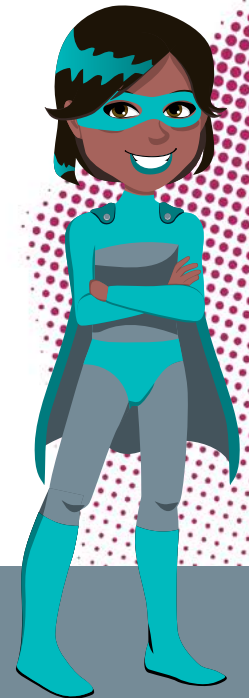
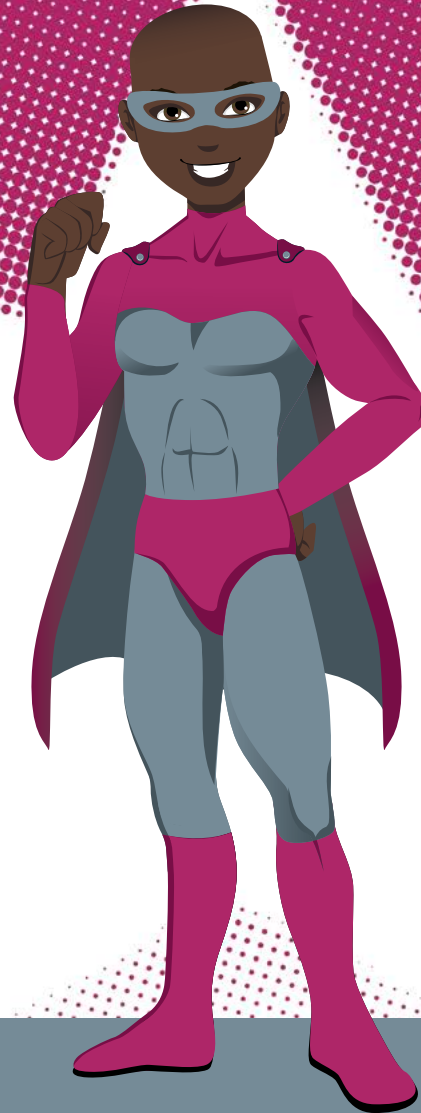


COMMUNITY SCHOOLS

AWARDS FOR EXCELLENCE

2015



COMMUNITY SCHOOLS ARE SUPER SCHOOLS!!!



Institute for
Educational
Leadership

Leading Across Boundaries



Coalition
for
Community
Schools

Because Every Child Deserves Every Chance

INITIATIVE AWARDEES



United Way of Salt Lake

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Wolfe Street Academy

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Community Schools are Super Schools!

DIFFERENT STORIES, SAME IMPORTANT LESSONS

Poverty and family stress are thwarting student success. That's what the 2015 State Teachers of the Year said in a recent survey by the Council of Chief State School Officers. Not surprisingly, our teachers are right. According to recent research done by MIT economist Esther Duflou, "Poverty causes stress and depression and lack of hope, and stress and depression and lack of hope in turn cause poverty."

These problems are reinforced by Robert Putnam's conclusion in his new book, *Our Kids, The American Dream in Crisis*, which observes that our lower-income youth no longer trust anyone to be there for them.

So how does our society respond to the voices of our teachers and the desires and needs of our students? And how do we do it in a way that recognizes the assets young people have to offer and builds their agency and their hope to take on the challenges they face every day? That is the work of community schools—schools that bring together families and community partners to get young people the opportunities and the support that they need.

This year's Community School Award for Excellence Winners represent the best of what community schools have to offer. The awardees serve nearly 35,000 students—from coast to coast—representing every race, dozens of languages, and predominantly low socio-economic groups. They each operate in unique circumstances, in red and blue states, in cities and suburbs, in all different levels and types of schools.

Still, the seven awardees this year have a few very special things in common. Organized as community schools and community school initiatives that seek to grow community schools across their districts, this year's winners from Baltimore, Chicago, Los Angeles, and Salt Lake have all committed to ensuring every child has every chance to succeed by recognizing that schools cannot address poverty, homelessness, and hunger alone, and that it does indeed take a community to raise a child.

Almost 100 communities across the country have committed to this strategy. What makes these awards winners rise above? Six components stand out that others should take note of:

- 1. They are organized for success.** From "grassroots" to "grasstops," these communities and schools have bought in and are all-hands-on-deck to ensure positive outcomes. And they have not just bought in, they have thought about how to organize themselves to make things happen. For the Family League of Baltimore, this meant aligning their afterschool system with their community school vision. It meant getting folks at the same table city-wide and having hard conversations about how to deploy resources. For Ben Franklin High School, this meant creating a new school leadership committee with the principal, coordinator, partners, staff, parents, community members, and students. All have been intentional on making sure all voices are part of the conversation.
- 2. They have strong leadership.** Everyone is in the mix, but there are key personnel who guide the vision. When the Social Justice Humanitas Academy in Los Angeles was organized by teacher leaders, they set a vision for a community school and sought colleagues who shared those ideals. Bill Crim, at the United Way of Salt Lake, sees community schools as the on-the-ground vehicle to implement their Promise Neighborhoods and collective impact strategy. Crim continues to engage new partners and grow community schools across suburban Salt Lake districts.
- 3. They understand engaging families is essential.** These community schools value family input and understand that families are integral to their success—so they foster parent leaders. John Hancock Preparatory High School has five focus areas, one of which is family engagement. They do this through a multitude of ways, but mainly through their Parent University, where family members are taught how to advocate for their students. This program also creates opportunities for parents

who have graduated to serve in leadership roles. Wolfe Street Academy attributes its lower mobility rates (47% in 2006 to 9% today) to their supportive community. Parents are integral to the school's School-Family Council that strengthens the connections between the work of the partners and the classroom and this is just one space that gives them a voice.

4. **They are responsive to community needs.** They do not tell the community what needs to change, they ask the community and respond together. Last month, civil disturbances disrupted Baltimore, and the Historic Coleridge-Taylor Elementary School lay near the epicenter. In response, the coordinator and principal brought together partners to provide mental health supports for students during the school day. They also worked with the University of Maryland School of Social Work, Promise Heights staff, and other community partners to host food drop offs, provide prescription assistance, and connect to legal support. They, like the other community schools in Baltimore, were well attuned to the neighborhoods, and had partners in place to make sure that students and families had what they needed.
5. **They are part of the community and learn in it.** From real world learning with partners in the field to volunteering in their communities, students and staff alike are active members in their community. Ben Franklin were faced with a challenge when a waste incinerator was scheduled to be built down the road from their campus. Students rallied with support from teachers and United Workers, an anti-poverty grassroots organization, and were able to stop the incinerator's creation. They then tied this lesson back to the classroom and created presentations and new curriculum ideas. At Hancock, they partner with BuildOn, which helps create service learning opportunities for students and works with a teacher liaison to connect those projects to the curriculum and Common Core standards. Service learning isn't just about fulfilling a certain number of hours; at Hancock, the emphasis is on student leadership and voice as part of the culture of the school.
6. **And because of what they do, these schools have powerful results.** In all of these schools, students are showing up to class. At John Hancock, school attendance increased from 78% to 90% from 2010 to 2014, and at Wolfe Street, average daily attendance is 96%. And time in class is paying off. Wolfe Street Academy went from the 77th to the 2nd highest-performing elementary school in Baltimore. Ben Franklin has moved from one of Baltimore's lowest-performing high schools to one of Baltimore's top-choice high schools. In Salt Lake, 3rd grade reading proficiency scores rose 16% from 2013 to 2014. At Humanitas, for the first time, 75% of its students are passing all college prerequisite classes, meaning students are prepared and graduating. At Hancock, the graduation rates have risen over 20%, and at Humanitas, graduation rates have increased from 83% to 94% in the last year.

While these places are exemplars of the work community schools can do, they demonstrate what is possible with a thoughtful plan, strong leaders, a focus on family engagement, embedding themselves into the community, and taking part in it. They see results in communities that others make excuses for and highlight the importance of working together. These are schools and communities where teachers don't need to tackle their self-described number-one problem alone; they have the support they need to help mitigate poverty and family stress and the proof is in this year's winners' success.

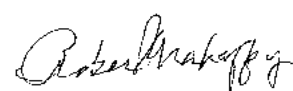
Once again, congratulations the 2015 Community School Awards for Excellence winners!



Martin J. Blank, Director



Lisa Villarreal, Chair



Robert Mahaffey, Vice Chair



UNITED WAY OF SALT LAKE

Bridging Strategies to Promote Salt Lake's Collective Impact Strategy

After deciding not to hold any more employee-giving campaigns in his district, Martin Bates, superintendent of the Granite School District in Utah, didn't have much contact with the United Way of Salt Lake.

But then they wanted to talk to him about the concept of collective impact. He was suspicious, he says, but he kept listening.

Now, several years later, 11 schools in his district are community schools working in partnership with government and community agencies to meet the needs of students and families, and Bates is committed to seeing more schools become community schools as funds become available.

"It's markedly clear when you compare them with other schools," he says about the student achievement gains in community schools. "You can see it and you can measure it."

THE PROMISE PARTNERSHIP

The Granite School District is one of three—soon to be four—districts that are part of United Way of Salt Lake's Promise Partnership Community School Initiative with the community school as the vehicle. The initiative was first inspired and supported by the community school leadership of the Children's Aid Society in New York City. United Way of Salt Lake then organized its community schools within specific communities, using as a model the U.S. Department of Education's Promise Neighborhood Initiative. The partnership is also part of StriveTogether, a network of communities across the country taking a collective impact approach to providing children the support they need to succeed from birth through college and career.

United Way of Salt Lake adopted the collective impact approach as a way to create far-reaching, systemic change that would both support and be bolstered by the work on the ground at the community

schools. “We weren’t achieving the scale of change that we were hoping,” says Bill Crim, senior vice president for collective impact and public policy at United Way of Salt Lake. StriveTogether provided an important example of what he calls a “backbone structure” built around data sharing and the alignment of services and systems. The cradle-to-career framework also meant that United Way would refocus its efforts on developing a pipeline of services in specific communities—combining the strengths of the community school strategy with a place-based initiative, explains Scott McLeod, the senior director of community school partnerships at United Way.

United Way employs the school directors, which is the term used for a community school or resource coordinator. The directors are considered key members of the leadership teams in the schools where they work. In addition to meeting with partners at their schools once a month, the directors meet as a group every other week and also have pipeline meetings to examine data on students transitioning from one school to another and to focus on how services can continue for students as they move. One of the best examples of that continuity is the mobile health clinic that Utah Partners for Health brings to schools participating in the Promise Partnership. The medical staff will provide check-ups, women’s health exams, and serve as primary health care providers for uninsured and under-insured families in the schools.

The staff of the mobile clinic also gives eye exams, and when a screening shows that a child has a vision problem, they are quickly referred to an eye doctor. At Kearns Junior last year alone, 55 children received glasses.

A Promise Partnership Regional Council, which was formed in 2014, includes education, business, government, and nonprofit leaders and guides the initiative and focuses on keeping the work aligned. The structure of the group, Crim says, creates “healthy

pressure” to maintain a commitment to the goals of the partnership.

Collaborative Action Networks have also been formed to help organize the work and bring partners together around specific goals. Convening around a desired result—such as improving 3rd grade reading scores or increasing the percentage of high school students who are college ready—is different, McLeod

says, than convening around a program or a funding stream and has a way of bringing together providers who otherwise never would have worked together.

United Way’s commitment to community schools and cradle-to-career

collective impact has also had a dramatic impact on how it does business. Instead of operating as a traditional grant-making organization, it directs resources toward efforts that are aligned with the goals of the partnership. Since 2012, United Way has put more than \$21.5 million toward the initiative and has set a goal of having 28 community schools by 2017.

“All of the investment we do comes from the lens of this is what we’ve agreed to do,” McLeod says, adding that any program that is funded has been thoroughly vetted before it reaches the board of directors.

MAKING PROGRESS IN COMMUNITIES

Currently the Promise Partnership’s cradle-to-career pipelines are the most developed in the city of South Salt Lake and in Kearns, where elementary schools feed into a junior high and then a high school. At Kearns Junior High, the community school work began with a desire to give students more constructive ways to spend their time after school.

“Before, we could never get the kids to stay involved after school. By aligning our efforts, doing some more targeted services, and involving them in more positive things, now we can’t get the kids to go home,” says Principal Kandace Barber.

“Before, we could never get the kids to stay involved after school. By aligning our efforts, doing some more targeted services and involving them in more positive things, now we can’t get the kids to go home,”—Kandace Barber, Principal

AWARDEE AT-A-GLANCE

Location: Greater Salt Lake City, UT Area

Number of Community Schools: 11

Number of Students in Community

Schools: 10,184

Race/Ethnicity

- ★ African American 5%
- ★ Caucasian 47%
- ★ Hispanic 36%
- ★ Native American 2%
- ★ Other 10%

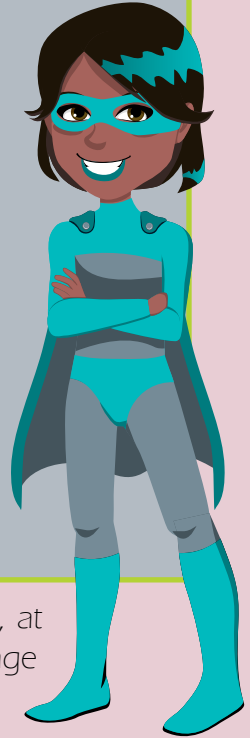
ELL Students: 27%

Special Education: 12%

Free/Reduced Lunch: 52%

Mobility Rate: 27%

Contact: Lindsey Edwards, MSW,
Senior Director, Community
School Partnerships, United Way
of Salt Lake



With students more engaged, the focus then turned to providing support for parents in English and computer skills so they could complete their own education. A parent liaison works in the morning classes to coach parents on how to help their children with schoolwork, and child care is provided to make it easier for the parents to participate. An interpreter was also employed to help Barber communicate with Spanish-speaking parents.

United Way of Salt Lake brought AmeriCorps volunteers into the school to give students more individual support in reading and math, and Latinos in Action, a leadership development organization, is partnering with the school to teach students how to run a peer-tutoring program at one of the feeder elementary schools. Barber mentions how the experience of helping a younger child has had a positive effect on one boy who was “heavily gang involved.” “Those little kids look up to him. It turned things around and he started to get good grades,” she says.

“I’m so excited to have this opportunity,” Barber says about working at a community school with “people who are willing to target services to make sure kids are successful.” Because of those partnerships, she says, her school’s performance data is even higher than where the district predicts the students would be scoring, based on demographics.

Schools in South Salt Lake are posting similar results. Three of South Salt Lake’s four schools received better school grades (which are based on a point system that measures growth and proficiency in math, language arts, and science) in 2014 than in 2013. Also in 2014, English language learners in that community’s elementary schools outperformed English language learners across the district on the 2014 end-



of-year SAGE assessment. Since 2012, at Granite Park Junior High, the percentage of students completing 9th grade on track to graduate has more than doubled. At that same school, since 2012, until the most recent year for which comparable data is available, the percentage of Granite Park students proficient in math doubled (according to the CRT, Utah’s now retired state-mandated test).

From Bates’ perspective—in addition to the gains in academic scores—one of the greatest benefits of participating in the partnership is having the school directors “streamline” the process of working with community partners. For example, Utah’s three different refugee organizations were often competing with each other for grants and to work with the schools. United Way, he says, is able to create ways for everyone to work together and avoid turf battles.

“We’re busy people,” Bates says. “It’s been really helpful to have United Way Community School Directors be the go-between to broker these conversations.”



The partnership has also created opportunities for families, he says, that would not have been available otherwise, such as adult literacy programs or computer classes offered by the Department of Workforce Services. “It’s amazing what they were doing and no one knew,” Bates says. “Those classes are now occurring in our schools.”

AN INVESTMENT IN YOUNG CHILDREN

The Promise Partnership is also involved in a cutting-edge approach to creating preschool opportunities for children in its target neighborhoods with the goal of reducing the chances that children from low-income families will be referred to special education. Known as a social impact bond, private investors Goldman Sachs and J.B. Pritzker have pledged \$7 million to expand high quality preschool for low-income three- and four-year-olds in Granite and Park City districts. In the first two years of the five-year project, this “pay for success” model has served 1,350 children and will ultimately reach 3,500.

Under the model, a loan is given to an intermediary organization, United Way, which oversees the program. Children’s progress is tracked by administering the Peabody Picture Vocabulary Test, and the loan will be paid back from savings that are accrued by children avoiding expensive special education services. In the Utah project, repayment for the first year’s loan is made by United Way of Salt Lake and Salt Lake County. With passage

of state legislation in 2014, all future repayments will be made by the State of Utah. Goldman Sachs also supported the creation of materials on the preschool program in seven languages in order to target the community’s growing refugee population. The outreach led to the enrollment of 57 refugee children last year.

“Here is a program that could break the cycle of poverty and welfare dependency,” Richard Snelgrove, the chairman of the Salt Lake County Council and a Republican, said in a Salt Lake Tribune story. “[That] means a smaller government footprint in the social services area. I can get behind that.”

As a cradle-to-career initiative, however, the goal of the partnership is to improve environments and outcomes for children long before they enter preschool. One key to that process is gathering information on the development of young children. Chris Ellis, United Way’s partnership director for early learning outcomes, said they tried holding family-oriented events to get parents to complete the Ages and Stages Questionnaire (ASQ), a universal developmental screening tool, but those efforts were not effective. Now United Way is working with the Utah Department of Health and Help Me Grow, a resource and referral agency, to gain access to a statewide ASQ database. The purpose of the collaboration is to bring providers into the discussion about children’s needs and possible inventions.

“Our community school directors can often be as helpful to supporting the core instructional practices of the school as they are to removing the barriers of poverty.”—Bill Crim, Senior Vice President for Collective Impact and Public Policy at United Way of Salt Lake

“We’re really interested in knowing what providers are doing once they see this data,” Ellis says, adding that the goal is for children to “enter pre-K on track,” not just kindergarten.

While Ellis hopes to see more connections between Promise Partnership schools and families with newborns and toddlers, one school is already demonstrating how to link with providers who serve families with younger children. Guadalupe School, a charter in Salt Lake

City, has an in-home educator program to help new parents learn about child development and positive parenting skills. An early literacy-focused Toddler Beginnings program is also available for older children to help introduce them to a group setting.

IMPORTANCE OF DATA SHARING

In addition to collecting data on young children's development, strict data-sharing agreements between the school districts and different community partners are also a significant component of making the Promise Partnership work. While data allow the partners to see whether they are having a positive impact, Bates says he knew his staff would not be able to fulfill all of the requests for data. The solution was for United Way to place a full-time staff person in the Granite district's information technology department who works specifically on data requests from community school partners.

Analyzing and presenting data to teachers is also a significant part of the school directors' jobs, says Lindsey Edwards, the director of community school partnerships at United Way and the first school director hired in Granite. "Directors help pull data to create visuals for teachers," she says. "They are helping facilitate data-driven conversations."

In fact, Crim says, "Our community school directors can often be as helpful to supporting the core instructional practices of the school as they are to removing the barriers of poverty."

MOVING FORWARD

The Promise Partnership also includes schools in the Davis and Park City districts, and will soon include the Canyons School District. That district currently hires its own school directors, and will continue to do so, but by becoming part of the Promise Partnership, it will gain access to United Way's resources, volunteers, networks of providers, and all of the learning that is already taking place. Crim expects that the Canyons schools will gain from the preschool work that is occurring in the other districts, and in turn Davis, Park City, and Granite will benefit by learning about Canyon's well-integrated partnerships with mental health providers.

KEY RESULTS

- ★ 1,000 additional low-income students attend high-quality pre-school.
- ★ 3rd grade reading proficiency scores rose 16% from 2013 to 2014.
- ★ Chronic absence decreased from 21% to 14% from 2013 to 2014.
- ★ A study found that parents at community schools are more engaged than their peers at non-community schools.
- ★ More than 900 students participated in summer programs, of those 64% improved in math and 49% improved in reading proficiency.
- ★ 82% of children have health insurance compared with 75% in 2012.

As the partnership grows and more pipelines are completed, United Way, Crim says, will maintain what he calls an "obsessive" emphasis on results. That's why professional development for teachers is one area where the partnership is focusing its spending, such as paying for 36 teachers in three schools to receive training in reading strategies that are effective with English language learners. The training will be ongoing for additional teachers as well.

"It is critical," McLeod says, "that we support principals in getting teachers what they need."





Why Be Less...

FAMILY LEAGUE OF BALTIMORE

From Grassroots to Grasstops—Everyone is on Board

“Leading collaboration” is how the Family League of Baltimore describes the work it has been doing for almost 25 years to create positive outcomes for youth and families. The Family League has been an innovator, weaving funds, working across systems, integrating different strategies, and in the past decade partnering more closely with Baltimore City Public Schools.

These strengths were demonstrated three years ago when the Family League aligned its after-school and community school efforts. Julia Baez, the senior director of initiatives, says she remembers talking about obliging “everyone to play nice together.” This was a new idea for many, and a hard question to ask: Can those who have been advocating separately come to the same table and share resources?

The two existing strategies were aligned so that schools, lead agencies overseeing community schools, and after-school programs had to collaborate to receive funding. The goal was to create a more integrated approach to improving outcomes for students academically through the enrichment, health, and social support programs available to families.

Now looking back, Baez says that while some after-school advocates and providers had reservations about the new direction, “people have seen that this relationship and this partnership is mutually beneficial.”

EXPANDING ACCESS FOR STUDENTS

The first piece of evidence to support the benefit is that participation rates in after-school programs have increased. Baez attributes that to the fact that because providers are working in partnership with community school coordinators, there is “constant communication” involving teachers, coordinators, and providers when a slot opens and therefore students who would most benefit from an extended learning program can be readily identified. “Before there was no consistent vehicle to continually recruit kids,” she says. “All of those conversations have just grown tremendously since the alignment.”

Higher participation rates are also translating to better attendance and gains in achievement for students. The Baltimore Education Research Consortium is





...When You Can B'More?

finding that, compared to students not in after-school programs, those who attend for at least two years have higher attendance rates and are less likely to be chronically absent. Schools that have been operating as community schools for five years or more also have much higher attendance rates and lower rates of chronic absenteeism, compared to non-community schools. Individual schools are also seeing a drop in suspensions.

“Before I couldn’t tell you the outcomes,” Baez says. “Now we have that foundation to stand on.”

Baltimore, where almost 85% of the district’s students live in poverty, currently has 45 community schools. Each community school has a full-time coordinator, with about a dozen different lead agencies, including the School of Social Work at the University of Maryland, Baltimore; community-based groups and youth development organizations, such as the YMCA; and neighborhood groups such as the Greater Homewood Community Corporation, Access Arts, and Higher Achievement. The community schools are currently serving close to 22,000 of the district’s 84,730 students. They are spread across all grade levels, with 14 elementary schools, 22 K- or PreK-8s, three middle schools, and six high schools.

Baltimore Mayor Stephanie Rawlings-Blake’s office is the primary source of funding for community schools, but in all, there are more than 10 different organizations—including the State of Maryland, foundations, nonprofit organizations, and the National Football League—providing financial support for community schools. Some schools direct federal School Improve-

AWARDEE AT-A-GLANCE

Location: Baltimore, MD

Number of Community Schools: 45

Number of Students in Community Schools: 21,837

Race/Ethnicity

- ★ African American 84%
- ★ Caucasian 8%
- ★ Hispanic 6%
- ★ Other 2%

ELL Students: 12%

Special Education: 4%

Free/Reduced Lunch: 85%

Mobility Rate: 32%

Program Contact: Julia Baez, Senior Director of Initiatives, Family League of Baltimore;

Media Contact: Julie Rosenthal, President, JR Communications





ment Grant funds toward community school operations, and other schools have come to value being a community school so much that they are using flexibility within their own budgets to cover the costs of coordinating programs and services. In the 2014-15 school year, three schools have become part of the community schools strategy using outside funding, with another slated to join during the 2015-16 school year with 21st Century Community Learning Center resources.

The Family League convened a city-wide Community and School Engagement Steering Committee that provides direction for the Family League's community schools work. It includes representatives from the school district, the mayor's office, the Baltimore Teachers Union, the city health department, and the Department of Social Services, as well as principals, community partners, and coordinators. Short- and long-term goals are aligned to the city's overall priority areas of babies born healthy, school readiness, grade-level achievement, dropout reduction, and college graduation.

Recently, the steering committee, along with the Baltimore City Health Department formed a school health workgroup to delve into issues around students' health, gather information on promising practices, and make recommendations to the full committee on how community schools can support the health needs of students and families. A growing partnership with the Baltimore City Department of Social Services will also mean that coordinators will be able to make direct referrals to a family stability program—a service that will streamline the process for many families and reduce the stress and waiting involved in going to government offices.

At the school level, educators, coordinators, and community partners review needs assessments and performance data each spring to determine goals and objectives for the next year. Goals are set in the following areas: physical and mental health, youth development, academic support, community engagement, and development and family support. Each plan also includes a communication and marketing framework so that community schools are broadly advertising the work happening in each community to better connect students and families.

“Nothing is done in a vacuum,” says Henriette Taylor, the coordinator at Samuel Coleridge-Taylor Elementary. “The idea is that we’re strategically growing these partnerships.”

Kelvin Bridgers, the principal at Samuel Coleridge-Taylor Elementary, is just completing his first year as a principal in a community school, but he says almost every day he has a story to share about how partners come together and the community school approach helps to meet the needs of students without him having to initiate the process. Partners, he says, are “rallying” together to improve attendance rates through phone calls and home visits, and the school has applied for a grant to offer a summer transition program for young children.

Milestones are also being reached in the area of family and community engagement. More than 140,000 volunteer hours were given in support of schools and communities in 2014. And in the 37 community schools examined in the Baltimore Education Research Consortium's study, parent response rates on a school climate survey were significantly higher than in non-community schools, providing schools additional data on the concerns and hopes of parents.





REACHING ANOTHER LEVEL OF WORK IN SCHOOLS

The aligned community school strategy has also meant that many providers have found themselves working with schools in different ways than in the past. “We’ve always been clear that we have to build a constituency of parents and students and community partners to get a sense of what the needs are,” says Carol Reckling, the executive director of Child First Authority Inc., which had been providing after-school programs and is now a lead community schools agency in seven schools.

“We would uncover needs, but we didn’t have the resources to provide for those needs,” she says. “This lifted our work to another level.” Now, in collaboration with community partners, children’s needs could be met even when schools were closing early due to the civil disturbances in Baltimore in April. After-school programming was cancelled on one of the days of unrest, but children were still able attend programs in a local church and a recreation center and still receive the evening meals that many depend on.

“Community schools were doing the work that needed to be done,” Baez adds. “They were the anchors of the community, the food pantries, the safe place. They were the front lines of what was going on.” In these neighborhoods, families and students turned to their schools, and because they were integrated into the community and had partnerships in place,



KEY RESULTS

- ★ In 2014, community schools coordinated more than 140,000 volunteer hours.
- ★ Parent participation on the Baltimore City Public School’s survey increased 14% from 2012 to 2013.
- ★ Pre-K-5 community school students are 7% less chronically absent than their non-community school peers.
- ★ Regular out-of-school-time K-5 participants had higher average daily attendance and lower chronic absence.

coordinators and principals were among the first to respond to the crisis.

The Family League of Baltimore has also devoted considerable resources toward making sure the community partner organizations and coordinators that are new to community school work develop the skills that will help them be more effective in their roles. In 2014, 113 professional development opportunities were provided, reaching roughly over 1,400 participants. Sessions for coordinators included topics such as Common Core, trauma-informed care, family engagement, and youth development best practices. The Family League also runs a summer institute

for coordinators and has created the position of “cohort leader”—a coordinator who will provide support to other coordinators within a geographic area and increase opportunities to share knowledge and lessons learned.

Growing support for the community school strategy throughout the city is also being reflected in organizations such as the Y of Central Maryland, which has made community schools one of its strategic priorities. Baltimore is also one of three cities involved in ExpandED, a network of schools that are “reimagining” the school day by



creating modified schedules that run from breakfast through dinner and include science, arts and enrichment activities in partnership with community providers. The partnership with The After-School Corporation, which launched the ExpandedED model, has brought additional resources into community schools and helped schools serve students that, otherwise, would be on waiting lists.

“For the first time, I feel like all these different diverse partners are having the same conversation at the same time,” Baez says. “There are so many places where this strategy is now able to take hold.”



21ST CENTURY SCHOOL BUILDINGS

In addition to guiding how the Family League approves proposals from after-school providers, the community school strategy is also figuring prominently in the city’s plans to renovate or build new schools. As buildings are modernized or built from scratch—with bond funding approved in 2013—collaborative spaces will be included in the design and schools will be open extended hours to meet the needs of students, families, and community members. The district envisions these schools as being anchors for revitalization in their neighborhoods that are “integrated into their communities, providing resources and support that extend beyond the school day.”

The beginning of this process has also included open community meetings to get residents and parents

involved in thinking about what they want their schools to provide. “It’s not just about a new building. It’s also about what is going on in that building and how the school relates to the community,” says Reckling, whose agency has been heavily involved in the meetings because of its expertise in community organizing and building parents’ capacity to be more involved in their children’s education.

For example, John Eager Howard Elementary, one of the first schools to go through this design phase, is expected to have not only preschool classrooms, but also recreation facilities because of a partnership with Baltimore City Department of Recreation and Parks, adult education and workforce development spaces, and a teaching kitchen for students and adults. Both students and community members are also expected to have access to a media studio and a video room in the new facility.

While the funding strategy and growing emphasis on community schools in Baltimore is attracting attention outside of the city, Reckling says there is still work to do in terms of getting school board members and many principals

to develop a deeper understanding of community schools. The school district is developing a board policy that will help communicate the definition and further solidify the district’s support of the strategy. Focusing on sustaining the work into the future, the Family League is also seeking flexibility in Title I funding so it could be used to support the role of a co-



ordinator and resources for out-of-school time programs.

“Community schools provide schools with a way to better address the needs of students and families, and thereby build community confidence in public schools and better contribute to the community,”

says Tina Hike-Hubbard, a member of the Baltimore City Board of School Commissioners.

Her efforts, and those of others, reinforced the Baltimore City Council’s decision to pass an important resolution, calling on the mayor to increase the budget for community schools and out-of-school-time to \$10 million from its current level of \$6 million. This resolution came in the wake of unrest in Baltimore, and was advocated for by many partners, teachers, parents, and students.



The history of community schools in Baltimore is “so very grassroots,” and emerging from local community partnerships, Baez says. But now those efforts have been joined with the “grasstops,” meaning community leaders have a shared vision for community schools and are align-

ing systems to support educators and other practitioners working with young people in Baltimore’s public schools.

“We’re learning best practices and gleaning that information for the city,” she says. “We’re all around the same table.”





BENJAMIN FRANKLIN HIGH SCHOOL AT MASONVILLE COVE

A Welcoming School with a Vision for Revitalizing the Community

When he was hired as the community school coordinator at Benjamin Franklin High School in Baltimore, Dante de Tablan was still learning what it meant to be a community school.

But one thing he was certain about was that the front of the building—a former middle school—needed a facelift. The original entrance had been sealed up and another door was being used as the main one.

“You don’t want to miss that opportunity to really make a statement and create a welcoming environment,” de Tablan says, adding that he saw a refurbished entrance as a step toward addressing other needs within the school and community.

The \$5 million project, supported by the Baltimore City Public Schools, the state of Maryland, and the federal government, was one of the first opportunities for

the residents of the Brooklyn and Curtis Bay neighborhoods in Baltimore to be involved in improving a school—the first high school ever in the community.

Not only was the entrance renovated, but the project also involved building out 3,000 square feet of space for community school programs, including mental health services, an early-childhood program serving children of teen parents, and workforce development programs. “You should have seen their faces on the first day of school when they walked in,” de Tablan says about students’ reaction to the redesign. He says some were even calling friends that had dropped out and urging them to come back to school. “There is now this good will and sort of a re-branding.”

Since 2011, Ben Franklin has been transformed from one of the city’s lowest-performing high schools into a top-choice school, and enrollment has increased from 226 to 437 students. When it was a middle school, only 26% of the 8th graders were scoring in

the proficient range in math on the Maryland School Assessment. In the 2013-14 school year, 71% of 12th graders scored at the proficient level in algebra, and similar performances are being seen in English, government, and biology.

CREATING A MODEL COMMUNITY SCHOOL

Building on the capacity building principles he learned while at the Social Work Community Outreach Service (SWCOS)—one of two lead community school agencies based at the University of Maryland, Baltimore School of Social Work — de Tablan now leads the Ben Franklin Center for Community Schools, which he envisions as a think tank and proof of concept for community school work so others can see and learn the concept in action. The Greater Homewood Community Corporation, which hires coordinators and additional staff members for other community schools in Baltimore, is currently the fiscal agent for the new center.

Ben Franklin’s School Site Leadership Team includes de Tablan, administrators, partners, staff, parents, local residents, and students. The team assesses the needs of the school and determines how partners can be helpful and which evidence-based or evidence-informed programs and practices would meet the expressed community needs. For example, the school currently has no athletic fields. Football games are played a few miles away and track and field events are held on city streets. CSX, an international transportation company and a partner of the school, asked how it could help. The company has put up \$1 million toward the development of the school’s athletic fields and is working with the Cal Ripken Foundation, Baltimore City, and other Baltimore businesses on the project.

The goodwill that de Tablan refers to is also showing up on school climate surveys. Eighty-nine percent of students report that they learn a lot at school, 95% of parents say they would recommend the school to other parents, and 100% of staff members say they feel safe at work.

Principal Chris Battaglia, who worked as an administrator in other schools, says the biggest difference be-

AWARDEE AT-A-GLANCE

Location: Baltimore, MD
School District: Baltimore City Public Schools
Grade Levels: 9-12
Number of Students: 437
Race/Ethnicity
 ★ African American 51%
 ★ Asian American 1%
 ★ Caucasian 25%
 ★ Hispanic 23%
ELL Students: 15%
Special Education: 27%
Free/Reduced Lunch: 85%

Principal: Christopher Battaglia; **Community School Coordinator:** Dante M. de Tablan



tween those sites and Ben Franklin is having de Tablan and others in the building and “being able to rely on them to do what they do best.”

He sometimes refers to de Tablan as “the principal of everything that is not the school. That allows me to focus on everything that is the school.”

PARTNERING TO IMPLEMENT THE COMMON CORE

Ben Franklin’s many partners are seen as an integral part of giving students the opportunity to learn and practice skills related to the Common Core standards.



KEY RESULTS

- ★ From 2011 to 2015, BFHS moved from one of Baltimore's lowest-performing high schools to one of Baltimore's top choice high schools.
- ★ Students posted approximately 17,000 service learning hours in the 2013-14 school year.
- ★ Students organized to stop the building of a waste incinerator to be built less than a mile from the school.
- ★ 60 families have been prevented from becoming homeless.
- ★ 89% of students indicated they learned a lot at school.
- ★ 95% of parents would recommend BFHS to others.



"Free Your Voice students have worked with teachers at Ben Franklin and in schools across the city to build a bridge between the campaign to stop the incinerator and the classroom," says Greg Sawtell, a United Workers organizer and former social work intern under de Tablan, who works with the students. Their involvement in the issue has led to classroom presentations and new curriculum ideas. "Not only are students informed about a current neighborhood issue, but they have also learned how to "engage complex civic issues with integrity and purpose," Sawtell says.

Some have also had the opportunity to speak before local residents and officials. In one such forum, student Charles Graham said, "When I started I honestly thought we couldn't do very much. Now I am kind of shocked at how much we can do. I am terrified just being up here speaking, but I have learned that stepping outside of your comfort zone is a big part of becoming a leader and being part of a group has allowed us to stick with an issue like this that is not so quick to solve."

For example, PricewaterhouseCoopers (PwC) provides Earn Your Future financial literacy workshops for students, and, in collaboration with teachers, PwC provided transportation for students to participate in Chesapeake Bay restoration efforts. In the 2013-14 school year, students racked up over 17,000 service-learning hours with the help of multiple community partners. The projects included volunteering in a church soup kitchen on Fridays and beginning an urban agriculture program.

With their school located in an industrial area, Ben Franklin students have been particularly engaged in an effort to stop the construction of a waste incinerator planned about a mile from the school. Free Your Voice, a student-led organization working in partnership with United Workers, an anti-poverty grassroots organization and partner at Ben Franklin, has organized the opposition to the project. The students' efforts have received national media attention and have given students a real-world situation in which to apply their learning.



BRINGING STABILITY TO THE COMMUNITY

One of de Tablan's first priorities when he became coordinator was to make sure students were actually getting fed. As in many high schools serving students in low-income families, participation in the free- and reduced-price meal program was extremely low. But he has since been able to reach nearly 100% partici-

pation in the program. “I didn’t know this was unusual,” he says. “I just knew people had to eat.”

The work at Ben Franklin is a good example of how the needs of students and the needs of the community are intertwined. To address the high mobility rate, the school partnered with the United Way of Central Maryland to bring in its Family Stability Program, administered by SWCOS at the University of Maryland and Pathway Church of God. The Family Stability Program so far has been able to keep 60 families in their homes—15 from Ben Franklin and at each of the feeder schools in the community. The student mobility rate has since declined from 61% to 41%.

To address the needs of students aging out of foster care, Ben Franklin partnered with the Safe and Sound Campaign, the Open Society Institute, and the Fund for Educational Excellence. This new collaboration effectively expands the Ben Franklin campus by repurposing a historic church social hall and parsonage in Brooklyn. Students that had previously dropped out will be involved in project-based learning and developing construction skills so they could renovate the site and then have a place to study and live when it is completed. The proposed project is an example of Ben Franklin’s efforts to help residents develop skills and find employment in a community where many manufacturing jobs have left the area. Employee-owned cooperatives are one of the models de Tablan is pursuing.

“We are finding out new ways that we can help our people have living wage jobs,” he says. “What are the newest trends, and what needs to be dusted off that actually works?” Next, de Tablan envisions an “academical village” by expanding the community schools strategy to all the elementary and middle

schools in Brooklyn and Curtis Bay. “As early as possible,” de Tablan said, “we all need to be warmly welcomed and cared for, and a community school can be just the place where it all happens.”

PARTNERS

AT&T | Baybrook Elementary/Middle School | Big Brothers Big Sisters and the MD Mentoring Partnership | Boy Scouts of America | Pathway Church of God | Business Volunteers Maryland | Chesapeake Bay Trust | Chesapeake Center for Youth Development | Concerned Citizens for a Better Brooklyn | CSX | City of Baltimore | Comprehensive Planning Division | City of Baltimore | Dept. of Recreation and Parks | City of Baltimore | Fire Service | City of Baltimore | Health Department | City of Baltimore | Office of the Mayor | City of Baltimore | Office of Sustainability | Curtis Bay Community Association | Curtis Bay Elementary/Middle School | Deutsch Foundation | Dress for Success | Earlbeck Gases and Technologies | Enoch Pratt Library – Brooklyn Branch | Environmental Integrity Project | Family Health Centers of Baltimore | Family League of Baltimore City | Inc. | Filbert Street Garden | Fraley Corporation | Great Kids Farm | Greater Homewood Community Corporation | Habitat for Humanity of the Chesapeake | Harbor Hospital | Humanim | Inc. | K.S. Solutions | Maree Farring Elementary/Middle School | Maryland Food Bank | Maryland State Department of Education | Masonville Cove Education Center (Living Classrooms) | Moveable Feast | National Aquarium | Old Otterbein United Methodist Church | PACT/Krieger | Parks and Recreation Tree Baltimore | PwC (PricewaterhouseCoopers) | Police Dept Southern Dist. | Community Relations | St. Paul’s Lutheran Church | South Baltimore Learning Center | South River Federation | State’s Attorney’s Office | Towson University | United Way of Central Maryland | University of Maryland | Baltimore County (Dept. of Visual Arts | Shriver Center) | University of Maryland | Bio Park | University of Maryland | College Park | University of Maryland | Eastern Shore | University of Maryland School of Social Work | United States Department of Justice | Wells Fargo | The Well | Yleana Leadership Academy | Zanyvl and Isabel Krieger Fund





THE HISTORIC SAMUEL COLERIDGE-TAYLOR ELEMENTARY SCHOOL

A Rich History with a Bright Future

Henriette Taylor has only been the community school coordinator at The Historic Samuel Coleridge-Taylor Elementary School (HSCT) in Baltimore for a little over a year, but she already works hard to make sure the school’s “467 amazing little souls” understand the legacy behind the school they attend.

She reminds them to always include “Historic” before the name of the school, which honors a famous English composer and is also where Thurgood Marshall—the nation’s first African-American Supreme Court justice—began his education.

“Sometimes those beautiful stories, those hard-fought battles are forgotten,” Taylor says. “Knowing your history often defines where you go.”

Working alongside Principal Kelvin Bridgers, who is also new to the school, Taylor is focusing on re-creating the school as a place where staff and partners

surround students and families with a seamless web of supports and learning opportunities. “School isn’t just school,” she says.

HSCT is one of four community schools that are part of an effort at the University of Maryland, Baltimore’s (UMB) School of Social Work called Promise Heights. A place-based initiative, Promise Heights focuses on the West Baltimore neighborhood of Upton/Druid Heights, which is about a mile from the campus. Promise Heights requires that all their community school coordinators be licensed social workers because of the community’s great need for mental health and social support services. Many of the school’s students live in the McCulloh Homes public housing development directly across the street. The School Family Council (SFC) at HSCT is the leadership team through which parents, administration, teachers, partners, and mental health providers interact and set a direction for the school. The SFC conducted interviews during the principal hiring process and

decided on how partnerships will best benefit the school and families.

Services and partnerships focus not only on students at HSCT and the other schools, but also reach out to residents of the area, using the school as the central location to access resources. Because of the work of Promise Heights and the involvement of a local church, a satellite WIC office will soon be in the neighborhood, and Taylor will soon be able to help residents apply for or renew social service benefits. Families also have access to the B'more for Healthy Babies program, which was Promise Heights' initial intervention in the community and has helped decrease teen pregnancy and infant mortality rates.

"We try to emulate this idea of a pipeline of services," says Rachel Donegan, the program director of Promise Heights at UMB. "When you show up in pre-K, I know you as a family and I know what issues you have."

In addition to Taylor as the coordinator, a second social worker was hired by Promise Heights to work in partnership with the Judy Center (the name for Maryland's early-childhood community outreach and education program), and focus especially on social-emotional learning. Teachers and other staff members have also received training in "trauma-informed" behavior management, which Donegan says has helped to create a calmer, less chaotic environment in the school.

As the name of the initiative hints, Promise Heights also received a U.S. Department of Education Promise Neighborhood planning grant in 2012. The Promise Neighborhoods program focuses on improving both education outcomes and conditions in which fami-



AWARDEE AT-A-GLANCE

Location: Baltimore, MD

School District: Baltimore City Public Schools

Grade Levels: Pre-K - 5

Number of Students: 467

Race/Ethnicity:

★ African American 95%

★ Other 5%

ELL Students: n/a

Special Education: 21%

Free/Reduced Lunch: 95%

Principal: Kelvin Bridgers;

Community School

Coordinator: Henriette

Taylor; **Program Director,**

Promise Heights—University of

Maryland Baltimore School of

Social Work: Rachel Donegan



lies live, which Donegan says, can be reached through the infrastructure that a community school provides. "I could fill HSCT with Ph.D.s to teach kids to read, but if I ignore the neighborhood, you still have the families and the traumas that they have," she says.

As an important part of her coordinator role, Taylor has been working on building trust with families and making sure they know there are services available to help them and help their children get to school every day. For example, doctors and nurses from the UMB's School of Medicine and School of Nursing volunteered their time to provide vaccinations so students wouldn't miss school. Staff members and UMB graduate-level social work interns conduct home visits to families whose children are chronically absent and work with partners to address issues, such as a lack of school uniforms or an inability to pay utility bills. Over 2013 to 2014, the percentage of students who were chronically absent decreased from 25% to 11%. Increasing attendance is also leading to stronger performance on the Maryland Model for School

KEY RESULTS

- ★ School readiness scores increased from 58% to 79%.
- ★ Made over 100 home visits last school year.
- ★ Received the Mayor's award for the greatest reduction of students at-risk for chronic absenteeism (decreased from 26-10.7% from SY 2013 to SY 2014).
- ★ 11.8% drop in infant mortality rates from 2010 to 2012.
- ★ Trained over 200 teachers, staff in trauma-informed behavior management skills.
- ★ Provided over 200 families with free income tax preparation.

Readiness with scores increasing from 58% of young children having the skills they need to succeed in kindergarten to almost 80%.

"It's the relationships that causes the results," Taylor says.

Parents of young children, birth through age five, are also getting support in understanding and fostering their children's development through Promise Heights' Parent University initiative. Seven cohorts of parents have participated and many go on to be parent leaders and facilitate sessions for the next cohort of parents. Social work interns lead mom's groups to help parents work through challenges they are facing. But that is just one way that UMB is involved with the school. HSCT is a well-developed example of how children and families can benefit from a community school-university partnership.

Nursing students teach families about asthma, host "health learning parties" for young children and their parents, and mentor girls in 4th and 5th grade. Pharmacy students provide tutoring in math and science. Law students hold clinics for neigh-



borhood residents on landlord-tenant issues, small claims, and other matters. Dental students provide services and education, and medical students have provided lessons on nutrition and obesity in partnership with Building Educated Leaders for Life (BELL), the school's after-school provider.

As part of the Family League's city-wide community school initiative, HSCT also became part of Expand-ED, a network of schools in Baltimore, New Orleans, and mostly New York City, that provide expanded learning and enrichment opportunities that are closely linked to the academic skills students are building during the typical school day. At HSCT, 120 children participate in after-school programs.

Partnerships created through community schools often lead to projects and ongoing benefits that are beyond what those involved originally imagined. This was the case when the school was awarded a playground equipment grant from KaBOOM!, which engages corporate partners to build a playground in one day. HSCT's partner was Baltimore-based Laureate Education, which operates both campus and online universities across the world and owns Sylvan Learning. Until the grant, the Upton/Druid Heights neighborhood didn't have a playground. In June 2014, over 300 community, university, and corporate volunteers built a 4,000 sq. ft. playground which has become a gathering point for families. Several of the volunteers, especially those from Walden University, enjoyed the experience





so much that they asked for more ways to help. The school was in need of a space for parents and community members to gather, so the volunteers cleaned up and refurbished the school's basement with fresh paint, new flooring, and supplies. The school has also received a new \$1 million library as part of a Weinberg Foundation project to develop libraries in 24 low-income Baltimore schools.

Taylor works with teachers to determine how partners can fill gaps and provide students with additional academic support. Reading Partners, for example, provides tutors to work one-on-one with students during the school day. And the school partnered with the Pearlstone Center Retreat and Farm to give 4th and 5th graders an enrichment experience working with animals and learning about harvesting and cooking produce grown on the farm.

In late April 2015, protests and civil unrest brought more chaos to West Baltimore after the death of Freddie Gray. Upton/Druid Heights lost grocery stores and pharmacies to fires and looting, and the neighborhood was flooded with national media, organizing groups, and protestors. Not surprisingly, families and students were anxious, angry, and fearful. Taylor and Principal Bridgers brought together related



service partners to provide mental health support for students during the school day. Teachers were able to refer a student to a "Time Out Room" where he/she could talk, draw, and express his/her feelings in an appropriate and healthy way. Promise Heights staff at all four schools worked with other community partners to host food drop-offs, provide prescription assistance, and connect to legal support. Promise Heights also sponsored a community conversation where over 65 residents, partners, clergy, and school staff came together for healing, connection, and conversation.

"I feel good about what we've done, but there is so much to do," Donegan says. Her future hopes for Upton/Druid Heights are that even if a family has to move into McCulloh homes for a while, they would have a "healthy functioning neighborhood and a healthy functioning school. We see the community school as integral to that process."



PARTNERS

Ashoka Changemakers School Network | Baltimore Reads, Inc. | B'more for Healthy Babies | Boy Scouts | Building Educated Leaders for Life (BELL) | City Ranch | Family League of Baltimore City | Girl Scouts | Holistic Life Foundation | Inc. | Judy Center (MSDE) | KaBOOM! | Laureate International Universities | Maryland Food Bank | Parent University | Pearlstone Center Retreat and Farm | Reading Partners | Truancy Court (UB SOL) | UMB SOM | UMB SON | UMB SOL | Union Baptist Church | United Way of Central Maryland | Walden University | Weinberg Foundation | YMCA



WOLFE STREET ACADEMY

Community and University Partnerships Contribute to Family Stability and Student Success

Working toward the goal of ensuring that all students are reading on grade level is a challenge for most schools—even more so without a functioning school library.

That's the problem Wolfe Street Academy in Baltimore was facing until its community partners stepped in to give students the opportunities they needed to access and enjoy library materials.

The school had received a grant for "reading room" materials in 2007. Without a librarian to organize the books and work with teachers to connect them to the curriculum, however, the materials were largely unused, says Connie Phelps, Wolfe Street's community school coordinator and part of the community school efforts at the University of Maryland, Baltimore (UMB) School of Social Work.

That all changed about a year ago when a member of the Upper Fells Point Improvement Association

(UFPIA)—a partner of the school—stepped in to offer her expertise. Mollie Fein, a retired public librarian, began working with a social work intern to catalog the materials, create a lending library, and run a book club to get students further engaged in reading. The partnership didn't stop there. UFPIA's Youth and Education Committee is raising funds for additional reference materials for the library.

"I feel passionate about wanting to see better libraries in city schools," says Fein, adding that not only are students benefitting from having greater access to books, but the neighborhood is also being impacted by the Wolfe Street's success. "When I moved here, there were basically no children on our block. Now families are staying. Everyone is aware that Wolfe Street Academy is moving up."

The changes Fein sees in her neighborhood are showing up in the school's data as well. Since Wolfe Street became a community school in 2006, the

AWARDEE AT-A-GLANCE

Location: Baltimore, MD

School District: Baltimore City Public Schools

Grade levels: Pre-K – 5

Number of Students: 219

Race/Ethnicity:

- ★ African American 8%
- ★ Asian American 2%
- ★ Caucasian 11%
- ★ Hispanic 79%

ELL Students: 63%

Special Education: 13%

Free/Reduced Lunch:
96%

Principal: Mark Gaither;

Community School

Coordinator:

Connie Phelps



student mobility rate has declined from 47% to 9%. Phelps attributes the drop to increased test scores, improved services, and “all the other supports provided by a community school.”

“Because families are looking for supportive communities,” she says, “they find Wolfe Street Academy attractive.”

Fein and other partners also participate on the School-Family Council, which includes Phelps, school administrators, parents, teachers, and community members. This group meets monthly to discuss school goals. Teachers lead subcommittees of the council in order to strengthen the connections between the work of the partners and the classroom and to communicate needs that are standing in the way of students’ learning.

Special education teacher Katrina Kickbush made these connections clear earlier this year when she spoke before House Democrats considering changes to the Elementary and Secondary Education Act. “We see how the effects of poverty can hinder a student’s success in the classroom,” she said. “But we also know that community schools, as an innovative reform model, can help support students, families, and schools.”

INCREASING EXTENDED LEARNING OPPORTUNITIES

Developing creative solutions to meet the needs of students and families are what community schools are all about, and Wolfe Street Academy has become a strong example of how a community school structure can create an environment that leads to student success.

One of Baltimore’s original community schools, Wolfe Street Academy has benefitted from having the same principal and coordinator—and many of the same partners—since its beginning as a community school. As part of the Baltimore Curriculum Project, the school converted to a charter school seven years ago so that it could continue to implement its research-based curriculum as other schools in the district changed theirs. As a conversion charter school, the school continues to be a zone-based public school. Any child living in the geographic zone can enroll at any time during the school year.



KEY RESULTS

- ★ Student mobility has decreased from 46.6% to 8.8% from 2006 to 2014.
- ★ 5th grade reading proficiency has increased from 50% to 95% from 2006 to 2014.
- ★ WSA has moved academically from the 77th to the 2nd most successful elementary school in Baltimore City.
- ★ Average daily attendance is 96%, with only 1% chronic absence rate.
- ★ Currently serves 84% of K-5 students until 5:40 PM.
- ★ Reduced suspensions to zero students over the past four years.

"This journey of great people, using great academic programs, supported by the great community school strategy has allowed Wolfe Street Academy to move from its 2005 ranking as the 77th highest performing to its 2014 ranking as the 2nd highest performing elementary school in the district," says Principal Christopher Gaither.

One reason for Wolfe Street's academic gains is because students now have greater access to after-school learning opportunities through Expand-ED, a network of schools in Baltimore, New Orleans, and mostly New York City, that provide expanded learning and enrichment opportunities that are closely linked to the academic skills teachers focus on during the school day.

"In order to experience everything that we had to offer, it became more necessary for children to be in the after-school program," Phelps says. The school used to have a long waiting list of students for the after-school program. But now 83% of the school's kindergarten through 5th grade students participate in extended learning opportunities, which include homework help, sports, music, and a science pro-

gram. The school also hired a full-time out-of-school time director to oversee the alignment of both after-school and summer programs with learning goals for students.

Johanna Galat, who has just finished her first year as a master's in social work student at UMB, not only helped with the library project, but also helped lead an after-school anti-bullying group focused on educating students about different disabilities. The sessions were developed in partnership with classroom teachers who felt it was an area that needed attention. She said working in a school has been valuable experience and helped her gain a better understanding of the pressures on children of immigrants to "assimilate quickly."

With expanded learning programs running until 5:40 p.m., 85% of the school's students are now able to receive three meals a day at the school. Families also have access to a food bank, meeting the needs of parents who work service industry jobs in the evening. "Eating three meals a day at the school also helps to alleviate food scarcity issues at home, saving very poor families the cost of groceries," Phelps says.

UNIVERSITY PARTNERSHIPS

The library project is just one demonstration of how university students are providing support and services to the students and families at Wolfe Street Academy.

Social work interns gain field experience and provide help in multiple ways, including case management, referring families to other services, and taking on special projects at the school.

The School of Dentistry provides annual screening exams for all students

and an after-school session on oral hygiene and healthy eating, and refers parents to pediatric dentists if needed. Since the partnership began in 2008, the number of students needing follow-up treatment has declined by 75%.



Students also receive one-on-one tutoring at Wolfe Street during the after school program from Johns Hopkins University and Notre Dame of Maryland University students. Roughly 40 students are paired up with a tutor for the entire school year. The tutors collaborate with teachers so they know what to focus on during the sessions, and get to know the students well, Phelps says. “It really becomes tutoring and mentoring,” she says.



RAISING ATTENDANCE THROUGH COMMUNITY

Wolfe Street’s morning meeting—held while students are eating breakfast—is a routine that starts off every school day in a positive direction and gives parents a chance to feel part of the community. About 40 parents stay for the meeting every morning after bringing their children to school.

As the Baltimore elementary school with the highest percentage of Hispanic children, Wolfe Street makes sure all communication to families and presentations are in both English and Spanish—even its Facebook page. The school recently started receiving families from Mexico who speak an indigenous language called Mixtec, so the school plans to offer Mixtec translation at school events. The school’s elected parent group now has six officers and holds bilingual meetings so Spanish-speaking parents can participate. The School Family Council meeting is also bilingual.



The growing relationships with parents, combined with the support the social work interns are able to provide, is also contributing to higher attendance rates. This past February, the school had a chronic absentee rate of 1%, compared to 3% for other charter schools.

“As a teacher in a community school, I know that site coordinators, and the trust that they build with students and families, along with the partnerships with community organizations, are essential to provide students with the full range of opportunities and supports they need and deserve,” Kickbush told the members of Congress. “Schools cannot do it alone; they need strong community partnerships, public-private partnerships, to give students the level of education they need for the 21st century workforce, and to give our nation the strength of a well-prepared and highly successful generation.”

PARTNERS

The Friends of Wolfe Street Academy | The Family League of Baltimore | The Baltimore Curriculum Project | University of Maryland School of Social Work | The Downtown Baltimore Family Alliance | The Phillip and Beryl Sachs Foundation | ExpandedED Schools/TASC | The Harry and Jeanette Weinberg Foundation | Inc. | University of Maryland School of Dentistry | The Park School of Baltimore | Notre Dame College | Business Volunteers Unlimited & JMI Equity | Johns Hopkins University & SOURCE | Upper Fells Point Improvement Association | Legg Mason | The Maryland Book Bank | Raising a Reader | CASA of Maryland | Maestro Program | Upper Fells Point Corner Theater | Maryland Food Bank | Therapeutic Living For Families | Hopkins Community Neighborhood Fund | Fells Prospect Community Association | Patterson Park Audubon Center | Cockey’s Fells Point



JOHN HANCOCK COLLEGE PREPARATORY HIGH SCHOOL

Service-Learning and Mental Health Support Help Students Take Leadership Roles

An increase in social-emotional support for students as well as opportunities for them to exercise leadership skills is paying off in increased attendance and the percentage of students on track to graduate at John Hancock College Preparatory High School on Chicago's southwest side.

Leadership and service opportunities—whether it's promoting wellness activities in the school or volunteering in the community—are tied closely to the goals of the school, helping to create a seamless environment that supports learning.

In fact, when Principal Karen Boran learned her school had won an award, she responded, "For what?" because the work of partners is so much a part of how the school operates. Students and families have benefited, she says, because of "how hard we work to integrate everything." The stability in partners working with the students and families is another reason

why the school is meeting its goals, she says.

Kathryn Rice, Hancock's resource coordinator, works with partners to examine data and align their work with what the school is trying to achieve. Rice works for Youth Guidance, one of almost 50 nonprofit organizations serving as lead agencies in the Chicago Public Schools' community schools initiative. Youth Guidance's community school model focuses on five areas: academic support, academic enrichment, health and wellness, social-emotional skill building, and parent and family engagement

"When we form our MOU at the beginning of the school year and we have a conversation with the principal and other stakeholders about new partnerships, we try to make sure we are supporting students and families in each of those content areas," Rice says.

For example, the school's English teachers and Rice worked with Narrative4—a global organization teaching racial empathy through storytelling—to make

sure those providers were reinforcing the same writing strategies students were learning and practicing during the school day.

EXPANDING SERVICES THROUGH PARTNERSHIP

The same process has been used to increase counseling services for students. Because school social workers are limited in which students they can serve, Youth Guidance, provides staff members who can focus on mental health issues and give students opportunities to develop social skills. In addition to Rice, the agency also provides a full-time social worker and a full-time counselor who work with the school's Becoming a Man (BAM) program. "There is a huge need," Rice says, adding that many students who don't qualify for services are still burdened by stress at home and have trouble focusing in the classroom. This partnership, among others, with student graduate interns from the University of Chicago's School of Social Work Administration, the Chicago Public Schools social worker, Grads Hill—another CBO to provide direct counseling—and Umoja, all help to provide the students varied mental health supports.

A 21st Century Community Learning Center grant to Youth Guidance supports the bulk of the community school coordination at the school, but a variety of other smaller grants and donations also support opportunities for students and parents. The school also had a three-year School Improvement Grant from the U.S. Department of Education, which began the process of improving the school's "curriculum, climate, and coordination," Boran says.

"Our mission statement is: John Hancock College



AWARDEE AT-A-GLANCE

Location: Chicago, IL

School District: Chicago Public Schools

Grade Levels: 9-12

Number of Students: 910

Race/Ethnicity

- ★ African American 1%
- ★ Asian American 1%
- ★ Caucasian 2%
- ★ Hispanic 95%
- ★ Other 1%

ELL Students: 10%

Special Education: 10%

Free/Reduced Lunch: 97%

Principal : Karen Boran; **School Resource Coordinator:** Kathryn Rice



Prep is a student-focused learning community where all stakeholders collaborate to prepare all students for college and post-secondary endeavors," Boran says. "What being a community school has done is given us the systems and structures to make that happen."

BAM and Working on Womanhood (WOW)—two signature programs of Youth Guidance—also provide students with mentorship experiences and peer support. While students are referred to the program by the staff, many students "self refer," Rice says, because the groups participate in interesting field trips and after-school activities.

BAM, a dropout and violence prevention program focuses on developing social-cognitive skills in young men through stories, role playing, and group exercises. The lessons are intended to teach impulse control, emotional self-regulation, how to read social cues, and interpret others' intentions. After-school sports are also a strong component of the program and reinforce conflict resolution skills.

KEY RESULTS

- ★ School attendance increased from 78% to 90% from 2010 to 2014.
- ★ Freshman on-track rates rose from 80% to 97%.
- ★ Five-year graduation rate increased from 57% to 77%.

BAM is being evaluated by the University of Chicago Crime Lab, which found a 44% reduction in arrests for violent crime for participating youth. At Hancock, there has been a decline in school suspensions since the program began. BAM has also been held up as an example of what President Obama has been trying to achieve with his “My Brother’s Keeper” initiative, which focuses on finding effective strategies for helping young minority men be successful in school and avoid problems with law enforcement.

The creation of a care team at Hancock in 2014 has also helped to increase the attendance at the school from 78% in 2010 to a current all-time high of 90%. Every other week, the eight-member team, including Rice, social workers, the school’s on-track coordinator, the dean of discipline, and others, pores over names of students considered at risk and plans strategies for improving outcomes for those students. Because of that structure, “we don’t have students who just slip through the cracks,” she says.

MEETING COLLEGE-READY EXPECTATIONS

Improving college access is another one of the school’s top priorities, and a partnership with the Network for College Success (NCS) at the University of Chicago is providing teachers with professional development focused on helping students reach college-readiness standards. For example, NCS math and literacy coaches work with teachers to reach academic goals that are part of the school improvement plan.

Hancock is also part of Gear Up, a U.S. Department of Education grant program that aims to create a college-going culture among students beginning in the middle school years. As part of Gear Up, 9th and 10th

graders at Hancock participate in college field trips and have access to tutoring. Workshops focused on preparing for postsecondary education are also available for parents.

College readiness is also emphasized through Hancock’s afterschool opportunities, such as Science Olympiad, a math club, and a model United Nations. Taught by teachers from the school, many afterschool programs provide a continuation of the subject matter for students who are developing interests in certain areas. This continuity also extends to community partners working with students after school.

Students’ interests are further fostered with the help of community partners. Female Science Olympiad students participate in a STEM-focused “Girls Do Hack” event at the Adler Planetarium, and cooking club members get service learning opportunities with the Ronald McDonald House and other charities.

HAVING A VOICE

BuildOn, another Hancock partner, continues the service-learning opportunities for students and works with a teacher liaison to connect those projects to the curriculum and the Common Core standards. In 2012, the McCormick Foundation named Hancock an Illinois Democracy School. This means that service learning doesn’t mean just fulfilling a certain number of hours or completing a side project. Instead, an emphasis on student leadership and voice is part of the culture of the school.

The care team and Youth Guidance counselors focus on equity for students throughout the school, particularly those who might be considered vulnerable or at-risk populations. And in turn Hancock students get





involved in equity issues in the community through programs such as a conservation club and an environmental science group.

Hancock is what Boran once described as a “hotbed of student activism.” She also hears regularly from a group of students who serve on the Voice Committee. Meeting with those students, she jokes, is like meeting with the union representatives. They present their requests or concerns and she asks for a proposal on how they would like to see the issue addressed. Through the process the students have been able to get a salad bar and add a student representative to the school’s security team.

Students are also taking active roles in helping their peers think about their goals after high school. Twenty-eight students have been designated as “college ambassadors” at Hancock, meaning that they learn about the barriers that can get in the way of attending college and help raise awareness about preparing early to reach those goals. Some of the students even wanted to share what they learned so they prepared a presentation for freshmen on the economic benefits of a college degree.

In another example, student leaders are acting as health ambassadors as part of a LearnWell grant the school received from CPS. The school applied for the funding, which is used for wellness activities, after leadership recognized the need to better promote good nutrition and healthy behaviors. Using student survey results, the team set an initial realistic goal of replacing soda drinks with more water. The student ambassadors distribute water bottles and are now raising funds for a water bottle refilling station for the school. Cooking Matters, which helps families prepare healthy meals on a budget, and the Garde-

neers, which trains teachers to develop and maintain school gardens, are also getting involved.

Staff at Hancock is intentional about “recognizing that students are eager to take on those [leadership] roles and just giving them the space to do it,” Rice says.

The school is giving the same level of attention to developing parent leaders. Through its Parent University, which began in 2013, parents are learning how to understand student data and advocate for their children. Workshops are held at the same time as the school’s “freshman connection” program, which allows new parents to receive support during that time of transition as well. The first cohort of parents to participate in the workshops became the Parent Panel, which reviews parent engagement activities and is just one of several opportunities for parents to be involved in the life of the school.

“I am so blessed and grateful that I can be a part of the planning and decisions that are made at Hancock,” says Maria Herrera, who is on the Parent Panel. She serves on the school’s Local School Council and is the secretary for the Parent Advisory Council, which focuses on planning, implementation, and design of the school’s Title I program. Herrera’s son graduated from the school in 2011, and her daughter is currently a sophomore.

Staff “always values parents’ point of view on everything that happens at Hancock,” Herrera says. “Hancock has made me the parent leader I am today.”

PARTNERS

The National Mexican Museum of Art | TestRocker | Matli Dance Academy | GearUp | BuildOn | After School Matters | Associated Colleges of the Midwest | The Network for College Success | WorldSport Chicago | The School of Social Service Administration (at the University of Chicago) | Tasteful Manners | Chicago Cares | The Southwest Organizing Project (SWOP) | Chicago Ideas Week | The Chicago Bears | The Chicago Bulls | Magnetar Youth Investment Academy | Metropolitan Family Services | Gads Hills | Umoja Student Development Corporation | Narrative4 | Cooking Matters | Gardeneers | Illinois Caucus for Adolescent Health



SOCIAL JUSTICE HUMANITAS ACADEMY

Meeting Students' Needs Through Partnership and Teacher Leadership

The Individualized Education Program—or IEP—helps millions of students with special needs receive the services they need in order to reach their educational goals. But the leaders of Social Justice Humanitas Academy (SJHA)—a community school in Los Angeles—felt that all students could probably benefit from a similar process, one that added a focus on learning.

That's why they created the Individualized Pupil Education Plan (IPEP), which was developed about four years ago and pulls together detailed information on students' needs as well as their strengths. The profile includes common indicators, such as test scores, but also covers information such as whether parents attend conferences and where students compare on the Search Institute's list of 40 Developmental Assets for Adolescents.

Every five weeks, when teachers review student data, the IPEPs are used to determine how teachers and

partners involved in the community school can best help struggling students who face the most obstacles. The IPEP process is also a reflection of the close relationships between students and teachers that are part of the Humanitas model.

“While I will always do my best to help them, I also know that there are many others in the community who have the desire, skills, and resources to support my students in the areas where it's hard for me to reach from within my classroom and within the bounds of my curriculum,” says Jeff Austin, who teaches Advanced Placement (AP) macroeconomics and AP American government at the school. “Our students constantly talk about Humanitas as a family, and that feeling is almost tangible as you walk through the hallways, classrooms, and offices.”

An initiative of the Los Angeles Education Partnership (LAEP), which is SJHA's lead agency, Humanitas is an instructional model in which teachers collaborate to

AWARDEE AT-A-GLANCE

Location: San Fernando, CA
School District: Los Angeles Unified School District
Grade levels: 9-12
Number of Students: 509
Race/Ethnicity:

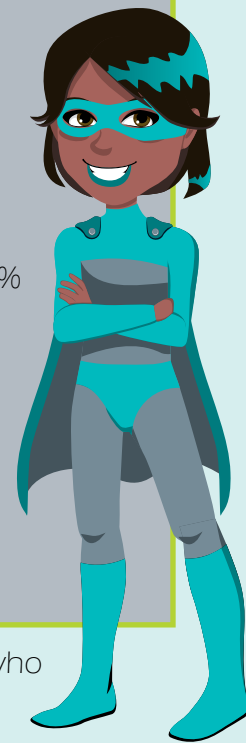
- ★ African American 2%
- ★ Caucasian 1%
- ★ Hispanic 95%
- ★ Native American 1%
- ★ Other 1%

ELL Students:

- ★ Reclassified English Proficient 52%
- ★ English Learners 12%

Special Education: 10%
Free/Reduced Lunch: 88%

Principal: Jose Luis Navarro, IV; **Community School Coordinator:** Jennie Carey



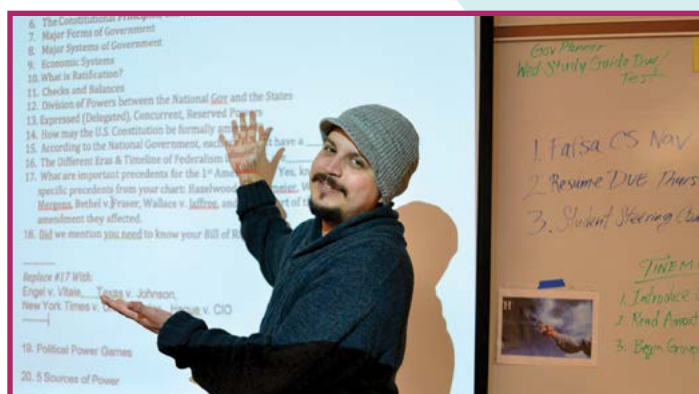
provide rigorous, interdisciplinary instruction that engages students in relevant, real-world learning. One of four autonomous high schools located on the campus of Cesar Chavez Learning Academies in San Fernando, CA., SJHA was founded by teacher leaders, such as Austin, through a process in which teams of teachers could propose to start their own school. As a community school, SJHA also has a community school coordinator provided by LAEP, creating a site that brings together LAEP's two major approaches to improving outcomes among low-income students: Humanitas and community schools. Jennie Carey, the school's coordinator, is part of the school's governing council, which helps to ensure that the work of community partners is aligned with and in support of the school's core curriculum.

The school's "adoption" process, in which teachers take added responsibility for following up with a few students to continually encourage them to keep working toward their goals, is further evidence of the bonds formed between students and teachers. Daily advisory classes provide another structure through which students can receive support from teachers and peers. It's through "these relationships with teachers that help students achieve self-actualization," says Carey, who was previously a coordinator at Sylmar High School and involved in writing the plan for the SJHA. Teachers put "the IPEP into the hands of students," and ask them what is going on in their lives and what they need to succeed, she adds.

Adoption has been a strategy for supporting students since the school began and involves not only teachers but also community partners and AmeriCorps members working on campus.

"I know it works," Austin says about the adoption

process. He describes one 9th grader who he has adopted this year and how he was able to overcome the obstacles in his own way. "I push him to make better decisions, he promises to do so, then messes up, and I talk to him again. And again. And again. He'll get there. I've seen my adopted kids do better in grades as well, but it's funny because I rarely get a chance to celebrate their victory because by then it's part of their DNA. They almost forget about who they were, and I usually try to forget so I can enjoy who they've become."



KEY RESULTS

- ★ Graduation rates increased from 83% to 92% in the last year.
- ★ Only 0.2% of students were suspended in the 2013-14 school year.
- ★ 96% of all students have an Individual Graduation Plan.
- ★ 75% of students are passing all of their college pre-requisite classes.
- ★ 93% of students and 95% of parents feel school grounds are safe.
- ★ High school exit exam first-time-pass rate increased from 68% to 78% in the last year.

Through those relationships, student attendance and performance increase. Over the past three years, the attendance rate has climbed from 62% to 80%, and the graduation rate has increased from 83% to 92%—compared to the Los Angeles Unified School District average of 67%.

FOCUSING ON SOCIAL JUSTICE

Embedded into the school's curriculum is a focus on social justice, which has been strengthened through the school's partnership with Facing History and Ourselves. An international education and professional development organization, Facing History engages students in understanding the Holocaust, discussing other social justice issues, and understanding how history is connected to the moral choices people face every day. With a predominantly Latino population, a lot of lessons focus on exploring identity and culture, and the entire school read "Enrique's Journey," the Pulitzer Prize-winning story of a Honduran boy searching for his mother in the U.S. SJHA is considered one of Facing History's model schools because it takes a whole-school approach to weaving the core themes throughout the school's



curriculum, climate and mission. Samantha Siegeler, who teaches 10th grade English with a history focus, says it's "a blessing to have the opportunity to develop interdisciplinary curriculum with social justice-minded folks who bring a critical lens to our curriculum."

A restorative justice process is also teaching students how to take responsibility for poor decisions and is having an impact on behavior trends at the school. For the past two school years, only two students have been suspended. Another strong partner, Youth Speak Collective, gives students opportunities to improve their communities and develop leadership skills. Eight Youth Speak interns, four of whom are SJHA students, help facilitate after-school programs such as digital arts and the "Womyn's Circle," which gives girls a safe place to express themselves and talk about women in society. Interns receive stipends and students can earn service-learning hours for participating in Youth Speak programs.



"Our passion is youth; they are going to be the next leaders of our city," says David Andres Kietzman, who was an art teacher before joining Youth Speak. He adds that there

is a noticeable difference in working with an established community school, compared to other schools where he says partnership is more of a tagline.

The EduCare Foundation, a youth development organization, also is an effective SJHA partner. At the beginning of every school year, instead of jumping immediately into assignments and quizzes, students

at the school participate in EduCare’s ACE (Achievement and Commitment to Excellence) workshops. The experience focuses on self-reflection and bonding between teachers and students and starts the school year off “on a positive note,” Carey says. “They’re all going through something and it’s very real and they learn they’re not alone.”

Through the 9th Grade Leadership Academy—an out-of-classroom experience required for graduation—students also focus on building character and positive relationships. Additional support and wraparound services are available to both students and families as part of the Los Angeles Promise Neighborhood grant provided by the U.S. Department of Education to the Youth Policy Institute (YPI), an anti-poverty and community empowerment organization. Parents can participate in financial literacy programs and receive referrals to housing, health care services, and legal support.

PREPARING FOR POSTSECONDARY

While community schools often work with partners to build students’ “college knowledge,” as it’s often called, those efforts are often still separate from what is happening in the classroom. But not at Humanitas. Topics such as completing applications and understanding the Free Application for Federal Student Aid (FAFSA) are being integrated into the curriculum to help all students take steps in that direction.

Because of LAEP’s emphasis on teacher leadership, Carey says the partners play an important role in helping the faculty be more effective. “We have to support our teachers as much as our students,” she says. “When they are doing their very best, and [a student] is still failing, something else is going on. We know we have to have these partners.”



Principal Jose Navarro says he’s a “champion of community schools” because of how the model addresses the barriers that even the most effective teachers can’t break down.

“I am the California teacher of the year, the LAUSD teacher of the year, the L.A. County teacher of the year, and I am National Board certified. Based on these accolades I am one of the most effective teachers my students can have,” Navarro says. “Yet I still have students who fail. I still have students who have needs I can’t meet. We can’t do it alone. My students need all the resources their community can offer. Good teaching alone cannot mitigate the effects of poverty.”

PARTNERS

Los Angeles Education Partnership | Youth Policy Institute and LA Promise Neighborhood | EduCare Foundation | Fulcrum | Project GRAD | College Summit | Facing History and Ourselves | Teachers Curriculum Institute | Innovative School Leaders Institute | Qjai Foundation | Restorative Practices | Black Male Leaders Institute | Data Works | UCLA IDEAS | Mikva/Action Civics Los Angeles | Youth Speak Collective | El Nido Family Services | Gang Reduction Youth Development (GRYD) Program | Pacoima Beautiful | Hathaway Sycamores | PIQE | Junior Achievement | Strength United | PTSA | MEND | Reading Opens Minds | The Unusual Suspects | Tia Chucha’s Centro Cultural | Academy of Motion Picture Arts and Sciences | Fund for Teachers | Cal State University Northridge | Cal State Los Angeles Urban Teacher Residency Program | Center for Teaching Quality’s Teacher Powered Schools Initiative | It Takes A Barrio Program | Youth Speak Media Solutions | UCLA AP Readiness Program | Creative Hearts and Minds



ABOUT THE COALITION FOR COMMUNITY SCHOOLS

The Coalition for Community Schools is an alliance of national, state, and local organizations in education, K-16, youth development, community planning and development, family support, health and human services, government, and philanthropy, as well as national, state, and local community school networks.

VISION

Schools are centers of flourishing communities where everyone belongs, works together, and thrives.

MISSION

To unite school, community, and family for young people's success.

CORE VALUES

Foster strong partnerships. Partners share their resources and expertise and work together to design community schools and make them work.

Share accountability for results. Clear, mutually agreed-upon results drive the work of community schools. Data helps partners measure progress toward results. Agreements enable them to hold each other accountable and move beyond "turf battles."

Set high expectations for all. Community schools are organized to support learning. Children, youth, and adults are expected to learn at high standards and be contributing members of their community.

Build on the community's strengths. Community schools marshal the assets of the entire community, including the people who live and work there, local organizations, and the school.

Embrace diversity. Community schools know their communities. They work to develop respect and a strong positive identity for people of diverse backgrounds; and they are committed to the welfare of the whole community.

STRATEGIES

- ★ Fuel partners and weave networks.
- ★ Cultivate quality community schools.
- ★ Take catalytic steps to build a strong field.
- ★ Advocate for supportive policy and funding.
- ★ Strengthen the research and evidence base

ABOUT THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

For a half-century, the Institute for Educational Leadership (IEL) has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families. Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels to bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families.

The work of IEL focuses on three pillars required for young people and their communities to succeed.

- ★ Involving the broader community with public education to support the learning and development of young people.
- ★ Building more effective pathways into the workforce for all young people and supporting the transition to adulthood.
- ★ Preparing generations of leaders with the know-how to drive collaborative efforts at all levels.

VISION

A society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop, and become contributing citizens of our democracy.

MISSION

To equip leaders to work together across boundaries to build effective systems that prepare children and youth for postsecondary education, careers, and citizenship.

Community Development & Building

Center for Community Change | The Center for Leadership Innovation | Harlem Children's Zone | National Council of La Raza | National Trust for Historic Preservation | National Urban League | Police Executive Research Forum | The Harwood Institute

Education

American Federation of Teachers | American School Counselor Association | ASCD | Citizen Schools | Council of Chief State School Officers | Council of the Great City Schools | Developmental Studies Center | Elev8 | Learning First Alliance | National Association for Bilingual Education | National Association of Elementary School Principals | National Association of School Psychologists | National Association of Secondary School Principals | National Association of State Boards of Education | National Association of State Directors of Special Education | National Education Association | National PTA | National School Boards Association | Netter Center for Community Partnerships, University of Pennsylvania | School Social Workers Association | School Superintendents Association

Family Support & Human Services

Alliance for Children and Families | American Public Human Services Association | Collaborative for Academic, Social and Emotional Learning | Child Welfare League of America | Children and Families First | Enterprise Community Partners | Harvard Family Research Project | National Center for Family Learning | National Center for Family Literacy | The Educational Alliance | United Way Worldwide

Government

Local and State Government | National League of Cities | National Association of Counties | National Conference of State Legislatures | National Governors Association | The U.S. Conference of Mayors | Federal Government | Corporation for National and Community Service | 21st Century Community Learning Center Program | Centers for Disease Control and Prevention

Physical & Health Health

American Public Health Association | American School Health Association | Center for Health and Health Care in Schools, George Washington University | Center for Social and Emotional Education | Mental Health America | National Mental Health America | School-Based Health Alliance | Society of State Directors of Health, Physical Education and Recreation | Trust for America's Health | UCLA Center for Mental Health in Schools

Funders

KnowledgeWorks Foundation | Milton S. Eisenhower Foundation | Polk Bros. Foundation | Rose Community Foundation | Stuart Foundation | The Atlantic Philanthropies | The San Francisco Foundation | The Wallace Foundation | W.K. Kellogg Foundation

Policy, Training, & Advocacy

21st Century School Fund | Afterschool Alliance | Alliance for Community Teachers and Schools | Alliance for Excellent Education | American Association of Higher Education | American Speech-Language-Hearing Association | American Youth Policy Forum | Annenberg Institute for School Reform, Brown University | Center for Strategic Community Innovation | Child and Family Policy Center | Child Welfare League of America | Children's Defense Fund | Committee for Economic Development | Council for Exceptional Children | Education Commission of the States | Education Development Center | First Focus | Foundations, Inc. | GLSEN (Gay, Lesbian and Straight Education Network) | Healthy Schools Campaign | Illinois Federation for Community Schools | Institute for Educational Leadership | Institute for Social and Education Policy, New York University | National Afterschool Association | National Center for Community Schools | National Center for Schools and Communities, Fordham University | National Child Labor Committee | National Partnership for Family, School, and Community Engagement | National Human Services Assembly | National Youth Employment Coalition | Partnership for Children and Youth | Policy Link | Poverty and Race Research Action Council |

Progressive States Action | Public Education Network | Save the Children | Say Yes to Education | The Finance Project | The Rural School and Community Trust | Young Elected Officials Network | YSA (Youth Service America)

School Facilities Planning

Concordia, LLC | Council of Education Facilities Planners International | National Clearinghouse for Educational Facilities | New Schools/Better Neighborhoods | Smart Growth America | 21st Century School Fund

State Entities

California Center for Community-School Partnerships/Healthy Start Field Office | California Department of Education | Child and Family Policy Center | Colorado Foundation for Families and Children | Education Leadership Beyond Excellence | California Consortium of Education Foundations | Georgia Family Connection Partnership | Illinois Community School Partnership/Voices for Illinois Children | Nebraska Children and Families Foundation | New Jersey School-Based Youth Service/Department of Human Services | Office of Family Resource and Youth Services Centers, Frankfort, KY | Ohio Department of Education | State Education and Environment Roundtable | Tennessee Consortium of Full Service Schools | Washington State Readiness-To-Learn Initiative

Youth Development

Academy for Educational Development | After-School All Stars | America's Promise Alliance | Association of New York State Youth Bureaus | Big Brothers, Big Sisters | Boys and Girls Clubs of America | California Afterschool Partnership/Center for Collaborative Solutions | Camp Fire USA | Families of Freedom Scholarship Fund | Forum for Youth Investment | John W. Gardner Center for Youth and Their Communities | National Center on Time and Learning | National Collaboration for Youth | National Summer Learning Association | National Institute on Out-of-School Time | National School-Age Care Alliance | Partnership for After School Education | The After-School Corporation | YMCA of the USA

COALITION FOR COMMUNITY SCHOOLS STEERING COMMITTEE

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The San Francisco Foundation

Robert Mahaffey (Vice Chair)

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The Rural School & Community Trust

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Institute for Educational Leadership

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American Association of School Administrators

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Assistant Professor, Department of Educational Leadership
National Louis University

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Senior Director of Initiatives
Family League of Baltimore

Daniel Cardinali

President
Communities in Schools

Sandra Escamilla

Executive Director
Youth Development Institute

Matia Finn-Stevenson

Associate Director, Schools of the 21st Century, Yale University
The Edward Zigler Center in Child Development and Social Policy

Josephine Franklin

Associate Director, Research and Information Resources
National Association of Secondary School Principals

Cathlin Gray

Associate Superintendent for Family, School, and Community Partnerships
Evansville-Vanderburgh School Corporation

Merita Irby

Managing Director
The Forum for Youth Investment

Clifford Johnson

Executive Director, Institute for Youth Education and Families
National League of Cities

Melissa Mitchell

Executive Director
Illinois Federation for Community Schools

Frank Mirabel

Director of Collective Impact, Office of Mayor Richar J. Berry
City of Albuquerque

José Muñoz

Executive Director
ABC Community School Partnership

Jane Quinn

Director, National Center for Community Schools
Children's Aid Society

Ellen Pais

President/CEO
Los Angeles Education Partnership

Jennifer Peck

Executive Director
Partnership for Children and Youth

Terry Peterson

Chairman
Afterschool Alliance

Andrea Prejean

NEA Director of Priority Schools
National Education Association

Adeline Ray

Senior Manager, CPS Community Schools Initiative
Chicago Public Schools

Brent Schondelmeyer

Communications Director
Local Investment Commission

Shital C. Shah

Assistant Director, Education Issues
American Federation of Teachers

Sean Slade

Managing Director, Whole Child Initiative
ASCD

Joann Weeks

Associate Director, Netter Center for Community Partnerships
University of Pennsylvania

Ira Harkavy (Chair Emeritus)

Associate Vice President and Director, Netter Center for Community Partnerships
University of Pennsylvania

ABOUT THE COMMUNITY SCHOOLS NATIONAL AWARDS FOR EXCELLENCE

To highlight the effectiveness and efficiency of community schools and to recognize the excellent work going on around the country, the Coalition for Community Schools established a national awards program. This year's program sought individual community schools and community school initiatives that have been operating for at least three years, are public schools and districts, and

have demonstrated success. Five individual schools and two initiatives have been recognized.

This year's winners of the National Awards for Excellence were judged on the strength of their partnerships, their ability to align services with the school's or district's core mission, their engagement of families and the community, creation of sustainable policy

and finance structures, and exhibiting exceptional outcomes resulting from the execution of this work.

All awardees have demonstrated an outstanding ability to bring all of these functions of community schools work—branches of the "smart school apps"—together to leverage each to create an excellent conditions for learning.

WHAT IS A COMMUNITY SCHOOL?

COMMUNITY SCHOOLS ARE SMART SCHOOLS

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities. Partners work to achieve these results: children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

STRATEGIC ALIGNMENT

Just like smart phones, community schools have an infrastructure or operating system that strategically aligns 'apps' so they work in a synchronized manner. A school-site leadership team, often composed

of educators, parents, community partners, and others, is responsible for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners with the school. A community school coordinator works hand-in-hand with a supportive principal and is a member of the school leadership team. The coordinator is responsible for building relationships with school staff and community partners, for engaging families and community residents, and coordinating an efficient delivery of supports to students inside and outside the classroom. Data on cognitive, social, emotional, physical factors, and family and community circumstances drive the work for a community school.



LOCAL COMMUNITY SCHOOL INITIATIVES

Achievement Plus, MN | ABC Community Schools Partnership, NM | Asheville and Buncombe Co. Community Schools Initiative, NC | Baltimore City Community Schools Initiative, MD | Beacons (NYC), NY | Boost! (United Way), CT | Boston Public Schools, MA | Brooklyn Center Community Schools District, MN | Broome Co. Promise Zone, NY | Chicago Public Schools Community Schools Initiative, IL | Children and Families First, DE | Children's Aid Society Community Schools, NY | Children's Services Council of Palm Beach Co., FL | Cincinnati Community Learning Centers, OH | City of Bellevue Wrap-Around Services, WA | Cleveland Metropolitan School District Community Wraparound Schools, OH | Closing the Gap, NY | Community Achieves Metro Nashville Public Schools, TN | Cranston Family Center Child Opportunity Zone, RI | Dayton Neighborhood School Centers, OH | D.C. Community Schools Initiative, | Denver Beacons and Neighborhood Center Collaborative, CO | Denver Public Schools, CO | Des Moines Public Schools, IA | Detroit Public Schools Community Schools, MI | Elev8 Baltimore, MD | Elev8 Chicago, IL | Elev8 New Mexico, NM | Elev8 Oakland, CA | Evanston Community Schools Initiative, IL | Evansville Vanderburgh School Corp., IN | Fall River Wraparound Zone Initiative, MA | Family Service of Rhode Island | FL International Univ., FL | Flowing Wells Full-Service Community Schools Program, AZ | Gainesville City Schools, GA | George Washington Community High School, IN | Great Schools Partnership, TN | Greater Lehigh Valley-COMPASS/United Way, PA | Hartford Community Schools, CT | Holyoke Public School District, MA | Kent School Services Network, MI | L.A. Education Partnership, CA | Lancaster Community Schools, PA | Lincoln Community Learning Centers, NE | Linkages to Learning, MD | Local Investment Commission, MO | Los Angeles Education Partnership, CA | Milwaukee Community School Partnership, OH | Minneapolis Beacons, MN | Netter Center for Community Partnerships, PA | New Jersey Community Development Corporation, NJ | New York City Community Schools Initiative, NY | Oakland Unified School District, CA | Ogden School District, UT | Oklahoma City Community Schools Initiative Pilot, OK | Ontario-Montclair School District, CA | Pasadena Unified School District, CA | Peoria Full Service Community School Initiative, IL | Providence Full-Service Community Schools, RI | Rapid City Area Schools, SD | Reconnecting McDowell, | Redmond School District Community Learning Centers, OR | Redwood 2020 (United Way), CA | Richland Co. Community Collaborative, | Richmond City Community Schools Initiative, VA | Rockland 21st Century Collaborative for Children and Youth, NY | Salt Lake City School District Community Learning Center Initiative, UT | San Francisco Beacon Initiative, CA | San Francisco Unified School District, CA | Santa Rosa City Schools, CA | Say Yes Buffalo, NY | Say Yes Cambridge, MA | Say Yes Hartford, CT | Say Yes New York City-Harlem, NY | Say Yes Philadelphia, PA | Say Yes Syracuse, NY | Schools as Hubs - United Way of Greater Toledo, OH | Schools Uniting Neighborhoods Community Schools, OR | St. Louis Full Service Schools, MO | Sunny Brook District 171, | The Austin Project, TX | Thrive, MT | Tulsa Area Community Schools Initiative, OK | Twin Cities YMCA, MN | United Way of Central IN | United Way of Salt Lake, UT | United Way of Salt Lake Promise Partnership Community Schools Initiative, UT | United Way of the Bay Area, CA | United Way of the Greater Lehigh Valley, PA | Univ. of TN-Knoxville Univ.-Assisted Community Schools, TN | Vallejo Full-Service Community Schools, CA | Vancouver Public Schools, WA | WEGO Together for Kids, IL | West Chicago School District 33, IL | West Contra Costa Unified School District, CA | YMCA Dane Co. Community Schools, WI | YMCA of Long Beach, | Youth Organizing Umbrella, IL | Zion Elementary School District 6, IL



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