



**A POLICY APPROACH TO CREATE AND  
SUSTAIN COMMUNITY SCHOOLS**

***PROMOTING POLICIES THAT STRENGTHEN SCHOOLS,  
FAMILIES AND COMMUNITIES***

*A WORK IN PROGRESS, APRIL 2000*



*FOR MORE INFORMATION*

Every person, organization and institution has a part to play in creating and sustaining community schools. To find out more about the Coalition and how we can work together, please contact:

Martin J. Blank, Staff Director  
Coalition for Community Schools  
c/o Institute for Educational Leadership  
1001 Connecticut Avenue, NW, Suite 310  
Washington, DC 20036  
Telephone: 202 822 8405  
Fax: 202 872 4050  
E-mail: [blankm@iel.org](mailto:blankm@iel.org)  
[www.communityschools.org](http://www.communityschools.org)



## PREFACE

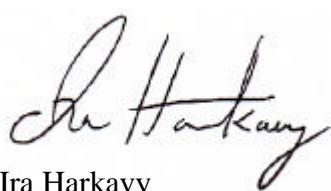
The Coalition for Community Schools works to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools. Its partners include local community school networks, state and national organizations in education, youth development, family support, health and human services, community development, as well as philanthropy and government. Coalition partners have a wealth of experience in developing and implementing policy and believe that policy – public and private – is critical to the long-term effectiveness of the movement. See Appendix A for a full list of partners.

This document, *A Policy Approach to Create and Sustain Community Schools*, is addressed to Coalition partners and to other local, state and national leaders who are developing policy options for strengthening community schools and are in a position to influence policy decisions. It is intended to serve as a template for individuals considering policy related to community schools and related aspects of the relationship between schools and communities. We trust that it will be a useful resource for policy dialogues about community schools. ***This Policy Approach does not necessarily reflect the specific positions of individual partners.***

We appreciate the time of the many people involved in developing this document: interviewees, the chairs of the Coalition Policy Group, Cynthia Brown of the Council of Chief State School Officers and Gordon Raley of the National Collaboration for Youth, members of the Coalition Steering Committee and leaders from Coalition partners. We are especially grateful to Jeanne Jehl, the primary author of this *Policy Approach*, for the knowledge, experience and perseverance which she brought to the task. Hayin Kim provided invaluable support and good humor in editing, proofreading and producing the document.

The Coalition is anxious to receive feedback about the utility of this *Policy Approach*, as well as changes or additions to specific directions for policy suggested here. And if you have developed specific policies in your state, community, community school or agency, please share them with us. Please send your comments to [ccs@iel.org](mailto:ccs@iel.org), or join our policy discussion group on the Coalition website: [www.communityschools.org](http://www.communityschools.org).

If you would like to learn more about the work of the Coalition, receive our email newsletter or become a partner, please contact us at [ccs@iel.org](mailto:ccs@iel.org). We look forward to working with you.



Ira Harkavy  
Chair, Coalition for Community Schools  
Vice-President, Center for Community  
Partnerships  
University of Pennsylvania



Martin J. Blank  
Staff Director, Coalition for Community  
Schools  
Institute for Educational Leadership

## COALITION FOR COMMUNITY SCHOOLS STEERING COMMITTEE

**Ira Harkavy, Chair**

*Center for Community Partnerships, University of Pennsylvania*

**Doris Baylor**

*Minneapolis YMCA*

**Cynthia Brown**

*Council of Chief State School Officers*

**Joan Buckley**

*American Federation of Teachers*

**Phil Coltoff**

*The Children's Aid Society*

**Sally Covington**

*National Center for Schools and Communities*

**Joy Dryfoos**

*Independent Researcher*

**Sharon DuPree**

*Fund for the City of New York*

**Starla Jewell-Kelly**

*National Community Education Association*

**Sheri DeBoe Johnson**

*United Way of America*

**Karen Mapp**

*Institute for Responsive Education*

**Everett Nance**

*University of Missouri, St. Louis*

**Laura Pires-Hester**

*Wallace-Reader's Digest Fund*

**Gordon Raley**

*National Collaboration for Youth*

**Kay Reiss**

*New Jersey School-Based Youth Services Program*

**Jay Schenirer**

*Foundation Consortium*

**Peggy Sparks**

*Birmingham Public Schools*

**Gerald Tirozzi**

*National Association of Secondary School Principals*

**Lisa Villarreal**

*California Center for Community-School Partnerships*

**Jill Waters**

*National Center for Community Education*

**Joann Weeks**

*West Philadelphia Improvement Corps*

**Martin J. Blank, Staff Director**

*Coalition for Community Schools*

# TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>1</b>
<b>I. UNIVERSALITY AND EQUITY.....</b>	<b>5</b>
<i>Which schools and students should community schools serve?</i>	
<b>II. ACCOUNTABILITY FOR RESULTS.....</b>	<b>7</b>
<i>What results are community schools designed to achieve?</i>	
<b>III. GOVERNANCE.....</b>	<b>11</b>
<i>What governance structures best support and maintain quality community schools?</i>	
<b>IV. FINANCING.....</b>	<b>15</b>
<i>How can funding for community schools be most effective in achieving priority outcomes?</i>	
<b>V. STAFFING AND PROFESSIONAL DEVELOPMENT.....</b>	<b>19</b>
<i>How can community schools attract and develop staff to serve youth well?</i>	
<b>VI. FAMILY AND COMMUNITY INVOLVEMENT.....</b>	<b>21</b>
<i>How can community schools develop mutually beneficial relationships with families, youth and other members of the community?</i>	
<b>APPENDIX A.....</b>	<b>23</b>
<i>List of Policy Recommendations</i>	
<b>APPENDIX B.....</b>	<b>27</b>
<i>Coalition for Community Schools Partners, April 2000</i>	



## INTRODUCTION

This is a critical time in the development of the movement to create community schools as a strong component of approaches to improve outcomes for children, youth, families, and communities. Governments at the local, state and federal levels, as well as corporate and private funders, are expanding the resources they provide for programs that can be implemented as part of a community schools approach. Community schools have become a vibrant issue in many policy arenas across the nation, and there is a sense that this is a time of opportunity for community schools.

Partners in the Coalition share a broad vision for community schools—not as “add on” programs that operate outside the regular school day—but as community institutions that are capable of improving academic and broader developmental outcomes for youth, as well as their families and their communities (See Exhibit 1). Because of their interest and experience in policy issues at all levels, Coalition partners have worked to develop this policy brief, and to disseminate it to others to inform the debate and decision making process. It is essential to share what Coalition members have learned, so that communities, states and the federal government can make the most of this time of opportunity.

In many schools, pieces of this vision are already in place, and some are further along than others. Bringing the vision to reality will require policy approaches that go beyond most existing initiatives to bring together many different streams of work that are part of the movement toward community schools:

- ◆ **After-School Programs**, which seek to improve learning outcomes for students by extending the learning day with tutoring, homework assistance, and other academically focused activities.
- ◆ **Community Education**, which promotes parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities.
- ◆ **Community Organizing and Community Building Strategies**, which give parents and neighborhoods a stronger role in the education of their children.
- ◆ **Comprehensive School Reform**, which seeks to educate all children to high standards through changes in curriculum and instruction and in the organization and governance of schools.
- ◆ **Comprehensive Services Approaches**, which bring agencies into strong partnerships with schools to offer an array of supports and opportunities to students, their families and the community.
- ◆ **Family Support Programs**, which work in and with schools to strengthen families.
- ◆ **Service Learning**, which simultaneously helps students to contribute to their community and use those experiences as springboards for classroom-based learning.

## 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 committed 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.

- ◆ **Student Support Services**, which seek to strengthen the supports that schools provide for students directly from their own budgets and supplement them with related community-based resources.
- ◆ **University-Assisted Schools**, in which institutions of higher education bring their expertise and resources into long-term partnerships with schools.
- ◆ **Youth Development**, which works to build the assets and talents of young people so they have the multiple competencies necessary to succeed in life, and which endeavors to make schools and youth community-focused, as well as academically-focused.

The Coalition’s policy approach is based on the experience of initiatives at the local, state and national levels—reflecting the policy decisions that shaped these efforts and the impact of those decisions. This document has been developed through a series of structured interviews with Coalition partners and others with experience in local, state, and federal government agencies, nonprofit organizations, foundations, capacity-building and technical assistance organizations, and higher education institutions. The interviews were a rich source of information about policies that support community schools. Common themes and areas of consensus with specific implications for policy emerged from these conversations. Members of the Coalition’s Steering Committee, who provided valuable input to expand and refine the policy recommendations, reviewed the brief. At a meeting of Coalition partners and interested parties on March 17, 2000, members further reviewed the recommendations and suggested changes.

This policy brief is organized to consider six major policy issues that affect community schools:

- I. **Universality and Equity:** Which schools and students should community schools serve?
- II. **Accountability for Results:** What results are community schools designed to achieve?
- III. **Governance:** What governance structures best support and maintain quality community schools?
- IV. **Financing:** How can funding for community schools be most effective in achieving priority outcomes?
- V. **Staffing and Professional Development:** How can community schools attract and develop staff to serve youth well?
- VI. **Family, Youth and Community Involvement:** How can community schools develop mutually beneficial relationships with families, youth and other members of the community?

Each issue is discussed briefly, with examples of the ways these issues play out in communities and states that are leading the effort to implement schools. Following the discussion, the document includes policy recommendations in each category. Appendix B is a summary of the recommendations.



## **I. Universality and Equity: Which schools and students should community schools serve?**

“Community school initiatives are good stuff, and they should be everywhere,” said a governor’s policy advisor, when asked which communities and students community schools should serve. In every public school and community, youth can benefit from asset-based strategies that build personal and social skills. A state-level administrator estimated that “a full 2/3 of kids need to be in community schools” to help rebuild a sense of community that supports youth. “Our communities are unraveling from the inside out,” she said, “Pressures of work and commuting reduce the sense of community.” She also noted that community schools increase middle-class families’ sense of connection to public schools.

Most community school initiatives take a universal approach within schools and communities, employing strategies to reach all youth, including those who may have dropped out of school. They provide opportunities for all students, while seeking to reduce risks for students with the greatest needs. Experienced initiative leaders resist assigning students with problems to participate in community school activities because “if they target kids with problems, they get to be known as programs *for* kids with problems.

But many advocates recognize that needs are greater in low-income communities. “Children with the furthest to go should have the most support services,” commented a representative from a national organization. One county-administered program, recognizing the need for risk reduction approaches in addition to asset building in communities with higher concentrations of poverty, allocates higher amounts of funding to these communities. In addition, some nonprofit organizations are working to target their limited resources to populations that are traditionally underserved. “We are about 80% white and middle-class from our young people to our Board,” said a national executive of a youth-serving organization. “That needs to change to reflect our mission.”

When the legislature in one state chose to allocate additional community school funds to suburban communities instead of urban areas, a local governance entity worked with the state Department of Social Services to provide after-school programs for urban youth with TANF child care funds. The governance organization will seek to use the TANF funds to leverage additional public and private funding to develop more comprehensive community school approaches that will improve outcomes for youth and their families.

When core support for broad implementation of community schools is inadequate, funds are sometimes targeted to serve only those schools and youth where needs are greatest. Too frequently, these strategies leave no resources for schools and communities that are not at the lowest rung of the economic ladder, but are in great need of asset-building and risk reduction approaches.

For too long, community schools have been implemented one-by-one, as “islands” in systems of schools that operate without involving other organizations in meeting the needs of children and youth. But communities and states are now working to develop systems of community schools, so that services, supports, and opportunities are widely available. These “system” approaches require that communities work together to determine the most effective uses of existing funding and to seek new sources of funding.

*Universality and Equity, Policy Recommendations*

- **Make community schools accessible to all.** Community schools are an important resource and should be available and accessible to strengthen *all* children, youth, families and communities across America.
- **Align resources with needs.** In allocating funds, policy makers, both public and private, should provide more intensive resources to high poverty schools and communities where the need is greatest.
- **Develop systems of community schools.** Local communities should bring together all stakeholders to seek and allocate resources to move beyond single-school models toward large-scale systems of community schools.

## II. Accountability For Results: What results are community schools designed to achieve?

Initiatives for youth, families, and neighborhoods are increasingly focused on accomplishing specific purposes and achieving results. Accountability for results, rather than compliance with process, is characteristic of community school initiatives and sets more recent efforts apart from earlier partnerships among schools and community groups. There is, however, significant debate about the specific results that community schools should be expected to reach.

### A RESULTS FRAMEWORK FOR A COMMUNITY SCHOOLS INITIATIVE

The Schools for Uniting Neighborhoods (SUN) initiative in Multnomah County, Oregon has developed seven questions for evaluating what has been achieved at the SUN.

1. What are the academic and social changes (including attitudes about service) among students at SUN schools, if any?
2. What are the changes in parental involvement at SUN schools, if any?
3. In what ways are parents, families and community residents feeling more supported and strengthened, if at all?
4. In what ways are there expanded use of schools, if at all?
5. In what ways are there better leveraging and sharing of public assets through the SUN model, if at all?
6. In what ways are SUN partners using resources to achieve a better, more comprehensive and coordinated delivery of services (educational, recreational, social and health services) for all community residents?
7. What are the major factors that have facilitated the above changes, if any?

All those who were interviewed for this document are concerned with the critical importance of improving academic achievement for youth, enabling all young people to meet high academic standards. They are aware of the increasing pressure for schools and school districts to improve students' achievement, usually as measured by standardized tests. But they see community schools working toward other results as well. For example, they would use out-of-school time, not only for instructional support strategies such as tutoring, homework assistance, and increasing time for instruction to improve student achievement, but for strategies that seek to develop a broad range of competencies for children and youth.

For many parents and community members, academic achievement is closely related to personal and social development. Parent groups in one community, for example, were concerned that their children were being expected to achieve to higher standards without any increase in funding for education or student supports. They threatened legal action to force increased funding levels for these programs. In these disadvantaged communities, "opportunity to learn" includes supports for healthy development to enable students to be successful in the classroom.

James Comer, a developmental psychiatrist who has worked extensively in urban schools, writes "a high level of development along the physical, cognitive, psychological, language, social, and ethical pathways is critical for academic learning." As community school strategies seek to improve outcomes for children and youth, they employ strategies to achieve

broad developmental outcomes as a necessary condition for academic achievement.

Many interviewees used outcomes language to differentiate between after-school programs and

community schools. “After-school programs, especially those focused on academics alone, are not community schools,” said a respondent from a youth-serving organization. Instead, the interviewees described ways for young people to achieve academic and other goals through an integrated approach that blends “regular” and “after-school” programs, providing a balanced approach of supports and resources for youth and their families that keep young people in school, ready to benefit from good instruction. “It is important for us to be there before, during school, and after school,” said a state coordinator. “The kids need to know there is someone at the school they can talk to.”

### ***Developing Linkages to Learning***

Some interviewees warned that community school initiatives by themselves are not likely to improve academic achievement. They described a *complementary* relationship between classroom instruction and out-of-classroom experiences, with programs outside the classroom developing positive assets of young people, including physical and mental health, youth development, and positive relationships with peers and adults that help students enter the classroom each day ready to learn. One local leader recounted that a network of school-based Family Resource Centers lost funding because test scores did not improve in the schools where centers were located. His comment describes the dilemma from the point of view of many who work in community schools: programs outside the school day, as well as student and family support activities during the day, can improve youths’ attendance and readiness to participate in classroom activities. But most do not affect the internal operation of schools, including changes in the day-to-day work of teaching and learning that have the most direct impact on student achievement.

*A more integrated vision* of community schools encompasses changes in what happens for youth inside the school, as well as providing extra services, supports and opportunities to extend the learning experience. These learning experiences can include homework support and tutoring, but they also involve community service and service-learning, and youth development opportunities. This expanded vision blurs the boundaries between “regular” school programs and “out of school time” and extends curriculum and instruction into the community, employing real-life experiences and issues and utilizing service to the community as a vehicle for learning. When community resources extend and deepen learning experiences, students’ academic achievement becomes a significant and legitimate measure of the success of community schools.

### ***Aligning Learning Supports***

In some states, education leaders are leading efforts to provide supportive learning environments that supplement the push toward achieving content standards. By recognizing that a child’s educational performance is not solely a result of what goes on in the classroom, they seek to mobilize resources from the community to support broader developmental outcomes, including good health, healthy emotional development and development of personal and social skills. It is a challenge to fund these programs, since many funding sources are targeted toward achieving only narrow “categorical outcomes.” Broader initiatives require that states align programs and funding streams designed to achieve similar results.

Several interviewees described importance of ensuring that community schools provide family support, adult education, and quality early childhood education programs. Because of their location, community schools can provide convenient access to family supports in an environment that is not stigmatizing for families. Community schools can help break down the isolation that many families experience, provide activities that improve family functioning and self-sufficiency and deepen parent involvement in their children’s learning. They also can extend their focus to provide supports for younger children, including preventive health services, family literacy

programs, and quality early care and education to ensure that children are well prepared to enter school. “Look at outcomes early,” said a federal agency representative, “and give kids whatever it takes to keep them from failing.”

#### **A RESULTS FRAMEWORK IN MISSOURI**

- ◆ Parents are working;
- ◆ Children are safe in their families, and families are safe in their communities;
- ◆ Young children are ready to enter school;
- ◆ Children and youth are succeeding in school;
- ◆ Children and families are healthy;
- ◆ Youth are ready to enter the work force and to become productive citizens.

The *Caring Communities Program*, a community school strategy, provides funding for supports and opportunities to help reach these results in a growing number of schools across the state.

Many jurisdictions are beginning to develop frameworks of community-wide results for children, youth, families and the community, and define the roles of specific initiatives, such as community schools, in attaining those results. These jurisdictions measure progress toward key results that encompass multiple initiatives and disseminate “report cards” that show progress toward achieving those results. These “report cards” help communities think about the priority needs across the community, and move advocacy beyond specific “programs” no matter how popular they may be. Within a framework of community-wide results, many jurisdictions understand that working to improve outcomes for adults, especially family self-sufficiency and adult literacy, is a means of improving academic achievement for youth. In Missouri, state agencies work in partnership with local communities to improve six “core results.”

*Accountability for Results, Policy Recommendations*

- **Provide funding geared to results.** Local, state and federal governments, working within and across departments and disciplines, should identify the common goals they are seeking for children, youth, families and communities. Within these goals, local initiatives should define specific priority results for which they will be held accountable.
- **Link academic achievement with comprehensive development.** Funding should be designed to support results for children and youth in academic, social, youth development, career development and other related areas, and for the quality of life in communities.
- **Expect local accountability for results.** Funders should give priority for support to communities and schools that have developed systems for tracking and reporting their progress toward achieving results.
- **Build and disseminate the knowledge base.** Funders, policy makers, researchers and practitioners should promote efforts to expand research and disseminate information about the importance of comprehensive development, building youth and community assets, and interactions among academic, health and human services, youth development, community development, lifelong learning and related strategies.

### **III. Governance: What governance structures best support and sustain quality community schools?**

Governance refers to the policymaking, administrative, fiscal and operational systems necessary to run an enterprise in the public interest. Governance for community school initiatives often takes place at several levels, including the local school, the larger community (a jurisdiction such as a school district, city or county), and the state. Federal agencies often have a role in prescribing governance structures for federal initiatives.

#### ***At the School-Site Level***

Focusing at this level enables the community school to tap local assets and respond to local needs. The “real workings” of community schools governance take place at the school-site level and involve neighborhood residents, business, parents, and school staff, as well as community agency representatives. To bring people “to the table” of governance and keep them involved, these local initiatives need to be able to determine how some portion of the community schools budget is spent. “Volunteers get organized because they can make a difference,” said one local advocate.

Community-based “grassroots” initiatives often face significant challenges to developing and maintaining effective governance because they depend on individual commitment and connections. Local collaborative members have a greater stake in the success of an initiative when they have an organizational commitment and can bring some resources from their organizations. It is difficult to sustain a commitment to collaborative governance when members of the governance team do not have a financial or resource stake in the initiative.

#### ***At the School District, City or County Level***

In counties or municipalities, governance entities often develop results frameworks and keep track of indicators for local school-site governance groups, engage diverse constituencies, define options for funding and fiscal agent roles, mobilize resources and help build local capacity and public will. These broader governance structures involve youth, parents and neighborhood residents, with a wide array of stakeholders interested in the well being of youth.

Community governance entities support school-level governance. One countywide collaborative, for example developed a range options for formal and informal options for school-site governance. Each school-site could then develop a governance structure that ensured participating organizations a voice in decision-making, no matter which agency acted as fiscal agent.

Representatives of community-based organizations are often concerned when schools or school districts control funding for community school programs. For example, schools are the only eligible applicants for the 21<sup>st</sup> Century Community Learning Centers and Safe Schools, and the Healthy Students program, although both require evidence of partnerships and collaboration. With a strong governance structure, community governance groups can play a key role in managing and leveraging funding, and in ensuring that no entity assumes a dominant role in decision making solely because it is designated as the fiscal agent.

**LINC: A LOCAL GOVERNANCE ENTITY  
SUPPORTS COMMUNITY SCHOOLS**

In Kansas City, MO, the Local Investment Commission (LINC) has worked intensively with the community on a variety of initiatives, from welfare-to-work issues to reducing infant mortality. LINC also serves as the fiscal agent in Kansas City for Caring Communities, a state-funded community schools strategy operating in 16 Kansas City area schools. So when the Kansas City School District was forced to cut funds for Extended Day programs, LINC took a leadership role in identifying a solution to save the program.

The State Department of Social Services identified TANF child care funds that could provide core funding for after-school programs, and LINC agreed to oversee and manage the programs at 44 schools in the district. The school district (from Title I), federal nutrition programs and local funders also contributed. The new structure includes flexibility to operate different kinds of programming, run by different organizations according to the needs and interests of individual school communities. The Extended Day model provides for parent decision-making through Site Advisory Councils.

LINC is working with a local child development organization to provide professional development for all staff working in after-school programs. The organization continues to seek resources to “grow” the after school programs into full-scale community schools.

In some communities, coalitions are developing governance groups in which public schools play key roles, but do not dominate the group. One community hopes to focus on a broad set of issues for youth by creating a new legal entity that includes the school district, an institution of higher education with a strong emphasis on community service, and a community foundation. This new entity would focus on accountability and seek to ensure sustainable funding, without encroaching on the roles of school-site governance. In another community, a governance group acts as fiscal agent, receiving funds from the state and contracting with entities (including both schools and community-based organizations) to operate after-school programs. At the same time, this group is actively seeking resources to expand the after-school programs into a broader community schools initiative.

***At the State Level***

Some states are encouraging a more comprehensive community role in governance: these states are setting goals, developing frameworks of desired results, and helping local communities assess their progress in achieving those results. Some of these states also develop partnerships among state agencies and agreements that define the desired results and set up financing mechanisms to help communities achieve those results. In Missouri, seven state agencies have created a “pool” of funding with allocations to local community partnerships who design their local *Caring Communities* program to achieve the core results described above.

In the state of Washington, the Office of the Superintendent of Public Instruction is working to

align funds and requirements for eight separate programs that schools use to develop supportive learning environments for their students. The department hopes to develop a single application that districts will use for all programs, to encourage schools to work comprehensively with their communities and think about how their initiatives fit together.

In New Jersey, the school-based youth services program allows local stakeholders to decide who the eligible applicant will be rather than specifying a particular type of agency. California’s after-school and neighborhood partnerships program provides that any public agency may act as

**WHO SHOULD SERVE AS THE FISCAL AGENT FOR A COMMUNITY SCHOOL INITIATIVE?**

*The New Jersey School Based Youth Services Program Approach*

The Request for Proposals for expansion of the New Jersey School-Based Youth Services Program states: "To be eligible for a grant under this program, an applicant must represent a broad coalition of local voluntary and public agencies. The application must be jointly signed and submitted by the school district and one or more community or nonprofit agencies. The applicant should designate one of the aforementioned groups to serve as the managing agency for the proposed project. This entity must be an efficient and effective manager of services and have a credible reputation for service delivery."

fiscal agent, with the concurrence of the school district.

As state agencies shift their focus from process to results, they may *develop mechanisms to support local governance*, such as allocating funds through counties to local community governance groups. They are less likely to *prescribe the structures for local governance*, such as requiring specific composition and lead agency roles for local collaboratives. "When the goals become institutionalized, the structure will evolve," said one state official.

***At the Federal Level***

At the federal level, some new initiatives involve multiple federal agencies and recognize the importance of bringing communities together to ensure positive outcomes for youth. For example, the "Safe Schools, Healthy Students" initiative, supported by a pool of funds from the Office of

Juvenile Justice and Delinquency Prevention and the Community Oriented Policing Program (COPS) in the Department of Justice, the Center for Mental Health Services in the Department of Health and Human Services, and the Safe and Drug-Free Schools Program in the Department of Education, is designed to provide comprehensive supports for students, schools and communities, including: a safe school environment; alcohol and other drug and violence prevention and early intervention programs; school and community mental health preventive and treatment intervention services; early childhood social and emotional development programs; school reform; and safe school policies.

The "Safe Schools, Healthy Students" program does not require that communities form a new governance group. An administrator in an urban school district who had developed a collaborative relationship with the Mayor's office in his city to create a family resource network linked to schools was pleased to find this new federal initiative flexible enough to "fill in gaps and expand our efforts," rather than having to develop a new "project" and a separate collaborative structure for this particular grant program.

Other federal agencies have been able to "push the envelope" and develop broad prevention programs instead of directing all funding to respond to crises. The Division of Adolescent and School Health (DASH) of the Centers for Disease Control and Prevention, for example, supports comprehensive school health programs as a means of reducing high risk behaviors of youth, including HIV-AIDS transmission. These comprehensive school health programs are consistent with local governance, flexibility, and achievement of comprehensive outcomes.

As communities begin to plan and operate comprehensive approaches, it is essential to consider how they complement what is already going on at the school-site. All programs that operate in

schools or have linkages to schools must work together in a strategic way to ensure the best possible outcomes for youth.

*Governance, Policy Recommendations*

- **Use school-community teams at the site level to integrate resources and strategies.** Policy makers should encourage the use of school-community teams to plan and oversee community school activities. These teams, including school staff, community partners, students, families, neighborhood residents and others, have the task of integrating the resources of the school and community partners into a community school strategy.
- **Honor and encourage existing school-community governance arrangements.** Policy makers should make clear that where a community already has a collaborative governance arrangement in place that has demonstrated capacity to address specific results and that engages:
  - Families, youth, and citizens of the community;
  - Business, civic and religious leaders;
  - Key governmental entities including schools, municipalities and counties; and
  - Community-based organizationsit can serve as the governance group for new community school initiatives.
- **Support local decision-making.** Funders should provide sufficient discretion in spending for genuine decision making by partners in community governance groups and school-community site teams to address priority local needs.

#### **IV. Financing: How Can Funding for Community Schools Be Most Effective in Achieving Priority Outcomes?**

##### ***Core Funding***

Many community school initiatives that have been sustained over time rely on a primary source of ongoing funding that provides a significant portion of their operating costs and ensures some degree of stability to their sites. The sources of this *core funding* vary widely and include state or local government monies, foundation support, or, in some cases, resources redirected from existing funding streams and programs.

Operationally, this core funding can be defined as an amount sufficient to employ a full-time community school coordinator and support staff, provide key supports and opportunities and meet some facilities and utilities costs. This full-time coordinator is important to ensuring the quality of the initiative and managing the critical relationships with school staff. Several studies have demonstrated that sites that employ a skilled full-time coordinator are more effective than those that make other arrangements. With stable, competent leadership assured, site and community governance groups can turn their attention to obtaining resources to supplement the core support.

Some states and localities that initiate and sustain quality programs provide individual sites with about \$100,000 - \$250,000 per year in core support, with local collaboratives developing additional resources for implementation. Applying this “average” figure to a specific community is difficult, because there is great variation in school size and salary levels from one community to another. It is more meaningful to calculate the cost of community school programs relative to the school district’s per-pupil expenditures, and consider the value that community school initiatives add for youth, their families and communities.

Experience suggests that where core support is available, community schools can attract an array of funding sources and redirected services from various agencies to create a comprehensive community school strategy. There is presently no federal funding stream that provides core support for community schools. These initiatives receive funding from other sources, including categorical grants, foundation or corporate support, and contributions from participating organizations. When sufficient core support funds are available to communities on an ongoing basis, initiatives can attract and retain quality staff, set goals and track progress toward those goals, and use additional resources to supplement core support and achieve priority outcomes.

In contrast, initiatives funded by time-limited “seed money” grants are challenged to sustain themselves after the initial funding period expires. Continuing to operate these programs without core support is challenging, especially in the lowest income communities where local funding sources are least likely to be available. It is not uncommon for these programs to change their goals when initial grant funding expires in order to obtain new categorical grant funding and continue to operate in the community. As a consequence, these programs are frequently unable to demonstrate outcomes because they are consumed by the struggle to survive. In communities where multiple programs are attempting to sustain themselves after seed money disappears, core institutional funding is often insufficient to the challenge.

Beyond the funding for day-to-day activities of community schools, it is important to provide support for the infrastructure – including training and technical assistance, professional development, information management, and planning and evaluation activities. State and federal programs and initiatives that provide direct services frequently must be supplemented by other funding sources for these critical functions. It is critical to engage universities and private funders in building systems of supports for community schools.

### ***Providing Facilities for Community Schools***

Local partner institutions provide essential in-kind resources to sustain community schools. Although school facilities are an essential resource for the community, facilities issues frequently

**SACRAMENTO, CA: A SCHOOL DISTRICT/MUNICIPAL APPROACH:**  
*Expanding Community Access*

In Sacramento, CA the school district and municipal government have developed a close working relationship, including a shared approach to improving community access to public facilities. The documents describing the approach states that, “As the City continues to seek new ways to support and strengthen neighborhoods and as the Sacramento Unified School District seeks ways to involve community and parents in partnerships to improve academic outcomes for children, a logical next step in the partnership is community access: the shared use of public facilities to maximize their use and benefit to the community.” The pilot project seeks to provide activities at public sites based on community interests and needs, instead of filling buildings on a first-come, first-served basis.

are a source of tension among partners. In some communities, school districts and municipalities are recognizing that turf issues regarding facilities limit their effectiveness in serving communities. In Sacramento, CA and Multnomah County, OR, school districts and municipal governments, have worked together to develop joint use agreements that guarantee that each agency can use the other’s facilities for programs such as community schools that benefit the whole community.

There is a growing recognition that many public schools are struggling to improve results for students without providing safe, uncrowded, updated settings as a context for learning. Across the nation, school districts, states, and the federal government are undertaking initiatives to construct new school facilities, and to expand and modernize existing ones. It is essential that educational agencies take the opportunity to think about the broadest and best uses of these assets in the communities they are designed to serve.

### ***Using Existing Resources***

Organizations that support community schools also must rethink the way they use their current funding and staff. Too frequently, staff of the “regular” school and community school staff perform similar functions for the same group of youth, without considering how their work is related or connecting youth to the resources they need. In one large urban area, the school district has made a commitment to review all funding for after-school programs and reallocate funds to programs that are most effective in improving outcomes for youth. Schools should review the functions of school nurses, counselors, social workers, psychologists and other

support staff to determine how working through a community school strategy can add value to their work. Other community partners should undertake similar reviews.

### ***Other State and Federal Funding for Community Schools***

In addition to ongoing sources of core support, community school initiatives need state and federal governments to provide maximum flexibility for communities in the way they use funds from the many small programs that come from public agencies. “We need to overcome the categorical mindset and spend the money differently,” said one state official. “It’s not our job to micromanage the little pots.” Additional local flexibility in funding can be obtained by linking programs designed to achieve similar goals for similar populations. One state is working to pool funding sources that are available to local school districts for “supportive environments” and allow the districts to submit a single application for funding to support a continuum of efforts from prevention to conflict resolution. The state expects that schools will work with community members to develop additional resources so that youth can have access to sufficient and appropriate supports.

Although the federal government does not provide a dedicated funding stream to support community schools, any federal program seeking better outcomes for youth and their families can be a “community school” funding source. For example, the new Promoting Safe and Stable Families Program funds family support centers in schools; the Center for Substance Abuse Prevention funds prevention education programs in schools and after-school activities to help youth avoid drugs after school; the Centers for Disease Control funds comprehensive school health programs; Justice Department programs such as Weed and Seed of the Juvenile Justice block grant and others finance the use of schools as sanctuaries; and the Corporation for National Service funds service learning and community service programs. Some localities and states have been successful in using administrative funds from federal child welfare and Medicaid programs. Temporary Assistance for Needy Families (TANF) funds serve as a source of support for after-school programs. The Department of Agriculture finances meals and snacks. Some community school programs have been able to use Community Development Block Grant (CDBG) funds from the Department of Housing and Urban Development to support portions of their facilities and program costs.

But many local community schools initiatives still find it difficult to access federal funds, because state and local agencies have established other mechanisms for operating these programs in communities. Local jurisdictions that aim to create a community schools strategy should review the ways that federal funds are currently being spent to determine whether community schools present an opportunity for using those funds more effectively.

In addition, at least two recently initiated programs such as the 21<sup>st</sup> Century Community Learning Centers (for which President requested \$600 million in the FY2000 budget) and Safe Schools Healthy Students are key building blocks for community school activities. But these competitive grant programs, both of which designate the schools as fiscal agent, are time-limited, and neither provides a sustained source of core funding necessary for a comprehensive community school strategy.

Some community school initiatives are being developed to serve children who are eligible for

subsidized child care through the Child Care and Development Block Grant (CCDBG) program. These resources can be considerable, especially in low income communities where many parents are seeking to re-enter the work force. Community school initiatives that seek to make use of this funding stream must usually meet state requirements for licensing as child care facilities.

State funding for after-school programs is increasing, and this funding can be a significant “building block” for community school initiatives. Several states have developed statewide funding strategies that can provide core support for community schools, including pooled funding from state agency budgets (MO), allocations to counties for delinquency prevention (OR), and funding to municipalities for Youth Bureaus (NY).

### ***Financing, Policy Recommendations***

- **Provide stable funding sources.** Federal, state and local governments should provide the ongoing, sufficient sources of core funding that are critical to developing and sustaining successful community school strategies. Programs that provide time-limited “seed money” for new initiatives frequently cannot be sustained long enough to demonstrate improved results for children, youth, families and communities.
- **Allow communities to determine the most appropriate fiscal agent for community schools.** Communities should be able to select a public or private agency or organization with appropriate expertise and demonstrated capacity to manage public and private funds for programs operating in a community school context.
- **Improve coordination of funding streams.** Federal, state and local policy makers should work to improve the coordination of existing funding streams supporting community schools (e.g., by creating pools of funds among various agencies administering these funds and through formal interagency agreements).
- **Direct existing resources to community schools.** School boards, local and state governments and private funders such as United Ways should find ways to direct existing funding and services toward community school strategies.
- **Build the infrastructure for community schools.** A portion of funding for community schools should be directed toward building infrastructure. Elements of the infrastructure include systems to track and report results, capacity-building and technical assistance, professional development, licensing to meet specific program requirements, program coordination, and planning and evaluation activities.
- **Fund community school facilities.** As communities build and rehabilitate schools, they should fund and design buildings that can serve as safe and enriching centers of the community. Cooperation among school boards, cities, counties, library systems, health and human services entities, urban redevelopment authorities, public safety agencies, recreation and parks departments and other entities responsible for constructing public facilities is essential to providing adequate funding for community schools.
- **Negotiate joint-use arrangements.** School boards, units of local government and other authorities should work together to find ways to finance the continuing use and multiple functions of these community facilities.

## V. Staffing and Professional Development: How can community schools find and develop staff to serve youth well?

Community schools require skilled, caring, consistent staff at all levels, from those who work with youth every day to those who work across entities and jurisdictions in the community. At every site, the director works with youth, families, site and school staff, and a host of individuals and groups in the community. “We grossly underestimate the skill level it takes to make this

### THE PITON FOUNDATION: A LOCAL CAPACITY-BUILDING ORGANIZATION

As a component of its Beacon Schools replication effort, the DeWitt Wallace Reader’s Digest Foundation funded an intermediary organization in each city where this community schools model was being replicated. In Denver, that organization is The Piton Foundation, a nonprofit organization with a long history of community-building efforts. Terri Bailey, a Piton Foundation staff member, explains it this way: “Setting up these programs is enormously difficult – you need someone on your side.” Piton staff worked with the sites to build on their strengths and to share the learning across the group. “In the beginning,” she said, “it was mostly about being a friend,” listening to site staff, and helping them think through what they needed to do. Piton helped individual site coordinators become a support group for each other, and helped them negotiate new relationships with their schools, their communities, and the young people they serve. After three years, the sites have taken on these functions themselves – and Piton is working with them on a transition plan for sustainability and supporting continuing staff and professional development.

work,” said the executive director of a county collaborative. “If you begin with a good implementer, and add problem-solving, mediation, negotiation, political, community organizing skills – it is a very sophisticated set of skills.”

The need to expand skills among community schools staff is not limited to coordinators. Many initiatives find that their greatest need is recruiting, developing, and retaining staff who can support young people. “First of all, we need people who like kids, believe in them, and have a sense of humor,” said a federal program official. Because traditional “staff development” tends to be specific to each profession or discipline, community schools need to find ways to build a positive, coherent approach that unites all staff. As states and localities move to expand services and supports for youth, it is not realistic to expect sites alone to provide quality professional development for community schools.

### *Strengthening Staff Capacity for Community Schools*

A number of communities are working to organize and finance capacity building organizations that can support community school strategies and essential professional development. The Beacons initiative in New York City and in adaptation sites across the country uses such local organizations. In one large urban area, a local operating foundation supports professional development for all those who work in an after-school program, including teachers.

Many communities are initiating efforts to build the youth development field. In one community, a community-wide consortium provides systematic professional development and certification for youth development workers. The school system has agreed to give teachers who participate in the program the same credit for professional development that they would get for completing teacher-education courses. But support for building the field comes most frequently from private

foundations and United Way organizations -- rarely from public agencies.

Top-level staff also must assume new roles in developing and supporting community schools. As communities marshal resources from all sectors, these executives need to be able to move from their agency-specific “comfort zone” into new roles, and to think across agencies about issues and solutions. One state education leader will work with local superintendents to help them see their role as community leaders as well as school leaders.

### *Staffing and Professional Development, Policy Recommendations*

- **Manage the school-community relationship.** Schools and community partners should work together to manage the school and community relationship. Effective management by a full-time coordinator can ensure that services provided by community schools can operate effectively, and that most school personnel are able to focus their energies on improving teaching and learning for all students.
- **Strengthen pre-service and in-service development.** Institutions of higher education, including community colleges, that train teachers and school administrators, health and human services professionals, youth workers and other youth-serving professionals should be encouraged to include community schools concepts and competencies in their respective curricula.
- **Support inter-professional initiatives for personnel working in community school initiatives.** New federal and state funds for community schools should include resources for professional development to ensure that efforts to improve results for children, youth, families and communities are of high quality. Institutions of higher education should design and operate initiatives designed to build awareness and understanding of the multiple approaches (including education, youth development, family support, health and human services and community development) used in community schools.
- **Create and sustain capacity-building organizations.** At the local and state levels, capacity-building organizations are valuable in supporting and strengthening the work of community schools initiatives. These groups can carry out various professional development activities and support the infrastructure needed to sustain systems of community schools.
- **Link existing targeted technical assistance efforts.** When federal and state programs provide resources for professional development for specific categorical programs or initiatives, they should create common banks of professional development resources available to communities, blending professional development funding from existing programs to provide support for community schools.
- **Build, support, and strengthen the field.** Policy makers should provide career ladder incentives, benefits and adequate pay to attract and retain quality staff in community schools.

## **VI. Family, Youth and Community Involvement: How can community schools develop mutually beneficial relationships with families, youth and other members of the community?**

Community school initiatives are challenged to engage families and community members in improving outcomes for their youth. Some families are engaged in a struggle for economic survival in communities where affordable housing is difficult to find; some have had negative experiences with schools and other public agencies and avoid contact that may repeat the experiences; some may have language barriers to engaging English-speaking staff; while some may have different cultural expectations for those in professional roles. Whatever the reason, there is a persistent distance between families and the institutions that are expected to serve them. In many communities, traditional “parent involvement” initiatives have not been able to reduce the distance.

Community schools initiatives begin by working with families on issues that concern them: finding a safe passage for their children to walk to school; ensuring their children’s health; listening to parents’ concern about their children’s education and helping their children to be successful in school. In some instances, they help parents organize to have a stronger voice in the school. These initiatives build on families’ assets engaging parents to reach out to neighbors, share skills and build a network of support. In more affluent communities, community schools initiatives increase the sense of connection and identification with the public schools among parents and community residents.

Youth involvement is integral to deepening the community’s role in the planning, design and evaluation of a community school. In one community, youth played a strong role in discussing how to strengthen academic outcomes by building assets for youth. Youth also have important roles to play on governance groups at the school-site and community levels. Their participation in communities and schools demonstrates their capacity as natural assets and resources to our society.

People who live and work in the areas surrounding schools are also important to community school efforts: retired citizens, religious leaders, block clubs and garden clubs, civic organizations concerned with safety, culture and other aspects of community life, and other individuals and groups indigenous to local communities. They all play a role in bringing the community into the school, and engaging them in public education.

*Family, Youth and Community Involvement, Policy Recommendations*

- **Strongly promote family, youth and local citizen involvement.** Policy makers should strongly promote the involvement of families, youth, and local citizens as equal partners with other stakeholders in the planning and oversight of community school initiatives.
- **Provide resources to enhance the participation of youth, families and other members of the community.** Community school initiatives require support for youth, family and resident leadership development. Resources for training, staffing and intensive outreach are also necessary to do the job.
- **Provide flexible resources for supports and opportunities to engage families.** Funders should provide sources of funding that are flexible enough for staff, families and community members to work together to develop affordable, cost-effective responses to family and community needs.

**A FINAL NOTE**

At their best, community schools are much more than “another program” at a school: they bring the community together for children, youth and families. To accomplish this will take much more than isolated policy initiatives. It will require building the public will in communities across the United States.

## APPENDIX A: POLICY RECOMMENDATIONS

### UNIVERSALITY & EQUITY

---

- **Make community schools accessible to all.** Community schools are an important resource and should be available and accessible to strengthen *all* children, youth, families and communities across America.
- **Align resources with needs.** In allocating funds, policy makers, both public and private, should provide more intensive resources to high poverty schools and communities where the need is greatest.
- **Develop systems of community schools.** Local communities should bring together all stakeholders to seek and allocate resources to move beyond single-school models toward large-scale systems of community schools.

### ACCOUNTABILITY FOR RESULTS

---

- **Provide funding geared to results.** Local, state and federal governments, working within and across departments and disciplines, should identify the common goals they are seeking for children, youth, families and communities. Within these goals, local initiatives should define specific priority results for which they will be held accountable.
- **Link academic achievement with comprehensive development.** Funding should be designed to support results for children and youth in academic, social, youth development, career development and other related areas, and for the quality of life in communities.
- **Expect local accountability for results.** Funders should give priority for support to communities and schools that have developed systems for tracking and reporting their progress toward achieving results.
- **Build and disseminate the knowledge base.** Funders, policy makers, researchers and practitioners should promote efforts to expand research and disseminate information about the importance of comprehensive development, building youth and community assets, and interactions among academic, health and human services, youth development, community development, lifelong learning and related strategies.

### GOVERNANCE

---

- **Use school-community teams at the site level to integrate resources and strategies.** Policy makers should encourage the use of school-community teams to plan and oversee community school activities. These teams, including school staff, community partners, students, families, neighborhood residents and others, have the task of integrating the resources of the

school and community partners into a community school strategy.

▪ **Honor and encourage existing school-community governance arrangements.** Policy makers should make clear that where a community already has a collaborative governance arrangement in place that has demonstrated capacity to address specific results and that engages:

- Families, youth, and citizens of the community;
- Business, civic and religious leaders;
- Key governmental entities including schools, municipalities and counties; and
- Community-based organizations

it can serve as the governance group for new community school initiatives.

▪ **Support local decision-making.** Funders should provide sufficient discretion in spending for genuine decision making by partners in community governance groups and school-community site teams to address priority local needs.

## FINANCING

---

▪ **Provide stable funding sources.** Federal, state and local governments should provide the ongoing, sufficient sources of core funding that are critical to developing and sustaining successful community school strategies. Programs that provide time-limited “seed money” for new initiatives frequently cannot be sustained long enough to demonstrate improved results for children, youth, families and communities.

▪ **Allow communities to determine the most appropriate fiscal agent for community schools.** Communities should be able to select a public or private agency or organization with appropriate expertise and demonstrated capacity to manage public and private funds for programs operating in a community school context.

▪ **Improve coordination of funding streams.** Federal, state and local policy makers should work to improve the coordination of existing funding streams supporting community schools (e.g., by creating pools of funds among various agencies administering these funds and through formal interagency agreements).

▪ **Direct existing resources to community schools.** School boards, local and state governments and private funders such as United Ways should find ways to direct existing funding and services toward community school strategies.

▪ **Build the infrastructure for community schools.** A portion of funding for community schools should be directed toward building infrastructure. Elements of the infrastructure include systems to track and report results, capacity-building and technical assistance, professional

development, licensing to meet specific program requirements, program coordination, and planning and evaluation activities.

- **Fund community school facilities.** As communities build and rehabilitate schools, they should fund and design buildings that can serve as safe and enriching centers of the community. Cooperation among school boards, cities, counties, library systems, health and human services entities, urban redevelopment authorities, public safety agencies, recreation and parks departments and other entities responsible for constructing public facilities is essential to providing adequate funding for community schools.
- **Negotiate joint-use arrangements.** School boards, units of local government and other authorities should work together to find ways to finance the continuing use and multiple functions of these community facilities.

#### STAFFING/PROFESSIONAL DEVELOPMENT

---

- **Manage the school-community relationship.** Schools and community partners should work together to manage the school and community relationship. Effective management by a full-time coordinator can ensure that services provided by community schools can operate effectively, and that most school personnel are able to focus their energies on improving teaching and learning for all students.
- **Strengthen pre-service and in-service development.** Institutions of higher education, including community colleges, that train teachers and school administrators, health and human services professionals, youth workers and other youth-serving professionals should be encouraged to include community schools concepts and competencies in their respective curricula.
- **Support inter-professional initiatives for personnel working in community school initiatives.** New federal and state funds for community schools should include resources for professional development to ensure that efforts to improve results for children, youth, families and communities are of high quality. Institutions of higher education should design and operate initiatives designed to build awareness and understanding of the multiple approaches (including education, youth development, family support, health and human services and community development) used in community schools.
- **Create and sustain capacity-building organizations.** At the local and state levels, capacity-building organizations are valuable in supporting and strengthening the work of community schools initiatives. These groups can carry out various professional development activities and support the infrastructure needed to sustain systems of community schools.
- **Link existing targeted technical assistance efforts.** When federal and state programs provide resources for professional development for specific categorical programs or initiatives, they should create common banks of professional development resources available to communities, blending professional development funding from existing programs to provide

support for community schools.

- **Build, support and strengthen the field.** Policy makers should provide career ladder incentives, benefits and adequate pay to attract and retain quality staff in community schools.

#### **FAMILY, YOUTH & COMMUNITY INVOLVEMENT**

---

- **Strongly promote family, youth and local citizen involvement.** Policy makers should strongly promote the involvement of families, youth, and local citizens as equal partners with other stakeholders in the planning and oversight of community school initiatives.
- **Provide resources to enhance the participation of youth, families and other members of the community.** Community school initiatives require support for youth, family and resident leadership development. Resources for training, staffing and intensive outreach are also necessary to do the job.
- **Provide flexible resources for supports and opportunities to engage families.** Funders should provide sources of funding that are flexible enough for staff, families and community members to work together to develop affordable, cost-effective responses to family and community needs.

## APPENDIX B: COALITION FOR COMMUNITY SCHOOLS PARTNERS, APRIL 2000

### COMMUNITY DEVELOPMENT

- ◆ Center for Community Change
- ◆ Cross Cities Campaign for Urban School Reform
- ◆ Development Training Institute
- ◆ National Child Labor Committee
- ◆ National Community Building Network
- ◆ National Congress for Community Economic Development
- ◆ National Council of La Raza
- ◆ National Urban League
- ◆ Police Executive Research Forum

### EDUCATION

- ◆ American Association of School Administrators
- ◆ American Federation of Teachers
- ◆ American School Counselor Association
- ◆ Association for Supervision and Curriculum Development
- ◆ Center for Community Partnerships, University of Pennsylvania
- ◆ Collaborative for Integrated School Services, Harvard University Graduate School of Education
- ◆ Council of Chief State School Officers
- ◆ The Educational Alliance
- ◆ National Association of Elementary School Principals
- ◆ National Association of Partners in Education
- ◆ National Association of Secondary School Principals
- ◆ National Association of State Boards of Education
- ◆ National Coalition for Parent Involvement in Education
- ◆ National Community Education Association
- ◆ National Education Association
- ◆ National School Boards Association
- ◆ New Visions for Public Schools, NY
- ◆ Pacific Oaks College, CA

- ◆ Public Education Network
- ◆ Council of the Great City Schools\*
- ◆ Learning First Alliance\*

### FAMILY SUPPORT

- ◆ Alliance for Children and Families
- ◆ Center for Mental Health in Schools
- ◆ Child Welfare League of America
- ◆ Children's Aid Society, NY
- ◆ Family Resource Coalition of America
- ◆ National Assembly on School-Based Health Care
- ◆ National Association of School Psychologists
- ◆ National Mental Health Association
- ◆ United Way of America
- ◆ Yale University Bush Center for Child Development and Social Policy
- ◆ American Public Human Services Association\*

### GOVERNMENT

#### Local and State Government

- ◆ National League of Cities
- ◆ National Association of Counties\*
- ◆ National Conference of State Legislatures\*
- ◆ National Governors' Association\*

#### Federal Government

- ◆ Corporation for National Service
  - Learn and Serve America
- ◆ U.S. Department of Education
  - National Institute on Educational Governance, Finance, Policy-Making and Management
  - National School-to-Work Office
  - Office of Education, Research and Improvement
  - Office of Elementary and Secondary Education
  - Office of the Secretary
  - Office of Special Education

- Programs
  - Safe and Drug-Free Schools Program
- ◆ U.S. Department of Health and Human Services
  - Administration for Children and Families
  - Centers for Disease Control and Prevention
  - Maternal and Child Health Bureau, Office of Adolescent Health
  - Office of the Assistant Secretary for Planning and Evaluation
  - Substance Abuse and Mental Health Services Administration
- ◆ U.S. Department of Housing and Urban Development
  - Office of University Partnerships
- ◆ U.S. Department of Justice
  - Office of Juvenile Justice and Delinquency Prevention
- LOCAL COMMUNITY SCHOOL NETWORKS**
  - ◆ Achievement Plus Community Learning Centers, St. Paul, MN
  - ◆ Alliance for Families & Children, Hennepin, MN
  - ◆ Apple Tree Institute, Washington, DC
  - ◆ Bates College/Lewiston Public Schools, ME
  - ◆ Birmingham Public Schools, AL
  - ◆ Boston College/Allston-Brighton (Boston Public Schools) Partnership
  - ◆ Boston Excels, MA
  - ◆ Bridges to the Future, Flint, MI
  - ◆ Bridges to Success, Indianapolis, IN
  - ◆ Bridges to Success, Greensboro, NC
  - ◆ Chatham-Savannah Youth Futures Authority, GA
  - ◆ Clark Atlanta University/Atlanta Public Schools, GA
  - ◆ Community Agencies Corporation of New Jersey
  - ◆ Community College of Aurora/Aurora Public Schools, CO
  - ◆ Community-School Connections, NY
  - ◆ Denver Beacon Neighborhood Centers, CO
  - ◆ Doors to the Future, United Way of Southeastern Pennsylvania, Philadelphia, PA
  - ◆ Jacksonville Partnership for Children, FL
  - ◆ KidsCAN!, Mesa, AZ
  - ◆ Local Investment Commission, Kansas City, MO
  - ◆ Minneapolis Beacons Project, MN
  - ◆ New Paradigm Partners, Turtle Lake, WI
  - ◆ Positive Youth Development Initiative, Jacksonville, FL
  - ◆ Rockland 21<sup>st</sup> Century Collaborative for Children and Youth, NY
  - ◆ School Linked Services, Inc., Kansas City, KS
  - ◆ St. Louis Park Schools, MN
  - ◆ St. Louis Public Schools, Office of Community Education, MO
  - ◆ Schools Uniting Neighborhoods (SUN), Portland, OR
  - ◆ United Way of Greater High Point, NC
  - ◆ United Way of Southeastern New England, RI
  - ◆ University of Alabama-Birmingham/Birmingham Public Schools, AL
  - ◆ University of Dayton/Dayton Public Schools, OH
  - ◆ University of Denver/Denver Public Schools, CO
  - ◆ University of Kentucky/Lexington Public Schools, KY
  - ◆ University of New Mexico/United South Broadway/Albuquerque Public Schools, NM
  - ◆ University of Rhode Island/Pawtucket Public Schools, RI
  - ◆ West Philadelphia Improvement Corps (WEPIC), PA

**NATIONAL COMMUNITY SCHOOL NETWORKS**

- ◆ Communities in Schools
- ◆ Education Development Center
- ◆ Institute for Responsive Education
- ◆ National Center for Community Education
- ◆ National Center for Schools and Communities
- ◆ Schools of the 21<sup>st</sup> Century
- ◆ WEPIC Replication Project – University of Pennsylvania

**POLICY AND ADVOCACY**

- ◆ Children’s Defense Fund
- ◆ Joy Dryfoos, Independent Researcher
- ◆ The Finance Project

**PHILANTHROPY**

- ◆ Charles Stewart Mott Foundation
- ◆ Coalition of Community Foundations for Youth
- ◆ DeWitt Wallace-Reader’s Digest Fund
- ◆ Ewing Marion Kauffman Foundation
- ◆ Polk Bros. Foundation
- ◆ The After-School Corporation, NY
- ◆ Carnegie Corporation\*

**STATE ENTITIES**

- ◆ California Department of Education
- ◆ California Healthy Start Field Office, California Center for Community-School Partnerships
- ◆ Child and Family Policy Center, IA
- ◆ Colorado Foundation for Families & Children
- ◆ Foundation Consortium, CA
- ◆ Illinois Community School Partnership

- ◆ Nebraska Children and Families Foundation
- ◆ New Jersey School-Based Youth Services/Department of Human Services
- ◆ Office of Family Resource and Youth Services, KY
- ◆ Tennessee Consortium for Full-Service Schools
- ◆ Washington State Readiness-to-Learn Initiative

**YOUTH DEVELOPMENT**

- ◆ Academy for Educational Development
- ◆ America’s Promise
- ◆ American Youth Policy Forum
- ◆ Association of New York State Youth Bureaus
- ◆ Big Brothers, Big Sisters
- ◆ Boys and Girls Clubs of America
- ◆ Camp Fire Boys and Girls
- ◆ Center for Youth Development and Policy Research
- ◆ Developmental Studies Center
- ◆ Foundations, Inc.
- ◆ Fund for the City of New York
- ◆ Girls, Inc.
- ◆ International Youth Foundation
- ◆ National Collaboration for Youth
- ◆ National Institute on Out-of-School Time
- ◆ National School-Age Care Alliance
- ◆ National Youth Employment Coalition
- ◆ YMCA of the USA

\*Not yet a formal partner



*FOR MORE INFORMATION*

Every person, organization and institution has a part to play in creating and sustaining community schools. To find out more about the Coalition and how we can work together, please contact:

Martin J. Blank, Staff Director  
Coalition for Community Schools  
c/o Institute for Educational Leadership  
1001 Connecticut Avenue, NW, Suite 310  
Washington, DC 20036  
Telephone: 202 822 8405  
Fax: 202 872 4050  
E-mail: [blankm@iel.org](mailto:blankm@iel.org)  
[www.communityschools.org](http://www.communityschools.org)

