



Aligning Community Schools with Other Place-Based Initiatives

West Coast Collaborative

washington • oregon • california

building community schools, together



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OBJECTIVES FOR THIS WEBINAR

- Articulate position on community schools as:
 - An proven place-based strategy in and of itself
 - A complementary and effective implementation vehicle for other place-based initiatives
- Hear perspectives on alignment from colleagues outside the community school field
- Identify key messages and strategies for aligning in your community



COLLABORATION FORMED FROM SHARED EXPERIENCES

- The West Coast Collaborative: Who We Are
- Scope of Collaborative
 - Thought leadership
 - Landscape Alignment
 - Systemic Sustainability
 - Practical Assets
 - Methods for sharing what we learn and have with others: SUN Technical Assistance Center



LOCAL CONDITIONS & LANDSCAPE

- Community Schools Collaboration
- SUN Community Schools
- Los Angeles Education Partnership

OUR CONSIDERATIONS

- Look at the synergies between community schools and new or emerging education trends and reform strategies, such as Cradle to Career/P-20, Promise Neighborhoods and SIG
- Consider how we advance local and national conversations about the value and place of community schools with these initiatives.



TYPES OF PLACE BASED INITIATIVES

- Community Schools
- School Reform
- Promise & Choice Neighborhoods
- Cradle to Career
 - Strive
 - P-20
 - Mayor and Governor's Children's Cabinets



LEVELS OF IMPLEMENTATION





CS ALIGNMENT WITH OTHER PLACE-BASED INITIATIVES

- Schools are at center of all the initiatives – CS are the one strategy that is both school-based and cross-sector by definition
- CS are an effective model for implementing the plans and strategies of other initiatives
- The CS strategy contains all the key aspects of other place-based initiatives



CS STRUCTURE & APPROACH COMMONALITIES

(Part 1 of 2)

- Shared vision & goals
- Data driven
- Weave together multiple services & programs in a place
- Align resources with each other & focus them on specific needs



CS STRUCTURE & APPROACH COMMONALITIES

(Part 2 of 2)

- **Maintain relationships with families & communities**
- **Address continuum of solutions or cradle to career pipeline**
- **Provide framework for collaboration and meaningful participation**
- **Focus on education as key lever of change**



UNIQUE STRENGTHS & OPPORTUNITIES COMMUNITY SCHOOLS OFFER:

- An approach that complements and enhances other efforts.
- Deeply rooted relationships and trust of the community.
- Ability to work inclusively with a range of new programs and initiatives.
- Demonstrated and sustained success in integrating services.
- Effective implementation strategy for others.



PERSPECTIVES & LESSONS FROM THE FIELD

- **Los Angeles Education Partnership: Los Angeles, CA**
- **Community Schools Collaboration: South King Co, WA**
- **Other Initiatives: Providence, RI & other examples**

Where are you positioned now in relation to other initiatives?

What was key in getting you where you are?

What key messages were important?



LOS ANGELES EDUCATION PARTNERSHIP

School & community transformation from the outside-in and inside-out

The community school strategy is effective for:

- Aligning and engaging disparate stakeholders for internal and/or external change
- Facilitating authentic participation and sustainability
- Mobilizing resources for internal and external change



COMMUNITY SCHOOLS COLLABORATION

The Road Map Project:

- Elevate the community school work in order to infuse the community and parent voice at all levels:
 - relationships with families and the community leveraged support for place-based initiatives.
- Engaging in data-driven collaborations help prioritize critical data indicators

White Center Promise:

- Don't let politics derail the good work already in place
- Navigating relationships are essential to partnership; don't succumb to "coopetition"



PROVIDENCE, R.I.

Rebecca Boxx—Mayor's Children & Youth Cabinet

- Show up at the table – attend to strategy and positioning
- The relationship between community schools and broader place-based work is reciprocal – not either/or
- Clearly articulate the connection of community schools to each audience – identify the right vocabulary
- Make connections for folks – don't wait for them to see them

OTHER EXAMPLES



POLICYLINK & PROMISE NEIGHBORHOODS

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PROMISE NEIGHBORHOODS: A Place and a Strategy

A Place:

- A geographic area that is distressed
- Often facing inadequate access to high-quality early learning programs, services, and schools
- Low high-school and college graduation rates
- High rates of unemployment and crime
- Indicators of poor health.



PROMISE NEIGHBORHOODS: A Place and a Strategy

A Strategy:

- Addresses the issues in distressed communities.
- Led by organizations that work to ensure that all children and youth in the target geographic area have access to the continuum of solutions needed to graduate from high school & be college and career ready.
- Organizations ensure a high level of participation in high quality cradle-to-career supports for children and youth, so that a greater proportion of the neighborhood is served
- Neighborhood indicators show children making significant progress over time.



GUIDING PRINCIPLES

- Serve an entire neighborhood comprehensively and at scale.
- Create a comprehensive pipeline of effective programs for children from birth through college graduation, and wrap that pipeline in supports for families.
- Build community among residents, institutions, and stakeholders who help to create the environment necessary for a child's healthy development.
- Evaluate program outcomes and create a data feedback loop to help management improve and refine program offerings.
- Cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.



COMMON RESULTS

Community Schools

- Children are ready to enter school;
- Students attend school consistently;
- Students are actively involved in learning and their community;
- Families are increasingly involved with their children's education;
- Schools are engaged with families and communities;
- Students succeed academically;
- Students are healthy - physically, socially, and emotionally;
- Students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

Promise Neighborhoods

- Children enter kindergarten ready to succeed in school
- Students are proficient in core academic subjects
- Students successfully transition from middle school to high school
- Youth graduate from high school
- High school graduates obtain a postsecondary degree or credential
- Students are healthy
- Students feel safe at school and in their community
- Students live in stable communities
- Families and community members support learning in PN schools
- Students have access to 21st century learning tools



PROMISE NEIGHBORHOOD INDICATORS (selected)

1. % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined in this notice) as determined using developmentally appropriate early learning measures.
2. % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).
3. % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.
4. % of children who consume five or more servings of fruits and vegetables daily.

For a full list of indicators: <http://www.promiseneighborhoodsinstitute.org>



BOTH EFFORTS SUPPORTING STRONG SCHOOLS, STRONG COMMUNITIES AND SUCCESSFUL STUDENTS

- Community Schools – School and Community
- Promise Neighborhoods – School, Community, and Neighborhood Cradle to Career

Major Point of Differentiation:

- Scale and the time frame for scaling



THE OPPORTUNITY WITH PROMISE NEIGHBORHOODS...

- Strong Focus on Results
- Further Integration of Local Resources
- Flexible Funding
- Sizeable Grants (\$500,000 for planning and up to \$5 million for implementation)
- Long-term Funding (Up to Five Years)
- National Support Through the Promise Neighborhoods Institute at PolicyLink



OUR FINAL CONCLUSION...

Community Schools are both a place-based strategy themselves, as well as an effective implementation vehicle for other place-based strategies.



KEY MESSAGES

- CS create Collective Impact at the neighborhood level
- CS strategy is a strong foundation to build from
- Schools are central to all place-based educational initiatives – and CS are an effective model for implementing at the school level
- CS are flexible and able to align with other initiatives
- CS structure is able to see ground level gaps and mobilize partners to address them
- Broader place-based initiatives focus on planning and alignment – CS offer an implementation strategy



WE WILL RESPOND TO QUESTIONS FROM THE CHAT BOX

- If you haven't added your question, please do so now
- If you want to hear from a particular presenter, please indicate so in your question
- We have grouped questions into like categories
- Contact us if we don't get to your question today



COMING SOON:

Community Schools and Other Place-Based Initiatives: Aligning Strategies for Educational Success

- Describes landscape of place-based initiatives
- Articulates role of community schools
- Shares local experiences from WCC partners in navigating the landscape and aligning
- Makes case for community schools as effective implementation strategy for any place-based initiative



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West Coast Collaborative

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SUN Community Schools Technical Assistance

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(web addresses are case sensitive)