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ABSTRACT

This booklet contains profiles of 26 community-school models. Although communities and states approach the development of community schools in various ways, all the models presented here reflect the shared vision of the Coalition for Community Schools, that is, a set of partnerships to establish a place where services, support, and opportunity lead to improved student learning, stronger families, and healthier communities. Community schools operate in a public-school building and are open to students, families, and community before, during, and after school every day of the year. The models illustrate the vision of a community school, along with what happens at a community school, and demonstrate the key principles of a community school. Elements of a community school include using public schools as a hub to bring together many partners, strong partnerships, shared accountability, high expectations, diversity, and the use of a community's strength. Each of the school models provides contact information, a description of the program and its goals, some distinguishing characteristics of the model, how the school is governed, and other information. Those communities that are represented include New York City; Boston; Birmingham; Denver; San Francisco; Kansas City; Portland, Oregon; and Seattle. (RJM)

Strengthening Schools, Families and Communities

Community School Models

Working Draft, October 2000

Compiled by:
Laura Samberg and Melyssa Sheeran

Table of Contents

INTRODUCTION

This booklet contains profiles of 26 community school models. These models reflect the broad shared vision of the Coalition for Community Schools.

Exhibit 1 presents the Coalition's vision of a community school, what happens at a community school, and key principles of a community school. Exhibit 2 is a narrative description of a community school that appears in our new publication, *Community Schools: Partnerships for Excellence.*

We have prepared this booklet to describe ways in which different communities and states are approaching the development of community schools. We know there are varying approaches to community schools. We firmly believe, however, that by bringing together our collective assets and experience behind a shared vision, we can make community schools a permanent part of the education and community landscape. The Coalition always welcomes feedback on our vision.

Each of the models that will be presented in the Learning from Models session on the opening day of the conference is described here. We also offered other participants at the conference the opportunity to share their models. If you would like us to add your model after the conference please let us know.

In the future, the Coalition will use the experiences of these models to develop a typology of community schools. This typology will help local community and school leaders to apply the experience of these models in their own communities.

We wish to thank the Ewing Marion Kauffman Foundation for its special support for this conference, as well as the Carnegie Corporation, the Charles Stewart Mott Foundation and the Wallace Reader's Digest Funds for their sustaining contributions to the work of the Coalition.

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EXHIBIT 1

WHAT IS A COMMUNITY SCHOOL?

Using public schools as a hub, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities — before, during and after school, seven days a week. These partners work to achieve five key results:

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

What Happens in a Community School?

In a community school, youth, families and community residents work as equal partners with schools and other community institutions to develop programs and services in five areas:

- **Quality education** — High-caliber curriculum and instruction enable all children to meet challenging academic standards and use all of the community's assets as resources for learning.
- **Youth development** — Young people develop their assets and talents, form positive relationships with peers and adults, and serve as resources to their communities.
- **Family support** — Family resource centers, early childhood development programs, coordinated health and social services building on individual strengths and enhance family life.
- **Family and community engagement** — Family members and other residents actively participate in designing, supporting, monitoring and advocating quality activities in the school and community.
- **Community development** — All participants focus on strengthening the social networks, economic viability and physical infrastructure of the surrounding community.

Key Principles of a Community School

Community school models share a core set of operating principles:

- **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 are committee to the welfare of the whole community.
- **Avoid cookie cutter solutions**—Building on the lessons of others, each community school defines its needs, identifies its assets and creates its own version of a community school.

EXHIBIT 2

WHAT A COMMUNITY SCHOOL LOOKS LIKE[1]

What really *is* a community school? Boiled down to the basics, a community school is both a set of **partnerships** and a **place** where services, supports and opportunities lead to improved student learning, stronger families and healthier communities. Using public schools as a hub, inventive, enduring relationships among educators, families, community volunteers, business, health and social service agencies, youth development organizations and others committed to children are permanently changing the educational landscape – by transforming traditional schools into partnerships for excellence.

A wide range of models and approaches can fit into a basic community school framework. Every school is unique, but here's the Coalition's broad vision of a well-developed community school:

A community school, operating in a public school building, is open to students, families and the community before, during, and after school, seven days a week, all year long. It is jointly operated through a partnership between the school system and one or more community agencies. Families, youth, principals, teachers and neighborhood residents help design and implement activities that promote high educational achievement and use the community as a resource for learning.

The school is oriented toward the community, encouraging student learning through community service and service learning. A before and after-school learning component encourages students to build on their classroom experiences, expand their horizons, contribute to their communities, and have fun. A family support center helps families with child-rearing, employment, housing and other services. Medical, dental, and mental health services are readily available.

Artists, lawyers, psychologists, college faculty and students, business people, neighbors and family members come to support and bolster what schools are working hard to accomplish – ensuring young people's academic, interpersonal, and career success. Their presence turns schools into places that crackle with the excitement of doing, experiencing and discovering unknown talents and strengths. Community schools open up new channels for learning and self-expression. Students come early and stay late – because they *want* to.

Ideally, a full-time community school coordinator oversees the delivery of an array of supports provided by local agency partners and participates on the management team for the school. Over time, most community schools consciously link activities in several areas: **quality education; positive youth development; family support; family and community engagement and community development**.

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[1] *Community Schools: Partnerships for Excellence.* Available free from the Coalition for Community Schools

BEACONS

NATIONAL BEACONS ADAPTATION

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Project description

The National Beacons Adaptation Project by DeWitt Wallace-Reader's Digest Fund promotes adaptation of school/community collaboration similar to the New York City Beacons Initiative through direct supports in four cities and through networking activities nationally.

Goals of the project

- Strengthening youth development programming in school setting
- Supporting effective implementation of Beacon-like community schools across the country
- Identifying and providing support to local capacity-building organization that provide staff development and program enhancements
- Promoting institutionalization of Beacon-like programs through strategies for institutionalizing funding for community schools.

There are currently fifteen Beacons Adaptation sites in the following four cities:

Denver

Denver is operating in middle school (Lake, Rishel and Cole) in three low-income communities. The program is based on a community's assessment project that involved canvassing neighborhoods block by block to identify services, opportunities and caring adults available to young people. Denver Beacons offer a wide variety of programs including: youth leadership development and adult education classes. The Rose Community Foundation serves as the fiscal manager and the Piton Foundation is the Program Manager of the Denver Beacons Initiative.

Minneapolis

Minneapolis Beacons will build on the groundwork of the Youth Coordinating Board's Redesign program, which currently provides collaborative publicly funded health and human services at multiple school locations for families and children. In addition, co-located at Beacon sites is Minneapolis' unique community education program, Family and Community Educational Services (FACES), which seeks to improve the level and quality of family involvement in learning activities at home and in the classroom. The initiative envisions youth workers, parents and teachers communicating and working together with youth to guarantee optimum healthy youth development. There are currently five Beacons operating in Minneapolis. The YMCA is the lead agency and is also sharing capacity building with the Mayor's Youth Coordinating Board.

Oakland

Oakland's Village Centers are a strategy for building new relationships among key stakeholders in the community and for coordinating existing efforts – linking school reform, youth development and community development. Daily activities at Village Centers might include: computer lab instruction, basketball practice, tutoring and community enterprises. Urban Strategies is both the lead agency and the capacity building organization. There is currently one Village Center operating in West Oakland and three sites in East Oakland.

Savannah

Savannah is operating three Beacons in Shumann, Scott-Tompkins and DeRenne Hopkins middle schools. The goal of the Beacons is to strengthen youth development programming in neighborhoods using public school settings, ensure that youth meet their basic needs for safety, caring relationships and connections to the larger community; and to build academic, vocational, personal and social skills to enable them to become economically self-sufficient and active members of their communities. Program Activities include homework assistance, African Drumming, Computers and Capoeira Angala (Brazilian Martial Arts). The Savannah-Chatham Youth Futures Authority is both the lead agency and the capacity building organization.

Funding

The DeWitt Wallace-Reader's Digest Fund provides each of the above cities with implementation support grants of $1,000,000 per community over three years. There is a 2-1 matching requirement. Grant funds are also being used by local capacity-building organizations in each of the three cities to provide ongoing, flexible and strategic technical assistance to the local Beacons Adaptation effort. The Youth Development Institute staff works closely with local capacity-building organizations on expanding and improving the quality of youth services, and strengthening school-community collaborations in each city.

BEACONS

NEW YORK CITY BEACONS

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Mission

The mission of the Beacons is to link community based youth organizations with schools and communities to increase supports and opportunities for youth to meet their needs and to assist in building academic and social competencies that will enable them to become economically self-sufficient, successful adults and active members of their communities.

Philosophy and Theoretical Support

Beacons are a strategy for re-building communities of support for children and youth in urban neighborhoods rather than a collection of individual projects with specified components. This underlying strategy is based on research findings and practitioner experience indicating that positive outcomes for youth result from individual developmental opportunities combined with community-wide support. The premise is that youth programs should build on young people's strengths and foster their resiliency, viewing them as resources in their own development rather than as "problems to be solved." The presence of a shared philosophy and theoretical framework has been essential to the effective implementation of the Beacons as a coherent youth and community development initiative as compared to a group of centers with collections of activities.

Core Elements Present in Beacons

Education – Beacons directly offer resources to support youth in setting high expectations, attending school, solving problems and sustaining effort. Academic support and enrichment ranges from literacy-based programs, tutoring, the arts, sports, computers, homework help, SAT/ ACT and college prep courses to video production and script writing, environmental projects and the creation of a youth newspaper.

Employment – Beacons offer young people job readiness training, career guidance, leadership and entrepreneurial development and opportunities for participation in community service projects. The youth are introduced to desktop publishing and the Internet in computer classes, business and finance during trips to Wall Street. This knowledge and constant reinforcing of the notion to stay in school helps prepare youth for career success.

Youth Participation – The goal of the Beacons is to equip and prepare young people to determine the outcome of their own lives and to make a difference in their schools, neighborhoods and communities. This is achieved by providing young people with leadership and meaningful roles in decision-making, program planning and development. Examples of these include advocacy, public speaking, voter registration and grassroots organizing.

Parental Involvement – Beacons help bridge the gap that often exists between schools and communities by inviting parents and community members into the school for special events, intergenerational projects, recreation, education, cultural and personal enrichment. Parents are encouraged to participate in taking GED, Citizenship, College preparation and computer classes as well as visiting the school in non-crisis situations enabling them to view the school as a community resource.

Community Building – Beacons provide safe spaces where community members can come together and develop activities and projects to improve their street, housing site, school of neighborhood. Beacons have brought young adults, children and community members together for voter registration drives and immunization campaigns as well as block parties and playstreets.

Structure

The Beacons Initiative represents New York City government's substantial commitment to developing the capacity of community-based organizations to provide opportunities for youth development, to address local community needs and to form school/community collaborations. Beacons are managed by non-profit community-based organizations and are located in public school buildings. They are supported by Community Advisory Councils comprised or Community School board members, principals, parents, police, teachers, youth, clergy, community business leaders, private and public service providers. The contract is issued and monitored by the New York City Department of Youth and Community Development, which launched the initiative in 1991. The Youth Development Institute (YDI) of the Fund for the City of New York has provided ongoing support and technical assistance to the Beacons since shortly after the initiative's inception.

Evaluation Findings

Phase One of an evaluation conducted by the Academy for Educational Development (AED) has just been completed. According to this evaluation, in FY 1998, DYCD data showed that more

than 77,000 youth (up to age 21) and 36,000 adults participated in the 40 existing Beacons and one mini Beacon. The evaluation team surveyed 7,406 participants. Following are some of the accomplishments:

Beacons attract participants of all ages. According to the participate survey, 24% of participants are under 12 years old; 24% are between the ages of 12 and 14; 25% are between 15 and 18; 7% are between 19 and 21; and 20% are over 21 years old.

Many participants attend Beacons frequently. Almost a third (30%) of participants surveyed reported attending between five and eight times in the previous two-week period, and almost half (45%) reported attending more than eight times in that same period.

Substantial proportions of adolescents participate over several years. Well over a third of participants (38% of 12-14-year-olds, 42% of 15-18-year-olds, and 37% of 19-21-year-olds) have been involved in the Beacon for at least three years. Approximately one-quarter have participated for at least four years (22% of 12-14-year-olds, 27% of 15-18 year-olds, and 28% of 19-21-year-olds).

Funding

The Beacons receive $450,000 annually in core support from the New York City Department of Youth and Community Development. In addition, funding is also made available from private foundations, corporations and public entities such as the New York State Department of Social Services, Health, Alcohol and Substance Abuse, the New York City Agency for Children's Services and the Department of Employment.

BEACONS

SAN FRANCISCO BEACON INITIATIVE

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What is the San Francisco Beacon Initiative?

The San Francisco Beacon Initiative is a public private partnership that promotes youth and family centers in our public schools. The goal is to create Beacon Centers that offer opportunities, services, and activities for the healthy development of children, youth, families and communities. The Initiative is led by a Steering Committee, which includes the San Francisco Department of Children, Youth and Their Families, the San Francisco Unified School District, the San Francisco Juvenile Probation Department, and the Evelyn & Walter Haas, Jr. Fund, with technical assistance provided by the Community Network for Youth Development.

What is a Beacon Center?

Public schools are transformed into youth and family centers that become a beacon of activity for the neighborhood. At each Center, programming includes academic support such as tutoring or computer classes; health related activities such as support groups or drug prevention sessions; youth leadership training; art and recreational programs and career development activities. For adults, there are parenting workshops and ESL classes. A Beacon Center serves as a gathering place for the community. Centers are open year round, after school, in the evenings, on weekends and in the summer.

When did it start?

The Initiative began in 1994 when a broad-based group of San Francisco leaders came together to form a Planning Committee to examine community school models from across the country. The Initiative draws its inspiration from the very successful New York City Beacons effort, which began in 1991 and now has nearly 75 Centers. The first Beacon Centers in San Francisco opened in 1996. There are now eight Centers with plans for two to three more.

How do they work?

Each San Francisco Beacon Center is managed by a non-profit community based organization called a lead agency. The lead agency works with the designated school to manage and coordinate the Center's operations. Each Center then relies on young people, parents, community residents, teachers, and administrators to provide guidance for the programs. The lead agency partners with a number of local community and public agencies to offer the activities that occur at each Center.

What are the benefits of Beacon Centers?

Beacon Centers support academic achievement, promote healthy relations among youth and family members, provide opportunities for youth leadership and career development and offer arts and recreation activities. Beacon Centers also help adult family members build their skills as parents and citizens. In this past year, close to 6,000 community members participated in Beacon Center programs. Of the 5,825 participants, 4,199 were youth and 1,626 were adults.

What is the role of the Technical Assistance Intermediary?

The Community Network for Youth Development (CNYD) provides management, training, coordination and facilitation to assist the Beacon Centers to achieve their objectives. CNYD is a non-profit organization dedicated to making youth development come alive at the community level.

How are Beacon Centers funded?

Support is provided by a variety of sources. Each Beacon Center has a core budget of up to $350,000 annually, complemented by additional community resources. The Department of Children, Youth and Their Families provides the largest share through the San Francisco Children's Fund, which was established by Proposition J, a voter initiative which requires the City to set aside a portion of tax revenues to fund children's services. The San Francisco Unified School District provides in-kind contributions of school facilities, maintenance and personnel.

Local private foundations, led by the Evelyn & Walter Haas Jr. Fund, have created a Beacon Collaborative Fund to provide additional support for the Centers. Contributors to this fund include S. H. Cowell Foundation, Gap Foundation, Richard & Rhoda Goldman Fund, Walter & Elise Haas Fund, United Way of the Bay Area, Luke B. Hancock Foundation, Koret Foundation, San Francisco Foundation, Silver Giving Foundation, Shinnyo-En Foundation, and Zellerbach Family Fund. The California Wellness Foundation provides a grant for a public support and awareness campaign and the James Irvine Foundation and the C. S. Mott Foundation help fund the Initiative's evaluation.

Where are the Beacon Centers located?

Beacon Centers are located in Chinatown, the Mission, the Richmond, the Sunset, Visitation Valley, Bayview Hunters Point, OMI/Excelsior, and the Western Addition.

BIRMINGHAM (AL) PUBLIC SCHOOLS

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Vision

To build community and to offer a safe environment for learning

Mission

The mission of the Birmingham City Schools' Community Education Department, a leader in lifelong learning, is to guarantee learning opportunities for all ages through cooperation with other community agencies to insure a variety of social services; by extending there of school facilities to nontraditional school hours; and by involving the whole community in the educational process.

Goals and Desired Results

- To create a sense of community;
- To increase funding for programs;
- To increase programming for children, parents and families;
- To increase interagency and citizen involvement;
- To increase programming for senior citizens;
- To increase technological and other vocational training;

Distinguishing Characteristics of the Model

The Birmingham City Schools' Community Education Department has received national recognition for its innovative and comprehensive program services since 1986. Collaborative efforts have created successful partnerships with various state, county and city agencies such as the Citizens Participation, Police Department, Leadership Birmingham, Junior League, Operation New Birmingham, Clergy That Care, Birmingham Museum of Art, Civil Rights Museum, United Way Agencies, local community colleges and universities to name a few.

- Mandated to have an Advisory Council representing their service area for each community school;
- Strong legislative support;
- In existence for 30 continuous years;
- Offices are located in local schools;
- Inter-generational and multi-cultural programs to be inclusive of all people.
- Outstanding programs have included:

  - The Martin Luther King, Jr. Teach-In Project
  - National Issues Forums
  - Youth-At-Risk programs
  - Comprehensive At-Risk Educational Services (CARES)
  - Camp Birmingham
  - Blues in the School
  - Cultural Arts Grant Annually Funded by City

Primary Supports and Opportunities Provided

- Traditional adult classes; career and technical training
- Space after school hours for facility usage by the community
- Jobs and job training
- GED/Adult Literacy programs
- Youth At-Risk workshops
- Community Service learning opportunities
- Health care awareness
- Volunteer speakers and mentors
- Reaching toward the faith community to increase volunteers in the school.
- Linking with local Chamber of Commerce and baseness,
- Coordinating Community events
- K-12 support
- Summer youth camps and youth employment
- Special programs for challenged youth

Governance

Each community school is mandated by charter to have a representative advisory council that feeds into a citywide council, the Birmingham Community Education Advisory Council. These volunteers create a nucleus for community education by identifying needs, structuring program direction, and assisting with implementing, evaluation and follow-up.

Staff and Professional Development Activities

Our staff development activities reflect the Birmingham City Schools' Strategic Plan. In addition we utilize national, state and local resources for training,

Scope of Parent, Youth and Resident Participation

Approximately 127,306 participants in the 1999-2000 school year.

Strategies for Building Public Support and New Constituencies

Strategies for building public support include a wide variety of efforts including collaborating with agencies, K-12 involvement, neighborhood and community participation, and all forms of electronic and print media for publicity.

Boston Excels Full Service Schools

"Partnering with Public Schools So that All Children Succeed"

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"I think that nothing's unreachable through Excel.
Resources, accessibility, . . . things we didn't know about before."
—*Teacher at the Ellis School*

Boston Excels is BCI's acclaimed education reform initiative, collaborating with the city's public schools to ensure that *all* children can learn and achieve in school. Boston Excels brings the power of effective social services, the foresight of prevention, the empowerment of community and parent organizing, and the resources and wisdom of child and family development experts into the school setting. Excel addresses the comprehensive needs of children, their families, and their schools by partnering with them to create an optimal environment for academic learning, social development, personal growth, and individual and communal achievement and pride.

Based on the interlocking notions that:

1. Schools are the natural setting for supporting children and families,
2. Every child has a right to a good education and to a life of success, and
3. Children, families, and schools work best when they work together,

Boston Excels partners with schools to address barriers to academic achievement and to support children, families, teachers, and schools in reaching their goals.

Excel Has Notable Impact

At once a school-community organizing project, a school reform initiative, a school-child-community development model, and a full-service school, Excel exemplifies the benefit that schools and social service agencies can offer to children when they truly collaborate. In every known marker for student success, the outcomes of Excel programming are striking and significant:

- Major academic gains: For example, 215% improvement in reading scores and 72% improvement in math scores in our first three years at one of Boston's lowest-performing elementary schools.

- Setting the citywide standard for student attendance: An Excel school had the best attendance record in the entire Boston Public School system
- Sustained increase in parent involvement: bringing a sizeable core of parents into almost daily contact with their children's school—to support one another, their children's work, and the efforts of the teachers.
- One-on-one guidance from adults for children at risk and for children seeking extra help: 190 children (10% of the combined student population of the three schools) matched with adult mentors for the entire school year; another 225 seen in short or long-term counseling; 166 supervised in daily after school programming.
- Parents better able to help their children: Parents—even those with minimal formal education or English—getting first jobs, driver's licenses, citizenship; parents working daily with their children on homework, parents collaborating with teachers on curriculum.

As one of the country's pioneers in forging full-service school-community collaborations, Excel and BCI/The Home are national leaders in the full-service school movement. Originally launched in 1990-91 at the McKay School in East Boston, Excel partnerships currently operate at five Boston Public Elementary Schools: the Lee (Dorchester), Ellis (Roxbury), Lucy Stone (Dorchester), Otis (East Boston), and Hurley Schools (South End), reaching some 2,285 children annually. Over the next five years, we seek to ensure that each of the ten school "clusters" of the Boston Public School system has at least one full-service school at its hub.

All the Excel schools have 80-90% children from low income families and their student bodies represent a variety of minority and/or immigrant populations. Our staff and programming are culturally matched with the linguistic and cultural attributes of each school community.

A Comprehensive and Flexible Program Design

At each school, a full-time on-site Excel coordinator works with the school community to assess what additional or specialized resources the school needs to reach its goals. The coordinator then brings in or launches programs to achieve those goals, supervises on-going Excel initiatives as well as other school partnerships, and participates fully in the school leadership. A full-time clinical social worker provides students, families, and teachers with mental health and behavioral support. Typical Excel program components include:

- Mentoring, tutoring, and classroom aides
- Counseling: individual, group, and family; psycho-educational groups
- Trainings for classrooms, parents, teachers: conflict resolution, cultural adjustment, etc.
- Crisis intervention
- After school programming
- Consultation and training of teachers, particularly around behavior management
- Family literacy: full-year classes in ESL, math, computers, etc.

- Parent involvement, education, and leadership development: workshops on parenting and on helping your child succeed in school, paid and volunteer jobs at school, skills training
- Brokering and coordinating outside resources—ensuring that all school partnerships contribute to the school's goals

In addition to the full Excel schools, BCI runs Excel affiliate programs at three more East Boston elementary schools: Guild School, Alighieri School, and East Boston Early Education Center.

Boston Excels: A System Reform Initiative

Excel, run in partnership with the Boston Public Schools, is supported by a mixture of public and private funding. Our goal over the next five years is to demonstrate the efficacy of integrating social services and schools in order to attract widespread public support for this model of school-community collaboration. Our audience is not only the school system and the education policy arena, but the full range of social service agencies. We seek to demonstrate to all the stakeholders in children's services and children's achievement the benefit of integrating social services with schools. Schools are the one natural institution that provides access to virtually all children and families—and it reaches them within the context of their strengths. By preventing problems early on and by addressing children's problems within a meaningful context in their lives, our society can help children at risk to make important gains.

BCI is a partner with the Alliance for Inclusion and Prevention (AIP) and Parents United for Child Care (PUCC) in Boston Excels. Each of the partners runs its own initiatives: BCI runs Excel at the elementary level; AIP runs its program in Boston middle schools; and PUCC advocates for school-age child care in conjunction with the Boston Public School system and the City of Boston. The partners jointly advocate for system change within the BPS, the City, and the Commonwealth, seeking to generate public support for full-service school initiatives.

Copies of our past program evaluations are available upon request.

Bridges To Success:
A School-Community Collaborative Model in Process

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Vision

Bridges To Success (BTS) is a committed community of collaborative partners providing comprehensive resources to ensure student success. The BTS community creates a sustainable integrated structure that is child and family centered, so that youth develop the necessary life skills to become responsible, caring adults.

Mission

To increase the educational success of students by better meeting the non-academic needs of children and their families through the partnership of our education, human and community service delivery systems, with the long range vision of establishing schools as lifelong learning centers and focal points of their communities.

In 1991, United Way of Central Indiana (UWCI) and Indianapolis Public Schools (IPS) envisioned a community where "schools are the hub of the community, every child stays after school until 6:00 p.m., and families and schools are positively connected to further student achievement." BTS helps create successful students through parent, school, and community partnerships.

Goals and Desired Results

BTS strives to increase the educational success of students by ensuring that children come to school ready to learn; meeting their basic needs; eliminating barriers to academic achievement; and creating/ enhancing safe places for children after school by offering exciting activities.

Over time, the desired results are that students will show improvement in attendance, behavior, grades, test scores, and decreases in crime.

Distinguishing Characteristics

There are three major distinguishing characteristics of BTS: 1) the site team, 2) United Way leadership, and 3) engagement of every sector of the community from grassroots to government.

1. BTS creates site teams made up of school and community partners to identify and meet the needs of individual schools or clusters of schools.
2. United Way of Central Indiana (UWCI) takes a leadership role in sustaining and supporting this initiative.
3. BTS has the support of all sectors of the community, including local government (Mayor's Office and Parks & Recreation Department, Marion County Health Department), faith-based organizations, neighborhood associations, parents, youth serving agencies, corporations, philanthropic organizations, and universities and colleges.

Primary Supports and Opportunities Provided

BTS offers support to the schools in a variety of ways. At the site team level, Area School Coordinators (ASC) work with individual schools to build site team capacity to create opportunities for youth. The ASC help build relationships between schools and community and act as resources for information, referral, and funding. Beginning with six pilot schools in 1994, BTS has expanded to 40 schools and has helped develop 180 collaborative partnerships within the school district.

We have helped to bring medical care, dental and vision care, mental health care, and a rich array of after-school programs directly into schools. For example, during the last two years, we have partnered with several local corporations to provide nearly $40,000 in school supplies and backpacks to students in need.

BTS receives its primary operating and staffing support from UWCI and IPS. In addition, BTS has sought and received grant funding from several local and national sources for specific initiatives.

In-kind resources and strategic support come from the BTS Council and its subcommittees. Leaders from a variety of organizations, including local government, lend their time, expertise, and financial support to the process.

Governance

The site team acts as an independent governing body at the individual school level. The role of the site team is to develop, broker, implement, and maintain school-based programs.

Each Area School Coordinator (ASC) is funded by IPS and works to develop and support an average of 8 site teams in a given geographic area. The ASC also acts as a liaison between the school and the Council, providing a vital link between system-wide resources and site team needs.

The BTS Council, comprised of stakeholders from the central Indiana community, works to provide resources and eliminate barriers to the BTS process. Members of the Council volunteer time to participate in one of four subcommittees: Health and Mental Health, Planning/Evaluation/ Replication, School/Parent/Community, and After School Development.

The BTS Director, funded by UWCI, provides focus and leadership for the Council and ASCs. The Director also spearheads system-wide initiatives, engages and develops relationships with corporate and government partners, and acts as the primary liaison between IPS and UWCI.

Staff and Professional Development Activities

BTS staffing consists of two UWCI-supported positions (Director and Special Projects Associate) and five IPS-supported positions (Area School Coordinators). Staff members participate in local and national conferences on issues related to communities, education, and youth development. The BTS staff has hosted site visits from United Ways interested in developing the school-community model, and staff members are often asked to lead workshops on a variety of topics. BTS also holds annual two-day retreats for review and strategic planning.

Scope of Parent, Youth and Resident Participation

BTS works with parent organizations and IPS Parent Facilitators to create relationships with parents and youth. Parents are represented at every level of BTS governance. BTS also partners with a number of youth development organizations such as YMCA, Boys and Girls Clubs, and Marion County Commission on Youth to recruit youth participants at the site level. Neighborhood representatives are active members of several of the site teams. In addition, BTS works with Indianapolis Neighborhood Resource Center and the Mayor's Front Porch Alliance to establish long-term relationships with our communities and faith-based organizations.

Strategies for Building Public Support and New Constituencies

Successful local events, such as the Back Pack Attack and the annual Lenscrafters vision screening, have provided significant opportunities for BTS to develop relationships with new corporate partners. Corporate donations to these events include media marketing time as well as supplies and often lead to a greater understanding of the BTS process and a willingness to participate in a new way.

In addition, BTS has also developed new collaborative partnerships with non-profit youth-centered organizations such as The Indianapolis Children's Museum. The BTS staff meets regularly with new organizations to explore partnerships and exchange information. Finally, IPS is developing a BTS marketing video for use in conjunction with local media and will be working with a marketing consultant to determine the best use of existing resources in this area.

Results to Date

BTS collaborations have resulted in the following successes:

Back Pack Attack - BTS spearheaded a county-wide initiative, in partnership with the Children's Museum and the Corporate Volunteer Council, to collect and distribute school supplies and backpacks for children in need. This year's drive generated over $33,000 in donated supplies, which were distributed to students in more than 40 schools throughout central Indiana.

Computers for Kids - The Northwest area BTS site team, in collaboration with Computers for Kids, mobilized a variety of community partners to donate 240 computer systems to eighth graders. The computers were used as incentives for students to enroll in a state-supported college scholarship program for low-income students.

Vision Care - BTS staff organize an event with Lenscrafters to provide vision screenings and glasses for 600 IPS students in 22 schools every October. Students also receive follow-up care as needed.

Dental Services - BTS partnered with Dr. Jeff Jordan in 1999 to provide high quality on-site dental care to more than 1,500 students in IPS elementary and middle schools. This year, with a new mobile unit and an expanded staff, Dr. Jordan expects to visit all 78 IPS schools (elementary through high school). More than 500 students have signed up for dental exams during the first 30 days of school this year.

Health Clinics - The BTS focus on school-based medical care helped to mobilize The Indianapolis Health Foundation and the largest five healthcare hospitals in Indianapolis to collaborate in providing on-site healthcare access for students in schools throughout Marion County. Six new on-site clinics will open this year, bringing the total number of schools with site-based clinic to 33.

Mental Health - The BTS focus on school-based mental health services helped initiate the formation of Intercare, a consortium of the four largest mental health providers in Marion County. This collaborative has agreed to increase the number of schools it serves on-site from 32 schools to 45 schools this year.

Recreation - The BTS Recreation Subcommittee has led to program partnerships among the Indianapolis Department of Parks and Recreation, YMCA of Greater Indianapolis, Boys and Girls Clubs of Indianapolis, and other youth development organizations to provide after-school programming in over 40 schools this year.

Academic - BTS helped facilitate an innovative collaboration between Ivy Tech State College and the YMCA of Greater Indianapolis to provide remediation for students who failed the state-mandated Graduation Qualifying Exam for high school students.

Volunteers - BTS will provide referrals for the City of Indianapolis employees who choose to volunteer in the schools through the Mayor's Paid Leave Program.

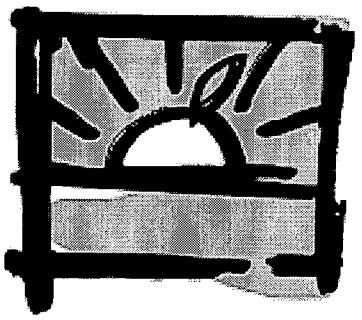
Evaluations - Wisdom and Associates recently completed an evaluation of the BTS site teams. Findings stated that BTS programs were of high quality and met the criteria of the Search Institute's 40 Developmental Assets. Students reported that they enjoyed the programs, benefited from them, and wanted more. The evaluation also stated that site teams are strong in shared decision making processes, meeting processes, and communications.

Indiana University - Purdue University at Indianapolis is planning a longitudinal study of three BTS schools. BTS is collecting data on test scores, attendance, and suspensions for comparison between IPS schools.

Expansion Strategy

School 'readiness indicators' have been developed to help assess the maturity of the sites. Based on these readiness indicators, the more independent sites have three common components: (1) the presence of engaged lead partners, (2) the support (human and financial) of the local community, and (3) engaged principals within the school.

The BTS expansion strategy within IPS consists of helping school site teams achieve a level of independent functioning, whereby ASCs can become less and less engaged. This enables the ASC to begin working with new schools. BTS is in the process of working with a consultant to design a long-term sustainability and expansion plan, which includes expanding to all IPS schools and to new school districts in central Indiana.



California's Healthy Start & After School Partnerships

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History, Goals and Overview

The California Healthy Start grants were established in 1991 by California's SB-620 legislation and have been awarded annually to establish school-linked learning supports for children, families, and communities. Over 700 planning and 500 operational grants have been awarded in all 58 counties of California.

The goal of Healthy Start through Senate Bill 620 is to improve the lives of children, youth, and families. Local initiatives strive for measurable improvements in such areas as school readiness, educational success, physical health, emotional support, and family strength. Healthy Start is designed to support and serve children, their family members, and the community by:

- Ensuring that each child receives the physical, emotional, and intellectual support that he or she needs - in school, at home, and in the community - to learn well.
- Building the capacity of students and parents to be participants, leaders, and decision makers in their communities.
- Helping schools and other child and family-serving agencies to recognize, streamline, and integrate their programs to provide more effective support to children and their families.

Each local Healthy Start initiative provides comprehensive school-integrated services and activities to meet the desired results identified for Healthy Start children, youth, and families. These services and activities may include:

- Academic/Education (tutoring, mentoring, dropout prevention, adult education, and staff training)
- Youth Development Services (tutoring, employment, community services, recreation, and sports)
- Family Support (child protection, parenting education, English as a Second Language (ESL), citizenship classes, child care, case management, and family advocacy)
- Basic Needs (supplemental food, nutrition education services, clothing, shelter/housing, transportation, and legal assistance)
- Medical/Health Care (vision, hearing, dental, CHDP, acute care, preventive health care, and health insurance)
- Mental Health Care and Counseling (therapy, support groups, and substance abuse prevention)
- Employment (career counseling, job placement, job preparation and development)

In 1998, the California Department of Education also initiated the After School Learning and Safe Neighborhoods Partnerships Program via California's SB 1756/AB 1428/AB 2284 legislation. This program, administered via the joint Healthy Start and After School Partnerships office, funds the establishment of local after school enrichment programs. Local programs partner schools with communities to provide academic and literacy support and safe, constructive alternatives for students in the kindergarten through ninth grades. It is a requirement of the legislation that the After School Program consist of both educational and enrichment components. This is consistent with the Program's goal to both improve educational outcomes and offer safe, constructive opportunities to students. Beyond these requirements, specific decisions about what local programs offer under each component are community decisions based on the assessments each applicant conducts. The CDE's Request for Application (RFA) looks primarily for applications that establish a strong collaborative process among community partners capable of ensuring that programs are responsive to local needs and students' interests.

Applicants for the After School grants may include: Local education agencies (LEAs); cities, counties, or nonprofit organizations in partnership with, and with the approval of, an LEA or LEAs. Priority for funding programs is given to elementary, middle, and junior high schools where a minimum of 50 percent of the pupils in elementary schools and 50 percent of the pupils in middle and junior high schools are eligible for free- or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. Applications must be approved by the school district and the principal of each school site in order to ensure full integration with the academic program of the schools. The LEA, city, or county must act as the fiscal agent. Cities, counties, and nonprofits interested in applying to the After School Learning and Safe Neighborhoods Partnerships

Program are strongly encouraged to immediately contact their school district in order to avoid any confusion in the application and planning processes.

Two state bills, effective January 1, 2000, amended the After School legislation and authorized After School Learning and Safe Neighborhoods Partnerships Programs to operate on the grounds of a community park or recreational area if the park or recreational area is adjacent to the school site. An off-site program must comply with all the statutory and regulatory requirements that are applicable to programs conducted on a school site.

Also in 2000, AB 1154 (Chapter 872, Statutes of 1999) provided $35 million in expansion funds for FY 1999/2000 and authorized the following:

- The provision of services at another school site if there is a significant barrier to pupil participation at the school of attendance. Significant barriers may include fewer than 20 pupils participating or extreme transportation constraints such as desegregation bussing, bussing for magnet or open enrollment schools, or pupil dependence on public transportation. Applicants who want to provide services at another school site must request approval from the Superintendent of Public Instruction, via the Healthy Start and After School Partnerships Office, and must address the manner in which the applicant intends to:
  - Provide safe, supervised transportation between school sites;
  - Ensure communication among teachers in the regular school program, staff in the after school program, and parents of participating students; and
  - Align the educational and literacy component of the after school program with the participating students' regular school programs.
  - A flexible attendance schedule for students who are enrolled in a middle or junior high school as defined by the County District School (CDS) code.

Staff and Professional Development Activities

The Healthy Start Field Office (HSFO) was created via a state interagency agreement between the Department of Education and the University of California in 1992. They provide training and technical assistance services to nearly 2,000 public schools in California receiving planning or operational grants from the California Department of Education (CDE).The Healthy Start Field Office is located in The Center for Cooperative Research and Extension Services for Schools (CRESS Center), Division of Education, at the University of California at Davis. The proximity to Sacramento allows for a very close working relationship with the State Healthy Start and After School Partnerships office at CDE, as well as key staff in other state departments that are involved with integrated services. Offerings include orientation for new grantees, tools and resources, workshops, trainings, electronic communication, consultation, newsletters and a clearinghouse that annually distributes over 50,000 items.

In 2000, the California Department of Education also created a state-wide After School Intermediary via a unique partnership with the Foundation Consortium. This intermediary, like the Healthy Start Field office, will provide training, technical assistance and clearinghouse functions to the state-wide after school grants. In addition, the California Department of Education has established a state-wide regional structure to provide locally customized technical assistance to the eleven regions of California. Via regional grant funds for Healthy Start, After School and Business Partnerships, each of the eleven regions of California has access to a variety of technical assistance and training opportunities and resources

Characteristics

Since 1991 the Healthy Start program has awarded 549 Operational grants and 737 Collaborative Planning grants throughout the state. Since 1998, the After School program has awarded 155 Operational grants in counties throughout the state. Together, these grants touch over 3,000 schools with access to over 2 million students. Over half of the After School grants were awarded to already existing Healthy Start sites, creating school-community partnerships with lots of promise. In an era of high stakes accountability for California's public schools, the number of schools seeking Healthy Start and After School grants is at a record high in 2000, implying broad acceptance for the school-community partnership approach of learning support and providing supports, services and opportunities both in school and out of school. The funding rubric requirements of parent and community involvement in the design, plan, implementation and governance of grants is key to their capacity to develop local roots for the long haul.

Results to Date

Evaluation results (reported from the SRI International statewide evaluation of the first three years of Healthy Start, and from "Healthy Start Works", the California Department of Education report on the 1999 statewide evaluation) show a strong initiative that offers positive support and guidance for students and families - especially those most in need. Healthy Start schools show increases in test scores, improvements in children's classroom behavior, and a greater parent involvement in school activities. Examples include:

<u>School-wide Results</u>

- Statistically significant school-wide improvements were achieved including:
- Standardized tests scores for grades one through three increased.
- Parent participation increased for all school activities.
- Student mobility was reduced.

Trends at Healthy Start sites included:

- Decrease in school violence.
- Decrease in violence and child abuse in homes.
- Improvement in self-concept and decrease in drug use.

Results for Children, Youth, and Families

Children, youth, and families (receiving intensive, comprehensive services) through Healthy Start showed improved results in virtually every area examined in the evaluation studies. The greatest improvements were experienced in the following areas:

- Meeting families 'basic needs' was a strength of the Healthy Start initiatives.
- Improvement from "In Crisis" and "At Risk" scores to the "Stable" mark in housing, food and clothing, transportation, finances, and employment.
- Sizable improvements were made in assisting Healthy Start children and families to access health and dental care, and therefore, to use preventive health care.
- Family violence decreased with parents showing greater awareness of their child's developmental stages.
- Local initiatives were successful in meeting families' needs for child care and transportation.

Students showed positive academic and behavioral changes:

- Students decreased drug use, improving their self-concept and perception of support.
- Elementary school children's classroom behavior improved.
- Reading scores increased by 25% and math scores by 50% in the lowest performing schools.

The After School Programs are in their first evaluation cycle at this writing, but preliminary indications are that the After School Programs are having significant impacts in the areas of improved academic achievement and improved school climate (student behavior and school wide relationships).

Sustainability and Expansion

Since 1995, state bills have been discussed that would appropriate funds for purposes of awarding Healthy Start sustainability grants to local educational agencies or consortia after a program's 3 to 5 year operational grant period. To date, no state funds have been allocated for this purpose, yet sites are still maintaining a 90% sustainability rate through the utilization of Medicaid funds, Title XI redistribution of coordination dollars, local match, and leveraging results for collaborative support and advocacy.

Note: Healthy Start does not necessarily pay for supports and services. Rather, Healthy Start coordinates delivery of integrated services which link children and families to needed supports and assistance.

The After School grants are intended to be ongoing, originally funded in 1998 by a state Department of Education attendance based allocation of five dollars per day/per child. While this funding poses a challenge to those sites with no other existing school-community partnerships or programs, it is greatly augmenting sites who have built their After School partnership on existing collaborative partnership models.

With Healthy Start and After School sites in every county in the state, and over 2 million children having access to these programs, the programs truly are going to scale.

For more information on California's Unique Healthy Start and After School Partnerships, contact:

- California Department of Education, Healthy Start and After School Office 916-657-3558
- Healthy Start Field Office 530-752-1277
- State After School Intermediary 916-567-9911
- The Foundation Consortium 916-646-3646

CHANGE COLLABORATIVE, NEW YORK

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Founded

June 1993 by United Way, Monroe County, the City of Rochester and the Rochester City School District.

Mission

CHANGE is a collaboration of the County of Monroe, the City of Rochester, the Rochester City School District, the United Way and key partners combining leadership and resources to redesign and implement improvements in service delivery systems to increase success for children and families.

Vision

All children, youth and families have unconstrained access to the resources and opportunities necessary for health, growth, self sufficiency and participation in community life.

Foundations

CHANGE builds upon the work of Rochester New Futures, Inc., an agency created with a similar vision to the *CHANGE* process. An evaluation of New Futures, conducted in Summer 1992 by the 90 Day Working Group, recommended that:

- A separate agency with its own budget and staff was not the answer to the system redesign issues challenging the community. Therefore *CHANGE* was designed as a collaborative process, not an agency.
- New Futures was not focused on measurable outcomes. *CHANGE* partners have developed and agreed to a set of five community-wide outcomes
- Tackling system problems on a community-wide scale was too complex and too removed from the people who were the customers of the services. *CHANGE* has gained student and parental input during an initial site analysis process.

- We need to experiment on a small scale to find a process that is effective and only then "roll out" to the broader community. *CHANGE* initially started with two school/neighborhood sites.

The "Report and Recommendation" of the 90 Day Working group still serves as the foundation for the work of the *CHANGE* Collaborative and its Mission and Vision.

Structure of Change

The governance structure of *CHANGE* consists of a three-tier structure:

- Site Teams: Each school/ community site has its own site-based team structure. Membership may include representation from school, agencies, neighborhood, parents. Members conduct the site analysis, talk with customers, determine what services will best meet the identified needs, work to implement best services and practices at site and within community.
- Coordinating Team: Membership represents senior level management of the funders and systems supporting the *CHANGE* strategy. Members help site teams specify strategies and secure resources for implementation, advocates support for *CHANGE* and specific site plan needs within their respective systems, recommends policy decisions impacting human service delivery systems, inform Resource Team of system barriers and options for addressing them.
- Resource Team: Members include the Mayor, County Executive, RCSD Superintendent, United Way President, business and higher education representation. Team provides leadership to the *CHANGE* process, solves problems at the strategic, legislative and policy level, guides actions and supports needs of the Coordinating Team.

***CHANGE* Timeline**

1993

- Identified and recruited two pilot redesign sites: Jefferson Middle School and Clara Barton School #2 (elementary school)
- Designed and conducted an analysis to determine needs at each site
- Organized and deployed existing resources to support the implementation of services at each site (ongoing)

1994

Decided upon outcomes and indicator measures and commissioned the Center for Governmental Research for the baseline report, completed in December 1994. The first annual update report in currently being completed. The five outcomes are as follows:

- Healthy Births
- Children Ready For School
- Children Succeeding In School
- Youth Leading Healthy Lives *(revised 11/18/97)*
- Family Stability

1995

- Opened the Jefferson Family Wellness Center offering a variety of collaborative human services
- Adopted responsibility for the creation of a "Family Support Center" at each RCSD Middle School by the year 2000

1996

- Opened a portable building with office and meeting room space for on-site human service delivery at Clara Barton School #2
- Initiated HelpNet community planning process to explore the use of technology to better assist Monroe County residents in accessing and using the array of human services available in our community
- Opened the Dr. Freddie Thomas Learning Center with Lewis Street Center as the Coordinating agency
- Developed a relationship and agreement with the Youth Services Quality Council, resulting in a process to support 6 additional school/agency collaboratives

1997

- Opened Charlotte Middle School Wellness Center with Hillside Children's Center as Coordinating agency.
- Worked with Enrico Ferini School #17, St. Mary's Hospital and the Charles Settlement House to develop a school/community integrated health and human services center on the school's campus
- Conducted a site cost analysis at Jefferson, Dr. Freddie Thomas, and Clara Barton School #2 to look at range of costs associated with a variety of school/agency collaboratives

1998

- Opened the James Madison School of Excellence/South West Community Center with SWAN as Coordinating agency
- Conducted a year-long pilot program, testing a training and professional development curriculum framework for youth workers, especially those working in school-based

collaboratives. Elements of the framework include *Advancing Youth Development, Child and Adolescent Development, Empowerment Skills for Family Workers, Supervisory Skills, and Facilitation Skills*

- Primary Mental Health Project prepared *Best Practices in Middle School Wellness Centers* report for *CHANGE*
- Agreed upon common core indicators to include: improved academic achievement, improved school attendance, less teen pregnancy, less substance use and abuse, less juvenile delinquency, improved mental health
- Begun PMHP data tracking and analysis at four middle school sites (Charlotte, Dr. Freddie Thomas, Jefferson, Madison)

1999

- Consultant completed "Tool Kit" which includes sample documents and information on site processes
- Agreed to provide full support to 6 additional sites (Douglass MS, East HS, Edison HS, Franklin HS, Josh Lofton A.L.C., Marshall HS) therefore removing sites being designated as Level I or level II.
- PMHP conducted a self-report, school-wide survey at four middle school evaluation sites. Survey assesses rates of delinquent behaviors, use of illicit substances, and negative affect, as well as a variety of social and individual assets
- Rochester City School District approved additional funding to support a 0.5 FTE school staff person at each site to assist with coordination
- Received completed PMBP "Wellness/Community Center Tracking of Outcomes 1998-99 Report"

2000

- Expanded PMBP data tracking and analysis to four high school sites (East, Edison, Josh Lofton, Marshall)
- Placed 0.5 FTE school staff at each site for coordination
- Started an Evaluation Advisory Team to provide recommendations concerning data tracking and analysis
- Begun work on gathering data for current needs assessments at each site
- Reviewing provider staff distribution across sites to develop a plan for reducing fragmentation of services

THE CHILDREN'S AID SOCIETY
COMMUNITY SCHOOLS

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Vision and Mission

A community school is a public school that combines the best quality educational practices with a wide range of vital in-house health and social services to ensure that children are physically, emotionally and socially prepared to learn. Open early mornings, afternoons, evenings, weekends and summers, the community school serves as a true center of community life – a place where children attend classes, and can also receive medical and dental care, speak to a counselor about a problem and stay after school to build reading skills, play chess, work on a computer, take art and music lessons, get help with homework, practice sports and attend summer camp.

Parents and community leaders also play active roles in the school. Parents are welcomed and encouraged to get involved in their children's education, as well as take adult education classes, get advice and support, learn how to help their children succeed in school, meet other parents and create their own programs, support groups and activities.

Essential to a community school's success is a committed partnership between the school and school district, a community organization and parents – a partnership that shifts the ownership of the school and its facility to a shared ownership, making it possible to provide a coherent and integrated network of services so that schools become the center of community life.

In 1989, The Children's Aid Society (CAS) joined in an unprecedented partnership with the New York City Board of Education, the city's Community School District Six and other community-based partners to develop a comprehensive response to the pressing needs of children and

families in the Northern Manhattan neighborhood of Washington Heights. As a result, since 1992, The Children's Aid Society has partnered in four elementary schools, three intermediate schools and one high school in Northern Manhattan and the Bronx. At these schools children and parents have numerous services available including: adult education; immigration assistance; extended academic, sports, arts and development programs; child health insurance enrollment; medical and dental services; mental health services, early childhood programs; and community development.

Goals and Desired Results

The overarching goal of the CAS model of community schools is to promote children's learning and development in ways that prepare them for productive adulthood. Recognizing that children's learning and development is influenced by their ongoing experiences in their families, schools and communities, CAS works in its community schools to integrate the efforts of all three of these major influences through a partnership approach that addresses five sets of outcome domains: students; families; school; community; and education policy.

Distinguishing Characteristics of the Model

The CAS model is characterized by:

- Comprehensive, full-service design;
- Joint planning and decision-making that involves the major partners (school, CAS and parents) and that intentionally seeks to integrate all aspects of the community school, particularly the school-day academic program and the before- and after-school enrichment program; and
- Long-term nature of the partnership between each school and the Children's Aid Society.

Primary Supports and Opportunities Provided

In its full-service schools, the CAS-Board of Education partnership includes: an educationally rich core instructional program (that differs from school to school); before- and after-school enrichment programs that are integrated with the school-day curriculum; other academic supports; Saturday programs; summer camps; family involvement; social services; health, dental and mental health services; adult education; and community events. Two of the schools also offer Early Head Start and Head Start programs. Youth-oriented enrichment programs include arts, sports, community service and a variety of educational enrichment, such as chess clubs, science clubs and recycle-a-bicycle. Many of these enrichment programs utilize outside resources like the After-School Literacy Program (Developmental Studies Center), Foundations, Inc. and Project Learn (Boys and Girls Clubs of America).

Governance

The work at each school is guided by a School Leadership Team, which consists of Board of Education staff (principal, assistant principals, teachers), CAS staff and parents. These teams meet at least monthly and do joint planning and decision-making. In addition, CAS has explicit written agreements with the New York City Board of Education and with the local community school districts in which its partnership schools are located (the New York City Board of Education is divided into 32 local school districts).

Staff and Professional Development Activities

Each CAS community school has a full-time director who works closely with the school's principal. Other key staff are: a full-time program director (CAS staff member); an education coordinator (Board of Education employee who works part-time for CAS); and a parent coordinator (employed by CAS). At each site, the program staff is comprised of teachers, youth workers, program specialists (such as dance teachers and artists), and high school and college students. Professional development activities include: orientation for new staff; monthly Community Schools Work Group meetings for site directors and other key staff; workshops offered through CAS, Boys and Girls Clubs of America (of which CAS is a member), the Partnership for After-School Education and The After-School Corporation.

Scope of Parent, Youth and Resident Participation

Parents, youth and other community residents are actively involved in all aspects of the community schools, starting with the needs assessment process that initiates each school. For example, in our newest site (PS 50) in East Harlem, the initial needs assessment included focus groups with parents, students and other community residents. Central to the CAS community school model is a Parent Resource Center—a place in the school where parents can socialize, get help and participate in workshops. Also central to the CAS model is community-wide celebrations and events, such as the Dominican Heritage Celebration that annually draws hundreds of community residents to IS 218 in Washington Heights.

Strategies for Building Public Support and New Constituencies

At the District level, CAS staff participate in several task forces organized by the New York City Board of Education. At the community district level, we participate in monthly school board meetings. At the school level, we participate and help to facilitate the School Leadership Teams. In addition, we participate in city, state and national coalitions designed to build public support and new constituencies for community schools (such as the Coalition for Community Schools, the After-School Alliance, the New York State Coalition for After-School Funding and the Partnership for After-School Education).

Results to Date

The two initial CAS community schools— PS 5 and IS 218 in Washington Heights—have been the focus of a six-year process and outcome evaluation conducted by researchers from Fordham University. The first three years primarily addressed formative issues, while during the next three years, the evaluation addressed a variety of outcome issues, using a comparison design involving two other New York City public schools that were not community schools. Overall, key findings from these evaluations include: improvements in attendance and academic achievement; increases in parental involvement; reductions in suspensions; and improvements in attitudes toward school.

Specifically, students at both PS 5 and IS 218 showed improvement in math and reading scores. This was true for students who graduated in 1997 and for a cohort followed between 1996 and 1999, although 1998-9 test scores were not examined. There was some evidence that participation in the before- and after-school program correlated with improved test scores, but this was not fully investigated.

Students' self-perception ratings improved in both schools, and were particularly strong at P.S. 5 in terms of self-ratings of behavior and appearance. Attitudes toward school were more positive among community school students than among students attending comparison schools.

In relation to school environment and climate, interviews and observations consistently revealed that the schools themselves were different in their ambience from traditional school buildings. Parents and students felt welcome and the physical environment contributed to a sense of safety, order and cheerfulness. Both schools exhibited little or no violence or graffiti. Teachers, students and parents considered the schools "special" and felt they were safe places for children to be. Teachers in the community schools spent more time on class preparation and working with students than teachers in the comparison schools. Attendance rates were slightly higher at PS5 and much higher at IS 218 than was average for comparable New York City schools. Teachers had improved attendance rates at community schools.

Finally, according to the Fordham researchers, the dramatic levels of parent involvement were among the most significant findings. Parent involvement was 78% higher at PS 5 than at a comparable elementary school; and was 147% higher at IS 218 than at a comparable middle school. At the community schools, parents took more responsibility for their children's school work, felt welcome and were observed to be a presence in the schools more than in the comparison schools. Parents also received many social services, attended adult education workshops and received medical services.

Expansion Strategy

In New York City, CAS's strategy has been to expand gradually, moving from an initial site in 1992 to eight sites in 2000, and adding a new site (PS 50) in early 2001. Our major expansion strategy has been a national strategy of providing technical assistance and training to schools and community groups around the country that want to learn from and adapt the CAS model to their own local needs and circumstances. Since 1995, CAS has operated a Community Schools Technical Assistance Center, which received initial financial support from the Carnegie Corporation of New York. Over 3,500 visitors have come to see and learn from our Washington Heights schools since that time. Other expansion strategies have included: an Ad Council campaign, co-sponsored with the Coalition for Community Schools, designed to educate the public about the value of the community schools approach; and partnerships with national organizations, including Boys and Girls Clubs of America and the Milton Eisenhower Foundation, to use their national reach to increase the number and quality of school-community partnerships nationally.

COMMUNITIES IN SCHOOLS

Helping kids to help themselves

COMMUNITIES IN SCHOOLS

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Who we are
What we do
How it works

We believe that Communities In Schools is the nation's leading community-based network helping kids prepare for life. Our publicly declared mission is "To champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life." We do this through a "grassroots" based structure—more than 170 state and local nonprofits—all sharing a common name but independently directed by their community's board of directors.

Our unique and guiding vision is that every child needs and deserves:

- A personal, one-on-one relationship with a caring adult
- A safe place to learn and grow
- A healthy start and healthy future
- A marketable skill to use upon graduation
- A chance to give back to peers and community

Four of these "CIS Basics" were first articulated by Bill Milliken, Founder and President of CIS, in a public address in 1992. They were later published nationally in our annual report in 1994.

The fifth ("A healthy start and healthy future") was adopted in 1997 following the Presidents' Summit for America's Future. This was done in recognition of our strategic relationship with America's Promise—The Alliance for Youth, which adopted a similarly worded version of these basic truths, calling them the "Five Promises."

Communities In Schools is a credible voice for children. Founder Bill Milliken and the CIS network of state and local directors are influential advocates at the national, state and local levels for children in need. We support:

- Bridging the digital divide
- Effective education as a necessary part of being prepared for life
- Providing marketable skills for youth
- The principle that "Kids are the solution, not the problem" for our nation's future success

Communities In Schools has a time-tested and proven strategy (over 25 years of learning through on-the-ground experience). CIS is a "community builder" creating access to needed resources, delivering and connecting these resources to young people through a school-based or school-linked support system. We accomplish this by recognizing that no one organization, acting alone, can meet the holistic needs of kids. We actively embrace and seek true collaborative relationships with other national, state and local youth-serving organizations:

- We unite with schools, families and community leaders to create a holistic support system for students
- We successfully garner support from businesses, government, professional organizations, social service providers and volunteer groups
- We work in full partnership with public schools—superintendents, principals, teachers, and administrators.
- We utilize a committed field staff not only to tailor, develop and sustain effective local CIS operations
- We provide training, technical assistance and on-line support services for school-community teams that are committed to creating their own "community schools."

The Communities In Schools network has an established track record with a focus on results:

- We currently provide access to CIS-brokered partner services for 1 million young people annually through locally-designed projects in more than 1600 schools.
- We actively assist schools to achieve successful student and school outcomes including increased promotion, graduation and stay-in-school rates; increased student attendance and parent involvement; improved literacy and other academic skills; decreases in instances of incivility and misbehavior; reductions in "drop outs."
- Our best evaluations come from superintendents, principals, teachers and students with whom we are currently partnered, plus the thousands of young people and their family members we have served over 25+ years. Just ask.

We have a distinguished national board of directors who have approved and are actively involved in helping the CIS network to expand its outreach to more than 2000 schools by 2003. Our strategy for accomplishing this includes continuing our existing national initiative with the American Association of School Administrators and America's Promise—helping communities to identify and cultivate "Schools of Promise" (visit the web site at www.schoolsofpromise.org). But our efforts are also focused on developing new strategic allies through the Coalition for Community Schools.

We strongly support the Coalition's notion that local people must be able to pick and choose the model or approaches they feel work best in their own local context. Whether school-based or school-linked, we believe that communities must offer a range of supports and opportunities to children, youth and families, before, during and after school, seven days a week, all year long. We believe that schools and community-based organizations and agencies must work as equal partners with families and other community residents to ensure that needed resources are connected to young people in a personal, coordinated, and accountable manner. We contend that public schools are at the very center of the whole notion of "community"—that only through building effective school-community relationships, not simply introducing new programs or services, will our young people be able to successfully learn and achieve all that is possible in their lives.

Dakota County (NE) Interagency Team

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Background

The Dakota County Interagency Team (DCIT) initially gathered in 1989 and officially formed in 1990 to serve in an independent, advisory and coordinating role for the purpose of developing and implementing a community-based delivery system that provides youth (children and adolescents) and their families access to a system of care that addresses cooperatively their educational, health, mental health, recreational, judicial, vocational and social service needs. In 1996, the DCIT's community-based strategy focuses on all residents of the county. The DCIT is locally viewed as a means to ensure that social services and programs are less fragmented, more coherent, and more responsive to local needs.

Mission

The mission of the Dakota County Interagency Team is to foster a means of communication so that an integrated and complimentary set of services can be provided, recognizing that the most significant catalyst for change necessary to improve the community is to partner the leaders and residents to coordinate an effective delivery system for Dakota County.

Philosophy

It is the belief of the DCIT that all communities are made up of people and the basic social core of any community is the family. The strength of any community is determined by the strength of its families and individual members. Children and youth issues are, in greater part, family and community issues. In working with families, services and programs should be available to preserve and strengthen the family whenever possible. Furthermore, the DCIT believes that community planning is an evolutionary process while addressing today's challenges and preparing for tomorrow's challenges.

The Dakota County Interagency Team recognizes that collaboration is essential for an integrated and complimentary set of services to be provided for Dakota County families. The Dakota County Interagency Team also recognizes that individuals and/or families who are at-risk or are currently troubled have multiple and changing needs that span a variety of services, agencies and systems.

Guiding Principles

Specifically, and in adherence to Nebraska's Family Policy Act (LB637, 1987), the Family Preservation and Support Five-Year Plan (1994-1998) as well as the Nebraska's Partnership Project (LB1044, 1996), the Dakota County Interagency Team recognizes the following principles for such a local, seamless system of care:

1. Collaboration is essential for an effective comprehensive array of services which addresses the physical, emotional, social and educational needs of Dakota County's residents.
2. The needs of children and adolescents should be addressed in the context of families. Any community program that is to be effective must meet the unique needs of the child and involve the active participation of the child's family. Families need to be given ample opportunities to participate and be responsible for their child's welfare.
3. The community should have the opportunity, authority and resources to make its own decisions.
4. Policy and program decisions should be based on real data, real families, and real services.
5. All individuals should receive services within the least restrictive, most normative environment possible for the optimum development and growth of the individual.
6. Families and surrogate families of individuals in need should be full participants in all aspects of the planning and delivering of services.

All residents should receive services that are integrated with linkages between agencies and programs as well as mechanisms for planning, developing and coordinating services.

An Enabling Component to Address Barriers to Student Learning

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Community School Advocates Need to Help Expand School Reform

> *School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.*
>
> Carnegie Council Task Force (1989)

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. As a whole, their work underscores a reality that too few school reformers have acted upon. Namely:

> *If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can effectively address barriers to development and learning.*

Addressing barriers should not be seen as being at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without an effective, direct intervention, such barriers can continue to get in the way of development and learning. *Society has the responsibility to promote healthy development and address barriers.*

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, youngsters at every grade level come to school unready to meet the setting's demands effectively.

Reformers and policy makers are calling for higher standards and greater accountability for instruction, improved curricula, better teaching, increased discipline, reduced school violence, an end to social promotion, and more. At the same time, it is evident that current strategies to accomplish all this are inadequate to the task. This is likely to remain the case as long as so little attention is paid to reforming and restructuring the ways schools address many well-known factors interfering with the performance and learning of so many young people.

Based particularly on the work of several comprehensive initiatives, it is becoming increasingly evident that there is a need to expand school reform (see figure). Several of these initiatives are restructuring education support programs under the umbrella of a newly conceived reform component that focuses directly on addressing barriers to learning and development. This component is to be fully integrated with the others and assigned equal priority in policy and practice.

The concept of an enabling component embraces a focus on healthy development, prevention, and addressing barriers. Thus it is not a case of a negative vs. a positive emphasis (or excusing or blaming anyone). It's not about what's wrong vs. what's right with kids. It is about continuing to face up to the reality of major extrinsic barriers, as well as personal vulnerabilities and real disorders and disabilities.

In addressing barriers to student learning, pioneering initiatives are beginning to improve school and classroom environments to prevent problems and enhance youngsters' strengths. At the same time, for those who need something more, school and community, working separately and together, provide essential supports and assistance.

Pioneer initiatives across the country are beginning to show how to:

> Use an enabling component. In various forms, each has adopted the concept of an enabling component and is moving to develop comprehensive, multifaceted, and integrated approaches. Some use the term learning support component; others use learner support, supportive learning environment, or comprehensive student support system. Whatever the term, the focus is on developing a full array of programs and services by melding school, community, and home, resources. The aim is to develop a continuum ranging from primary prevention through early intervention to treatment of serious problems. At each school, creation of such a component involves programs to (a) enhance the ability of the classroom to enable learning, (b) provide support for the many transitions experienced by students and families, (c) increase home involvement, (d) respond to and prevent crises, (e) offer special assistance to students and their families, and (f) expand community involvement (with a special focus on the use of volunteers).
>
> Restructure education support programs from the school outward. For too long there has been a terrible disconnect between central office policy and operations and how programs and services evolve in classrooms and schools. The initiatives recognize that planning

should begin with a clear image of what the classroom and school must do to teach all students effectively and enable learning by addressing barriers. Then, the focus moves to planning how a family of schools (e.g., a high school and its feeders) and the surrounding community can complement each other's efforts and achieve economies of scale. Central staff and state and national policy then are expected to restructure in ways that best support local efforts *as defined locally.*

Some Beginnings

Over the last decade, appreciation of the need to reform and restructure education support programs has emerged as a critical concern. On Monday, May 22, 2000, a group of leaders involved in pioneer initiatives participated in a day - long "summit" meeting at UCLA. The session was conceived as part of an ongoing process to support and enhance such initiatives. Participants in the interchange (1) explored lessons learned, (2) clarified where the various initiatives are heading, (3) problem-solved around existing or anticipated difficulties, and (4) delineated ways in which such initiatives can continue to support each other and anyone else who is interested in similar reforms.

Represented were:

- New American School's Urban Learning Center Model
- Hawai'i Dept. of Education
- Detroit Public Schools
- Los Angeles Unified School District
- Washington State Office of Public Instruction
- California Department of Education
- Memphis City Schools

Given space limitations, only two of these are highlighted below. A more detailed description of these and the work being done by the others is available (see resource list at end).

New American School's Urban Learning Center Model

This is the only one of the New American Schools' comprehensive school reform models to incorporate a comprehensive, multifaceted, and integrated approach to addressing barriers to learning. This pioneering model clearly moves school reform from an insufficient two component approach to one that encompasses a third essential component. That is, the design not only delineates reforms for curriculum/instruction and governance/management, it *addresses barriers to learning* by establishing a comprehensive, integrated continuum of *learning supports*. As it evolves, the Learning Supports (or "enabling") Component is providing local, state, and national policy makers with a detailed framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process

by which school and community resources for addressing barriers to learning and development are restructured and woven together. By calling for reforms that fully integrate a focus on addressing barriers, the Learning Supports (or enabling) Component provides a unifying framework for responding to a wide range of psychosocial factors interfering with young people's learning and performance. Besides focusing on barriers and deficits, there is a strong emphasis on facilitating healthy development, positive behavior, and asset-building as the best way to prevent problems and as an essential adjunct to corrective interventions. In defining the component as one that both addresses barriers to learning and promotes healthy development, the framework encompasses the type of models described as full-service schools — and goes beyond them by creating a focus on restructuring all education support programs and meshing them with community resources. The demonstration site in Los Angeles that is now called the Elizabeth Learning Center has developed into a pre-K through adult education approach with a community health clinic and family resource center integrated into the enabling component.

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Hawai'i Dept. of Education

The state is developing a "Comprehensive Student Support System" (CSSS) which is designed to fully integrate with the instructional and management components at school sites. CSSS is the Department of Education's umbrella for ensuring a continuum of programs and services that support a school's academic, social, emotional and physical environments so that all students learn and attain the state's content and performance standards. The focus begins in the classroom, with differentiated classroom practices as the base of support for each student. It extends beyond the classroom to include school and community resources and programs. An array of student support services focuses on prevention and early intervention to ensure that the supports provided and the delivery process correspond to the severity, complexity, and frequency of each student's needs. CSSS links students and families to the resources of the Department of Education (DOE), as well as those of their neighborhood, their community, the Department of Health (DOH) and other governmental and private agencies and groups. The aim is to align programs and services in an individually responsive manner to create a caring community. In its design, this caring community is to minimize duplication and fragmentation of services and ensure that services are timely and effective, and it is to embrace the principles of the Hawai'i Child and Adolescent System Service Program.

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The various pioneering initiatives are helping to expand school reform. Community school advocates need to support such efforts. As long as school reform policy essentially is shaped by a two component model, large-scale efforts to merge school and community resources to promote healthy development and address barriers to learning are likely to remain marginalized in policy and practice.

A Few Resources

Pioneer Initiatives to Reform Education Support Programs — Report and related materials available from the Center for Mental Health in Schools at UCLA. Can also be downloaded from the Center's website. http://smhp.psych.ucla.edu

The Center also has a number of related documents, including:

- *School-Community Partnerships: A Guide* (includes a school-community partnerships' self study survey)
- *Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
- *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*

(These also can be downloaded from the internet.)

About the Center for Mental Health in Schools at UCLA

The Center, co-directed by Howard Adelman and Linda Taylor, is one of two national centers funded by the U.S. Department of Health and Human Services (Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health). The Center offers a range of technical assistance and training resources, including its website, an electronic monthly news update, a quarterly topical newsletter, hard copy and online resources, a consultation cadre, opportunities to network, and much more. For an overview of resources available from the Center, write c/o Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563 or call (310) 825-3634 or use the internet to scan the website: http:// smhp.psych.ucla.edu

EXTENDED SERVICE SCHOOLS INITIATIVE

A PARTNERSHIP PROGRAM OF CLARK ATLANTA UNIVERSITY
WITH
JOHN F. KENNEDY MIDDLE SCHOOL

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Overview

John F. Kennedy Middle School is located in the Atlanta Empowerment Zone and serves a predominately African American population of 22,524. Located in Atlanta Westside within one mile of Clark Atlanta University and the Atlanta University Center, Kennedy Middle represents a classic example of an urban, inner-city school. Current enrollment is 562 in grades 6 – 8.

Kennedy was opened in 1971 as a comprehensive community service center with an extensive extended services program. A directory of the center published in 1975 listed 14 agencies located in the facility. Though highly publicized, this concept of integrated service delivery may have been ahead of its times. Eventually, the community service agencies were relocated and an elementary school was housed in the space while its facility was under construction.

Since 1992, Clark Atlanta University (CAU) has participated in academically - based service and has placed students in neighborhood schools and other agencies. In 1998 the School of Education initiated a university-community school partnership with Kennedy Middle and the partners were invited to join the Extended-Service Schools Initiative of the DeWitt Wallace-Readers Digest Fund in a project led by the University of Pennsylvania. The partnership intends to reconstruct the initial Kennedy vision of extended day programs and school-based services supplemented by new perspectives on university and community involvement.

Goals of the Partnership

- To develop an action-oriented, community-based curriculum of high quality utilizing service learning as a preferred pedagogy of instruction.
- To offer school-linked health and social services through collaborative relationships with community agencies.

- To provide extended programs and educational services to students, families and other community residents.
- To empower parents and community through involvement in program planning, implementation and evaluation.
- To further expand and institutionalize academically-based service at Clark Atlanta University.

Program Components

Community-Based Learning: Teachers will revise the middle school curriculum to provide opportunities for community-based learning. The new core curriculum will feature: (1) organization around community activities; (2) integration of community resources, and (3) achievement of mastery through active engagement in real world problem solving and service.

- During 1998-99 two teams of teachers (one each from grades 7 and 8) were introduced to community-based learning.
- During 1999-2000 a sixth-grade team will be added. In addition, all teachers will participate in a ten-hour, action-oriented service learning workshop. Training will emphasize the interdisciplinary project.

Family Support and Education: A Family Resource Center has been designed to provide family support and education programs. Aims of the center are to: (1) encourage parental involvement in school and community activities; (2) provide opportunities for adult education and career development, and (3) create an organized infrastructure of family support services to enhance family functioning and child development.

- Planning phases for the center occurred in 1998-99, and Kennedy's Family Involvement Committee was charged to provide advisory oversight.
- During 1999-2000 the center will be staffed on a part-time basis to provide parent involvement support. Adult education programming will be provided by the Community and Evening High School Program at Booker T. Washington High School.

Extended Day Programs: Extended day programs and activities are provided for youth and adults. The long-range plan is to have a full schedule of afterschool, evenings, weekend and summer programs at Kennedy Middle.

- During 1998-99 an afterschool Reading Challenge program was offered to 40 students. Nearly 90 college tutors were recruited to assist with this program.
- The afterschool will be expanded to serve 75 students during the coming year. Through a partnership with General Electric and Campus Compact, a youth business enterprise will be piloted in the afterschool.

- Kennedy has been selected as a satellite site during 1999-2000 for literacy education, adult high school programming and enrichment classes. The classes will be offered through the Family Resource Center in partnership with the Booker T. Washington Community and Evening Adult High School.

Community Mobilization: The Council of Partners in Education (CoPE @ Kennedy) has been formed to provide a forum for parents, school personnel and organizational representatives to plan and monitor extended programs for youth and family development. The council meets monthly and is chaired by a business partner representative. Further, and in keeping with the aims of the partnership, community representatives have been added to the Administrative Leadership Team and to the Family Involvement Committee which supervises the Family Resource Center.

Academically-Based Service: Kennedy Middle has been a primary site for university community service placements since 1992. Graduate and undergraduate students function as tutors, mentors, teacher and research assistants. During 1998-99 more than 180 first year students completed service assignments at Kennedy.

- A unique feature of this component has been the development of a professional development school relationship between Kennedy and the School of Education. During 1998-99 three university faculty taught six courses at the Kennedy site. Approximately 50 graduate students conducted action research projects and 65 undergraduates served as mentors and tutors. These on-site classes will continue during the coming year. Kennedy faculty may audit these courses at no cost. Faculty also assisted Kennedy with grant-writing services.
- During 1999-2000 we will design and format a professional development center to provide professional development opportunities for faculty and staff. The center will serve as the hub for discovery and exploration of reform initiatives at both school and university levels.

The partnership is supported by a grant from the DeWitt Wallace-Readers Digest Fund administered by the University of Pennsylvania.

THE GARDNER EXTENDED SERVICES SCHOOL

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Vision & Mission

Over the past three years, the Thomas Gardner Elementary School, a Boston Public School, has been transformed from a traditional school to an Extended Services School. A school-community-university partnership has guided the development and implementation of the Gardner Extended Services School (GESS). The partners include the Thomas Gardner Elementary School; the Allston-Brighton Family YMCA, which services as the "lead agency;" Boston College (Schools of Education, Law, Social Work, Management, Nursing, and Arts & Sciences) and the Allston-Brighton Healthy Boston Neighborhood Coalition. The GESS is built on a vision that:

- is committed to improving the life chances of children and families
- links resources of school, community and university in an on-going partnership
- integrates educational enrichment activities with curriculum standards and instructional strategies
- builds on developmental strengths of children and families
- promotes career awareness
- requires collaboration across professions

The goals of the Extended Services School are to enable students to become more successful learners and productive citizens, and to offer families opportunities for support and enrichment. The Allston-Brighton neighborhood, home to the Gardner Extended Services School, is among the most culturally and ethnically diverse in Boston. As many as 36 different languages are represented in the school's K-5 student body. Seventy-eight percent (78%) of its 500 students are learning English as a second language (ESL). Currently, 49% of students identify as Hispanic, 23% as African American, 17% as Caucasian, and 11% as Asian. Eighty percent (80%) of the GESS students are meet the federal poverty guidelines to participate in the Free or Reduced Price Lunch Program.

Distinguishing Characteristics of the Model

The GESS program represents a unique school-community-university collaboration in which each of the partners is fully involved in the implementation of the Extended Services School.

GESS is a part of The Children's Aid Society community schools adaptation network and received planning and implementation support from the Wallace-Readers' Digest Fund. The educational enrichment activities for the children are intentionally and explicitly aligned with the curriculum standards and frameworks of the Boston Public School's Educational Reform Plan. GESS has been named a 21st Century Learning Center through Boston's "2 to 6" Initiative, working closely with the MOST Project and Parents United for Child Care.

Primary Supports & Opportunities Provided

The GESS houses a number of programs for students, their families, and community members. These programs included:

Educational enrichment for students

A key feature of the educational enrichment programs is their alignment and integration with the curriculum standards and frameworks that ground the teaching and learning activities of the day school. Educational enrichment activities include:

- Before-School Program
- After-School Program
- Tutoring
- Mentoring
- Reading Clubs
- Computer Classes
- Performance and Creative Arts
- Enrichment Clubs
- Career Development
- Summer Academic Enrichment Programs

Adult programs

Adult programs are designed in response to the expressed needs of parents and community members. They are directed at enhancing opportunities for employment, education, and naturalization, and include the following:

- Parent Leadership Training
- ESL Classes
- GED Classes
- Computer Classes
- Parent's Center
- Health Workshops
- Immigration Law Center
- Homework Assistance Strategies

Health and Legal Services

We recognize that students' academic achievement is enhanced when they and their families are healthy and safe. The GESS offers a range of services to students and families, including:

- On-site Health Center and other Medical Services
- Legal Services
- Dental Services
- Mental Health Counseling Services
- Clothing Bank

Recreation/Youth Development

The YMCA and other youth development agencies in the neighborhood provide continuous opportunities for children and their families to be engaged in a variety of youth development activities, including:

- Arts and crafts
- Sports
- Swimming
- Family events and trips

Governance

As a Boston Public School, the Gardner School relies on a system of school-based management. Governance of GESS involves two components: 1) planning and strategic development, and 2) day-to-day operations. The planning and strategic development is guided by a ten-member Steering Committee that includes representatives from the GESS partnership: Gardner School administration, staff, and parents; Allston-Brighton Family YMCA; Boston College; and Allston-Brighton Healthy Boston Neighborhood Coalition. The Steering Committee meets weekly. Day-to-day operations are carried out by a full-time Extended Services School Director who reports to the Executive Director of the lead agency (Allston-Brighton YMCA) and to the GESS' school principal.

Staff and professional development activities

In addition to the full-time Extended Services School Director, GESS employs a cadre of twenty (20) teachers, teachers' aides and instructors for the before and after-school programs as well as for the adult evening programs. A full-time nurse practitioner and part-time pediatrician staff the on-site school-based health center. The contributions of the paid employees are supplemented by over eighty (80) Boston College graduate and undergraduate students (in Education, Psychology, Law, Nursing, Social Work, Management, and Arts & Sciences) who serve as interns, tutors, and mentors in the various GESS programs. Boston College faculty provides ongoing professional development to GESS faculty.

Scope of Parent, Teacher, Youth & Resident Participation

Parent and teacher representatives sit on the GESS Steering Committee, as well as the School-site Council which assists the Principal in making policy and practice decisions for the school. An increasing number of paid employees are parents. A paid "School-linked Parent" directs the Parent Resource Center.

Strategies for Building Public Support and New Constituencies

GESS staff and Steering Committee members have regularly presented at conferences and forums, engaged political leaders and the media, participated in state and national taskforces in order to promote the concept of community schools and to lobby for increased public and private funding. The partnership recently secured a state legislative appropriation to create a technology center within the school to serve parents.

Results to Date and Evaluation

In the 1999 statewide achievement examinations (MCAS), GESS was the eighth most improved school in the state in literacy. The GESS recognizes the importance of measuring the outcomes of the program. It is currently engaged in three different but overlapping evaluations. It is one of twelve community schools across the nation involved in an evaluation of the process of implementing community school. This evaluation is directed by Public/Private Ventures and funded by the Wallace Reader's Digest Fund. Boston College School of Education is directing an outcome evaluation in three areas: academic achievement, attendance, and behavior. Finally, with the assistance of Annenberg Funds, Boston Public Schools is evaluating the outcome of a literacy instructional program. The GESS partners have contributed to the development of a knowledge base that is being documented and disseminated through publications in professional journals and presentations at national conferences.

Expansion Strategy

The partners involved in the GESS (the Thomas Gardner Elementary School, the Allston-Brighton YMCA and Boston College) are actively involved with expansion efforts on two levels. At the individual school level, the GESS continues to broaden its scope with respect to providing services, expanding hours of operation, and engaging more agencies and community members. Recognizing the importance of providing long-term, stable, and expansive support, the GESS partners are also actively engaged in the "Connect 5" Initiative to take the concept of community school to scale at a system-wide level across seven neighboring elementary schools in Cluster 5 of the Boston Public Schools. Spearheaded by the Center for Child, Family, and Community Partnerships at Boston College, "Connect 5" is developing systemic strategies to link schoolchildren and their families to community resources on a multi-school level. The "Connect 5" Initiative will implement a model of cooperation and coordination across school and community resources that will: 1) enhance the delivery of student support services in schools; 2) improve the connection between schools and community agencies; and 3) establish family support systems within the community.

Guilford County Initiative For Children

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Preamble

Significant improvement in the educational performance of all of Guilford County's children is imperative to create a 21st century work force. Achieving this goal requires that the county bring together all of its resources in a concerted manner in support of student achievement and improved child, youth and family well-being. The present system of support remains too fragmented and disconnected from the learning process to reach that goal; therefore, the parties to this agreement have crafted the following strategy.

Vision (what we wish to create)

A parent and community driven system of supports and opportunities with schools as the hub that significantly helps student academic and social skills achievement and enhances the quality of life of children, youth and families, and their community.

Mission (our unique role)

To mobilize the resources and assets of all community institutions in a concerted collaborative effort to achieve our vision.

Key Elements of our Operating Model

Based on prior experience, the partners propose to implement the following operating model.

- This model is intended to be flexible and responsive to the needs and assets of individual schools and their neighborhoods.
- A team of parents and neighborhood residents, with the strong participation of the principals and school staff, will determine the support and opportunities to be offered at a particular school.

- As determined by parents and neighborhood residents, public and private agencies will offer youth development, human service and cultural development supports and opportunities at the school sites; these supports and opportunities will be integrated with similar activities offered directly through school system resources and other partnerships.
- A site coordinator or community school director will be employed at each school to coordinate support and opportunities at the school and in the community. Schools will make a major financial contribution to this position from existing school resources.
- Outcomes will drive the planning process at the local school sites with an emphasis on improved educational achievement and other indicators of well being for children, youth and families.
- Major public and private institutions—school system, United Way, private foundations, local public health and human services, city, county and others—along with parents and neighborhood residents, will work collaboratively in a governance arrangement intended to create this system of supports and opportunities.

School Selection Criteria

Initial priority will be given to schools serving low-income children and operating primarily in a neighborhood school context.

- In order to be selected to participate in this program, schools and neighborhoods will have to demonstrate their capacity to create the model outlined above.
- The principal must demonstrate a commitment to the right of parents to determine the support and opportunities appropriate for their children.
- Schools which demonstrate the willingness to cover all of the costs of site coordination will receive additional priority in the selection process.

United Way Role

The United Way of Greater Greensboro and the United Way of High Point will provide capacity building and advocacy support to schools and neighborhoods participating in this initiative. Specifically the two United Ways will:

- Provide planning and facilitation assistance to parent, neighborhood and school teams involved in planning specific support and opportunities.
- Assist in mobilizing support and opportunities to meet specific need identified by parents, neighborhood and school teams.
- Serve as a catalyst to bring together community agencies, organizations and institutions with parents, neighborhoods and schools.
- Work to create a system that ensures that agencies and organizations operate within the framework of the proposed model and do not create ad hoc arrangements.
- Ensure accountability for performance by agencies to parents as the school system does for the school itself.

KENTUCKY FAMILY RESOURCE AND YOUTH SERVICES CENTERS

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Mission

The Family Resource and Youth Services Centers' (FRYSC) program mission is to **enhance students' abilities to succeed in school by developing and sustaining partnerships** that promote:

- Early learning and successful transition into school
- Academic achievement and well-being
- Graduation and transition into adult life

Vision

The Kentucky's Office of Family Resource and Youth Services Centers in the Cabinet for Families and Children shall establish the **national standard of excellence in the provision of school-based family support.**

Goals

The goal of the FRYSCs is to meet the needs of *all* children and their families who reside in the community or neighborhood served by the school in which the center is located. *To achieve this goal, local flexibility and community ownership are crucial. Within the required initiative framework outlined in the KERA legislation, local schools and the communities in which they are located have been granted the flexibility to create programming that meets the unique needs of their families.

The manner in which individual centers address the core components and develop optional components is determined by an on-going assessment and evaluation of the school/community needs and available resources in partnership with the school's Consolidated Plan. While every center is unique, many have commonalties. The manner in which these issues are addressed may vary greatly depending on the resources available in the local community and the education

needs of the population to be served. By removing barriers, FRYSCs help support the achievement of the goal that all students become academically proficient.

*KRS 156.497 (2) states "If resources are limited, students and families who are most economically disadvantaged shall receive priority status for receiving services".

Overview

The **Kentucky General Assembly created Family Resource and Youth Services Centers** as an integral part of the Kentucky Education Reform Act (KERA) of 1990, KRS 156.497 as amended and KRS 156.4977 as amended. For a school to be eligible to apply for a FRYSC grant, at least twenty- (20) % or more of the enrolled students in a school(s) must be eligible to receive free and reduced school meals. The students eligible for reduced lunch are not calculated in the formula to determine a center's funding. This signifies the strong support the Kentucky General Assembly has maintained for FRYSCs for a decade.

Funding for FRYSCs began in SFY 92 when 9.5 million dollars funded 133 Centers serving 232 schools. The funding has grown to 47.7 million dollars in SFY 01 funding 702 Centers serving 1,084 schools. As of July 1, 2000 there are 356 Family Resource Centers (FRCs), 205 Youth Services Centers (YSCs) and 141 Combination Centers (FRYSCs). Centers serving more than one school are called Consortium Centers. There are approximately 107 Kentucky schools that still qualify for a Center funding.

This legislation provided for an unprecedented state-level partnership between the Kentucky Department of Education and the Cabinet for Families and Children. These partners share the responsibility of implementing and sustaining the centers across the state. The legislation created the Interagency Task Force on FRYSCs comprised of a vast array of stakeholders. This Task Force developed a five-year plan to establish a statewide network of FRYSCs. Since the sunset of the Task Force on December 31, 1997, the Cabinet for Families and Children, Office of FRYSC has the responsibility for the administration of this initiative and the funding authority is under the jurisdiction of the Secretary of the Cabinet for Families and Children. The Kentucky Department of Education has continued to provide technical assistance and support of the public education mandate.

The Office of FRYSC also partners with other Kentucky Cabinets for our shared interest in the improvement of the lives of Kentucky's children and families. An example is the Cabinet for Health Services and the Children's Health Insurance Program (CHIP) that they administer. The local FRYSCs are instrumental in Kentucky Children's Health Insurance Program (KCHIP) outreach and enrollment of children.

At the local level, information, awareness, collaboration and partnerships are commonly developed with the following: parents, students, school personnel, PTA/PTO, school district personnel, local school board, city and county officials, human service organizations/councils, churches, civic organizations, local businesses, hospitals, universities and colleges to name several.

Guiding Principles

Although every Family Resource and/or Youth Services Center (FRYSC) must address the core components, and often have other issues in common, they will vary programmatically in many ways. For example, the range of activities provided will differ, the degree of parent involvement may vary and the array of community resource agencies available or willing to develop primary linkages will also influence the development and structure of the program. Despite this diversity, each center shares philosophical principles that provide the foundation for the program. These principles were adopted by the FRYSC Interagency Task Force on August 14, 1990 and are included in the FRYSC State Implementation Plan:

- **All children can learn and most at high levels** – For all children to learn, barriers to learning must be removed. School based services must be created to address the academic, physical, social, emotional and vocational needs of students. Parents must be part of the development of these services:

  - Creation of an atmosphere that empowers the child, youth and/or family to acquire competency is necessary to meet the needs and achieve the goals of attaining an education. The role of the center is to support and strengthen the families' nurturing and problem-solving ability by working as equal partners to resolve identified problems or barriers;

  - An interagency focus shall be developed – Education and Human Services must join forces and collaborate with other community agencies in order to be able to respond to the complex and ever changing needs of children, youth and families; and,

  - Assuring community ownership is important – The centers should reflect the unique needs and character of their community.

Family Resource Centers

- Located in or near one or more elementary schools
- Serve children under the age of 12 and their families

Major Focuses

- Parent involvement
- Early brain research and early childhood education
- School Readiness
- Student and Family Support

Core Components
KRS 156.497
Family Resource Centers must address:

- Full-time preschool child care for children two (2) and three (3) years of age;
- After school child care for children ages four (4) through twelve (12), with the child care being full-time during the summer and on other days when school is not in session;
- Families in Training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
- Parent and Child Education (PACE) as described in KRS 158.360 or similar program,
- Support and training for child day care providers; and,
- Health services or referral to health services, or both:

Please note that a Family Resource/Youth Services Center must address all core components as listed under the Family Resource Center and the Youth Services Center. A combination center is one that serves both age groups of a Family Resource Center and Youth Services Center as defined in KRS 156.497.

Youth Services Centers

- Located in or Near Middle and/or High Schools
- Serve Children 12 Years of Age and Older and Their Families

Major Focuses

- Crisis Intervention
- Dropout Prevention
- Safety and Violence Reduction
- Service Learning
- Student and Family Support

Core Components
KRS 156.497
Youth Services Centers must address:

- Referrals to health and social services;
- Employment counseling, training and placement;
- Summer and part-time job development;
- Drug and alcohol abuse counseling; and,
- Family crisis and mental health counseling.

Please note that a Family Resource/Youth Services Center must address all core components as listed under the Family Resource Center and the Youth Services Center. A combination center is

one that serves both age groups of a Family Resource Center and Youth Services Center as defined in KRS 156.497.

Common Optional Components

Optional components are **developed based on the identified needs in a particular school community.** These will vary across the state and may include the components listed below and others:

Attendance	Mentoring
Basic Needs Assistance/Referrals	Parent/Family Involvement
Character Education	Peer Mediation
Community Resource Development	Recreation
Community Service/Service Learning	School Safety/Violence Prevention
Conflict Resolution	Teen Pregnancy Prevention
Dropout Prevention	Transportation
Educational Support & Enrichment	Volunteer Services

Center Participation

With the passage of the KERA in 1990, a new era of parent involvement was ushered into schools across the Commonwealth. Schools began promoting stronger partnerships with parents to increase the academic goals of children and youth. The FRYSC Advisory Council experience is often a training ground for expanded participation in decision-making bodies at the school or district level. Through FRYSC, and in collaboration with existing organizations such as PTA/ PTO, other coordinated volunteer opportunities are available. For example, this may be assisting with classroom activities, mentoring or tutoring a student to participation in parent programs. Parent involvement is often a priority need of the school in the consolidated planning process and FRYSC address the need for parental involvement through the needs assessment process and the FRYSC core and optional components.

Youth are involved with the Center and their school through participation on the Advisory Council, Junior Advisory Council, service learning programs and other groups/programs offered based upon the needs assessment process and the FRYSC core and optional components.

FRYSC Advisory Councils

The foundation to a successful FRYSC is the FRYSC Advisory Council. The major purpose of the Advisory Council is to provide the center coordinator with input, oversight and recommendations with regard to the planning, development, implementation and coordination of

center services, programs and activities. The Advisory Council is involved in the center; i.e., the needs assessment process, the grant request preparation, staffing recommendations for the center, oversight of program implementation and operations and at a minimum, quarterly review of budget expenditures.

Advisory Council membership is comprised of parents, school and community representatives. Youth Services Centers or Combination Centers must have at least two student representatives. Consideration should be given in selecting membership that reflects the cultural diversity and socio-economic status of the school(s) being served by the center. Gender diversity should also be considered. The representation on the Advisory Council signifies the collaboration and linkage between school, home and community that is at the core of a successful FRYSC.

The voting membership of the Advisory Council is comprised of:

- Parents: At least 1/3 of the membership shall be parents who are not employees of the school district
- School Staff: No more than 1/3 of the membership shall be school staff.
- Community: The remainder of the Advisory Council shall include appropriate community representation
- Student: Youth Services Centers or Combination Centers shall have a minimum of two (2) students as voting members of the Advisory Council

Quality Central and Regional Offices

The Office of FRYSC provides administrative, technical assistance and training support to the local school-based FRYSCs. This is performed at the quality central and regional level. Quality Central is responsible for the administration, management and operations of the programs serving students and the community through individual FRYSCs. At the regional level, Regional Program Managers (RPM) provide on-going guidance, support and technical assistance to FRYSC in a multi-county region. As FRYSC Coordinators are school board employees, there is a FRYSC District Contact in each county. This person provides information concerning local school board policies and procedures.

Professional Development

The Office of FRYSC offers a wide range of professional development opportunities for Center Coordinators through the FRYSC Training Project. Coordinators are offered training on programs that specifically meet the core and optional components. Opportunities to network and share ideas from ongoing FRYSC programs are available. All of these opportunities enhance the quality of service the centers are able to provide to students and families. These include:

- New Coordinator Orientation
- Regional FRYSC Center Coordinators' meetings held at least quarterly to offer FRYSC information, training and networking for the coordinators.
- An annual conference sponsored by the Office of FRYSC, addressing current issues and topics of utmost importance to Coordinators.
- The FRYSCK Coalition* sponsors an annual training event called the "Fall Institute." As a collaborative partner, the Office of FRYSC traditionally has sponsored the "Celebrating Successes" awards banquet during the "Fall Institute." This event offers a time to highlight excellent programs in Kentucky through an awards process.
- Region specific training, seminars and workshops are scheduled throughout the year by Regional Program Managers (RPM). These trainings focus on topics that address identified needs of Center Staff. For example, skill development in: grant writing, student and family record keeping, fiscal issues and administration as related to center operations.
- A weeklong learning experience at the National Center for Community Education in Flint, Michigan.
- The Office of FRYSC encourages attendance at other state and national professional conferences that complement the FRYSC initiative.
- The RPM may offer mentoring opportunities for new coordinators. This allows the new coordinator to shadow a veteran coordinator to experience, first hand, an established, successful and integrated center.
- The RPM offers regional meetings for FRYSC District Contacts at least twice a year.

*An organization comprised of persons interested in the health, education and well being of children, youth and families in the Commonwealth of Kentucky.

Evaluation

Evaluations of the FRYSCs indicate a correlation between gains in student achievement and center involvement at the elementary level. Strong teacher-perceived gains in completing homework, participating in school activities, obeying school rules, and cooperating with others were noted in all school levels. The barriers to learning most often addressed by center intervention were health, behavior, emotion, learning, financial, family conflict, clothing, poverty, and divorce. (Illback, 1997)

FRYSCs have also been an active partner in the schools' consolidated planning processes, in which all school programs pool resources in an effort to impact individual school and district priority needs. All priority needs have a direct or indirect bearing on student success. Typical targeted areas of impact include the needs identified by the Kentucky Department of Education, in addition to others determined at the local level. The activities addressing each of the priority needs were reported in FY '99 by local center coordinators. A sample of the areas

addressed were parent involvement, student well being, student attendance, transition to adult life, dropout rate, retention, student discipline, and community support. Center activities addressing these needs are included in *Consolidated Planning Involvement: Addressing Priority Needs (Year-end FY '99).*

FRYSCs have also been the catalyst for community and school mobilization, thus decreasing gaps in services. There is an extremely high correlation between the quality of center implementation and educational outcomes. The component that accounted for the greatest portion of this finding was teacher involvement with the center. (Illback, Kalafat, 1995)

A central goal of the FRYSCs is to improve the relationship between families and school personnel in order to influence school readiness. Evaluations focusing on parent involvement and family support outcomes indicate that parents perceive positive changes in social support from school personnel, especially Family Resource Centers, teachers, counselors, and principals. (Illback, 1996) Many times parents have had negative experiences in school themselves, which makes it difficult for them to interact with school personnel. The FRYSCs provide a non-threatening, helpful environment for parents, thus serving as a catalyst to bring parents into the school environment and directly involve them in their children's education. (Kalafat, Jeffries, Illback, March, 1996)

Expansion Strategy

The Kentucky Family Resource and Youth Services Program is funded by state general fund dollars appropriated by the Kentucky General Assembly through the enactment of the Governor's Budget. For SFY01 the appropriation was 47.7 million dollars which will allow the Office of FRYSC to fund 651 continuing centers and 51 new centers. The SFY02 appropriation is 51.9 million dollars that will allow the Office to continue to fund the existing 702 centers and will fund an additional number of new centers. The actual number of new centers will depend on the number of new center applications received and the amount of funds remaining when the continuing centers are funded. The expectation is that all existing eligible schools will be funded in SFY02.

Missouri Caring Communities

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Description

An ambitious reform effort, Missouri Caring Communities (MCC) is changing how state agencies do business and how families access human services in Missouri. Seven state agencies have combined funds to support the development of Caring Communities Partnerships throughout the state. These agencies are charged with mobilizing diverse partners to improve the lives of children and families.

This broad initiative, including child care and quality early care and education, is integral to achieving Missouri's overarching vision for children: *To have strong families and communities where parents work; to have children succeed in school; and to grow up healthy, safe, and prepared to enter productive adulthood.*

Partners

Partners in Missouri Caring Communities include:

- The Family Investment Trust (FIT), a public-private partnership created by the governor to coordinate MCC;
- State Departments of Corrections, Economic Development, Elementary and Secondary Education, Health, Labor and Industrial Relations, Mental Health, and Social Services;
- Private-sector partners such as the Annie E. Cassie Foundation, The Edna McConnell Clark Foundation, Kraft Foods, The Danforth Foundation, the Greater Kansas City Community Foundation, The Ewing and Marion Kauffman Foundation, The Center for the Study of Social Policy, and the Conversation Company;
- Diverse community stakeholders such as service providers, parents, community organizations, local government, schools, the faith community, and business; and
- School districts throughout Missouri.

History and Development

In 1992, Missouri's newly elected governor quickly became a champion of system reform aimed at improving results for children and families. Through an executive order in 1993, he established the Family Investment Trust (FIT), a public-private partnership, to spearhead a statewide system reform effort. FIT was charged with moving Missouri in the direction of increased accountability for results; increased neighborhood involvement in service design and delivery; and increased collaboration both among state agencies and between state government and local communities.

With shared resources and expertise from national foundation partners, technical assistance from the Center for the Study of Social Policy, and input from state residents through focus groups and community meetings, FIT developed a planning process. FIT formed a committee with representatives from the private and public sectors to solicit input from residents throughout the state and to develop an overarching framework for a more responsive human service system. After an extensive planning process involving hundreds of Missourians, the committee shared the data with the FIT board, which developed the framework of core results, principles, and change strategies. The effort centered on six core results for children and families (see the Results section) to be archived through neighborhood design and delivery of services and supported with combined local, state, and federal funds.

Initially, seven communities were invited to convene to assess resources and shape priorities for children and families. These caring Committees Partnerships were not given specific service requirements, but were asked to develop a plan to achieve the six core results, to base services in neighborhoods, and to link community services with schools. The area governed by each Caring Communities partnerships includes a number of Caring Communities sites. Caring Communities sites are individual neighborhoods planning and implementing service delivery.

By the end of 1998, there were 18 caring Communities Partnerships encompassing almost 100 Caring Communities sites serving families and children throughout Missouri. Caring Communities Partnerships are in 18% of Missouri's counties, which contain 58% of the state population.

Current Activities

Ongoing collaboration among state agencies and caring Communities Partnerships is critical to the success of MCC. This collaboration relies on a multi-level governance structure. FIT coordinates the effort, sets the macro-strategy, builds state and community leadership, measures progress, and maintains the vision. FIT also provides technical assistance to communities and state agencies. Each of the seven state agency partners has a Caring Communities Coordinator who coordinates the work across the agencies and with communities.

Caring Communities Partnerships, composed of broad-based groups of local stakeholders, develop and govern MCC activities in specific regions. In each of these regions, local Caring Communities Councils develop neighborhood and school-based strategies to achieve targeted core results.

Resources

MCC partners have worked to create a fiscal strategy that supports the provision of comprehensive community-based service delivery. To increase flexibility, the departments combined existing state and federal funds through a cross agency $21.6 million Caring Communities budget in 1995. The annual budget has remained fairly constant since 1995, with a 1998 budget of about 22 million. These funds build capacity in communities; empower state agencies to work differently; provide core support for the Caring Communities Partnerships, and provide for the evaluation the impact of Caring Communities.

Caring Communities Partnerships and Caring Communities Councils work in collaboration, to broaden the funding base through local cash and in-kind contributions, as well as state and federal grants and contracts. It is estimated that more than $32 million will be spent in the 18 Caring Communities Partnerships in FY99, with the core Caring Communities funding ranging from 12% to 83% of the budget for Caring Communities Partnerships.

Partnerships between state agencies and local communities allow for maximizing innovative resource sharing. For example, the Kansas City Community Partnership has generated new federal funds by coordinating with state agencies to claim matching entitlement dollars for allowable activities. In many communities, state agencies also have reassigned staff to the neighborhood Caring Communities sites.

Results

Results-oriented accountability has driven Caring Communities from its inception. Leaders of the effort recognize that shared accountability between community partners and state agencies require a clear agreement on the results to be achieved. Consequently, state agencies and local communities engaged in the reform effort agree to operate within a framework of six core results:

- Parents working;
- Children safe in their families, and families safe in their communities;
- Healthy children and families;
- Young children ready to enter school;
- Children and youth succeeding in school; and
- Youth ready to enter the workforce and become productive citizens.

The primary means of documenting progress is tracking changes in 18 agreed-upon benchmarks related to the six core results. All Caring Communities Partnerships and Caring Communities site councils are participating in these measurement activities. In addition, communities targeted additional benchmarks relevant to the work they are doing. A 2-year MCC evaluation reported that 85% of children in Caring Communities entered kindergarten with appropriate skills and knowledge and that math and reading scores improved in over 65% of Caring Communities schools.

Sustaining and Replicating

Priorities identified by partners for sustaining MCC focus on more clearly defining roles; enacting policies that will provide standards and guidelines; and authorizing more decision-making power to the Caring Communities Partnerships. Partners also recognize the need to build more public and political support for MCC. An important factor in the progress of MCC has been leadership by key public officials such as the Governor and senior agency heads. Partners want assurance that changes in government will not halt the momentum of MCC.

Partners see the leveraging of additional dollars, both public and private, by the Caring Communities Partnerships as key to sustaining and expanding this initiative. If existing Caring Communities Partnerships can leverage resources to support their operation, then core MCC funding can be used to develop new sites.

Lessons Learned

Accountability*:* Agreement on the authority that Caring Communities Partnerships and caring Communities Councils have in allocating funding and governing activities is essential to avoiding unnecessary conflict and maintaining momentum. Moreover, if a true "partnership" is to exist, then these issues must be decided with input from all of the stakeholders.

Flexibility*:* The creation of a flexible funding stream through the mingling of state funds has allowed local communities flexibility in designing services. Rather than the services being driven by the requirements of funding sources, the community's identified needs and priorities drive them.

Strong Relationships*:* Establishing regular channels of communication, distributing new information in a timely way, developing a common language, and having regular meetings of stakeholders foster effective communication and relationship building. Once relationships have been established, they act as a springboard for expanded collaboration.

New Jersey School Based Youth Services Program

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Mission and Vision

A substantial number of teenagers have multiple problems that call for several different services. Even though these services may be available in the community, they are too often categorically narrow in scope, geographically dispersed, unattractively labeled and not linked to one another. Additionally, services for teenagers have failed to address the root causes of many problems that are found in family relationships. In short, what was needed was a mechanism to bring integrated resources to interrelated problems.

The School Based Youth Services Program (SBYSP) was established to address these issues. It is designed to enable adolescents, especially those with problems, to complete their education, obtain skills that either lead to employment or to additional education, and lead a mentally and physically healthy life.

The vision for the SBYSP is to provide and support employment, health, and social services in a comprehensive "one-stop shopping" manner at the most accessible location for teenagers which is the public secondary school. Consolidating services in or near schools provides access to more teenagers on a regular and continuing basis.

Goals and Desired Results

The ultimate goal of the program is to help ensure that teenagers graduate, develop skills and become employable or continue their education, and are physically and mentally healthy and drug free. To reach this goal there are a number of objectives that must be achieved. They include:

- Increasing the ability of agencies to address the multiple problems of teenagers;
- Creating an environment in which agencies are in day-to-day contact with one another, thereby fostering and coordinating services;

- Providing an accessible, attractive location for teenagers in or near school that they are most likely to use;
- Attracting teenagers to use the program's services, not just the teen who is obviously at risk of school failure, teen pregnancy, using drugs and alcohol, abuse and neglect, violent behavior, family problems, etc.;
- Providing prevention services that offer opportunities for all students, while seeking to reduce risks for students with the greatest needs; and
- Facilitating joint planning with the school, business and community and making the most economic and innovative use of limited resources.

In addition to goals stated above, teens were surveyed at the onset of the program and their feedback was incorporated into the program design. The following list summarizes what they are looking for:

- A safe space with caring adult staff who are able to relate to the problems of adolescents and deal with problems of a confidential nature;
- Assistance in learning;
- Assistance in learning how to make decisions;
- Recreational and vocational activities that reflect the adolescents' interest (e.g., music, dance, theater, field trips, and sports); and
- Help in developing assets and talents that will enable them to succeed in life skills to make them successful people.

Distinguishing Characteristics of the Model

- Collaboration required between schools and community
- Joint application
- Community determines who the lead (contracted) organization is
- On going funding

The SBYSP was the first statewide initiative in the country to integrate a range of services for adolescents in one location at or near schools. The program was initiated by the New Jersey Department of Human Services (DHS) in 1987 to help young people navigate the adolescent years, finish their education, and obtain skills leading to employment or additional education. School Based projects are located in a variety of urban, suburban, and rural settings. There are a total of 44 programs throughout the state; 29 of these programs have been providing services since 1988 and 15 programs began in September 2000.

The SBYSP has its roots in several different strategies to improve the delivery of service to young people, including school based health centers, full service schools, and multi-service youth programs. The core SBYSP, by offering "one stop shopping", was intended to break down the bureaucratic and logistical barriers preventing young people from obtaining services and supports. The program

was not designed for "problem kids" only. SBYSP projects were to be open to all youth aged 13-19 in the selected communities, before, during and after school.

The SBYSP takes pride in its level of operational flexibility. This trait flows bottom up not top down with the impetus stemming from the needs of the teens and their communities. As the community changes, SBYSPs are proactive and flexible in designing projects that address what is occurring today to prevent what might happen tomorrow. For example in 1988 when SBYSP was launched in New Jersey there was no indication of the need for violence prevention initiatives. However, local staff were cognizant of the unrest among young people and sensitive to the escalating violence in schools. Prior to the wave of violence prevention programs SBYSP designed and implemented activities and services that affected the climate of the school, addressed issues of anger, facilitated a consciousness for diversity and worked with their local schools as partners in crisis intervention. These programs and services naturally received the full support of the state.

While the program is situated and funded within a bureaucratic infrastructure, the SBYSP has been able to maintain its responsiveness to front line staff and work in partnership with the local community. A flexible program produces better outcomes for kids.

Primary Supports and Opportunities Provided

Teenagers have numerous concerns and problems and a substantial number of teenagers have multiple problems that call for several different services. SBYSP provides an array of services to address the problems of youth. This array includes core services that are required in all SBYSP throughout New Jersey. The required services are:

- Mental health counseling services
- Family involvement
- Substance abuse counseling
- Employment counseling
- Primary and preventative health
- Services
- Pregnancy prevention services
- Learning support services
- Referrals to health and social service providers
- Recreation

The SBYSP provides a variety of opportunities for young people. Some of these opportunities include exploring activities outside of their school and local communities such as field trips to other states; cultural and sporting events; college tours; and conferences and workshops. Other opportunities include participation in peer leadership groups; recreational and social activities; structured advocacy campaigns; dramatic and theatrical presentations; and parent education for teen parents.

Typical staffing patterns at the SBYSP include a full time Masters level program director, full time Masters level mental health service provider, full time Bachelor's level youth development specialist, full or part-time employment specialist and full or part-time health educator or nurse practitioner.

Governance

SBYSPs are funded through individual grants administered by the NJDHS. Grants do not exceed $250,000 per site. There is a strong link between the local SBYSP and the NJDHS staff. Support from the NJDHS is helpful in overcoming the inevitable barriers to collaboration, both at the local, county or state level. Over the twelve (12) years of SBYSP existence, the state staff team has become a powerful support for program viability and success. This team consists of a director, three coordinators and a contract administrator. Through its efforts, local projects are consistently strengthened and stimulated by a steady infusion of resources and information that facilitate their development.

The SBYSP model requires the cooperative efforts of local boards of education, not-for-profit social service agencies, health care providers, local government, parent and teacher organizations, unions, community organizations, the employment and training community, and the business community. The local collaboration determines who the lead agency is and that agency generally employs the program director who supervises the on-site staff.

The program is geared to being entrepreneurial in nature and to expanding throughout the district and community. Collaborations that look both inward to the needs of their student population and outward to the needs of the families and communities bring in additional funds and services to address student, family and community needs. Many SBYSPs have substantially increased the original cadre of services by securing grants and integrating other programs throughout their communities.

Staff and Professional Development Activities

Professional development is an integral part of the SBYSP. Program directors are encouraged to utilize grant funds for training, conferences and workshops to support the unique needs of their staff. State staff continually connects the SBYSP staff with available training and professional development opportunities. In addition to monthly program director's meetings, other examples of training and professional development have been offered through:

- The Collaborative Leaders Program
- CDC HIV Programs That Work
- Professional Staff and Psychology Intern Colloquium Series
- Violence Prevention programs through University of Medicine & Dentistry of
- New Jersey

Scope of Parent, Youth and Resident Participation

All projects must obtain parental consent for teenagers using services provided by the site. Parent participation varies from site to site. Some of the SBYSP offer a model of strength based family counseling, still others offer effective parenting education and on-site childcare for children of teen parents.

Youth can enter the SBYSP through multiple paths of entry, such as referral (self-referral; referral by guidance counselor, school nurse or other school staff; the court system; and friends); recreational activities; tutorial programs and job training programs. Through these paths the 29 SBYSP currently reach approximately 25,000 students a year throughout New Jersey. With the September 2000 expansion to 15 more sites, we anticipate serving over 37,000 students per year.

Resident participation in the SBYSP comes in different forms. Many community residents are members of the SBYSP advisory committees or act as mentors. In other communities neighbors volunteer at special events, such as proms, parties, and health fairs sponsored by SBYSP.

Strategies for Building Public Support and New Constituencies

Both the local and state level staff of the SBYSP participate in a variety of committees, task forces and planning bodies. DHS staff as well as program directors speak and present at workshops and conferences and have been invited to participate in local cable television and radio spots. Some of the local planning bodies on which the SBYSP is represented include Human Services Advisory Councils, Local Councils on Alcohol and Drug abuse, Municipal Alliances, Youth Services Commissions and Workforce Investment Boards.

Results to Date

An evaluation of the SBYSP was conducted by Academy for Educational Development. Key Evaluation Findings are attached. Copies of the report are available by contacting Elayne Archer, Academy for Educational Development, 100 Fifth Avenue, New York, NY 10001, or 212-367-4568 or earcher@aed.org.

Expansion Strategy

Our strategy for expansion has always been based upon proven results. The program has served thousands of students. The AED study results have validated what we have known anecdotally from sites. The program has received wide spread recognition in local and national media and in government and foundation reports as well as winning a number of awards. These include the Ford Foundation/Harvard University Kennedy School of Government Innovation Award and the American Public Welfare Association Projects Initiatives Award. The program has also been featured by Bill Moyers in his "All Our Children" Program. However, most importantly, the SBYSP model has been duplicated in a number of states including Iowa, Kentucky and California.

This year, Governor Whitman expanded the SBYSP by $3.75 million increasing the total fiscal year 2001 budget to $11.6 million. These additional funds allowed for the creation of an additional fifteen (15) SBYSP throughout the state of New Jersey.

The program can be reached by calling Roberta Knowlton, Director School Based Youth Services Programs, New Jersey Department of Human Services at 609-292-7901.

NORTH KANSAS CITY SCHOOL DISTRICT #74
COMMUNITY EDUCATION SERVICES

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The North Kansas City School District #74 is a premier provider of quality education. The district encompasses 82 square miles located north of the Missouri River, 45,000 households and is the area's second largest employer. With 30 educational sites, the district serves 17,000 students from kindergarten to 12th grade, in addition to nearly 20,000 other learners - from preschool to senior citizens - through the Community Education Services Department.

Community Education in the North Kansas City School District began in the 1960's with a few adult education classes located in one of the high school annex buildings. During the past forty years, the program has expanded into five major areas: Adult Education, non-credit Continuing Education, School Age Child Care, Youth Friends and UAW-Ford Skills Enhancement. The North Kansas City School District has been named as one of 70 national models for Community Education by the National Center for Community Education.

Community Education is part of the Educational Services Department that encompasses Early Childhood Education, K - 12 education and Community Education. The mission of the school district is *to establish successful learning experiences for all, and create responsible citizens capable of lifelong accomplishments in environments of change.* Through the effort of the Educational Services Department a continuum of learning experiences are available to members of the community of all ages.

The Community Education Services program is self-supporting, with the exception of two full-time staff. The combined programs have an annual operating budget of over $3 million per year. Revenues come from participation fees, state funding, contracts and grants. The total program has 30 full-time staff and several hundred part-time staff. The combined programs serve over 20,000 participants per year.

The Adult Education program offers adult literacy, English As A Second Language, Basic Skills training and GED preparation. Computer assisted instruction is available. Trained volunteer tutors from the community work one-on-one with adults reading below the 5th grade level. These

programs are also made available in four other neighboring school districts, the area Job Corp Center, the Clay County Detention Center, and in several work sites throughout the community. The Adult Education program, in a partnership with KCPT public television, is piloting a GED On-Line program for the state of Missouri this year. This is the first GED distance learning opportunity available in the state. The district is also one of six district's in the state to offer an adult high school diploma program. Staff is provided professional development and training through the Department of Elementary and Secondary Education.

The Continuing Education program offers several hundred non-credit classes each year in district school buildings. Classes for preschoolers through senior adults are offered in art, computers, crafts, dance and music and theater, recreation, physical fitness and wellness, personal development and financial strategies. More than 1000 children participate in developmental youth sports programs in a partnership with the City of Gladstone's Recreation Department. Community choir, band and theater is available through the many offerings. Programs are also designed specifically for senior adults and include travel tours and free bi-weekly seminars. Staff is provided professional development and training through the school district.

School Age Child Care offers before and after school care for more than 1200 K - 5th grade children each day at each of our twenty elementary schools. Trained staff provide enrichment activities, time for homework and recreation from as early as 6:45 a.m. until school begins and from the time school is dismissed until 6 p.m._ day care is available for kindergarten students and Summer Adventure offers all day care for K - 8th graders during the months of June, July and August. Staff is provided on-going training and professional development through the School Age Child Care Department and the Department of Elementary and Secondary Education.

YouthFriends connects positive adult role models who volunteer one hour a week with a child, ages 5 through 18 and reaches nearly 10,000 students in the district annually. The program offers a wide variety of volunteer opportunities for adults. These range from tutoring, reading and athletics to sharing a career or hobby. Youth Friends is a collaborative effort of the YMCA of Greater Kansas City, the Greater Kansas City Community Foundation and 15 participating metropolitan area school districts. All volunteers are screened and trained.

The UAW-Ford Skills Enhancement program, operated through a contract between the North Kansas City School District and the UAW-Ford National Programs Center, provides on-site academic support services to UAW-Ford employees and their spouses. Services include basic skills, GED preparation, English As A Second Language, High School Diploma completion, Educational Enrichment activities such as computer usage and one-on-one tutoring for employees enrolled in technical or college programs. The program is operation 57 hours per week in the Main Plant, the Education Building, the Commercial Body Plant and Commercial Paint Plant. Staff is trained by the school district and the Department of Elementary and Secondary Education.

The Community Education Services program is governed by the North Kansas City School District and Board of Education policies. A Community Education Advisory Board, made up of community representatives, provides guidance and publicity to the various programs. Advisory Board annual activities include a Parents University and a GED Graduation ceremony with caps and gowns for GED recipients.

POLK BROS. FOUNDATION'S FULL SERVICE SCHOOLS INITIATIVE

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The Polk Bros. Foundation was established by members of the Polk family who owned and operated the Polk Bros. chain of retail appliance and furniture stores. The Foundation is the sixth largest foundation in Chicago, and in 1999-00 made grants totaling $12.5 million to nonprofit organizations in Chicago that work with economically-disadvantaged children and adults in under-served neighbor-hoods. Grants are made in four program areas: education, social service, the arts, and health care.

Vision and Mission

Through the Full Service Schools Initiative (FSSI), the Foundation provided support for three partnerships (each of which consisted of a Chicago public elementary school and a nonprofit organization) to offer programming for children and families in their school buildings after school, in the evenings, and on Saturdays. The FSSI sought not only to increase the number of safe and accessible education, recreation, art, and health-related programs for children and parents, but to provide opportunities for parents and teachers to develop more meaningful relationships.

The partnerships receiving funding were:

- Brentano Math and Science Academy/Logan Square Neighborhood Association;
- Riis Elementary School/Youth Guidance; and,
- Marquette West Elementary School/Metropolitan Family Services.

Goals and Desired Results

The goal of the FSSI is to improve the physical and psychological well-being of children in Chicago public elementary schools in order to make a positive impact on their school-related behavior and academic achievement. The key elements of the FSSI are reflected in the following objectives:

- To improve the access of children and families to recreation, education, social service, and health programs by developing an integrated and coordinated service delivery mechanism at each school;

- To involve school faculty and staff, students, parents, community and nonprofit representatives in deciding which programs and services will take place in the school building or close by, and in monitoring their success so that each takes ownership of the process;
- To improve the relationship between parents, teachers, and school personnel so that teachers feel supported by parents and parents strengthen leadership skills, feel welcome in the school, consider the school a ready source of help with problems, and believe that their contribution to their child's education is valued and nurtured; and,
- To create a mutually supportive environment where classroom and social support services work together to enhance student achievement.

Distinguishing Characteristics of the Model

- The Foundation's funding is awarded to a partnership that consisted of representatives of a Chicago public elementary school and a nonprofit organization.
- The nonprofit organization in each partnership serves as the fiscal agent and employs the Resource Coordinator.
- All major decisions regarding programming, funding, and staffing are made by an Oversight Committee that includes the school's principal, teachers, parents, staff of the nonprofit partner and other nonprofit organizations.
- Each partnership hires a full-time Resource Coordinator. S/he works primarily in the school, is an employee of the nonprofit partner, and is jointly supervised by the principal and a liaison of the nonprofit partner.
- Training and technical assistance are extended to each partnership by an outside entity.
- Evaluation is provided by an outside entity.
- Together, the technical assistance team and evaluator help each partnership identify a set of desired outcomes and determine how and by whom progress will be measured.

Roles and Responsibilities

- The school's principal is charged with ensuring that members of the Oversight Committee, the school's Local School Council, parents, teachers, and other school personnel share a common vision for improving student achievement by bringing programming desired by families into the school and by strengthening the relationship between parents and teachers. Each principal is an active member of the Oversight Committee and regularly communicates the importance of becoming a Full Service School with parents, teachers, students, and members of the community.
- A liaison of the nonprofit partner brings a social service perspective and sensitivity to the school. By sharing the knowledge s/he has gained working with families, s/he helps teachers and school staff develop important insights and understand how to work more effectively with parents. Together with other members of the Oversight Committee, s/he

helps ensure that parents, teachers, students, and community members remain engaged in a common purpose. The liaison of the nonprofit partner provides important guidance to the Resource Coordinator and helps him/her identify and secure services from other nonprofits.

- The Resource Coordinator secures programs to be offered in the school; works with teachers to refer children and families to those programs; oversees outreach to children and parents; serves as a communication bridge between families, teachers, school staff, and social service providers; coordinates the programming that takes place in the school; and provides information to the Oversight Committee to ensure that what takes place during non-school hours supports what happens in the classroom.

Staff and Professional Development Activities

- The Foundation awarded each partnership $25,000 for planning (May-December, 1996), $95,000 a year for three years to implement their plans (1997,1998,1999), and $25,000 during the fourth year of implementation (2000) to mentor new school/nonprofit partnerships. Each nonprofit partner retained up to 10% of the $95,000 awarded annually as compensation for its fiscal oversight responsibilities and time spent by staff on the project.
- The technical assistance extended to each partnership by staff of the North Central Regional Educational Laboratory (NCREL) included meetings that brought together all three partnerships, meetings just for the Resource Coordinators, and at least one half day a month of on-site assistance for each partnership.
- The evaluator, Dr. Samuel P. Whalen of the Chapin Hall Center for Children at the University of Chicago, met with the partnerships individually each fall to discuss the progress they were making toward meeting the FSSI's objectives and provided written feedback to each partnership at that time.

Governance

Each partnership formed an Oversight Committee composed of the school's principal, teachers, parents, and staff of the nonprofit partner and other nonprofit organizations. The Oversight Committee's first task was to ask parents and community members about the kinds of programs they wanted to take place at the school (both for themselves and for their children) and to surface resources in the community that could be brought into the school. The Oversight Committee set policy and met regularly to ensure that identified needs/desires were being addressed and that high quality programs were offered that supported the school's academic program.

Primary Supports and Opportunities Provided

- By the first half of 1999, all three partnerships were actively acquiring resources from over twenty-five outside organizations.

- Partnerships offered academic tutoring and a variety of arts and recreation programs for students.
- Partnerships offered English as a Second Language, GED, and computer classes for adults as well as job search support and recreation opportunities.
- Partnerships offered inter-generational programs involving students and their parents.

Results to Date

- Student Mobility: While patterns varied, average student mobility rates declined from 1996 to 1999 at all three schools to levels at or below the city-wide average. More children were in school for longer periods, which created more opportunities to learn and participate in programs.
- Reading Scores on the Illinois Test of Basic Skills: Scores improved at rates exceeding the city-wide average at all three schools. (Note: Improvement in reading has been among the toughest challenges facing Chicago public schools.)
- Math Scores on the Illinois Test of Basic Skills: Brentano and Riis significantly exceeded City-wide test score gains in math. Marquette reversed a downward trend, nearly equaling City-wide math scores by 1999.
- Social Capital Development: Parents surveyed reported an increase in the number of adults in after-school programs who could be trusted to help their child with a serious problem. (Note: As parents come to see the school as a friend of the family and a safe haven, they are more likely to support the school in maintaining high expectations for learning and appropriate behavior. The climate of the school improves.) Teachers surveyed reported an increase in the number of adults in after-school programs who knew children in the school well as individuals. (Note: As teachers are convinced that after-school staff are concerned and competent, they are more likely to find new ways to get involved in the lives of their students.)
- Two of the three FSSI partnerships are continuing without direct financial support from the Foundation. Both schools are using a combination of private, state, and federal funding to cover the Resource Coordinator's salary, security costs, and some programming expenses. One Resource Coordinator is now a school employee, the other remains an employee of the nonprofit partner.

Expansion Strategy

- The Foundation partnered with the Chicago Public Schools (CPS) in 1999 to support three new school/nonprofit partnerships known as *Comprehensive Community Schools*. Funding comes from CPS and is awarded to the school rather than the nonprofit partner, although up to 20% of the $50,000 awarded by CPS each year is to be passed by the school to the nonprofit partner for its participation. The remaining funding is used primarily to hire a full-time Resource Coordinator. The Foundation contracts with

NCREL to provide technical assistance for each partnership and contracted with Chapin Hall to develop and introduce the partnerships to a Self-Evaluation Manual.

- The Foundation continues to work with the CPSs' Deputy Chief Education Officer to identify additional opportunities to support full service or comprehensive community schools, and is an active member of the Illinois Community Schools Partnership.

School Of The 21st Century

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The School of the 21st Century (21C) is a model for school-based child care and family support services. First announced in the fall of 1987, 21C was conceptualized at the Yale University Bush Center in Child Development and Social Policy by Professor Edward Zigler, one of the architects of the federal Head Start program. Professor Zigler recognized that the changes in patterns of work and family life in recent decades require schools to assume an expanded role in the delivery of child care and family support programs to ensure that children arrive at school ready to learn and that they receive the support necessary for academic success.

The School of the 21st Century model transforms the traditional school into a year-round, multi-service center providing high-quality, accessible services from early morning to early evening. 21C eliminates the distinction between child care and education, recognizing that learning begins at birth and occurs in all settings. Children will not succeed academically or socially unless their parents have the supports they need to be their first and best teachers. Young children need to be in caring and enriching settings long before kindergarten. Once in school, children need safe and enriching environments during non-school hours. In addition, children's basic needs, such as nutrition and health, must be met in order for children to develop properly and succeed academically. The ultimate goal of the School of the 21st Century is to help provide affordable, accessible and high-quality services for all families, regardless of income level, to ensure the optimal development of children.

The 21C model has proven successful in urban, rural and suburban areas, as well as in affluent, middle class and poor communities. One of the primary reasons for its success is the model's flexibility, which enables individual schools to tailor it to match their own needs and resources. In many communities, 21C serves as an umbrella for an expanded array of family support services including adult education, youth development and social services. Since its inception more than 600 schools in 17 states have implemented 21C programs. In some communities 21C schools are known as *Family Resource Centers* (FRC). Both Connecticut and Kentucky have launched statewide initiatives based on the 21C model.

21C Core Components

A particular strength of the School of the 21st Century model is that it is flexible enough to meet the needs of individual communities, enabling schools to add new services and/or strengthen and draw together existing efforts. While each 21C school varies according to local needs and resources, the model includes six core components, which are described below.

Parent Outreach and Education: The School of the 21st Century parent outreach component typically includes a home visiting program, playgroups, and parent education workshops. Using models such as Missouri's successful Parents As Teachers program, schools educate parents about child development and provide regular opportunities for parents to meet.

Preschool-Age Programs: 21C schools provide high-quality, developmentally-appropriate, full-day, year-round services for children ages 3-5 at the school or at a school-linked site, laying the groundwork for positive relations between schools and families and children's later success in school.

Before-, After-School and Vacation Programs for School-Age Children: Either on site or at a linked site, 21C schools provide diverse, supervised activities for children ages 5-12. School-age programs enable children to learn, grow and socialize in a safe environment during non-school hours while parents are working or otherwise unavailable.

Health Education and Services: In collaboration with community-based health care providers, 21C schools can offer a range of services including: health, nutrition and fitness education, physical health services, care for children with special needs, developmental assessments, dental assessments and mental health services.

Networks and Training for Child Care Providers: To strengthen the quality of local child care, 21C schools offer workshops, training opportunities, support groups and newsletters to support community child care providers, with a special emphasis on family day care providers in the neighborhoods served by the school.

Information and Referral Services: 21C schools inform families about community options for child care as well as the criteria for high-quality care. They also provide information about health care and other community services pertaining to the well-being of children and families.

21C Guiding Principles

While each School of the 21st Century is unique, 21C schools share a common foundation. In implementing the 21C core components to meet the particular needs of their communities, 21C schools follow six guiding principles that serve as the basis for program quality and integrity.

Strong Parental Support and Involvement: Parental involvement is essential for the optimal development of children and a critical factor in a child's educational success. Schools of the 21st Century recognize the importance of a strong partnership between the school and parents and work to provide opportunities, both at the school and at home, for parents to become more involved with their children's education.

Universal Access to Programs: 21C programs and services are available to all families in a school's attendance area. The model is not intended only for "at-risk" children or those from a particular socioeconomic level because all families can benefit from support.

Programmatic Focus on the Physical, social, Emotional and Intellectual Development of Children: Schools of the 21st Century focus on the overall child by stressing all aspects of child development, including physical, social, emotional, and intellectual development. The early care and education programs focus on play, exploration, and social interaction. School-age care programs allow children to take time off from mental tasks by providing them with opportunities to engage in physical and recreational activities, as well as choose from a range of stimulating projects that promote fun, hands-on learning.

High-Quality Services: 21C schools make a commitment to providing high-quality services and programs for children and their families. For example, School of the 21st Century child care programs strive to maintain a high level of quality as measured by qualified and trained staff, high staff-to-child ratios, small groups of children, developmentally appropriate activities, and supportive work environments for employees to prevent high rates of staff turnover.

A Professional Framework for Child Care Providers: The child care field suffers from a high rate of staff turnover because of low salaries, lack of medical and other benefits, unpleasant working conditions, and low job status with little room for advancement. The quality of child care is adversely affected by this high rate of turnover. 21C child care programs are encouraged to pay their staff appropriately and offer professional development opportunities.

Non-Compulsory Programming: While 21C services and programs are available for all families in the community, they are not required. Not all families need or want the services of the 21st Century School. Families who attend a 21C school make their own decisions about which, if any, of the services they use.

Evaluation Research Says 21C Works!

Research on the 21C model indicates that the combination of services provided in the 21C model has strong benefits for children, parents and schools:

For Children: Children in 21C schools demonstrate improved academic outcomes. Children who participate in 21C beginning at age three start kindergarten more ready to learn as evidenced by their scores on kindergarten screening tests. Additionally, children who

participate in 21C for at least three years evidence higher scores in mathematics and reading achievement tests than children in a comparison, non-21C school. Moreover, preschool enables the early identification of children with special needs, while school-age child care provides mixed-age group activities and role models for younger children. Availability of 21C child care services enabled parents to provide consistent adult supervision and high-quality out-of-home care, vital factors in healthy child development.

For Parents: 21C parents gave their school higher marks for academic focus, caring and sensitivity, school-community relations and collaborative decision-making than did parents at a comparison school. 21C parents also reported that they experience significantly less stress, as measured by the Parental Stress Index; they spend less money on child care, and they miss fewer days of work. According to teachers, 21C programs helped parents form an early and positive relationship with the school.

For Schools: The school benefits from 21C as well. By providing child care and support services to families, Schools of the 21st Century help children come to school ready to learn. The addition of early childhood classes to the school has also had a positive impact on teaching practices, with teachers in the primary grades incorporating the best aspects of early childhood classrooms such as providing more individual attention and developmental appropriateness. Schools also report improved school climate, increased parental involvement, and greater appreciation for the school. The expanded services provided by 21C schools have improved their standing within the larger community, as evidenced by more positive public relations, the passage of significant bond issues, and a substantial reduction in school vandalism.

Financing the School of the 21st Century

There is enormous variety in the ways that different schools and districts finance their 21C programs. Some schools are able to completely fund the preschool-age and school-age child care components through fees paid by parents on a sliding scale according to income. In less affluent communities, 21C schools use local, state, and federal funds to pay for 21C programs. All 21C schools usually require some initial start-up funds to create or renovate space or pay for outreach components. Start-up grants often come from local foundations or businesses or through reallocation of existing school district funds.

Revenue Sources for School of the 21st Century Programs	
Source	**Examples**
Fees	Most 21C schools charge weekly or monthly fees for both preschool and before- and after-school programs. To ensure universal access, fees are set on a sliding scale according to family income.
State Grants	Each state is different, but many have special grant programs that can fund portions of a 21C program. The types of grants that are available in many states include: Early Childhood/Preschool, School Improvement/Reform, Family Partnership/Involvement, Family Resource Center, Parents As Teachers, Dropout/Teen Pregnancy Prevention and Adult Education and Literacy, Universal Pre-Kindergarten.
Federal Programs	Funding that has been used for 21C programs includes: Title I, Goals 2000, Head Start, 21st Century Community Learning Centers, Medicaid, Safe and Drug-Free Schools, USDA Child Nutrition Programs, Special Education and Adult Education and Literacy.
School District (in-kind)	Space, custodial, utilities, transportation, materials, telephone, staff, etc.
Other	Partnerships with local nonprofit agencies, hospitals, and universities, sponsorships/donations by local businesses, special events fundraising, private foundation grants, employer child care subsidies

Consultation

Though the work of making the School of the 21st Century a reality falls to dedicated and enthusiastic school personnel and program organizers, the Yale University School of the 21st Century staff is available for consultation through all phases of implementation. Training and technical assistance is provided on such topics as:

- Conducting a community needs assessment
- Generating support for 21C in the school and the larger community
- Locating funding sources and developing grant proposals

- Setting up an early care and education program
- Establishing a before-, after-school and vacation care program for school- age children
- Increasing family involvement
- Initiating a home visitation and early parenting program
- Establishing or enhancing school-based health education and services
- Assessing and ensuring high quality in all 21C programs
- Developing evaluation strategies

Each summer, the School of the 21st Century hosts an annual conference at Yale University in New Haven, Connecticut. Workshops include management and implementation challenges such as fundraising, evaluation and program planning, as well as significant and timely topics such as brain research, technology and family involvement. The conference attracts school district personnel, early childhood professionals, parents, teachers and policymakers and is geared to meet the training needs of both beginning and mature sites. The conference offers a wonderful opportunity to hear from other practitioners about what works and what doesn't when creating high-quality school-based and school-linked child care and family support programs.

How does my School Become a 21C School?

Schools or school districts that want to implement the 21C model should contact the School of the 21st Century office at Yale University at 203-432-9944. 21C staff will be happy to provide more information about the initiative and to consult about how to build your own version of the School of the 21st Century. Staff can also help to arrange a visit to one of the national 21C Demonstration Sites, an orientation meeting at Yale, and/or register you to attend the 21C annual conference.

Schools interested in implementing the School of the 21st Century model are encouraged to become members of the 21C Network established and maintained by the School of the 21st Century initiative at Yale. Through the 21C Network, Yale keeps 21C schools informed about relevant research, new funding opportunities, evaluation findings and more, and schools are able to communicate with each other regarding implementation challenges and strategies.

SCHOOLS UNITING NEIGHBORHOODS (SUN) INITIATIVE

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What if.....?

- there was a way to help all kids succeed?
- there was a way to have all families involved in their child's education?
- there was a way that all members of the community felt connected to their local school?
- there was a way that schools were open from 7:00am to 9:00pm and year 'round?

The mission of Schools Uniting Neighborhoods is to improve the lives of children, their families and the community through partnering with local school communities to extend the school day and develop schools as "community centers" in their neighborhoods.

SUN Initiative Goals

Goal 1: to increase the capacity of the local schools to provide a safe, supervised and positive environment for expanded experiences that **improve student achievement, attendance, behavior and other skills for healthy development and academic success.**

Goal 2: to **increase family involvement** in supporting schools and school-based activities that build individual and community assets.

Goal 3: to **increase community and business involvement** in supporting schools and school-based programs that combine academics, recreation and social/health services.

Goal 4: to **improve the system of collaboration** among school districts, government, community-based agencies, families, citizens and business/corporate leaders through established and written agreements.

Goal 5: to **improve use of public facilities and services** by locating services in the community-based neighborhood schools.

What exactly does the SUN Initiative model propose?

The model is distinguished by its being initiated and primarily funded through local governments. Each school chooses a lead agency, which can be non-profit or governmental, to act as managing partner at the site. The lead agency element in the model provides broad based community connections, fundraising capacity and social service or youth development expertise to the sites.

The focus of the SUN Initiative is on using what already exists to produce better outcomes for youth, families and communities. School-based site coordinators (staffed by the lead agencies) assist in assessing community assets and needs. They then organize resources to address the issues at school sites. This effort assists families by coordinating the seamless provision of services.

Key ingredients in the SUN Initiative:

- Key Goal of Fostering Educational Success - Education is the primary responsibility of the schools, and extended-day programs provide new opportunities to motivate, enrich and support student learning.
- Basing Program Decisions on Local Information - Planning and implementation are done through active partnerships that invite everyone to be involved in the process.
- Coordinating with the Regular School Day - The relationship within the schools needs to be one of partnership and coordination beyond the co-location of services. For the system to be truly effective, services and programs must be connected with the school's staff and planning.
- Involving families. Family involvement as decision-makers, volunteers and participants in activities with their children and other adults is vital.
- Involving Youth in Meaningful Roles – Youth take active roles as decision makers, as informal and formal mentors and tutors, and as service providers in their communities and schools. A wide range of opportunities is provided which appeal to youth with varied interests, backgrounds, talents and aspirations.
- Approaching needs with an understanding of how they are multifaceted and interrelated. The school team must be designed to address the emotional, social, and health needs of children and their families through a network of services which are coordinated to be as seamless as possible.
- ü A long-term commitment on the part of all partners to sustaining the system. Programs must be planned carefully and evaluated regularly. Information needs to be communicated, successes rewarded and resources allocated to ensure continuation.

SUN Sample School Model

Each SUN School will look a little different based on the particular needs of the community in that area. A sample school might include the following school-based and school-linked services:

School-Based

- SUN School Co-manager
- Parks & Recreation Activities
- Health Clinic
- Mental Health Services
- Before & After School Care
- Homework Help/Tutoring
- Clothing Exchange
- Youth Clubs
- Parent Involvement Activities
- FAST – family involvement strategy
- SMART – reading tutoring
- Peer Conflict Mediation
- Adult Education Classes
- Preschool

School-Linked

- Library programs
- Art/Music/Cultural Programs
- Dental Services
- Programs provided by Faith Communities
- Programs provided by Faith Communities
- Loaves & Fishes Lunches
- Senior Activities & Classes
- Enrichment Programs
- Environmental Programs
- Neighborhood Conflict Mediation
- Community Health Team
- Empowerment Groups
- Public Health & Safety Programs

Governance

The plan is for governance to be site-based with the following structure:

- Operating Team: principal, site coordinator and lead agency
- Site Partners Team: representing all the entities in the school that work with the students
- Site Advisory Committee: a combination of both customers and providers in the SUN system

This structure is in an evolutionary stage and it is expected that it will be tailored at the school level to best ensure that the critical roles are fulfilled.

Scope of Parent, Youth and Resident Participation

Parent, youth and resident involvement are considered key in the development of SUN schools. School sites are expected include parents, community members and representatives of the neighborhood associations in the site advisory committees. Youth are involved through the creation of youth advisory committees, though some sites involve youth and adults together in one advisory body.

At this time, the Initiative is in its first full year of operation in the schools. Last year the schools worked to build new committees or strengthen the existing ones. Many schools have very strong committees, but current participation by parents, youth and residents overall in the schools varies.

Multi-jurisdictional Collaboration

The SUN Initiative is a collaborative effort of public and private entities. The following partners have contributed to the development and success of these efforts.

Annie E. Casey Foundation
Bank of America
City of Gresham
Portland Public Schools
Multnomah Education Service District
Oregon State Department of Human Services
City of Portland
Multnomah County
Gresham-Barlow School District
Centennial School District

Strategies for Building Public Support and New Constituencies

- Parent Organizing through the Portland Schools Alliance
- Technical Assistance around Community Organizing through "loaned" experts from the partner agencies
- Strategic Planning Partnerships Committee leading an effort to link with more private sector partners
- Ongoing resource development and communication strategies

Results

The SUN Evaluation Workgroup is responsible for the design, implementation, coordination and presentation of a process and outcomes evaluation related to the 5 SUN goals. Like the Initiative, the Workgroup is an interagency joint effort. The Workgroup includes evaluation and administrative staff from partnering agencies; external evaluation contractors; school representatives; service providers and other stakeholders. Throughout the past year, the Workgroup has been finalizing the

evaluation plan and collecting data from SUN schools to create a baseline evaluation for the Initiative. The final baseline evaluation report is expected to be complete by the end of the year.

The annual reports from the initial eight schools showed that great progress is being made in sites toward the five SUN goals. All sites have implemented programming in response to community needs assessment. These programs include afterschool enrichment and recreation, community and family events, and community involvement activities. Several schools this year also increased health and social service components.

Expansion Strategy

The prospect of expanding to include additional schools is exciting and the Initiative is currently looking at an expansion strategy.

This school year five new schools are becoming SUN schools, bringing the total number to thirteen. Four of these schools are federally funded and have chosen to partner with SUN in their efforts. The Initiative and school districts are in the process of formulating a partnership agreement that will define this relationship.

Now that we are clearer on what it will take to both start and sustain programs, the Initiative wants to manage growth so as to sustain current sites and build new foundations in a prudent manner.

SEATTLE'S PROGRAMS/SCHOOLS LINKAGES PROJECT

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Children's learning during out-of-school time is critical to their success in school. Children spend approximately 80% of their waking hours outside of school. While often serving the same children, schools and out-of-school time programs (both school-based and community-based) typically work in isolation. There are currently no policies or framework for connecting the work of each system to support an environment of continuity and communication that would enhance children's learning and development.

Recent research confirms that experiences in out-of-school time programs are associated with adjustment at school, and that certain after-school programs are associated with children having fewer behavior problems, better grades, and better work habits in classrooms. After-school programs may significantly influence school performance.

The Seattle MOST Initiative is providing $105,000 for school and out-of-school time provider teams to address the gap between schools and out-of-school time programs, and is also funding training and technical assistance for teams. Six grants of up to $17,500 total for two years have been made to six teams made up of a school and its primary school-age care provider. Program providers include the Boys and Girls Club, YMCA, Camp Fire Boys and Girls, Seattle Parks and Recreation, and the Chinese Information and Service Center. The grants are administered by the City of Seattle Human Services Department.

Funding is provided by the Wallace Readers Digest Fund's Seattle MOST Initiative, whose goal is to increase the quality and quantity of out-of-school time programs for low income children, children of color and children with special needs, and also by the Seattle Community Public Health and Safety Network in collaboration with School's Out Consortium.

Goals:

- **Improve academic, social, emotional, and physical outcomes** for school-age children and youth by connecting and coordinating traditional school-day and extended-day activities.
- **Strengthen students' cultural pride** and increase culturally appropriate programming in schools and out-of-school programs.

- **Foster increased resource sharing, understanding and cooperation** among school district staff (at the policy, administrative and building levels), out-of-school time providers, and community resources.
- **Develop a model set of policies, standards, and activities** for school and out-of-school time providers in Seattle that can be used to guide and encourage linkages and partnerships between these two groups to support learning readiness for other Seattle Public Schools elementary school students.
- **Increase family involvement, communication and satisfaction** in school and out-of-school time activities.

Guiding Principles:

- To obtain the maximum benefit for students and families, schools and out-of-school time programs must be full and committed partners in children's academic, social, emotional, and physical development.
- Children will engage with school and do better academically if their fundamental needs for security, relationships with caring adults, and enriching and constructive activities are addressed. Parents/guardians, out-of-school time providers, and schools all contribute to meeting those needs.
- The optimal development and learning of all children requires respect and support for the child's home language, holding in high regard and valuing the home culture, and the development of caring relationships between students and school and out-of-school time program staff. Achieving these approaches is a foundation for the elimination of disproportionality in academic achievement and discipline.
- Schools and out-of-school programs must be accountable to the children and families they serve, and engage parent/guardian and community leadership in program development, implementation, and policy setting. (Seattle Human Services Department's Principles for Undoing Racism, 1998).
- Schools and out-of-school time programs are important resources to support parents/ guardians in strong and effective parenting.
- Focusing on the strengths and capabilities of each child increases their opportunities for success.
- The 40 developmental assets compiled by Search Institute (list attached) provide a framework for helping children succeed academically, socially, and emotionally. Out-of-school time programs and schools can provide relationships, opportunities, and activities to build assets, which increase the likelihood of academic and other successes and reduce the likelihood of a wide range of at-risk behaviors. We add two assets:
    - Pride in racial/cultural heritage
    - Advocacy and action to undo racism

Required Outcomes

All teams must address the required outcomes. Teams may also address the other potential outcomes listed below or others they may identify. Teams should be cautious about addressing too many outcomes and should focus on the required outcomes plus any others that are of substantial importance to their students.

For Schools and Out-of-School Time Programs

- Increased communication and cooperation among school and out-of-school time staff.
- Increased ability of school and out-of-school time staff to jointly support individual children.
- Increased integration of school and out-of-school time learning topics.
- Increased resource sharing.

For Children and Families

- Increased social competencies for students.
- Increased cultural relevance of learning environments for students.
- Increased positive school-related behaviors, such as attendance, behavior, homework completion, attachment to school, interest in learning, family involvement in learning, interest in reading (your team will be asked to specify which of these you are addressing).

Other Potential Outcomes:

For Schools and Out-of-School Time Programs

- Increased identification of resources that can be shared between schools and out-of-school time providers.
- Improved quality of out-of-school time program.
- Increased connections among schools, out-of-school time programs, and other after-school activities.
- Increased participation by school and out-of-school time staff in joint community efforts to support children and youth.

For Children and Families

- Increased understanding by parents/guardians of the topics and approaches students are currently learning.
- Increased recreational reading by students.
- Increased parent/guardian satisfaction.
- Increased parent/guardian involvement.

- Increased student fun and satisfaction.
- Increased service to the community through service-learning efforts.

Use of Funding:

Six grants were awarded of up to $17,500 each for two years. The grant period is September 1, 1999 through June 30, 2001.

Teams used a maximum of $8,750 in the first year to develop the plan and strengthen relationships between the school and community; second year funds of $8,750 are to be used to implement the plan.

Details on First Year Funding:

- Up to $3,750 will be allocated to the school for allowable school staff expenses (e.g. substitute pay and extra time hours for all team meetings, training events, etc.; administrative support for team).
- Up to $5,000 will be allocated to the out-of-school-time provider to support up to $3,750 in staff expenses as described above and other team-related costs, e.g. stipends for parent volunteers on the team; supplies; refreshments for planning events and parent activities; translation services for parents; printing and other support.

Required Products of Teams Receiving Grants:

- A plan, timeline, and detailed budget for increased linkages between the school and out-of-school time provider based on the goals, guiding principles, and required outcomes described above (due no later than June 1, 2000).
- The plan will include goals and strategies on the required outcomes, plus any other outcomes desired by the team.
- The team's suggestions for systems, policies, and strategies between schools and out-of-school-time programs that could be used to guide and encourage linkages and partnerships in other elementary schools in the Seattle School District (due no later than June 15, 2001 and before issuance of final payment).
- Completion of Quarterly progress reports and invoices as required by the contract.

In addition to City of Seattle administrative requirements, teams receiving funding must agree to the following:

1. <u>The school principal and out-of-school time program director will co-convene and lead a team.</u> The team must meet at least monthly and record its progress at each meeting.

Teams who can demonstrate that a school representative other than the principal can effectively co-convene the team with the cooperation and support of the principal will be eligible; however, teams for which the principal is a co-convener will be given additional rating points.

Other suggested team members include, but are not limited to:

- staff and administrators from the out-of-school time program and school;
- parents from the program and school (PTSA, site council, program board, etc.);
- family support worker and/or counselor;
- bilingual staff and parents;
- community representatives.

2. Teams will participate in joint conferences, workshops and other learning opportunities for out-of-school time providers and school staff. All teams will participate in three full-day workshops:

    - September 1999-Best practices for school linkages and needs and strengths assessment;
    - January 2000-Developing action plans;
    - April, 2000-Progress in plan development.

The three full day workshops will also include training topics. Examples of possible training topics include:

- school district learning goals and student assessment processes
- quality indicators for out-of-school-time programs;
- developmental assets;
- reinforcing learning through play and multiple intelligences;
- strategies for aligning school and after-school program curriculum;
- family involvement in school success;
- cultural relevance and anti-bias strategies;
- literacy strategies for children and families;
- homework support;
- children with special learning needs;
- behavior management and social skills development.

3. Teams will participate in technical assistance provided by the School's Out Consortium Educational Enrichment Coordinator and monitoring provided by the Seattle Human Services Department's School-Age Care Coordinator.

Results to Date:

The Programs/Schools Linkages Project is just entering the second year of funding. A full evaluation of the first year of the project will be available in early November. Teams are reporting increased sharing of resources, shared learning goals, and success of children in school. Because of the work of these six teams, the Seattle Public Schools have committed to expanding a partnership model to all of its schools over the next ten years. Through the recently received 21st Century Learning Center funding, and the creation of the Seven to Seven steering committee, made up of community groups and school district officials, the district will work to implement a city-wide approach to community schools.

Those interested in learning more about the Programs/Schools Linkages project can contact Sarah Mello Temple, Education Enrichment Coordinator at School's Out Consortium at (206) 323-2396 ext. 22

Those interested in learning more about Seattle Public Schools' plans for the 21st Century Learning Centers grant and the Seven to Seven model can contact Sara Tenney-Espinosa, Coordinator of Community Learning Centers for Seattle Public Schools at (206) 298-7125.

University Assisted Community Schools: The University of Pennsylvania/WEPIC Model

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Program Goals

The West Philadelphia Improvement Corps (WEPIC). WEPIC is a year-round program that involves approximately 7,000 children, their parents, and community members in educational and cultural programs, recreation, job training, community improvement, and service activities. WEPIC seeks to create comprehensive, university-assisted community schools that are the social, service delivery, and educational hubs for the entire community. Ultimately, WEPIC intends to help develop schools that are open 24 hours a day and function as the core building of the community.

Background

WEPIC originated in the spring of 1985 from an honors history seminar entitled "Urban Universities-Community Relationships: Penn-West Philadelphia, Past, Present and Future, as a Case Study," taught by then University of Pennsylvania President Sheldon Hackney, and historians Lee Benson and Ira Harkavy. Each student focused his or her research the community. Four students studied the issue of youth unemployment, and their research resulted in a proposal to create a better and less expensive youth corps—a youth corps that would utilize existing agencies and resources.

WEPIC is coordinated by the West Philadelphia Partnership—a mediating, non-profit community-based organization composed of institutions (including Penn), neighborhood organizations, and community leaders—in conjunction with the School District of Philadelphia. Other WEPIC partners include community groups, communities of faith, unions, job training agencies, and city, state and federal agencies and departments.

Program Activities

WEPIC supports evening and weekend, extended-day, and school-day programs. The evening and weekend programs offer a wide range of educational and cultural classes for children and adults as well as sports and crafts. Community councils provide guidance on program content, particularly

for the extended day program. Classes are taught by public school teachers, community members, and Penn staff and students. Extended-day and school-day programs emphasize the integration of service learning with academics and job-readiness. WEPIC has developed service-learning programs that are integrated across the curriculum and engage students in creative work designed to advance skills and abilities through serving their schools, families, and community. Focus areas include health and nutrition, the environment, conflict resolution/peer mediation, reading improvement, desktop-published school/community newspapers, technology, and construction training.

The academic work done with the WEPIC schools is based upon a community-oriented, real world, problem-solving approach. Activities are focused upon areas chosen by each school's principal and staff. In this neo-Deweyan approach, students not only learn by doing, but also learn by and for service. WEPIC schools will serve, educate, and activate students, their families, and other local residents. The idea behind this approach is that schools can function as the strategic and catalytic agents for community transformation. While WEPIC works with thirteen schools, the major WEPIC sites are the Dr. John P. Turner Middle School, Anna Howard Shaw Middle School, Mayer Sulzberger Middle School, Drew Elementary, Alexander Wilson Elementary School, and West Philadelphia and University City High Schools.

Penn's Role

Through the Center for Community Partnerships, the University currently engages in three types of activities: academically based community service, direct traditional service, and community development. Academically based community service is at the core of the Center's work. It is service rooted in and intrinsically linked to teaching and/or research, and encompasses problem-oriented research and teaching, as well as service learning emphasizing student and faculty reflection on the service experience. Over 100 courses (from a wide range of disciplines and Penn schools) link Penn students to work in the community. (A steady increase in the number of academically based community service has occurred since 1992 when only eleven such courses were offered.) Much of the Center's work has focused on the public school as the educational and neighborhood institution that can, if effectively transformed, serve as the concrete vehicle of community change and innovation.

Examples of Penn support for the school sites include:

1. Professor Francis Johnston's health and nutrition project is the Center for Community Partnerships' most developed and comprehensive example of communal participatory action research. Because it began at the Turner Middle School (it is now in three other West Philadelphia public schools), it is known as the Turner Nutritional Awareness Project (TNAP). TNAP attempts to bridge the gap that separates the three major components of the mission of a research university: (a) teaching, (b) research, and (c) service. This project is based firmly on the principle that each of these components can be carried out more effectively when integrated with the other two. The result is a comprehensive program that engages students, faculty, and staff in a common and unified focus on the problems of the university's local environment.

The TNAP has three major purposes: (a) to instruct students in the relationship between food, nutrition, and health in urban America using an anthropological perspective; (b) to describe and analyze the nutritional status of the middle school-age population of West Philadelphia and to monitor changes in that status over time; and (c) to help alleviate nutrition problems by providing Turner School students with informed choices about their food and nutritional habits. Although three academically based community service courses in anthropology focus on TNAP, the primary mechanism for carrying out the program is the course entitled "Anthropology and Biomedical Science" (Anthropology 310). This course is offered to undergraduates typically in the third and fourth years of their 4-year course study, and it largely draws students whose majors are in the social and biological sciences, as well as those who have an interest in community service.

TNAP has evolved into the Urban Nutrition Initiative (UNI), which is now being integrated at three other K-12 schools and includes extensive school-to-work and school-based business programs focused on food production through development of school-based hydroponic gardens and a formerly unused greenhouse.

2. The African American Literacy and Culture Research Project, under the direction of Linguistics Professor William Labov and GSE doctoral candidate Bettina Baker, conducts reading research in the Philadelphia community. The project is linked with the America Reads federal work-study program at Penn. Over 100 Penn tutors work each semester during the day and after school in elementary schools in West Philadelphia. Fifty of these tutors work one on one with struggling readers in grades 2 through 5 in two after school programs using the Individualized Reading Program, developed by Labov and Baker. The work of Baker and Labov's research focuses on the question of how knowledge of both the language and the culture of children in the inner city can be applied to improve the reading and writing of standard English. In other words, they are creating instructional materials that are linguistically appropriate (e.g. that target the specific reading errors of the children) and are culturally engaging. For a number of years, they have been working in two elementary schools in West Philadelphia. In the first year of the project, they analyzed the reading errors of children in the grades 2 and 5, developed methods of instruction to correct those errors, and carried out pilot projects to test the effectiveness of those methods.

Results of work done so far involving the implementation of the Individualized Reading Manual by Penn America Reads students are encouraging. They indicate that the Individualized Reading Program was effective in its primary goal of improving decoding skills. In its initial stages, the program succeeded in bringing 85 percent of thirty-three children up to Basic or Proficient levels in SAT-9 reading scores who were enrolled in an extended day program in the Drew Elementary School during the 1998-1999 school year. In the summer program, results indicate that the decoding skills that were taught were learned at a statistically significant level, and those that were not taught were not acquired at the same rate. On October 2, 1999, it was announced that the Drew School had the highest degree of improvement in reading scores of any school in the state of Pennsylvania (Philadelphia Inquirer, 10/2/99), and the school's principal and teachers who worked in the extended day program acknowledged that this program was a major contributor to this result.

This project is supported by two academically based community service courses.

"AFAM 160-401/ LING 160: Introduction to African American English" examines the relevance of linguistic research to social problems of contemporary society. The research component of this seminar gives undergraduate students the opportunity to work with elementary public school students on improving their literacy skills.

"Afro-American Studies 161/ LING 161: The Sociologinuistics of Reading in Inner City Schools" is a continuation of AFAM/LING 160. The seminar is devoted to the improvement of reading in the inner city schools, based on the experience of students in tutoring children in the 2nd to 5th grades in two West Philadelphia schools. Students participate as tutors in an Extended Day Program in these schools with children who are one to two years behind in the reading grade level. Principles and materials for the teaching of reading developed in the first term of the course are used by members of the class.

3. Robert Giegengack, Chair of the Dept. of Earth and Environmental Sciences, Director of the Institute for Environmental Studies

Since the mid-1990s Professor Giegengack's "Environmental Studies 404" and "Environmental Studies 405" courses have been engaged in a lead reduction study that links his students to work at Shaw Middle School on education and outreach on lead. Other schools have included Turner Middle School and Strath Haven Middle School in suburban Philadelphia. Penn students and the middle school students are co-researchers, answering the question of the extent and distribution of lead exposure (primarily from lead paint, but also from water sitting overnight in household pipes with lead solder) in the surrounding community. Middle school students collect water and dust samples and baby teeth lost by siblings, which are then analyzed by the Penn students for heavy metal concentration. Changes over time are measured by changes in lead levels in the teeth. The middle school students have also formed an after-school lead club to work on outreach to the community on lead-paint risk reduction projects assisted by Penn students.

In addition to the curricular related school-day work, Penn faculty, staff and students also volunteer in the after-school, evening and weekend programs to teach a variety of courses that are of interest to youth and adults of the community.

Adaptation and Dissemination

Significant interest in WEPIC's work has been expressed by institutions of higher education across the country. Following a two-year planning period supported by the DeWitt Wallace-Reader's Digest Fund, the Fund awarded a three-year, $1 million grant to replicate the WEPIC program at the University of Kentucky-Lexington, the University of Alabama at Birmingham, and Miami University (the work focused on Cincinnati). The grant was also dedicated to strengthening the national network of institutions interested in this work. Second level funding for $932,000 was

approved by the Fund in November 1997. In August 1997, the Corporation for National Service awarded the WEPIC Replication Project a grant of $500,000 to further develop its work nationally. The new replication sites are Clark Atlanta University, University of New Mexico-Albuquerque, Community College of Aurora, University of Denver, Bates College, University of Rhode Island, and the University of Dayton. A new CNS grant of $1.5 million will expand the number of sites to 19 beginning in September 2000. Since January 2000, Penn has also been developing a training and technical assistance program on the university-assisted community school model in collaboration with the National Center for Community Education through a five-year, $583,000 grant from the Charles Stewart Mott Foundation.

WASHINGTON STATE READINESS TO LEARN PROGRAM

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Vision: Schools, families, and communities will provide the opportunity for all young people to access resources and services necessary for them to be knowledgeable healthy adults.

Mission: To ensure that ALL students can come to school everyday ready to achieve at their highest potential, to live in a safe, healthy, civil environment, and grow to be productive community members.

What is Readiness to Learn?

The Readiness to Learn (RTL) program is the end result of the deliberations and public hearing of the Governor's Council on Education Reform and Funding. The council found that the state's response to children and families was; (1) scattered across at least five major departments of government each with a very substantial role to play in program and service delivery; (2) many rules for programs affecting children and their families were in direct conflict with one another; and that (3) children were not able to start to school every day prepared for education from equal positions. The RTL program was charged with the effort to bring the agencies together and provide leadership in the program implementation.

This innovative initiative, for the first time, united the Office of Superintendent of Public Instruction and the Departments of Social and Human Services, Employment Security, Health, Community, Trade, and Economical Development and the Governor's office in a common principle-based approach with the goal of producing greater achievement for children and to support positive outcomes for their families.

The RTL program recognized that to serve children and their families effectively requires that we consider their needs holistically, creating collaboratives among public and private programs and focus on specific outcomes. The program expects positive improvement in academic performance, classroom behavior and attendance. At the same time RTL strives to have

community agencies deliver effective services to families with less duplication and fewer gaps in service delivery. These outcomes are reported by measuring children's safety in the home, safety in the neighborhood, opportunity for training in career pathways, and freedom from tobacco, alcohol, and other drugs.

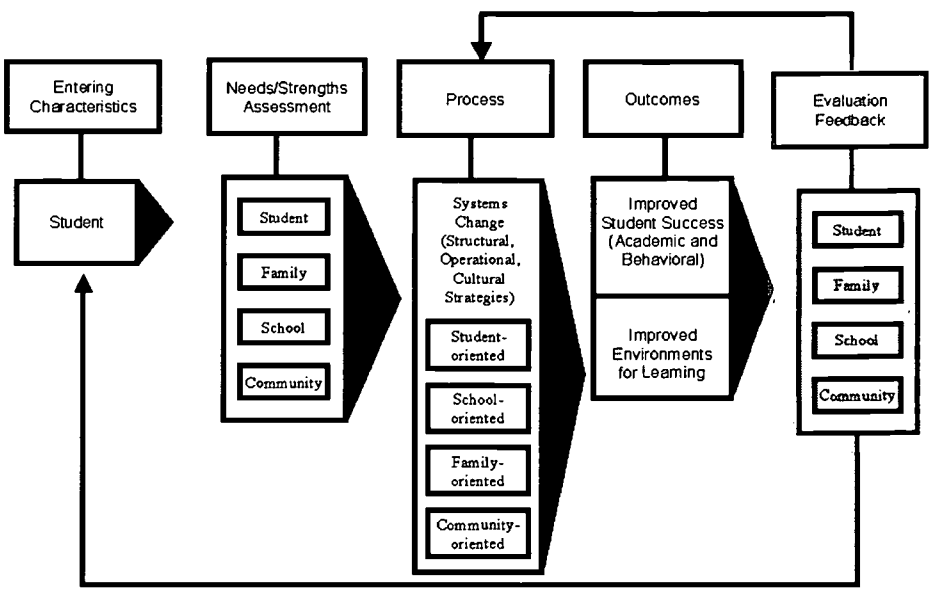
RTL does not seek to impose a generic service delivery model upon communities and schools across the state. Rather than a single model, the approach is to promote a set of eight principles and a work plan that is broadly supported to improve collaboration effectiveness. These eight principles define education, services and support as: locally planned, coordinated, family-oriented, culturally relevant, creative, community-based, preventive, and outcome based. When applied these principles guide a reform of the service culture that dramatically alters the manner in which services for children at-risk are conducted.

Over the past eight years the RTL programs have created collaborative relationships among 135 school districts and five educational service districts, serving at least 47,000 children and their families to improve the learning environment for students at-risk of failure in school. At the same time the program increased the sustainability of families in poverty. In the 1997–99 biennium, 31 consortia including 350 school sites, served 11,274 students and 6,196 families.

What challenges does RTL address?

The fundamental challenge was to develop a flexible, yet comprehensive, system that utilized a holistic approach to coordinating all families, community, and school resources on behalf of children.

Supportive Learning Environment Logic Model



The model above illustrates the chain of events that ultimately leads to improved success for children and systems outcomes for communities and schools. The figure shows that child and family characteristics and needs drive service delivery in support of key elements related to student success in school, family support and community vitality. The model suggests, and the evaluation confirms, that as needs are met through appropriate education interventions and family support services, student productivity improves and the community benefits from more productive outcomes in service.

What evidence did RTL have on student achievement?

The RTL program provided a wide range of services to meet the educational, health and family functioning needs of some 15,000 children and their families in 1998–99 with a total of 4,983 children receiving in-depth services for the stabilization of families. Eighty-three percent of the families took part in RTL services related to the education of their children such as behavior intervention, tutoring, student advocacy, and academic counseling.

Elementary school teachers reported improvement in the classroom performance of two-thirds of the students referred for academic problems. A more gradual improvement over a longer period of time (1997–99) has shown an improved GPA and 57 percent of the middle/high school students referred to the program for academic problems had higher ratings at the end of the year. Similarly, teachers reported a significant improvement in school attendance for students referred to the program. The greatest results came from teacher and office reports for student behavior. Over three-fourths of the students referred for inappropriate behavior in school and at least one suspension from school in the prior school year showed improvement. The average number of days suspended declined (75 percent) for this group.

Who benefits most in RTL?

Clearly, students receive the greatest benefit from the RTL programs. On the whole, the empirical data collected from RTL sites throughout the state demonstrates positive outcomes for student success in schools. Available figures suggest that most students have experienced greater success in school (academic achievement, attendance, and behavior), are healthier, safer in their homes and their communities, and have fewer interactions with tobacco, alcohol and other drugs as a result of participating in RTL programs. Further, the RTL program demonstrates how the community benefited from collaborating. The evaluation observed effective delivery of services to families with less duplication and fewer gaps in service delivery than when they were not working together. The evaluation also proved that integrated service saves time and allows resources to benefit more families. This type of community collaboration allows schools to focus on their primary mission of improving academic achievement while community-based organizations fulfill their primary mission of providing needed support for family well being.

How replicable is the program?

The replication of RTL programs has been demonstrated on at least four different occasions by new programs being added over a period of eight years. Results show that RTL is bringing schools and communities together to create system changes in programs for families and children along with improving student achievement in school. One program coordinator observed, "A multiplying effect has become evident as non-RTL programs using the logic model have moved to our site and made use of our facilities."

In 1995 six new programs were added. Program coordinators reported that start-up and service integration was greatly aided by the technical assistance from existing RTL programs. In 1997 eight new grantees reported rapid growth in implementation for prevention, locally planned, and family-oriented services. These new programs no doubt benefited from the experiences of the more mature program coordinator expertise.

One of the greatest strengths, and yet the most mentioned barrier to implementation of the RTL program, was in the areas of trust, communication, and open-honest dialogue between partners. This type of collaboration takes constant communication and nurturing for continued success. Regular meetings of the consortium members with other local coalitions and planning councils were reported as a strategy for removing barriers to implementation. Other strategies mentioned were a willingness to work with others and hiring respectful staff who are linguistically/ culturally matched to children and families being served. One program coordinator commented that barriers were reduced when "we focus on responding to children and family needs, regardless of who gets the credit."

How is RTL funded?

In 1993 the Washington State Legislature authorized $8 million of state general fund to be allocated as competitive grants to local community-based consortia to develop and implement strategies to ensure that children arrive at school every day ready to learn. In the 1993–95 biennium 22 consortia were selected to receive grants. In the 1995–97 biennium the appropriation was reduced to $7.2 million. Twenty existing sites and six new sites were funded. The funding has remained consistent since 1995. We now have 26 consortia with 128 school districts and 367 school sites with RTL funding.

Each local consortium receiving funds through RTL must show a matched funding of at least twenty-five percent of the grant allocation. This funding can come from any number of local community agencies, school programs, private service providers, and local service organizations. The total match from all local grants in the 1997–99 biennium was $ 8.5 million, an average match of 118 percent of the state allocation. Clearly the evolution of RTL has demonstrated the importance of community and school working together to develop a decentralized and seamless service system providing necessary support and developmental opportunities for families of children at-risk of failure.

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