



December 2006—Special Edition: Community Schools

“To address the continuing reality of the achievement gap, education and community leaders must work together. This is precisely what is happening in places that are embracing the community school approach.” *Martin Blank, Director, Coalition for Community Schools.*

The *Extended Learning Opportunities Network* e-newsletter (ELON) is a monthly publication from CCSSO that provides timely information, research, and resources to support our members in expanding and sustaining high quality Extended Learning Opportunities (ELOs) to students in need of them. ELOs are initiatives that provide safe, structured environments for students outside the regular school day. ELOs include before- and after-school programs; Saturday, weekend, and summer programs; extended day/year initiatives, distance learning, and early education initiatives.

IN THIS ISSUE...

Publications/Reports

The Finance Project. ***A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives***

Association for Supervision and Curriculum Development. ***All Together Now: Sharing Responsibility for the Whole Child***

The Children's Aid Society. ***Building a Community School***

Coalition for Community Schools. ***Community and Family Engagement: Principals Share What Works***

Edutopia. ***Community at the Heart of School***

Coalition for Community Schools. ***Community-Based Learning: Engaging Students for Success and Citizenship***

Southwest Educational Development Laboratory. ***Emerging Issues in School, Family, & Community Connections***

American Association of School Administrators. ***Extended School Day***

Coalition for Community Schools. ***Growing Community Schools: The Role of Cross Boundary Leadership***

Coalition for Community Schools. ***Making the Difference: Research and Practice in Community Schools***

KnowledgeWorks Foundation and American Architectural Foundation. ***Schools as Centers of Community: John A. Johnson Achievement Plus Elementary School***

American Association of School Administrators. ***School-Community Partnering***

Edutopia. ***The Power of Partnerships***

Tools You Can Use...

Grants and Other Opportunities...

In the News...

Publications and Reports...

The Finance Project. ***A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives*** – This guide provides information on creating and maintaining public-private partnerships to support and improve out-of-school time and community school initiatives. It also identifies challenges to developing these types of partnerships. Using lessons learned from local, state, and national models, it presents a framework to developing successful partnerships by identifying the following basic principles:

- define a vision or mission with clear goals
- aim to achieve positive results and regularly measure their progress towards goals
- involve families and include them when developing programs and services
- engage stakeholders in the initial planning and draw members from a broad range of perspectives, resources, and expertise
- involve powerful champions and make their initiatives visible to the public
- establish clear governance structures that define partner roles and responsibilities
- be flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources
- enable all partners to benefit by drawing on their strengths and contributions
- work to maintain momentum and to sustain their work over time
- form relationships and support the work of other organizations and efforts focused on related goals

The guide is available at:

<http://www.financeproject.org/Publications/ostpartnershipguide.pdf>

Association for Supervision and Curriculum Development. ***All Together Now: Sharing Responsibility for the Whole Child*** – This paper designed for the Commission on the Whole Child presents the argument of how schools and communities, working together, can develop an environment that educates and meets the needs of the whole child. It considers and explores answers to the following questions:

- What are the conditions that foster the development of the whole child?
- Who is responsible for creating these conditions?
- What does it take to build and foster these conditions?

This report is available at:

<http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf>

The Children's Aid Society. ***Building a Community School*** – This manual presents information and tools necessary to create effective community school partnerships. It outlines strategies for building and sustaining community school partnerships, planning a community school program, and funding those efforts. Detailed overviews of the programs in New York City reveal the following "key ingredients" contributing to the positive outcomes evidenced in community schools managed by the Children's Aid Society:

- the school's core instructional program is strong and effective, making education the primary goal
- there exists an active partnership where all members make a long-term commitment to share decision-making power, a common mission, and mutual goals
- a high level of parent and community involvement is present that encourages participation among students, their families, and community members
- before- and after-school programs that are instructional, hands-on, and support the classroom learning objectives are available to those that need them

This manual is available at:

<http://www.childrensaidsociety.org/media/file/Complete.Manual.pdf>

Coalition for Community Schools. ***Community and Family Engagement: Principals Share What Works*** – This report presents community engagement strategies for school principals on developing and sustaining a community school. It identifies comprehensive community schools that embody the following conditions for learning:

- a core instructional program that includes a challenging curriculum, qualified teachers, and high standards and expectations for students
- students are motivated and engaged in learning—both in school and in community settings, during and after school
- the basic physical, mental, and emotional health needs of young people and their families are recognized and addressed
- there is mutual respect and effective collaboration between families and school staff

- community engagement and school efforts promote a school climate that is safe, supportive, and respectful and that connects students to broader learning community
- early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development

Interviews and focus groups indicate principals developing the conditions for learning in their schools depend heavily on the support and resources of their community partners. Findings suggest six community engagement strategies:

- incorporating the interests of all members of the school and community, creating a school vision with goals and objectives
- inviting community members to share resources and work deliberately with staff, families, and the community to reach objectives
- learning about the community and listening to the needs of the families
- defining diversity as a strength and creating opportunities for conversations about issues related to race and class
- engaging all types of community groups and creating a political will to support school efforts by using stories and data
- fostering partnerships that align to the school vision, regularly assessing progress, and focusing on long-term sustainability

This report is available at:

<http://www.communityschools.org/index.php?option=content&task=view&id=46&Itemid=49>

Edutopia. ***Community at the Heart of School*** – This article highlights community school, Public School 5 in New York City. Responding to the specific needs of its community, the school provides a multitude of services from 7:45 a.m. to 8:45 a.m. during the week. Services include an onsite medical and dental clinic and programs that focus on adult education, summer learning, and extended day. The school stays informed of the community needs to provide services and develop programs that are meaningful and relevant. It does so directly from its residents and by watching trends and legislation.

This article is available at:

<http://www.edutopia.org/390>

Coalition for Community Schools. ***Community-Based Learning: Engaging Students for Success and Citizenship*** - In order for students to meet high standards, they must fully engage in learning that connects them to the real world. This report details how community-based learning easily links academic standards and the larger world for all students. With an emphasis on community-problem solving, this report highlights six approaches to community-based learning: academically based community service, civic education, environment-based education, place-based learning, service learning, and work-based learning. These six methods work from a basic core set of five traits:

- Meaningful Content

- Voice and Choice
- Personal and Public Purpose
- Assessment and Feedback
- Resources and Relationships

Brief examples from urban, rural and suburban communities are described throughout the report to provide a further in-depth examination of how these traits culminate the approach to community-based learning.

The benefits extend far beyond the classroom creating positive outcomes for students and their communities. Evaluations show growth of student engagement in learning, academic achievement, a greater desire to career plan, positive social interactions, and improved awareness of diversity and civic responsibility.

This report is available at:

<http://www.communityschools.org/CCSDocuments/CBLFinal.pdf>

Southwest Educational Development Laboratory. ***Emerging Issues in School, Family, & Community Connections*** – This report examines issues related to family and community connections with schools based on a synthesis of more than 160 research publications. Findings reveal challenges related to clarifying the goals and underlying assumptions, measuring outcomes, and advancing a research base in this field. The report identifies best practices and indicates research needs to build conclusive evidence about how connections create positive outcomes. Recommendations include:

- working towards creating a “common language” that will support future research and practice that is clear and achieves intended results
- exploring new methods of research that will capture the different effects of the interactions between schools, families, and communities
- improving the quantity and quality of the research available

This report is available:

<http://www.sedl.org/connections/resources/emergingissues.pdf>

American Association of School Administrators. ***Extended School Days*** – This article featured in *The School Administrator* discusses the expansion of after school programming in school districts. A review of research reveals a movement of an increase in the quality of programs developed for students. Programs offer a wider range of options for students built around their interests.

This article is available at:

<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3480>

Coalition for Community Schools. ***Growing Community Schools: The Role of Cross Boundary Leadership*** – This report explores how cross-boundary leadership is shaping community schools. It examines the leadership efforts in 11 diverse sites to share strategies to creating and sustaining community school initiatives. The sites profiled in this report are led by individuals crossing traditional barriers to leverage partnerships and resources. These

leaders operate at every level in the local government, schools, businesses, and organizations. Findings indicate the following common strategies to scaling up and sustaining community school initiatives:

- developing diverse funding sources
- changing policy and practice to foster the conditions for learning in community schools through technical assistance and professional development
- collecting evidence of student and family success
- building broad-based public support

This report is available at:

<http://www.communityschools.org/index.php?option=content&task=view&id=45&Itemid=60>

Coalition for Community Schools. ***Making the Difference: Research and Practice in Community Schools*** – This report focuses on the community schools approach. It asserts that community schools develop partnerships between schools and communities to create an integrated focus on academics, services, supports, and opportunities. They are centers of the community that are open to everyone. The report outlines the advantages and uses research to discuss how community schools create conditions that will ensure student success. It reports on 20 community school evaluations to collectively find improvements in student learning, family engagement, school effectiveness, and community vitality. According to the report, advantages to the community schools approach include

- leveraging services and programs that address issues outside of the classroom that affect student learning including: family mobility, violence, and unsupervised out-of-school time
- supporting students' intellectual, physical, psycho-emotional, and social development
- enabling students, their families, and community residents to build social capital

This report is available at

<http://www.communityschools.org/mtdhomepage.html#download>

KnowledgeWorks Foundation and American Architectural Foundation.

Schools as Centers of Community: John A. Johnson Achievement Plus Elementary School – This video and discussion guide provides an overview of the successes of the John A. Johnson Achievement Plus Elementary School. These resources are intended primarily for stakeholders who are interested in the following:

- engaging the public in the process of planning and designing new or renovating existing school facilities
- creating ways to use community resources and services more effectively
- enhancing the relationship between schools and communities
- learning more about leading-edge thinking in school design

The video and guide are intended to be discussion tools: they include techniques, suggested ground rules, and troubleshooting ideas should

stakeholders encounter challenges in the process of developing a community school.

The video and discussion guide are available at:

http://www.kwfdn.org/resource_library/resources/sacc_video_guide.asp

American Association of School Administrators. ***School-Community Partnering*** – This article in *The School Administrator* discusses the different approaches to developing successful school-community partnerships. Drawing from real examples in Missoula, Montana; Tukwila, Washington; and Central Falls, Rhode Island; it demonstrates programs utilizing school-community partnerships to create conditions in schools that support student learning. School-community partnerships developed to meet the specific needs of its school and community may take on multiple forms that include:

- providing a gamut of social services to address the barriers affecting students outside the classroom
- remediation, test taking skills, homework help, and one-on-one tutoring to respond to the demands to raise student achievement and student test scores
- offering enrichment and youth development activities to increase students' self-esteem, decision making skills, citizenship, interpersonal skills, etc.

The article is available at:

<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3473>

Edutopia. ***The Power of Partnerships*** – This online video and article showcases the full-service community school, Intermediate School 218 in New York City. The school is organized and managed through a partnership between the New York City Board of Education and the Children's Aid Society of New York City. This partnership enables the school to address students' academic, health, nutrition, emotional, and developmental needs by providing services and programs that include:

- a free health clinic where medical professionals dispense antibiotics and keep students up-to-date on their immunizations
- organized group sessions facilitated by social workers that focus on issues that include anger management and self-esteem
- enrichment and remediation activities such as dance, bike building, and homework help

The school's medical professionals, social workers and educators work together to make sure students are healthy and stay in school.

The online video and article is available at:

http://www.edutopia.org/php/article.php?id=Art_1005&key=189

Tools You Can Use...

Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships

This tool from the Northwest Regional Educational Laboratory contains forms, worksheets, and activities that assist stakeholders in creating, building and sustaining school-family-community partnerships. The tool enables teams of students, family members, and school staff to work towards producing a design action plan with objectives that include

- producing meaningful involvement
- creating effective school-family-community partnerships
- involving a wide variety of participants
- showing how activities affect student achievement
- working more closely with partners in the success of the school
- advertising successes
- involving partners in the problem-solving and decision making processes of the school

It encourages teams to use a “backward design” as introduced by Grant Wiggins and Jay McTighe. The steps include 1) identifying desired results; 2) determining acceptable evidence; and 3) planning activities.

This tool is available at:

<http://www.nwrel.org/partnerships/cloak/booklet-one.pdf>

SEDL’s Interactive Strategy Briefs: Modules for Community and Family Involvement in Schools

This online tool from the Southwest Educational Development Laboratory contains three interactive strategy briefs available in English and in Spanish. The modules introduce participants to the existing types of family and community connections and presents research based strategies to plan and develop effective community involvement in schools.

This tool is available at:

<http://www.sedl.org/learning/>

Tools for Creating Parenting-Rich Community

This online tool from the Child Welfare League of America presents three design guides for parents with children ages 0-5, 6-12, and 13-20. Each design guide contains information on parent supports related to the following areas:

- child-care and after school activities
- education
- employment
- family structure and support
- financial security
- health: physical and mental health, substance abuse
- housing
- safe neighborhoods and environments

Within each design guide, parents, school/community leaders, and policy-makers will find a collection of evaluations and research publications linked to best practices and effective programs. The tool is intended to guide the work of creating meaningful parent involvement in schools and communities.

This tool is available at:

<http://www.cwla.org/parenting/cprcdesignguide.htm#>

Schools as Centers of Community: A Citizen's Guide for Planning and Design

This tool created by the National Clearinghouse for Educational Facilities; the KnowledgeWorks Foundation; the Council of Educational Facility Planners, International; Building Educational Success Together; and the Coalition for Community Schools provides strategies, case studies, and action check lists to plan for the development for schools to serve as the centers of community. These schools integrate services with the community or use the community's full range of resources. They provide learning environments that include the following design principles:

- enhance teaching and learning, and also accommodate the needs of all learners
- serve as centers of community
- result from a planning and design process that involves all community interests
- provide for health, safety, and security of students
- make effective use of available resources
- are flexible and adaptable

This tool is available at: http://www.edfacilities.org/pubs/scc_publication.pdf

Strengthening Partnerships: Community School Assessment Checklist

This planning tool from the Coalition for Community Schools and The Finance Project discusses ways for school and community leaders to strengthen partnerships. The tool focuses on helping stakeholders develop strategies, improve coordination of existing programs and services, and expand current levels of support. The tool contains checklists that assist in the following:

- assessing and planning how to improve collaborative efforts
- taking inventory of existing programs and services administered that are connected to the school
- cataloging existing funding sources and identifying new sources

This tool is available at:

<http://www.communityschools.org/assessmentnew.pdf>

Coalition for Community Schools Website

The Coalition for Community Schools is an alliance of national, state, and local organizations that advocates for strengthening and developing community schools to improve student learning outcomes. This website contains resources and news related to community schools.

To access this website, please visit:

<http://www.communityschools.org/index.php?option=content&task=view&id=4&Itemid=25>

Grants and Other Opportunities...

Create Your Legacy Grant Program

The Amerquest Mortgage Company will provide awards of \$15,000 to after school programs in Arizona, California, and Illinois that encourages youth to develop an appreciation for community service and teamwork.

Deadline: January 15, 2007

*For more information, please visit:

<http://www.amerquestcares.org/1SignaturePrograms/CreateYourLegacy.shtml>

The National School and Business Award

The Council for Corporate and School Partnerships will present six awards of \$10,000 to schools or districts to support their current partnership efforts.

Deadline: January 30, 2007

*For more information, please visit:

<http://www.corpschoolpartners.org/award.shtml>

In the News...

Text of governor's, Castillo's budget remarks

<http://www.ktvz.com/printstory.cfm?storyID=17530>

Forward thinking

<http://education.guardian.co.uk/earlyyears/story/0,,1865467,00.html>

Tips for a Better Parent-School Relationship

http://www.washingtonpost.com/wp-dyn/content/article/2006/10/16/AR2006101600907_pf.html