

(Pre-Conference Conversation)

Marty Blank: This technology is terrific!

I'm Marty Blank and I'm Director of the Coalition for Community Schools. We'll get started in just about a minute. Thanks very much. I usually do a lot of good and welcome on these calls because I do tend to know some of you people....

Um, so let's get started... formally. Again, I am Marty Blank and I want to welcome all of you to this call on behalf of the Coalition for Community Schools. We know that there's been a large outpouring of interest in the new Full Service Community Schools program and we wanted an opportunity to provide you with a briefing about Full Service Community Schools. I want to emphasize to everybody that this is not—underscore NOT—at all a sanctioned briefing by the Department of Education. They have done their briefing; they have posted their material on the Department's grant website and we have directed some of you to ask specific questions of them. Our purpose today is to give you perspective on Full Service Community Schools which we believe will help you with your application but the application itself is going to be your responsibility.

I want to tell you that I am here with three colleagues who are leaders in the Community School field and represent national models. **Jane Quinn** is the Assistant Executive Director for Community Schools at the Children's Aid Society and the Director of their National Technical Assistance Center. **Joann Weeks** is the Associate Director of the Netter Center for Community Partnerships at the University of Pennsylvania and is a leader in the area of University-Assisted Community Schools. And **Bob Seidel** is the Director of Government Relations for Communities in Schools which brokers services into schools and focuses on reducing the drop out rate and helping young people to graduate. They are three of the national models associated with the Coalition. In addition, national models include the National Community Education

Association; Schools of the 21st Century run by the Yale/Bush Center; and the Beacon Schools which are facilitated by the Youth Development Institute.

What we're going to do today is I'm briefly going to talk about Full Service Community Schools and then Jane, Bob and Joann will introduce their work briefly, and we will then respond to the questions that you have asked us. Depending on how long that takes, we may take the risk of opening the phones and see if you have other questions. An alternative and perhaps better mode would be for you to email questions you may have as the conversation goes along to **Shital Shah** to whom you sent an email in order to sign up for the call. Her email, just to remind you, is shahs@iel.org. Having said that let me just talk briefly about and give you an overview of Full Service Community Schools.

We sent you the Coalition's community document entitled "**Community Schools: Promoting Student Success: A Rationale & Results Framework.**" We did this because we think it's the briefest and sharpest articulation of what we're talking about when we talk about Community Schools. If you look on page 3 you will see our vision for Community Schools. Places and Partnerships bringing together the array of supports and opportunities that young people need—academics, youth development, family support, health and social services, community development, a strong focus on curriculum, extending the school day and the week to reach families and community residents.

We want schools to be open. We know that some schools have space constraints and so that you cannot necessarily accommodate families and community activities during the school day. However we also know that health and human services agencies, mental health agencies are in the schools during the day and sometimes that can be arranged. We know that schools are trying to arrange space for families so that they can come into school during the day. So those are important elements to Full Service Community Schools to consider.

You can see that we think of Community Schools in terms of how can all of a community and its partners come together to create the conditions necessary for young people to succeed. And those conditions are outlined on page 5 of our document.

We have also tried to construct our work so that Community Schools are driven by results. Some of you are familiar with Results-Based Planning and Results-Based Accountability. We are trying to encourage all Community Schools to define their work in terms of the results they want for students, for families and for the community. And you can see the Results Framework that is identified on page 9. Obviously not every Community School is in a position to address every one of these results or every one of these indicators. But it is important for Community Schools, we think, to think of their work in terms of the results they want and the indicators they want to measure. This is not... this results framework is not a prescription. What is most important is that each school, together with its partners and the families and the residents, to define the results it wants and how it will know if it's making progress.

So these results are intended to drive your thinking about the programs and services and opportunities you want to offer at your Full Service Community Schools. And indeed we are already in the process of modifying these—for example, under Students Succeed Academically, one of the most important indicators we think we know we want to add is that students are able to read at the end of the third grade since that is such an important predictor of their future success.

The checklist around “Schools as Hubs” gives you an idea some of the most important core elements to operating a Community School. That you pay attention to leadership and management; that you focus on data; that there be effective, functioning partnerships between schools and community partners. As you know this program is built on the necessity for a consortium—with the school and a community-based organization, local government, higher education institutions. We are very purposeful about the importance of joint planning UP FRONT. If you notice, this money doesn't go to one particular type of organization. It demands that organizations plan together in the beginning. We want careful planning and

decision-making. We want strong parent and community participation, and we want people to think about sustainability from the very beginning.

Let me say one more thing before I turn it over to my colleagues. One way to think about how one organizes a Full Service Community School, from an operational standpoint, is in three buckets. Number 1—there's a **management** bucket: Who is it that's going to coordinate and manage the array of partner and services in a Full Service Community School. Too often schools have a lot of partners but they're all hanging out there and their work is not focused and not strategic. We believe that a full time, ideally, Community School Coordinator, Site Coordinator, Resource Manager, Resource Coordinator is critical to the effective implementation of the Community School Strategy. So management is one function.

Secondly, you are not going to be able to, from our perspective— no single grant, regardless of the type will offer ALL the services that you need in your school and in your neighborhood and in your community. So you need to coordinate with existing agencies who will either bring services to the school, or create a fluid relationship so that services can be provided in another location. Not all services need to be on the school site. However we want a significant number of partners to be there because part of what we're trying to do is bring the community into the schools and change the climate, the culture, and the character of the place, so it is somewhat more oriented to the community.

So there is a **management** function, a **coordination** focus, and then there's an **additional service focus**. How can we expand what we're doing and use resources from this or any other grant in a cohesive way? In many of your schools there are already grant programs funded by Feds—21st Century, Safe Schools/Healthy Students, mentoring or anything else. In a Full Service Community School people think about what that all adds up to. How do we create greater synergy, greater cohesion and therefore better results?

Having said that, let me now turn this to my colleagues, and they'll speak in the following order:

First, Joann Weeks from the Netter Center; then Bob Seidel from Communities in Schools; and Jane Quinn. Joann and Bob are going to briefly going to describe their work to you and then Jane will do hers, and Jane will begin the process of answering the questions that we have sent out to you. We are not going to answer the questions one-by-one; I tried to respond to several of the first questions in my general comments. So Joann, will you pick up please?

Joann Weeks: Sure, thanks Marty. As Marty said, I am Joann Weeks with the **Netter Center for Community Partnerships** at the **University of Pennsylvania** in Philadelphia. And for 20-some years we've been developing what we refer to as a **University-Assisted Community School**, in which the lead partner is the University of Pennsylvania, organized through the Netter Center. And we've developed the Community School framework using the resources of our university as well as other community partners to both work school day, after school day and into the evenings in classes that are open to the entire community, to the families, to the neighbors in that area. So for us this is really trying to have the school as the hub for an entire neighborhood so that we work on both school revitalization and community revitalization through the Community School program.

This brings in the resources of Penn, and really any higher ed because we have worked with many across the country, so I would urge you to think about higher education in your local area as a potential partner in this. We do this through our academic work, which links *at least* every year about 50-60 courses from multiple disciplines, including the health professions here at Penn, to the work in the public schools; placing about 1500 Penn students—undergrad and grad—into these programs, so we can go deeply into school-day curriculum development, service learning, for our young people in our schools, as well as service learning for the higher ed students. They help man the afterschool programs, along with instructors from the community, and they work in the evening programs, so this really is a rich resource.

We also use Federal Work Study. Higher eds are encouraged to use at least 7% of their work-study money for community-based programming. We try, if we can, to make that 20% of work study here at

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Penn. And then we also use faculty and staff volunteer time to really bring in these rich resources and others of our health center, school-based health clinic, and those kinds of programs.

Many higher eds have the ability to redirect their resources to help you in your Community School activities. And for us, the key part of it is, and if you look on the Coalition's website in the Community-based Learning monograph graph that was done, how we make the learning more engaged for our young people. The idea that they're really ready to learn, that the curriculum engages them, that they become change agents for their own communities, that is tied to the academic core and very often carries into the afterschool; so we're really trying to wrap a service-learning framework around the work that we do.

If you want to just look at any of our work, I would suggest our website, which is www.upenn.edu/ccp and it gives an overview of our programs. And you can see areas, as you're developing your proposal, think about in terms of your higher eds and participation.

Marty: Thank you Joann. We will send out the websites to everyone on the call when we finish. Bob?

Bob Seidel: Thank you Marty. This is Bob Seidel with the **Communities in Schools** national office. Communities in Schools—or CIS—is the nation's largest school drop-out prevention organization. We were founded in 1977, and so it's been about 30 years—over 30 years, and we're currently operating in 27 states and the District of Columbia, and currently serve about 1.2 million elementary and secondary students; about 3,400 school sites. Nearly—and again what we focus on is drop-out prevention—nearly a third of American high school students fail to graduate with their class, and the figures are approximately 50% for African American and Hispanic students. You know, no matter how strong a curriculum is, how strong your teachers are, no matter how many tests you give, kids are coming to school hungry, scared, sick, needing eye glasses, without positive role models or family support. No amount of great teaching or testing is going to be sufficient to turn the tide.

Research and experience tell us that students need additional supports to address these challenges— what we call **Community-Based Integrated Student Services**— that will reinforce the work of the educators in the schools. Such resources generally exist in our communities but are typically not accessible where the kids are—in the school. CIS Site Coordinators located in the school, as Marty was talking about before, identify existing potential resources to address students’ needs, and build the partnerships to bring them into the schools in ways that are tailored, coordinated and accessible.

The outcomes we see and achieve using these methods include improved, on-time graduation rates and improved academic achievement generally; reduced drop out rates and a range of intermediate outcomes that support those objectives.

We’re particularly excited about the U. S. Department of Education’s Full Service Community Schools Program because we believe that it represents an important step in federal policy in making Community-Based Integrated Student Services a part of the national education landscape, and toward breaking down the walls between schools and other parts of our communities, more generally. And as Marty said, for more information about the work of Communities in Schools, you can visit our website and he’ll give you that information after the call.

Marty: Thank you Bob. Jane?

Jane Quinn: Good afternoon everybody. This is Jane Quinn from the Children’s Aid Society in New York City. We run 22 Community Schools in New York City, and we also run a **National Technical Assistance Center for Community Schools**. Marty has asked me to talk about what we have learned about coordination and integration; you know, what are the strategies? What are some of the mechanisms we’ve created in our work, and some of them we have learned from other people and borrowed from them, and that’s one of the great things about working in this Coalition.

Marty mentioned, number one, **the importance of joint planning**, and I think it's very interesting that this request for proposals allows you to spend some of the money in the first year on joint planning, if you're not ready at this point to say what exactly you're going to do. So I think that the Feds are signaling to us that they think there is no substitute for joint planning. And certainly that is true from our own experience.

When you're doing your joint planning, I think it's really important take, to really put a lot of time and energy into this and to use data from different sources, not just school data, but also using community data so that you're really understanding both the needs and the strengths of both the children and the families in the school. So I would say that's sort of the number one point. I think another point we have learned about coordination is the importance of **ongoing communication**. This is both informal and formal—and, just, there's not substitute for ongoing communication.

I think that what we've learned on the ground is that it is very important when you're in a school to think about **how to integrate your work** into the life of the school. And that would include things like, if you're a community-based organization as we are, making sure your represented on the school leadership team or whatever the team is called where the **Comprehensive Education Plan** for the school is being formulated because you want to be there as part of the planning process and as part of the monitoring of the plan. A couple of other mechanisms that we think are helpful are being a part of the Pupil Personnel team, that's—again, it's called different things in different systems— but making sure that when the needs of individual children are begin discussed, that some partners are at the table.

Other things, mechanisms that we've kind of invented or created are explicit mechanisms that connect the school day to the afterschool program. One of these is a position called Educational Coordinator; usually this is somebody from the school who is hired to be the liaison with the afterschool program. When we have some of our services based in the community, we have a school-*linked* model because, as Marty said, not all services have to be based in the school—sometimes they can't because of space constraints—

but we think its important to go beyond referrals because we know that often kids get referred and don't end up completing the referral. So we've created a part time position for community residents where they actually escort children from the school to the clinic to keep their appointments, and then make sure they've returned safely to the school. So those are some ideas about coordination.

I would say as you're formulating your proposal it is really important to share a draft of the proposal with the partners early so that people can give you input, and also draft that MOU early because you want to make sure that MOU is going to guide the work over the next five years. So its really important not to wait until the last day to do that.

There were some specific questions that came up about coordination, and I'm going to respond to two of them. One question was **"I'd like to hear some discussion regarding coordination of services and willingness of schools to share the load; lead agencies actively engaging in collaborations; and seeking ongoing new opportunities to be fluid in the process."** Well, let's start with being fluid in the process.

I think in writing your proposal you want to be as clear as you can be about what is going to happen, and who is going to be responsible for what in the partnership, and that should guide your work—but it doesn't mean that you have to become bureaucratic. I think you enter into this work with the idea that communication and negotiation are ongoing parts of partnerships. So I would encourage anyone applying for this grant to take a look at whether this funding opportunity is appropriate for your needs, and making sure that this funding opportunity aligns with what you and your partners want to do because, of course, you want to avoid "Mission Creep."

Another question came in about **whether Letters of Recommendation should be included with the proposal**, and our advice about this is to really focus on your Memorandum of Understanding, or you Memoranda of Understanding if you have more than one. You'll see on page 22 of the application

guidelines that there is a list of attachments and you are absolutely required to have a list of your partners that will assist in coordinating or providing services. And also you are required to have a Memorandum of Understanding, or Memoranda of Understanding. That is much more important than support letters. In fact, I didn't find any mention of support letters in the RFP, so there may be some opportunity to upload those recommendations but that's not what is going to get you the points from the reviewers. I'm quite convinced from reading this RFP that the Memorandum of Understanding is going to be one of the driving forces.

So I think that's what I wanted to say; I think I'll now turn this back to Marty.

Marty: Thanks Jane. One point to underscore and that is that it is really important to try to connect the community partners to the schools' own staff for supporting students and families. Jane mentioned the student support team—that is an issue that really needs working but if we're going to leverage all these assets, I want to just underscore the importance of that and the presence of some sort of ongoing planning mechanism in order to keep the work well-focused.

There were a few other questions that I'm going to pick up on and then we're going to move through each of these. I think it's probably easier to read the questions; some of you have it in front of you. This question is about “**the challenge facing Community School Directors given the lack of funding and financial support to usher in programs and services.**” There is no question that there are gaps in services in communities; there is not enough for everyone. But as Bob Seidel's and CIS's experienced, and our own experience suggests that there are programs and services that are still hanging out in communities that are not coherent and not cohesive. We've all—some of us have written and some of you have read papers about fragments, disconnected services that families can't find, and so forth. The goal here is to bring together those assets and that expertise in a Full Service Community School.

You may not be able to have a sufficient amount, but the more that we can demonstrate to policymakers that we are bringing in the supports and services that exist, and that they're working together, the better we are able to make the case for additional resources. **This is a critical role of the Community School Coordinator who needs to know the territory around the school.** We encourage Principals and Community School Coordinators in Community Schools to **go map their community's assets**—to know the churches, to know the block clubs, to know the neighborhoods, to know the social services and mental health agencies as well. To know the youth organizations, to know faith-based institutions, because those all have assets and resources, as do your higher ed institutions. And if we could open up the doors and begin to bring together some of those networks, we can create social capital that kids need.

At the same time, by building up a network of Full Service Community Schools, you can help us do the kind of advocacy that we hope will over time expand this very small, initial appropriation to a much higher level. There's a substantial amount of competition this year; we know there will continue to be, but if we can demonstrate the need and we can work together, we can get more money into this program and into other programs that provide support for core elements of Full Service Community Schools—Afterschool programs, mental health services, and the like.

Question number seven: **“How can groups of schools within a district work to share resources and complement each others' work?”** In many of the communities where Community Schools are growing up, they are indeed a part of a district-wide strategy. That's why it's so important to have your LEA a part of this conversation. In Chicago there are not 150 Community Schools; there are 50-odd in Portland; there are 23 in Lincoln, and these are district-wide strategies **where there is an intermediary capacity** to provide leadership, to provide professional development, to help with communications and the data.

So it is indeed very important for groups of schools to be connected through some kind of **intermediary**. Sometimes that's the United Way; sometimes that can be a Community Foundation. In Cincinnati the school district is working with the YMCA that is functioning in that intermediary capacity. In Lincoln it's

the school district itself; in Portland it's the county. There are many different approaches that you can use for creating that joint capacity.

If you look on our website, on the front there's a paper called "**Growing Community Schools**" that will give you an idea about how these school districts that have multiple sites are in fact doing this work. Our goal as a Coalition is to create multiple sites. We've had individual schools that look like this. We're hoping that these applications will talk about doing—people will think about multiple sites, because that's how to move a big agenda as opposed to just doing one school. If you're going to make many schools Full Service Community Schools, we have to think about this multi-site issue from the beginning.

We have a question about "**what does the role of local economics play in the development of Community Schools?**" I think that it means you've got to look at the challenges in a market—in a place where parents are looking for work, or working multiple jobs, then you've got to figure out how your involvement, family involvement strategy reflects their interests. If the economy is tight and resources are scarce, you're going to have to do what you can with the resources that exist. We have often found that this kind of work, which integrates existing resources, actually does better when the times are challenging because people are trying to do more with less, and therefore they're more willing to work together. What we hope a Community School does is to create the conditions that will enable them to keep working together even when times get better because it's so much better to be working at that school, as Bob suggested, where kids are, and where you can make better and more efficient use of existing resources.

Jane's going to pick up on questions 9 and 10, and then we'll turn to Bob and Joann for some other responses.

Jane: Ok, so question number nine was "**are there any ideas for how groups of elementary schools can all strategically and efficiently utilize a school-based health center that is physically located at middle or high schools in the same district?**" I do have some ideas, but I think a lot of this is going to

depend on the joint planning because I think you need to find out who is running that school-based health center and how it is being financed.

Presuming that the students at the elementary school would be eligible, then I think that there are some nice models for doing this kind of work, and one of the things we've learned from these models is that it's important to have some kind of centralized enrollment opportunity for the students at the elementary school. This is about **increasing access**, so we want to make it as easy as possible for parents who have to sign the consent forms to understand what the opportunity is, and to enroll their child before the child actually needs the services. That is maybe before they get sick, maybe before they need their physical exam. So some kind of **centralized** enrollment opportunity **is a good strategy**.

I think another is to make sure that you have some kind of **facilitated enrollment process** so students have access to SCHIP or Medicaid or other kinds of health insurance. And then as I mentioned earlier, one of the things that we have found effective in our work where we **have some school-linked services out in one of our community centers**, we have created a strategic mechanism that uses community—that hires community members to actually escort children to the clinic and back. So those are all some ideas that I think might work here, but I think a lot of this is going to depend on what you find out when you do the needs assessment and resource inventory, and find out what's actually going on at that clinic in the middle or high school.

Marty: Ok, let me add a quick word because I forgot to send you the email I got from **John Schlitt** who is the Director of the **National Assembly for School-Based Health Clinics**, because when I saw this questions, I thought “let me reach out to one of the Coalition’s partners.”

Jane: I would love to have John Schlitt weigh in on this one. He is the expert on this.

Marty: What John said is consistent with the first comment that you made: the parent, the resident walking the child from the school to the clinic is actually a form of transportation. It will work, Coalition for Community Schools: Full Service Community Schools’ Briefing (March 27, 2008)

obviously, where the facilities are fairly close to one another, but a back-up option is to try to figure out a way to offer transportation so the child can get from one school to the clinic.

John went on to say, however, that this approach is limited in the sense that it only deals with the acute medical problem that the child presents, and in their way work, what they're trying to encourage is the presence of a nurse practitioner or some limited form of direct service at each school, so that you can begin to influence the health—and the approaches to health—of the whole school. That's an ideal model, and he admitted that it's emerging only slowly in a few places around the country. But I wanted to add that as well.

Jane: That's great, thank you.

Ok, question number 10 is about **“What is the announcement talking about when it talks about scientifically-based research? Does that mean activities you intend to undertake or programs you want to implement should each individually be rated effective or promising by an evidence-based clearinghouse, or does it mean you need to offer an evidence-based rationale for the types of action you are proposing to take?** An example might be you would plan to offer parent support groups because research shows low income parents suffer from a lot of stress. Is that enough, or do you have to say that you are using Common Sense Parenting as an example because evidence shows that parent support groups obtain good results?”

Well, I think what you want to do is, strategically, from the point of writing a really strong proposal, is to **make the link as strong as you can.** So the strongest case would be something like saying “we're going to use a particular approach, a particular curriculum; we're going to use Kids Lit for literacy, or we're going to use Common Sense Parenting.” But I don't think that is required by what I have read in the Request for Proposals. I do think you have to make a case that's stronger than saying “well, we know that

parents have a lot of stress so we're going to offer a parent support group." I think you want to give some evidence that you're going to be using practices that research has shown to be best practice.

For example, there's a lot of hoo-ha in New York this week because the **American Educational Research Association** is here and there are actually eight workshops on scientifically-based research on afterschool programs. I think if you're going to make the case that you're going to take a particular approach with afterschool programs, you have to say more than "we know that young people need afterschool programs." You have to talk about what the latest research is showing: **that dosage makes a difference; that quality makes a difference; that student engagement makes a difference; that the programs that are getting positive results are using certain practices**, and that's where I think you have to at least get to that level, and I think you can even deepen the research base if you are able to find curricula or programs that actually have documented results from their evaluations. So it's up to you to make the case, I think here, that what you're proposing has a scientific research base.

Marty: Bob?

Bob: Ok, question number 11: **"What alternative method could be utilized to measure effectiveness without sacrificing the basic principles of tailoring services and programs to each unique Community School?"** One of the things that's pretty clear in the announcement from the Department of Education is that there is a real emphasis on having an evaluation strategy within your proposal, and there is a real emphasis on outcomes. So the proposal does need to **be focused on measurable objectives**, and the question is can you come up with measures that can be compared across different schools without doing violence to the notion of the uniqueness of each school in each community and its particular program, and I think the answer is yes because if you're looking at objectives on the outcomes that are the measures of those objectives, you're talking about something which is not the nuts-and-bolts of the process you're using, but what's the end results is going to be. For example, a measurable objective could be "the school will show an increase in graduation rate by 10% in the first year." Ok, you've got a

specific outcome, improved graduation rates, and a performance measure of that with a certain amount within a certain time frame. And it doesn't matter how you would achieve it that would still be an objective shows your effectiveness and is measurable.

Question 12: **“If a proposal is for work with two Full Service Community Schools, should the request amount be less than the maximum amount of \$500,000 per year?”** It's an interesting question and I think that the answer can depend on a number of factors. You really have to look at, well, it's not just the number of schools but the size of each school, the number of students in each school, the size of the student population you're specifically addressing in each school, and a variety of other both qualitative and quantitative factors. I think that more important than the question of exactly if you're going to be more competitive if you ask for less money to do work in just two schools, is the question of not only the quality of the content of your proposal but also that whatever costs you do propose, that you fully justify them. I don't think that a cheaper proposal with a less rigorous budget narrative is going to be more effective than a more expensive proposal with a very thorough and rigorous budget narrative. So I hope that that's helpful. (Marty tries to break in with a question)

Question number 13: **“How would you write an objective that fits the criteria for coordination?”** I want to say a couple of things about this. Again, I think what the Department of Education is looking for is not so much objectives in terms of coordination—coordination is sort of the process by which you attain your objectives—the objectives should be outcomes for the students, for the school, for the community, and the Department of Education in the powerpoint presentation that they did when they had their pre-application meeting a couple of weeks ago and which I believe is available online on their website—that powerpoint has some really good slides about writing objectives and also about writing performance measures. Without taking time to go into great detail here, I think that, well, the things that focus on in terms of writing objectives are **relevance, applicability, focus and measurement**. The first three of those—and they have separate slides on each—when you talk about relevance, applicability and

focus, to me those are different aspects of how clearly you're thinking through what you want to do with these resources, what your goals and objectives are, and if you can articulate them clearly, then all of the specific objectives *within* your goals should neatly fit within them. You should not say, you know, **you should not say, "we're doing all of this, there's this other project we'd like to fund, let's stick it in."** **I really think that would be a mistake.**

Finally, **measurement**—that the nature of the objective be specific enough that you can do, have a measurable outcome and have a performance measure. They have another set of slides on performance measurement and, again, without going into all the details, a number of slides, they talk about each performance measure should be written in terms of who will achieve the change, what will change, when will it take place, and how much change will happen. So that, like the example I gave you before "the *school* will show an increase in graduation rates by 10% in the first year," and that covers the "who, what, when and how much." Another example that they give is performance measure that is the "percentage of parents who report that they read to children will increase by at least 10% for each year of the project." So again, the "**who, what, when and how much.**" If your objectives are clearly written, then you should be able to write a corresponding performance measure for each.

Thank you.

Marty: Joann?

Joann: Hi, this is Joann again. I'm going to handle first question 14: "**Should a proposal only include items in the budget that *establish* or *enhance* a Full Service Community School?**" While we do suggest that you check this with the Department of Education, we would think that you really need to focus on establishing and enhancing, that's the language in the Request for Proposals; less on the sustaining piece. They're really looking to expand, develop Full Service Community Schools. If you have more specific questions, I would be in contact with the Department of Ed on that.

Our next question, number 15: **“Can programming that occurs during the school day be included?”**

That we say is a resounding **YES**. If you look at the kind of activities they suggest— they include things like community services and service learning opportunities, which have very debrief [? background noise] curriculum but which can also occur afterschool. They are encouraging parent involvement, many of those kinds of activities may be included in your school day program, so definitely think about your school day as part of your Community School strategy.

Question 16: The caller says **“I have questions concerning special considerations for schools in smaller or more rural settings with very limited options regarding external partners. Furthermore, how do I support the development of a University-Assisted Community School in such a setting, when a small, public university— already a willing partner on a limited basis— is the only significant option as a lead external partner?”**

My suggestion would be, particularly to folks in smaller, rural settings is to really think more deeply, again, about who’s out there in your community. It may still be a bigger community than you think. Your churches— if you’re looking at mentoring programs, we’ve often used members from local churches who can help develop— in a totally non-sectarian way— mentoring programs for youth. Look to local hospitals or other sites even as a possibility of maybe of transporting students. Maybe they can bring services into the school on a fairly regular basis. Those other kinds of resources in your local or more general region there that could be a partner, even if its on a less frequent basis, but they could extend your services into your school. Service learning is definitely a way to engage a public university or any university in this. Activity-linking classes in the colleges goes with (? Background noise) the public university, and talk to the university about their own staff. Many of those will live in your neighborhoods; they’re very often willing to be mentors to work on things like the career opportunities, job-training, shadowing on campus, all these kind of things that can enrich and support your Community School. As well as how they use their work study dollars to help you assist in this effort. But I would

brainstorm who's really out there and who, within a reasonable amount of difference, could help support, different activities that you want, services you would want to provide in your school.

Our next question is: “**How can a University-Assisted Community School think about financially sustaining a Coordinator position? I am familiar with the model of how this works with a CBO but not when the partner is a public higher education learning institution.**” This can happen in multiple kinds of ways. It can be funded by the grant as even a sub-contract, I would assume, to the university; and again, check with the Department of Education for any technical issues that arise, but that's one way we've supported different Coordinators here. Our office and many universities now have offices for service learning or civic engagement; they may have staff that could be redirected to be the coordinating link. To work as the liaison between the university and your community school program, and, so I would think maybe that could possibly change over time. I think it's something that's doable, and service learning and civic engagement is becoming more and more embedded on campus so you may find receptive offices that can really help you assist with that coordinating link with the university.

Marty: Thank you Joann. I want to come back to the three organizational buckets or functions I talked about—my new friend Beth Hart out in Sacramento sent us an email and she indicated that the management function was clear, but the second and third functions were not. Let me try in a slightly different way.

I talked about **Management, Coordination** and **Services**. If you change the word Coordination for a moment and think about the Community School as needing to **redirect** existing services in the community *into* a Full Service Community School. That is one key function that has to happen. It could mean coordinating the work of existing partners in the school, who are now—you know, a lot of Y's are running afterschool programs but they're *tenants* in schools; they're not part of a team of partners thinking about how to leverage their resources to get better results. So we want you to—your proposal, your thinking about a Full Service School should mean *you know* who is now working in the school and

doing what? The Y, the mental health agencies, the Head Start program, the school counselor, the school nurse, the student support team—who are all those existing assets, and how can you bring them together? And what other assets in the community exist that could be brought into this network to create a web of support and opportunity for young people?

The third component was actually *buying more services*. So if you have something that's really working well and moving an indicator, and there's no other existing resource in the community that can help expand that, then you may choose to use these dollars to purchase those additional services. But if all you're doing is buying new services and not looking hard at existing services, that's not our picture of Full Service Community Schools, because in the long run you're not going to get enough money to ever buy all the services that you want.

So there's a management function; there's a mobilization of existing resources—which means coordinating those existing resources more effectively— and there is the notion of purchasing new services. So Beth I hope that answers your question and clarifies it for everyone else. I'm glad to have a name of someone I can talk to out here in cyberspace.

Jane: Marty, can I just add to that? I think that in your proposal it's really important to describe the concrete mechanisms that you're going to use to do this coordination. I don't think its enough to say “and we're going to hire a coordinator, and that coordinator is going to coordinate.” I think it's really important to talk about what are the explicit mechanisms that you're going to use to do that. So some of the things I talked about before about, you know, integrating these new supports and service opportunities with the school's Comprehensive Education Plan; whether you're going to have weekly meetings with the principal; whether you're going to have weekly or bi-weekly meetings with all of the partners. I think you have to describe the mechanisms and structures that you're going to use to do that coordination since it's so central to what this RFP is talking about. You have to be as concrete as possible.

Marty: Thanks Jane. I appreciate the addition.

So we've got a couple of more questions- number 18: **“How does the National Model of Community Schools support sustainability and funding of existing schools?”** The way this is framed, it is about establish and enhance, and we are working, as part of our efforts, to get the Full Service Community Schools authorized to include language that would allow some sustainability. We know that's always a challenge. In some of the local communities where this is working well— what we've seen in a place like Portland—is the city and the county are putting up resources for Full Service Community Schools, particularly around the funding of the management function and providing some enrichment opportunities for young people.

In Lincoln, the principals have found that the resources are of such substantial value that they have agreed to use some of their Title I money. Now each district will vary in terms of your ability to access those dollars but it's important to think about that. At the same time, we are thinking about how to modify the law, the proposed law.

I want everyone to understand that this was a special appropriation; that the Full Service Community Schools Act, which was introduced by Majority Leader Hoyer has not—underscore NOT—yet been passed. It's only been proposed and its part of their reauthorization of NCLB, and as you know, NCLB is stuck. So we hope all of you, who now represent an expanded network of advocates will help us to promote Full Service Community Schools, and we hope you will do that as you submit your proposal by calling your Representative's office or your Senator's office, and tell them you just submitted for this wonderful new pot of flexible federal dollars that can help us glue together existing resources in Full Service Community Schools.

Finally, **“What support exists on the national level for the Full Service Community School programs?”** I hear that as a question about, is this idea growing in terms of its visibility? I think that the

answer is yes. There's a lot more dialogue going on the Hill about ways in which the community can connect with schools to support student success. In addition to the Full Service Community Schools Act, the proposed bill for that, there's a "**Keeping Pace**" piece of legislation in the Senate, Senator Kennedy we expect will introduce. We've all been working on both of those bills. We've been working to embed community into other elements of No Child Left Behind Law so there can be more transparency and data accountability, more involvement of key stakeholders, including community partners in efforts to improve student achievement, especially in low performing schools.

It's also going to be important for all of us to keep working to expand existing funding streams. The Community School brings together all of these resources. We don't expect the Full Service Community Schools Act to fund everything that goes on in a Full Service Community School, as we've said before. So we need to be allies with the Afterschool Alliance to expand 21st Century and the Childcare Development Fund so that the resources will be there. We need to be advocates with the Mental Health community to expand funding for mental health services. We need to be advocates with people funding National Service so there can be more Americorp volunteers who can help come into schools, and more opportunities for service learning for college students.

So our strategy has always been to support the big vision of a Full Service Community School and resources to support it, but also to be partners with everyone in advocating for additional resources in the key programs and the key components of Community Schools. We've got to keep expanding the pie, even at the same time we glue everything together. You know, in Washington everybody tends to be about fighting for their own little slice and what we've been trying to encourage—and I think is beginning to happen—is that everyone is trying to expand the domestic pot. If we can expand the pool of money available for domestic appropriations, then each program will get an expanded share.

Its about two minutes to five and before we go I want to do several things- one, I want to alert my colleagues that I am going to give them one more shot at a closing comment if you'd like to make, Joann and Bob and Jane, that you think would be helpful to people as they think about Full Service Community Schools.

But first of all I know that some of you are signed to come to the National Forum in Portland. I wish it had been in the middle of March because maybe all the people, all the 900 letter-of-intent folk—and there are 900 of them, by the way, so you all know what the competition is here... the competition manager here, Jill Staton, indicated to me yesterday that they have 900 letter-of-intent. She's hoping, I think, that there aren't that many proposals. But there is stringent comp—strong competition—as Jane said earlier, this should fit with your strategy in order to do the hard work of the proposal. But we still hope, even though our Forum is not until the end of April, that you will take a look and think about coming to Portland. It is a wonderfully energizing event; it's a passionate group of people, as all of you are. We have Pedro Noguera speaking; we have Vicki Phillips coming, the Director of Education at the Gates Foundation.

And even more importantly than those two keynoters, we have lots of people who are doing the work of Full Service Community Schools. We have more than 75 principals signed up, so that each of you would have an opportunity to talk to a principal about how to get more cooperation from the principals with whom you are working. So look at our website, email ccs@iel.org, and join us in Portland.

Closing comments? Let me start with Bob, and then we'll go to Joann, and then we'll go to Jane, and then we'll close.

Bob: Thank you Marty, and thank you for convening this.

I guess I'd just like to say how exciting it is, even with this tiny amount of money—tiny by Federal standards—that the Department of Education is offering at this time. It's an exciting time both because

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it's kind of a foot in the door for this concept in federal policy. It's also very exciting in terms of the response! You know, my organization Communities in Schools or Children's Aid Society, or the Beacon Schools or the University of Pennsylvania, all the members of the Coalition for Community Schools—all those organizations do not represent the entire country and all the communities, so the fact that there are so many other folk who are expressing interest at this time, I think is very heartening for us. And even though very few of us are going to actually get these particular grants, that we should take a step back and appreciate the momentum here. And I want to echo what Marty said about letting your policymakers know about your interest in this kind of legislation.

Marty: Thank you Bob. Joann?

Joann: I just want to reiterate Bob's thoughts and share mine that this is really a wonderful opportunity if you get the grant or not to really come together with partners in your community. So think about the needs of your children and your families. What strategies you think would work for them are needed. Put it in this proposal; if you don't get it, you know, keep pursuing that dream and vision. It's a great opportunity to bring people together to really help support our children and families.

And just a very cautious note and it's in the ___ from the Department of Ed: DO make sure you get approved at Grants.gov. Don't wait until the last minute. These systems crash. We've been on the other end of these kinds of proposals, and if they get any where near the number, I... I hope... that's for all of you, when you hit that submit button that it works. It could be a nightmare.

Marty: That's a great reminder, Joann. They couldn't have been more clear. I know most of you were on those calls, but the scope of the potential number of proposals is huge, so... do it early! And as someone who has a history of running up till the last minute, I'm telling you, you better be there early.

Jane Quinn?

Jane: Well, let me just start by saying I hope that I hope their data system is not hooked up to the IRS' data system since the proposals are due on April 15th, but [*background acknowledgement*]...

Anyway, let me say three quick things: we did intend to tell you about the **Finance Project**, and since many of the questions were about sustaining Community Schools and thinking about the variety of possible funding streams, we want to make sure that you all aware of the wonderful work of the Finance Project, and we, I think we should add their website to the list that Marty's going to give out.

And then secondly, I want to say that I think that believers in the **Whole Child** approach to child and adolescent development have kinda been through a valley these last few years with the narrowing of the school curriculum and the way that many schools have thought about their work, and I think we're coming out of that valley. I think this Full Service Community Schools discretionary grants program is a good example, and so take heart and have hope.

Finally I want to thank Marty and other members of the Coalition who have been doing a lot of work behind the scenes to make sure this Full Service Community Schools appropriation actually got into the Federal Budget; they've been working with Steny Hoyer and other members of Congress, and so we're very grateful for that work of the Coalition and its partners.

Marty: Thank you Jane, I appreciate that. This is really exciting, you know. I have this great desire to see everyone's face whose on this call, although I know how valuable it is... we hope we've shared a great deal of valuable information. Shital was telling me that some of you were not aware of the Coalition, so that's a part of why we wanted any kind of Federal investment because it allows us to find each other, and to network with each other, and to build relationships with each other, and create the capacity to move an agenda. The Coalition is very clear—**Joy Dryfoos**, our Godmother—says it all the time: Schools cannot do the work of educating America's children alone. The Full Service Community School is the vehicle for bringing all of us together in an intentional way around our schools. It's a vehicle for not only helping

our students, but for strengthening our families and our communities. And we hope you will become a permanent part of OUR community, of our network, and help us to move this forward. We're going to need all of you to push this through Congress; to get policymakers to understand that communities don't just authorize school districts. They have a responsibility for educating their students.

We will send you this email. We may also send you in the next day or two a very brief Zoomerang survey for you to tell us, give us some feedback about this session. We appreciate the time you've taken and I appreciate the kind words of my colleagues, and the time that Bob and Jane and Joann have taken to put this together. If there are more questions, send them in. I don't know quite what we'll do with them because we're not, you know—its easier to talk for an hour than it is to write down answers—but each of us, you can access us as individuals. We'll send out emails. We thank you for your time and we trust this was valuable and we look forward to hearing that there were lots of proposals and lots more buzz around policymakers, superintendents, elected officials, community leaders and all of you about Full Service Community Schools.

Thanks very much and have a great day!