staff, and community partners identify and meet the unique needs of their students.

- Community schools are centers of flourishing communities where everyone belongs, works together, and thrives. They become hubs of their neighborhoods and communities, uniting families, educators, and community partners.

- Community schools are a time-tested, century-old strategy for connecting students to the services and supports they need to thrive. They are not a fad. What is new is the focus on this approach as a proven school improvement strategy.

- Community schools qualify as an [evidence-based](#) approach to improving chronically low-performing schools under the Every Student Succeeds Act (ESSA). Many states have identified community schools as an intervention strategy in their ESSA state plans.

Pillar-Specific Messages

Use these messages to reinforce the role of each of the four pillars in creating successful community schools:

Integrated student supports

- Millions of children face tremendous challenges outside of school, such as lack of stable housing, inadequate medical and dental care, food insecurity, and exposure to violence. These challenges have an adverse impact on their ability to attend school and be "ready to learn" every day.

- The impact of these challenges doesn't stop when students step onto school property. Students can't do their best inside the classroom if their basic needs aren't met outside the classroom. If a child needs glasses, has a toothache, or is hungry, for example, he or she won't put forth the best effort in class.

- By coordinating critical supports at the school site, community schools ensure the needs of students and families are met with minimal disruption to the school day. This, in turn, enables teachers to focus on instruction, knowing that there are other professionals attending to the nonacademic needs of their students.

Expanded and enriched learning time and opportunities

- Community schools are built on a foundation of powerful instruction that includes challenging academic content and supports students' mastery of [21st century skills](#) and competencies.

- Community schools provide opportunities for expanded and enriched learning time so students—particularly those who are struggling academically—have access to

tutors and other resources to support their academic success. These in-school programs—often delivered by nonprofit partner organizations—help level the playing field for students who don't readily have access to community-based or costly enrichment programs or personalized tutors.

- After-school, weekend, or summer programs offer children in less-advantaged communities the kinds of enriching experiences that are readily available in higher-income communities. Such opportunities can include community-based lessons and activities, in which students learn from people in their local areas and address real-world issues. These lessons provide rich, engaging, and meaningful opportunities for personal and community development.

Family and community engagement

- Trust is foundational to student and school success. Community schools build trust and partnership by attending to relationships among all school staff, students, families, and community partners. Students do better academically and socially when families and educators are working in partnership to improve learning opportunities and relationships at the schools.

- Community schools put special focus on reaching out to families who face barriers to engagement, such as those for whom English is not their first language. By providing translation services and multilingual staff, for example, community schools help these families feel more welcome and included.

- Community schools help to foster a shared vision for student success and then thoughtfully engage the community in making this vision a reality. Working in partnership with local organizations, community schools can tailor programs and practices to align with families' needs, from providing trainings in areas parents have identified as priorities to being open during evenings and/or weekends.

Collaborative leadership and practices

- Collaborative leadership provides the relational "glue" critical to the success of the other three pillars. By developing a shared vision, identifying collective goals, and creating participatory practices for distributing responsibilities, a community school leverages the expertise of all of its stakeholders.

- A shared commitment to collaborative leadership and practices creates opportunities for deeper, more trusting relationships between families and school staff and between teachers and administrators. These relationships strengthen the school's ability to work with family and community members to create meaningful learning opportunities for students by bringing the local knowledge of the community into the school. These relationships also can help make sure that the

supports and services address local needs. Deeper collaboration supports improved implementation of the entire strategy.

- Opportunities for collaboration and professional learning are key to supporting and retaining teachers. These and other elements of community schools can substantially increase teacher recruitment and retention, as well as improve the quality of instruction.[40]

Useful Facts and Statistics

The following facts and statistics shed light on the serious societal problems that community schools seek to address, as well as the potential promise of this approach.

Many children in our country are experiencing economic and housing insecurity.

- One in five children in the U.S. lives in a family with an income below the federal poverty level—$24,339 a year for a family of four in 2016—and in 2013 more than half of students in the U.S. qualified for free or reduced-price lunch at school.

- In 2015, 27% of African American and 24% of Latinx children were living in households where they could not count on having enough food for everyone in the family to lead an active, healthy life.

- In 2016, twenty-seven percent of children 18 and younger were living with a single parent, and 4% were living with neither parent. Also in 2016, roughly 437,000 children lived in foster care on a daily basis, with a total of 687,000 children in the foster care system that year. In 2015, 2.9 million children were being raised by grandparents.

- In 2017, nearly 115,000 children experienced homelessness, and 2.5% of elementary and secondary students were identified as homeless in 2015.

Americans support the involvement of public schools in addressing these challenges. Furthermore, the community schools approach offers an effective and fiscally responsible way to do so.

- According to a 2017 national poll, Americans strongly support "providing health services" and "mental health services in school" to students who don't have access to them elsewhere. There is also strong support for "after-school services."

- In a study of efforts to improve 12 Chicago elementary schools, researchers found that schools with strong "relational trust" were more likely to demonstrate marked gains in student learning.

- Community schools provide a social return on investment. According to one study of community schools in New York, every dollar invested in an elementary school delivered over $10 in social value, and every dollar invested in a middle school delivered nearly $15 in social value.

Answering Tough Questions

Q: Schools have enough work just providing students with academic instruction. Why should they also have to provide nonacademic services?

A: Students can only do their best in school if they have support for their basic needs. Community schools make it possible for families to access vital services that students need to thrive academically. Often such services and supports are not located nearby, or they are financially out of reach. Community schools don't shift responsibility to schools; they recognize challenges and provide a coordinated, close-to-home solution that minimizes disruptions to important class time. They work with community partners to add human and financial resources to schools so that teachers and students can make the most of important class time.

Q: Given limited financial resources, how can public schools take on the additional burden of financing community schools?

A: In an era of tight resources, community schools are a good investment. Many of the additional services provided already exist elsewhere, but they are not used as efficiently. When school and community resources are organized around student success, they are more efficient and effective at boosting educational outcomes and often don't use additional resources.

Q. How have community schools improved academic outcomes?

A. Research shows that community schools improve a range of student outcomes, including
academic achievement, high school graduation rates, and reduced racial and economic achievement gaps. They also increase attendance and students' engagement, reduce student behavior problems, and create more positive school climates—all of which are leading indicators of better student outcomes. This positive impact is not surprising, since community schools provide the opportunities, resources, and supports found in high-performing schools across the nation.

Q: If community schools are so effective, why aren't more schools and districts implementing this approach?

A: Actually, there are community schools in all regions of the United States and their numbers are growing fast. Thirteen states identified community schools as an

"evidence-based" improvement strategy for low-performing schools, and several large school districts, including Houston, Los Angeles, New York City, and Philadelphia, are advancing community school strategies. United Way chapters, higher education institutions, local public and private agencies, and community- and faith-based organizations are all stepping up to be part of community schools.

Q: What about *Communities in Schools*? Is that the same as a community school?

A: *Communities in Schools* is a national, nonprofit organization that partners with hundreds of schools to provide the integrated student supports pillar in schools. It can therefore exist harmoniously as part of a community school.

Q: What about *StriveTogether*? Is that the same as community schools?

A: *StriveTogether* is a national, nonprofit network of nearly 70 communities using a "collective impact" strategy to improve childhood outcomes from cradle to career. It creates local partnerships of nonprofits, schools, and businesses that work together by sharing data, aligning resources, and shaping policy. Although its focus is on whole communities, rather than individual schools, *Strive* networks can help create and support community schools.

Q: Can this strategy work in rural areas?

A: There are excellent examples of community schools in rural areas in several parts of the country. In New York State, for example, community schools in Massena and in Broome County have hosted visits from other states to serve as exemplars of how the community schools strategy can be adapted in rural areas. Many of Kentucky's Family Resource and Youth Services Centers are located in rural communities throughout the state. The Rural and Community Trust is an active advocate for expanding community schools in rural areas and can offer many other examples.

Model Legislation

Model State Community Schools Act

This bill is modeled after Minnesota Statute [124D.231](#), New York [S 3481](#), and Tennessee [Senate Bill 2393](#).

This model legislation provides funding for a competitive grant program to support the implementation of a community schools initiative. Two categories of grants are authorized: (1) planning grants; and (2) implementation and renewal grants. One-year planning grants enable local education agencies (LEAs) (the applicant), in partnership with the community and participating school(s), to prepare to apply for implementation grant(s) (i.e., conducting a needs and assets assessment(s) and drafting community school plan(s)). LEAs may bypass planning grants if prepared to apply directly for implementation grants. Implementation grants provide funding to transform schools into community schools in accordance with the four pillars approach found in the Learning Policy Institute and National Education Policy Center's research on effective community schools. Renewal grants are provided to sustain community school initiatives. The model legislation is not exhaustive. States may augment the bill to better contextualize the content or move some of the text into accompanying regulations or requests for proposals. Likewise, states may choose to change the structure of this bill, such as by creating a formula grant program or reprogramming and aligning existing funds.

SECTION 1. SHORT TITLE

This Act shall be called the "Community Schools Act."

SECTION 2. FINDINGS AND PURPOSE

(A) FINDINGS – The legislature finds that:

(1) Every child should be able to grow up and have the opportunity to achieve his or her dreams and contribute to the well-being of society. Every neighborhood deserves a public school that fully delivers on that promise.

(2) According to the most recent data, more than half of the nation's schoolchildren live in low-income households—meaning they qualify for free or reduced-price lunch, the highest proportion since this statistic began being documented over 60 years ago. As a result, some schoolchildren face more challenges than others in succeeding in school and in life.

(3) Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can do their best.

(4) According to a report from the Learning Policy Institute, the four key pillars of the community schools approach—integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices—promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning.

(5) Research shows that community school interventions can result in improvements in a variety of student outcomes, including attendance, academic achievement (including reducing racial and economic achievement gaps), and high school graduation rates, and meet the Every Student Succeeds Act standard of "evidence-based" approaches to support schools identified for comprehensive and targeted support and intervention.

(6) Research also shows that these programs offer a strong return on investment: Up to $15 for every dollar invested in community schools.

(B) PURPOSE – This law is enacted to support the successful implementation of effective community schools that provide all students with equitable access to a high-quality education.

SECTION 3. COMMUNITY SCHOOLS

(A) DEFINITIONS

(1) "Community school" means a public elementary or secondary school that includes all four of the following:

(a) Integrated student supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a community school director, which may include but are not limited to: medical, dental, vision care, and mental health services, or counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues.

(b) Expanded and enriched learning time and opportunities, including before-school, after-school, weekend and summer programs, which provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving and which may include, but are not limited to: art, music, drama, creative writing, hands-on experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

(c) Active family and community engagement, which brings students' families and the community into the school as partners in children's education and makes the school a neighborhood hub, providing adults with educational opportunities they want, including, but not limited to: English as a Second

Language classes, green card or citizenship preparation, computer skills, art, or other programs that bring community members into the building for meetings or events.

(d) Collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team, a community school director, and a communitywide leadership team and may include, but are not limited to: other leadership/governance teams, teacher learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

(2) "Community School Director" means a person who:
(a) Is a full-time staff member serving one eligible school;
(b) Is responsible for the identification, implementation, and coordination of integrated student supports, expanded and enriched learning time and opportunities, family and community engagement, and collaborative leadership and practices;
(c) Serves as a member of the school-based leadership team;
(d) Serves as the lead for the needs and assets assessment and community school plan described in Section 3(E); and
(e) Leads the needs and assets assessment and stakeholder-driven approach to problem-solving and continuous improvement.

(3) "Community School Initiative Director" means a person who:
(a) Aids implementation and coordination of Integrated Student Supports, Expanded and Enriched Learning Time and Opportunities, Family and Community Engagement, and Collaborative Leadership and Practice, when a local education agency has more than three eligible schools operating community school programs in its jurisdiction; and
(b) Provides support and guidance to Community School Directors.

(4) "Communitywide leadership team" means a team at the local education agency (LEA) level that is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal-setting for community school programs within an LEA. This team shall include representatives from the LEA, teachers, school leaders, students, and family members from the eligible schools, community members, system-level partners that include representatives from government agencies, relevant unions, nonprofit and other community-based partners, and, if applicable, the Community School Initiative Director.

(5) "Eligible applicant" means:
(a) An LEA; or
(b) At least one nonprofit organization that partners with an LEA with approval from the governing entity responsible for the LEA.

(6) "Eligible school" means a public elementary or secondary school that:
- (a) Has a student body where at least 40% of students are eligible for free or reduced-price lunch pursuant to the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); or
- (b) Has been identified for Comprehensive or Targeted Support and Intervention pursuant to Section 1111(c)(4)(D) of the Elementary and Secondary Education Act of 1965 or otherwise identified by the state as in need of additional support.

(7) "School-based leadership team" means a school-level team that is responsible for assessing that school's needs, developing its goals, selecting programming and services, and implementing the entire program. The Team shall be comprised of 12 to 15 people with no less than one-third parents or local residents and no less than one-third teachers and other school staff, as well as the principal, representatives of nonprofit organizations that serve the school, and, for secondary schools, students at the school. The leader shall be selected by the membership of the team.

(8) "Teacher learning communities" means a group of primarily instructional staff in an eligible school who are given common planning time to participate in ongoing decision making and planning that examine their practice and student performance to improve school policy and classroom teaching.

(B) INFORMATION AND TECHNICAL ASSISTANCE

The State Education Agency shall provide the following forms of technical assistance to LEAs:

(1) Distribute materials that describe the elements and advantages of community schools, including references to governmental and nonprofit reports;
(2) Assist any school district in forming a taskforce to study the creation and administration of community schools;
(3) Inform LEAs of the availability of grants authorized by this law, and provide technical assistance to eligible applicants in applying for such grants;
(4) Inform school districts of other sources of funding for community schools, including the federal Every Student Succeeds Act, and assisting school district efforts to secure such funding; and
(5) Facilitate effective coordination among state agencies in the deployment of resources and services such as health, nutrition, and other supports.

(C) GRANT AUTHORIZATION

The State Education Agency (SEA) is authorized to provide planning, implementation, and renewal grants to eligible applicants as follows:

(1) A 1-year planning grant of up to $X for each eligible school;

(2) Annual implementation grants of $X a year for a period of 3 years for each eligible school; and

(3) At the conclusion of the initial 3-year grant period, applicants with demonstrated success, as determined by the SEA's evaluation defined in Section G, may apply for a renewal grant of $X annually for each eligible school for up to 3 years.

(D) PLANNING GRANTS APPLICATIONS AND ACTIVITIES

(1) Eligible applicants shall submit an application to the SEA and shall include a description of the following:
   (a) The initial communitywide leadership team and the school-based leadership team(s) or the process that will be put in place to establish the teams;
   (b) The process and timeline for conducting a needs and assets assessment and community school plan for each eligible school as required by Section 3(E); and
   (c) If applicable, plans for hiring additional staff, providing additional compensation to existing staff, or the contracting of a nonprofit entity or entities that will help the eligible applicant apply for an implementation grant or grants.

(2) Eligible applicants shall make an assurance that the eligible applicant intends to apply for an implementation grant within 6 months of receipt of a planning grant.

(3) Planning grant funds shall be used for the following activities:
   (a) The establishment of—or continued support of—a communitywide leadership team and school-based leadership team or teams; and
   (b) Conducting a needs and assets assessment and crafting a community school plan for each eligible school as required under Section 3(E).

(4) Planning grant funds may be used for hiring additional staff, providing additional compensation to existing staff, or contracting with a nonprofit entity or entities to aid in the activities necessary to apply for an implementation grant.

(E) APPLICATION FOR IMPLEMENTATION AND RENEWAL GRANTS AND COMMUNITY SCHOOL PLAN. Eligible applicants shall submit an application for an implementation or renewal grant to the SEA and for each eligible school shall include:

(1) A needs and assets assessment that includes:

(a) Where available, and where applicable, student demographic, academic achievement, and school climate data, disaggregated by major demographic groups, including but not limited to race, ethnicity, English language proficiency, students with individualized education plans, and students eligible for free or reduced-price lunch status.

(b) Access to and need for integrated student supports as detailed in Sections 3(A)(1)(a) and 3(F)(1)(c).

(c) Access to and need for expanded and enriched learning time and opportunities as detailed in Sections (3)(A)(1)(b) and 3(F)(1)(d).

(d) School funding information, including federal, state, local, and private education funding and per-pupil spending, based on actual salaries of personnel assigned to the eligible school.

(e) Information on the number, qualifications, and stability of school staff, including the number and percentage of fully certified teachers and rates of teacher turnover.

(f) Active family and community engagement information, including:

    (1) Family and community needs based on surveys, information from public meetings, or information gathered by other means;

    (2) Measures of family and community engagement in the eligible school, including volunteering in schools, attendance at back-to-school nights, and parent-teacher conferences;

    (3) Efforts to provide culturally and linguistically relevant communication between schools and families; and

    (4) Access to and need for family and community engagement activities as detailed in Sections (3)(A)(1)(c) and 3(F)(1)(e).

(g) Collaborative leadership and practices, including a description of the communitywide leadership team; school-based leadership teams; teacher learning communities; and common planning time for educators.

(h) Opportunities for partnerships with nonprofit organizations, faith- and community- based institutions, institutions of higher education, including teacher preparation institutions, hospitals, museums, businesses, and other community entities that can partner with the eligible school.

(i) Community climate indicators, including housing instability, unemployment, poverty, jobs that offer a living wage, health indicators, youth employment, access to parks, environmental hazards, crime, and gang activity.

(2) A community school plan, which shall include a description of the following:

    (a) How the Community School Director and, as applicable, Community School Initiative Director will be expected to fulfill their responsibilities as described in Section (3)(A)(2) and Section (3)(A)(3);

    (b) The collaborative leadership and practices structures and strategies;

    (c) The integrated student supports, expanded and enriched learning time and opportunities, and active family and community engagement activities

that will be tailored to the needs and assets assessment under Section 3(E)(1) and provided in accordance with the activities specified in Section 3(F)(1);

(d) How the eligible school will provide culturally and linguistically relevant communication between schools and families;

(e) How the eligible school will establish and maintain partnerships with nonprofit organizations, faith- and community-based institutions, institutions of higher education, including teacher preparation institutions, hospitals, museums, businesses, and other community entities that will help implement and sustain the community school plan;

(f) How activities chosen will reinforce—and not be duplicative of—existing programs and activities at the eligible school; and

(g) If applicable, a description of the federal, state, local, and private funds that will be accessed.

(F) ACTIVITIES FOR IMPLEMENTATION AND RENEWAL GRANTS

(1) Programming, services, and activities in this section shall be tailored to school and community needs as identified in the needs and assets assessment and community school plan in Section 3(E). As a condition of receipt of funds, eligible applicants shall, for each eligible school:

(a) Provide a Community School Director and, as applicable, a district-level Community School Initiative Director to coordinate services across eligible schools;

(b) Establish or maintain a school-based leadership team and teacher learning communities, and, for the LEA, a communitywide leadership team; and

(c) Implement at least two of the following integrated student supports:

(i) Health services that may be based in the eligible school or provided in the community, including primary health, dental care, and mental health, including trauma-informed care;

(ii) Nutrition services, including providing additional meals or assistance in accessing food assistance programs;

(iii) Programs that provide assistance to students who have been chronically absent, suspended, or expelled:

a. Mentoring and other youth development programs;
b. Programs that support positive school climates;
c. Juvenile crime prevention and rehabilitation programs;
d. Specialized instructional support services;
e. Homeless prevention services;
f. Developmentally appropriate physical education;
g. Legal services, including immigration-related legal services;

h. Dropout prevention programs; and
i. Transportation services necessary for students to access integrated student support services, expanded and enriched learning time and opportunities, family and community engagement activities, or other services and activities identified to support the development of students.

(d) Implement expanded and enriched learning time and opportunities, which may include additional academic instruction, before- and after-school and summer learning programs, mentorship programs, job training, internships, apprenticeships, and service-learning opportunities, and provide time for the Community School Director, school staff, the school-based leadership team and others to plan, coordinate, and integrate these opportunities; and

(e) Implement at least two active family and community engagement strategies, which may include:

(i) On-site early childhood care and education programs; and

(ii) Home visitation services by teachers and other professionals;

(iii) Adult education, including instruction in English as a second language, GED, or credit recovery programs;

(iv) Job search and preparation services and career advancement activities;

(v) Legal services, such as help with green card or citizenship preparation;

(vi) Programs that aid family and community well-being, including accessing homeless prevention services; and

(vii) Programs that promote parental involvement and family literacy, provide volunteer opportunities, promote inclusion in school-based leadership teams; and empower and strengthen families and communities.

(viii) Provide other programming or services designed to meet school and community needs identified in the needs and assets assessment, that may also satisfy requirements in sections 3(F)(1)(c), 3(F)(1)(d), and 3(F)(1)(e).

(ix) Conduct an annual self-assessment based on information in Section 3(E) and make the results publicly available.

(2) Required activities shall not be duplicative of existing programs and activities.

(G) EVALUATION

(1) At the end of the initial 3-year grant period of an implementation award and every third year in which a renewal grant ends, each eligible school shall undergo an evaluation designed by the SEA. The evaluation shall include, at a minimum,

information in Sections 3(E)(1), 3(E)(2), and 3(F)(1), including the impact on academic achievement and opportunities, school climate information, integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement strategies, the collaborative leadership and practices in place, and changes in school spending information.

(2) By [DATE,] the SEA shall report to the Legislature and the Governor on the impact of the Community Schools Act and the grant program established therein. The report shall be made publicly available via the agency's website. The SEA shall provide data gathered (in the aggregate and disaggregate) pursuant to Section 3(E)(1) for each eligible school and present the data in such a manner that allows it to be easily searchable. As applicable, the SEA shall make recommendations to the legislature, governor, and public concerning possible revisions to the state's funding formula, particularly for the highest-poverty LEAs in the state.

(H) APPROPRIATION OF FUNDS

(1) The sums indicated in this section are appropriated from the general fund to the State Department of Education for the fiscal years designated for community schools under State Statute XXX.
FY:
FY:
FY:

(2) The SEA may set aside:
    (a) No more than X percentage of funds for informational and technical assistance for eligible applicants and eligible schools pursuant to Section 3(B).
    (b) No more than X percentage of funds for the evaluations required in Section 3(G).

Model School Board Resolution

WHEREAS, Every child should be able to grow up and have the opportunity to achieve his or her dreams and contribute to the well-being of society. Every community deserves public schools that deliver on that promise.

WHEREAS, According to the most recent data, XX percent of our district's schoolchildren, and in some of our schools as much as XX percent, qualify for free or reduced-price lunch—meaning they live in lower-income households. As a result, some schoolchildren face more challenges than others in succeeding in school and in life and need additional support.

WHEREAS, Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential.

WHEREAS, Because some families cannot afford to provide their children with enrichment opportunities and additional academic support outside of school, community schools play a vital role in ensuring that all students have access to the learning and enrichment opportunities that support their academic and life success.

WHEREAS, According to a report from the Learning Policy Institute, the four key pillars of an evidence-based community schools approach—integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices—promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning.

WHEREAS, Research shows that community school interventions can result in improvements in a variety of student outcomes, including attendance, academic achievement (including reducing racial and economic achievement gaps), and high school graduation rates.

WHEREAS, Research also shows that these programs offer a strong return on investment: Up to $15 for every dollar invested in community schools.

WHEREAS, Federal funding can be used to support community schools, and research demonstrates that community schools meet the standard under the Every Student Succeeds Act for "evidence-based" approaches to support schools identified for comprehensive and targeted support and intervention.

WHEREAS, The [DISTRICT] defines a community school as a school that includes each of the following:

(1) <u>Integrated student supports</u>, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a Community School Director, which may include, but are not limited to: medical, dental, vision care, and mental health services, or counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues;

(2) <u>Expanded and enriched learning time and opportunities</u>, including before-school, after-school, weekend and summer programs, which provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities that emphasize real-world learning and community problem-solving and which may include, but are not limited to: art, music, drama, creative writing, applied learning experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school's curriculum;

(3) <u>Active family and community engagement</u>, which brings students' families and the community into the school as partners in a student's education and makes the school a neighborhood hub providing adults with educational opportunities they want, including, but not limited to: English as a Second Language classes, assistance with immigration issues, computer skills, art, or other programs that bring community members into the building for meetings or events; and

(4) <u>Collaborative leadership and practices</u>, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team, a Community School Director, and a communitywide leadership team, and may include, but are not limited to: other leadership/governance teams, teacher learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

WHEREAS, The [DISTRICT] further defines a community school as a school that uses the following mechanisms:

(1) An annual needs and assets assessment of and by both school and community, including student demographic, academic achievement, school climate, and other relevant school- and community-level information, and a review of needs and assets in the following four areas: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices;

(2) A community school plan that sets forth how educators, school staff, and community partners will use and leverage all available assets to meet specific student and family needs in order to improve outcomes for students;

(3) A school-based leadership team that leads the annual needs and assets assessment and develops and oversees implementation of the community school plan. The team shall be comprised of 12 to 15 people with no less than one-third parents or local residents and no less than one-third teachers and other school staff, as well as the Principal, Community School Director, representatives of nonprofit organizations that serve the school or community, and, for secondary schools, students at the school; and

(4) A dedicated full-time "Community School Director" at each community school site whose primary job is to facilitate the development and implementation of the community school plan in collaboration with other members of the school-based leadership team.

Now, therefore be it

RESOLVED, The [DISTRICT] supports the successful implementation of effective community schools as an evidence-based strategy to provide all students with equitable access to a high-quality education and improved student outcomes;

RESOLVED further, That the [DISTRICT] will establish a communitywide leadership team to advise and assist staff in the preparation of an action plan outlining a proposed implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school transition process, after undergoing a school/community-based needs and assets assessment;

RESOLVED further, That the communitywide leadership team shall include representatives from district leadership (including, as applicable, representatives from the academic, facilities, student health, and family engagement departments), teachers, school leaders, students and families, and community members, as well as system-level partners that include representatives from government agencies, relevant unions, and nonprofit and other community-based partners;

RESOLVED further, That in the course of preparing its action plan, the communitywide leadership team must also engage extensively and collaborate with interested stakeholders, community members, parents, and students;

RESOLVED further, That the action plan will also include recommendations for:

(1) Sources of federal, state, local, and philanthropic funding that can be used to support community schools throughout the district, and an assessment of the additional funding or in-kind services that will be provided to each community school to support its transition to a community school;

(2) Collaboration across the full range of government agencies that create or influence institutional policies and practices across the entire service spectrum, including city, county, housing, health and human services, early care and education, and higher education;

(3) The optimal number of school sites for an initial cohort to undergo a community school transition, and the selection criteria for this initial cohort of community schools;

(4) A proposal to responsibly scale the number of community schools throughout the district;

(5) Mechanisms to ensure school sites are transparent in decision-making processes and accountable to community concerns; and

(6) Recommendations for evaluating the impact of the district's community school policy; and, be it finally

RESOLVED, That the staff shall form the communitywide leadership team within [X DAYS OR MONTHS] and ultimately present its findings, action plan, and recommendations to the Board of Education within [X DAYS OR MONTHS] of the passage of this resolution.

Model City or County Resolution in Support of Community Schools

WHEREAS, Every child should be able to grow up and have the opportunity to achieve his or her dreams and contribute to the well-being of society. Every community deserves a public school system that fully delivers on that promise.

WHEREAS, According to the most recent data, XX percent of [CITY'S/COUNTY'S] students, and in some of our schools as much as XX percent, qualify for free or reduced-price lunch—meaning they live in lower-income households. As a result, some students may face more challenges than others in succeeding in school and in life and need additional support.

WHEREAS, Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential.

WHEREAS, Some families cannot afford to provide their children with enrichment opportunities and additional academic support outside of school, community schools play a vital role in ensuring that all students have access to the learning and enrichment opportunities that support their academic and life success.

WHEREAS, According to a report from the Learning Policy Institute, the four key pillars of an evidence-based community schools approach—integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices—promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning.

WHEREAS, Research shows that community school interventions can result in improvements in a variety of student outcomes, including attendance, academic achievement (including reducing racial and economic achievement gaps), and high school graduation rates.

WHEREAS, Research also shows that these programs offer a strong return on investment: Up to $15 for every dollar invested in community schools.

WHEREAS, Federal funding can be used to support community schools, and research demonstrates that community schools meet the standard under the Every Student Succeeds Act for "evidence-based" approaches to support schools identified for comprehensive and targeted support and intervention.

WHEREAS, The [CITY/COUNTY] defines a community school as a school that includes each of the following:

(1) <u>Integrated student supports</u>, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a Community School Director, which may include but are not limited to: medical, dental, vision care and mental health services, or counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues;

(2) <u>Expanded and enriched learning time and opportunities</u>, including before-school, after-school, weekend and summer programs, which provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities that emphasize real-world learning and community problem-solving and which may include, but are not limited to: art, music, drama, creative writing, applied learning experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school's curriculum;

(3) <u>Active family and community engagement</u>, which brings students' families and the community into the school as partners in a student's education and makes the school a neighborhood hub providing adults with educational opportunities they want, including but not limited to: English as a Second Language classes, assistance with immigration issues, computer skills, adult literacy, art, or other programs that bring community members into the building for meetings or events; and

(4) <u>Collaborative leadership and practices</u>, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team, a Community School Director, and a communitywide leadership team and may include, but are not limited to: other leadership/governance teams, teacher learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

WHEREAS, The [CITY/COUNTY] further defines a community school as a school that uses the following mechanisms:

(1) An annual needs and assets assessment of and by both the school and community, including student demographic, academic achievement, school climate, and other relevant school- and community-level information, and a review of needs and assets in the following four areas: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices;

(2) A community school plan that sets forth how educators, school staff, government agencies, and community partners will use and leverage all available assets to meet specific student and family needs in order to improve opportunities and outcomes for students;

(3) A school-based leadership team that leads the annual needs and assets assessment and develops and oversees implementation of the community school plan. The team shall be comprised of 12 to 15 people with no less than one-third consisting of parents or local residents and no less than one-third consisting of teachers and other school staff, as well as the Principal, Community School Director, representatives of nonprofit organizations that serve the school or community, and, for secondary schools, students at the school; and

(4) A dedicated full-time "Community School Director" at each community school site whose primary responsibilities include leading the needs and assets analysis and facilitating the development and implementation of the community school plan in collaboration with other members of the school-based leadership team.

Now, therefore be it

RESOLVED, [CITY/COUNTY] supports the successful implementation of effective community schools as an evidence-based strategy to provide all students with equitable access to a high-quality education and improve student outcomes;

RESOLVED further, That [CITY/COUNTY] will establish the [CITY/COUNTY] Community Schools Task Force to advise and assist staff in the preparation of an action plan to support [X] schools within the [CITY/COUNTY] to transition to becoming community schools over the next [X] years;

RESOLVED further, That the [CITY/COUNTY] Community Schools Task Force shall include, but not be limited to, the following, or representatives of the following:

(1) The Mayor;
(2) The City Council;
(3) Each school district located within [CITY/COUNTY] (including, as applicable, representatives from the school district's academic, facilities, student health, and family engagement departments);
(4) Relevant [CITY/COUNTY] departments (including, as applicable, the Departments of Education, Children, Health, Housing and Homelessness, Juvenile Services, Youth and Community Development, Libraries, Workforce Development, Early Learning, Parks and Recreation, and Immigrant Affairs);
(5) Teachers;
(6) School leaders;
(7) Students and families;

(8) Community members; and

(9) System-level partners, including relevant unions, and nonprofit and other community-based partners.

RESOLVED further, That in the course of preparing its action plan, the [CITY/COUNTY] Community Schools Task Force shall also engage extensively and collaborate with interested stakeholders, community members, parents, and students;

RESOLVED further, That the action plan will also include recommendations for:

(1) Sources of federal, state, local, and philanthropic funding that can be used to support community schools throughout [CITY/COUNTY], and an assessment of the additional funding or in-kind services that will be provided to each community school to support its transition to a community school;

(2) Collaboration across the full range of government agencies that create or influence institutional policies and practices across the entire service spectrum, including city, county, housing, health and human services, early care and education, and higher education;

(3) The optimal number of school sites for an initial cohort to undergo a community school transition, and the selection criteria for this initial cohort of community schools;

(4) Where appropriate, a proposal to responsibly scale the number of community schools throughout [CITY/COUNTY];

(5) Mechanisms to ensure school sites are transparent in decision-making processes and accountable to community concerns;

(6) Recommendations for evaluating the impact of [CITY'S/COUNTY'S] community school policy; and, be it finally

RESOLVED, That the staff shall form the [CITY/COUNTY] Community Schools Task Force within [X DAYS OR MONTHS] of the passage of this resolution and present its findings, action plan, and recommendations to the City Council and the Mayor by [DATE].

Community Schools in ESSA State Plans

Hawaii
Date approved by DOE: 1/19/2018

Hawaii's ESSA Plan includes community schools as a potential evidence- and research-based strategy for school improvement. This discussion is included in a section about rigorous interventions for schools that fail to meet the state's exit criteria.

The plan also describes community schools' six-part strategic approach as: "1) Curricula that are engaging, culturally relevant, and challenging; 2) Emphasis on high-quality teaching, not on high-stakes testing; 3) Wraparound supports such as health care, eye care, and social and emotional services that support academics; 4) Positive discipline practices, such as restorative justice and social and emotional learning supports; 5) Authentic parent and community engagement; and 6) Inclusive school leadership." Pg. 63.

Study: Center for Popular Democracy, Coalition for Community Schools, and Southern Education Foundation, *Community Schools: Transforming Struggling Schools into Thriving Schools*, Feb. 2016, http://www.southerneducation.org/getattachment/471fe4d0-420b-46ce-bae2-b8453159bf76/Community-Schools-Transforming-Struggling-Schools.aspx.

Website: Coalition for Community Schools: www.communityschools.org

Illinois
Date approved by DOE: 8/30/2017

Illinois' ESSA Plan lists "Full-Service Community School Programs" as a use for Title IV, Part F funds to, along with several other initiatives funded under Title IV, "coordinate state-level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve outcomes of children living in the most distressed communities." Pg. 106.

The plan also explains that the Illinois State Board of Education "acknowledges the impact of the community school model as it embeds family engagement as a core pillar for school and student success. Community schools strengthen opportunities for schools and partners from across the community to come together to educate and support students and families in building thriving communities." Pg. 109.

Report: Linda Darling-Hammond, Song Bae, Channa M. Cook-Harvey, Livia Lam, Charmaine Mercer, Anne Podolsky, and Elizabeth Leisy Stosich, *Pathways to New Accountability Through the Every Student Succeeds Act* (Palo Alto: Learning Policy

Institute, 2016). https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

Maryland
Date approved by DOE: 1/16/2018

In describing the technical assistance the state will provide to each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, Maryland's ESSA Plan explains *the Four Domains for Rapid School Improvement: A Systems Framework (2017)* developed by the Center for School Turnaround at WestEd. The plan states that "[t]his framework embraces and expands the concept of community schools by identifying actions at the State, local school system, and school level for community involvement in school improvement." Pg. 39

Framework: The Center on School Turnaround. (2017). *Four Domains for Rapid School Improvement: A Systems Framework* (The Center for School Turnaround at WestEd), San Francisco, CA: WestEd. https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Massachusetts
Date approved by DOE: 9/21/2017

In the section discussing how the SEA will ensure that the unique educational needs of migratory children are addressed, Massachusetts' ESSA Plan explains that "[c]ollaborative efforts have been made to support migrant students['] transition from high school with school districts, community-based organizations, and local colleges." Community schools are listed as an example of a partnership established by the [Massachusetts Migrant Education Program] staff for not only this population but for all migrant students and parents." Pg. 104.

Minnesota
Date approved by DOE: 1/10/2018

Minnesota's ESSA Plan lists "Full Services Community Schools Grants" under "Other State Strategies to Improve Low-Performing Schools." The Plan explains that Full Service Community Schools is a state grant program "established in 2015 that provides funding to eligible schools to plan, implement and improve full-service community schools. The program prioritizes schools identified for improvement."

The plan further explains that "[a]dditional funds were allocated in 2016 for expansion of the program. The current funding has provided grants to 13 schools—four in round one and nine additional schools in round two. Full service community school grant

funds allow schools to partner with community agencies to provide on-site health and dental clinics, mental health services, family resource centers, college access information, out-of-school program information, and other family support services as outlined in Minnesota Statutes, section 124D.231." Pg. 22.

New Mexico
Date approved by DOE: 9/8/2017

New Mexico's ESSA Plan explains that the state's Public Education Department "will support community school models including community-based health centers in schools with the highest need. PED will continue to provide technical assistance to LEAs on how to leverage funds to provide services for students and families including families experiencing homelessness, migrant families and students in foster care. Additional social workers are provided to schools with high poverty rates to assist students and families and opportunities to provide truancy coaches are also available for schools." Pg. 141

New York
Date approved by DOE: 1/16/2018

Community schools are listed as an intervention for low-performing schools under a section about New York State Receivership Law. The plan explains that, under the receivership law,
"a school receiver has the authority to … convert schools to community schools providing wraparound services." Pg. 103.

Study: Sebastian Castrechini and Rebecca A. London, *Positive Student Outcomes in Community Schools*, (Center for American Progress and John W. Gardner Center for Youth and Their Communities, February 2012), https://www.americanprogress.org/wp-content/uploads/issues/2012/02/pdf/positive_student_outcomes.pdf.

Ohio
Date approved by DOE: 1/16/2018

In Ohio, community schools are referred to as "community learning centers," which is a type of "Student Support School" authorized under Ohio law. Ohio's ESSA Plan explains that "Any district school or community (charter) school is eligible to implement the community learning center model to become a Student Support School. Each school can identify the services it wants to provide based on student or community needs, such as school-based health centers, extended educational opportunities, early childhood development, parent resources, and college and career planning." Pg. 66.

Ohio's ESSA Plan also lists community learning centers as part of its Ohio Improvement Process, which is a "framework to establish systemic collaborative structures within

schools and districts designed to support development and implementation of a strategic improvement plan and focused goals." Also, the ESSA Plan explains that "[t]o assist schools and districts in educating the whole child, especially Ohio's most vulnerable students, the Department will develop and share information regarding implementation of community learning center models." Pg. 52.

[Pennsylvania](#)
Date approved by DOE: 1/16/2018

Pennsylvania's ESSA Plan extensively discusses community schools. Pennsylvania's Vision for Public Education, as described in the ESSA Plan, includes a community schools initiative. The plan cites the community schools model as an example of an "evidence-based initiative that bring[s] together school and community resources to meet the needs of the whole child and address non-academic barriers to academic achievement." The plan explains that "State policy and resources" should support such initiatives. The plan also states that PDE "will work with the PA Community Schools Coalition to identify and support best practice activities in professional development, advocacy, stakeholder engagement, governance, and communications." Pgs. 4–5, 99–100.

Additionally, the plan includes a spotlight on three site-based examples of community schools initiatives throughout the state: Lancaster (cited as an example of building systemic grassroots partnerships and structures), Lehigh Valley (cited as an example of leveraging national leadership to promote communitywide collective impact), and Philadelphia (cited as an example of university-assisted model and citywide community schools). Pg. 101.

Report: *Community Schools: A Whole-Child Framework for School Improvement*, Institute for Educational Leadership and Coalition for Community Schools, April 2017, http://www.communityschools.org/assets/1/AssetManager/Community-Schools-A-Whole-Child-Approach-to-School-Improvement.pdf.

Policy Brief: D. Jenkins and M. Duffy, *Community Schools in Practice: Research on Implementation and Impact*, Research for Action, January 2016, https://files.eric.ed.gov/fulltext/ED570123.pdf.

[Tennessee](#)
Date approved by DOE: 8/30/2017

Tennessee's ESSA Plan lists the community school model as a strategy for parent and community engagement, though one that the state appears to be still exploring rather than currently implementing. The plan explains that the Tennessee Department of Education "will explore the scope and cost of partnering with an external entity or

develop its own model for the development and expansion of community schools across the state, particularly in Priority schools who often have a greater need for additional student support and wraparound services." The implementation timeline is "to be determined," and the funding source is listed as "Title I (including Consolidated Administration and school improvement funds) and State dollars if expanded to Focus schools." Pg. 174

[West Virginia](#)
Date approved by DOE: 1/10/2018

West Virginia's ESSA Plan lists community schools as an example of a "recommended universal intervention" that the West Virginia Department of Education supports as a way of improving school conditions for student learning. Specifically, the plan states that "[t]he WVDE will continue to promote the Community Schools Framework (encompassing Communities in Schools) in any public school that serves PreK-12 students and participates in a community-based effort to coordinate and integrate services through partnerships with community-based organizations. The Community Schools Framework is both a service location and a set of partnerships between the school and other community resources. The integrated framework focus[es] on academics, health and social services, youth and community development and community engagement leading to improved student learning, stronger families and healthier communities." Pg. 52

[Wisconsin](#)
Date approved by DOE: 1/16/2018

Wisconsin's ESSA Plan lists community schools as a "more rigorous intervention" for schools needing improvement. The plan explains that the state will provide "[a]dditional requirements and supports, based on the needs assessment and improvement plan," and lists community schools as an example of "expanded educational design … promoting multiple means of access, assessment, and engagement, more instructional time, positive school climates, and family and community engagement." Pg. 52–53.

Implementation Resources

Chapter 2—Policies that Advance Community Schools

- [Building Community Schools: A Guide for Action](#), National Center for Community Schools
- [Community School Standards](#), Coalition for Community Schools
- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#), Learning Policy Institute
- [Community Schools: A Whole-Child Framework for School Improvement](#), Coalition for Community Schools
- [Community Schools: Problem Solving Machines, Roosevelt Middle School Case Study](#), Center for Popular Democracy
- [Community Schools: Resources](#), American Federation of Teachers
- [Community Schools: Transforming Struggling Schools into Thriving Schools](#), Center for Popular Democracy
- [ESSA Resources](#), Coalition for Community Schools
- [Leading with Purpose and Passion: A Guide for Community School Directors](#), National Center for Community Schools
- [Partnerships, Not Pushouts—A Guide for School Board Members: Community Partnerships for Student Success](#)
- [Scaling Up School and Community Partnerships](#), Coalition for Community Schools
- [The Six Pillars of Community Schools Toolkit](#), National Education Association
- [Transforming Schools Revitalizing Neighborhoods: A Guide for Resource Coordinators](#), Cincinnati Public Schools Community Learning Centers
- [What the Four Pillars of Community Schools Look Like in Action](#) (Infographic), Learning Policy Institute

Chapter 3—First Pillar: Integrated Student Supports

- [Building Community Schools: A Guide for Action](#), National Center for Community Schools
- [Community School Standards](#), Coalition for Community Schools
- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#), Learning Policy Institute
- [Leading with Purpose and Passion: A Guide for Community School Directors](#), National Center for Community Schools
- [Making the Grade: A Progress Report and Next Steps for Integrated Student Supports](#), Child Trends
- [National Evaluation: Five-Year Summary Report](#), Communities in Schools
- [Policy Brief: Principles of Effective Practice for Integrated Student Support, City Connects](#), City Connects
- [Wraparound Replication Cookbook](#), School and Main Institute

Chapter 4—Second Pillar: Expanded and Enriched Learning Time and Opportunities

- [Continuous Quality Improvement in Afterschool Settings: Impact Findings from the Youth Program Quality Intervention Study](#) (Executive Summary), David P. Weikart Center for Youth Program Quality
- [Expanded Learning Time: Expectations for Implementation](#), Mass 2020 and Massachusetts Department of Elementary and Secondary Education
- [Financing Expanded Learning Time in Schools: A Look at Five District Expanded-Time Schools](#), National Center on Time & Learning and The Wallace Foundation
- [Governance Structures for City Afterschool Systems: Three Models](#), The Wallace Foundation
- [Growing Together, Learning Together: What Cities Have Discovered About Building Afterschool Systems](#), The Wallace Foundation
- [Quality Standards for Expanded Learning](#), California Department of Education, Afterschool Division, and the California Afterschool Network
- [Time Well Spent](#), Partnership for Children and Youth

Chapter 5—Third Pillar: Active Family and Community Engagement

- [A Dual Capacity-Building Framework for Family-School Partnerships](#), Partners in Education
- [Best Practices in Local Control Funding Formula (LCFF) Implementation: Developing a Culture of Authentic Parent Engagement and Shared Decision Making](#), Californians for Justice
- [Community Schools: Transforming Struggling Schools into Thriving Schools](#), Center for Popular Democracy
- [Early Childhood Community School Linkages: Advancing a Theory of Change](#), John W. Gardner Center for Youth and Their Communities and Institute for Educational Leadership
- [Effective Family and Community Engagement Strategies](#), Hanover Research for LEAD Connecticut
- [Engaging Families and Community Partners for Equity and Excellence: 2015–2020 Action Plan](#), Hartford Public Schools
- [Family Engagement Toolkit](#), Oakland Unified School District
- [Handbook on Family and Community Engagement](#), School Community Network
- [Keeping Students at the Heart of LCFF: Student Engagement in Year One of LCFF](#), Californians for Justice
- [Patterns of Practice: Case Studies of Early Childhood Education & Family Engagement in Community Schools](#), Institute for Educational Leadership
- [The Head Start Parent, Family, and Community Engagement (PFCE) Framework; Promoting Family Engagement and School Readiness from Prenatal to Age 8](#), U.S. Department of Health and Human Services, Office of Head Start
- [Tools and Resources for Schools](#), Albuquerque Public Schools
- [Transforming Schools Revitalizing Neighborhoods: A Guide for Resource Coordinators](#), Cincinnati Public Schools Community Learning Centers

Chapter 6—Fourth Pillar: Collaborative Leadership and Practices
- [Building a Leadership Team](#), Coalition for Community Schools
- [Community School Standards](#), Coalition for Community Schools
- [Family Leadership, Governance and Site Planning Toolkit](#), San Francisco Unified School District
- [National Standards for Family School Partnerships](#), National PTA
- [Partnership Effectiveness Continuum: A research-based tool for developing, assessing, and improving partnerships](#), Education Development Center
- [Principles of Effective Partnerships](#), Center for Community Schools
- [Scaling Up School and Community Partnerships](#): The Community Schools Strategy, Coalition for Community Schools
- [School Leadership Teams Overview](#), New York City Department of Education
- [Shared Use for Schools](#) (Multiple Resources), Safe Routes to School National Partnership

About The Partnership for the Future of Learning

The **Partnership for the Future of Learning** is a national network dedicated to an affirmative, equitable, evidence-based vision of a racially-just remodeled public education system. This playbook makes available research and tools to create a future of learning together, for all of us.

[1] Rogers, J. S. (1998). Community schools: Lessons from the past and present; Kirp, D. L. (2011) Kids first: Five big ideas for transforming children's lives. New York: Public Affairs. Note that while this kind of help is especially beneficial to poor children, who otherwise do without, middle-class families would also benefit from the after-school and summer activities; what's more, having a clinic on the premises means that a parent doesn't have to leave work for their child's doctor's appointments.

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[6] Child Trends describes integrated student supports this way: "Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students' needs and integration of the ISS program into the life of a school." Moore, K. A., & Emig, C. (2014). *Integrated student supports: A summary of the evidence base for policymakers* (white paper) Bethesda, Maryland: Child Trends.

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