Please review the entire workshop RFP before you begin this application.
SECTION 1: BACKGROUND AND APPLICATION GUIDANCE
Conference Theme and Overview

In April 2016, the Coalition for Community Schools, together with the Albuquerque/Bernalillo Community Schools Partnership, will convene diverse stakeholders dedicated to better results for young people across the nation. Our National Forum happens at a time when the challenges facing public education seem insurmountable. Over half of America’s schoolchildren are now poor, there is deepening concern about the future of children of color, and inequities in our society are more apparent than ever.

This year’s theme, Rising Together – Learning across Family, School, and Community, makes explicit that only by working together and focusing on learning will all children thrive. It recognizes the rapid growth of community schools – schools with deep, results-focused relationships with community partners.

New Mexico, our 2016 National Forum state, is known for its hot air balloon festivals. Myriad balloons elevate people from all walks of life to great heights. “Rising together” captures that spirit of partnership and accomplishment. It reflects the ways in which community members, families, youth, educators, organizers, policymakers, higher education and faith-based institutions, and other community partners are lifting up community schools as a transformative education reform strategy.

“Learning” highlights the most critical element of a community school: enabling children and youth to develop the cognitive, social, emotional, physical, civic, and ethical capacities to thrive. It underscores how everything that happens in a community school – whether directly with students or with their families and the community – is designed to enhance student learning and development.

This Forum is an occasion for leaders, administrators and practitioners to show their creativity in leveraging partnerships that help children and families elevate their learning. It will demonstrate how school, family, and community partners are working together to:

- Offer essential health, social supports, and services;
- Provide expanded learning opportunities that are motivating and engaging during the school day, after school, and in the summer; and
- Engage families and communities as assets in the lives of their children and youth.

In community schools, all children can thrive, regardless of their race, ethnicity, or economic status. In fact, as we “rise together,” community schools pay particular attention to building on the assets of children and youth in families facing the greatest inequities. That is why equity and opportunity for all has been a central tenet of our work. We are excited for you to join us in Albuquerque as we learn together, celebrate together, and rise together.
2016 National Forum’s Goals
Please keep in mind the goals/objectives of the conference as you submit your application(s):

1. Highlight the focus of learning in community schools;
2. Provide participants with the knowledge and skills to organize, operate, and scale up high-quality community schools;
3. Connect participants with a network of supportive peers; and

Criteria for Selection
Workshops will be reviewed by panels of community school leaders and will be selected based on how well they meet the following criteria:

1. **Focus on Learning:** How does the workshop address the ways in which school, family, and community partners support learning? Applicants should be able to demonstrate how their activities directly, or indirectly, influence cognitive, social, emotional, physical, civic, and ethical development of young people.
2. **Relevance/Utility:** Does the workshop demonstrate clear value to conference attendees? Will the attendees learn something they can use upon returning to work?
3. **Workshop Design:** To what extent does the workshop create an interactive environment for learning? To what extent will participants learn new skills that they can use in their communities?
4. **Equity:** Does the workshop address how community schools are grappling with the unique challenges of meeting the needs of special populations who face particular inequities (e.g., children of color—particularly boys, rural youth, English language learners, special education, high-poverty, disabled, LGBT, and other students)?

Session Guidelines
The 2016 National Forum seeks workshops that demonstrate how educators, families, and community partners are using a variety of strategies to support learning – cognitive, social, emotional, physical, civic, and ethical.

All workshops will be 75 minutes. Presenters should think carefully about how they will use their time with the expectation that sessions are interactive and that participants will learn new skills.

We want people to gain the knowledge and skills required to make community schools successful – and not just listen to what people have done. This means workshop designs must be engaging, interactive, and should teach a particular skill that improves participants’ knowledge and practice (e.g., coordination, communication, family engagement). Presenters should use methods such as: small group discussions around key questions, case studies that analyze a problem and solution, activities where participants consider the application of your topic to their daily work, and experiences that get participants up and moving. There should be clear learning objectives. Formal presentations should be very brief.

**NEW THIS YEAR: COMMUNITY SCHOOLS ROUNDTABLES.** To expand opportunities for presenters, there also will be roundtable sessions during the workshop time periods. In this format (also 75 minutes), multiple presenters and participants can discuss their work together in a setting that allows for greater discussion and connections between similar presentations. You may be asked if you are willing to participate in a roundtable if your workshop is not selected for a presentation.
Forum Strands
All proposals must address at least one of the following Forum Strands. These strands highlight the Forum theme, especially the emphasis on learning, as well as important aspects of what skills are required to create and operate a community school or community school system. We have organized the strand under two major areas: improving learning, and structures and functions that support community schools and better learning.

Improving Learning
Improving learning in community schools means partnering in a number of different areas, including: health, social supports, and services; expanded learning opportunities; and family and community engagement. Workshops may address one of the following learning partnership strands:

1. **HEALTH, SOCIAL SUPPORTS, AND SERVICES**: Community schools offer a wide array of supports and services for students and families — from health and mental health to family supports, from feeding programs and substance abuse prevention to crisis intervention and counseling, and beyond. Proposals should highlight how school staff and community partners are working together to deliver these supports. Proposals should also illustrate how specific programs are aligned with others to achieve shared results.

2. **EXPANDED LEARNING OPPORTUNITIES**: Learning takes place both inside and outside of the typical school day, at home, and in the community. Community school partnerships leverage community partners to make learning engaging, motivating, community-based, challenging, and diverse. Youth have voice and choice in what they learn and give back to the community. Areas of expanded learning of interest include:

   A) **Engaging Instruction**: Community schools offer personalized learning during the school day that emphasizes real-world learning, career-focused learning, community service and community problem solving, and instill 21st century skills. They include partnerships with local higher education institutions, businesses, arts and cultural institutions, environmental organizations, and others as applicable.

   B) **Out of School Time**: Community schools expand learning opportunities that are linked to the curriculum before and after school, during the summer, and/or by extending the school day and year.

   C) **Early Childhood Development**: Community schools build linkages between early childhood programs and school that ensures a continuity of support across a child’s development through age 5 and into elementary school. In this process, community schools provide blueprints for sustainable and replicable 0-8 early childhood education systems.

   D) **Youth Development**: Community schools provide enriching experiences for young people built on strong adult youth relationships and peer learning. Activities might include mentoring, conflict resolution and mediation, student advocacy, youth leadership, and others that enable young people to find and build on their strengths.

   E) **College, Career, and Citizenship**: Community schools ensure that students aspire to college, a productive career, and active citizenship. Included are early and continuous exposure to college and career opportunities; visits to higher education institutions and businesses; college prep activities including counseling, test preparation, support in the application process and with financial aid; and sustained support during key transitions.
3. **FAMILY & COMMUNITY ENGAGEMENT:** Youth spend much of their time at home and in the community. These are learning opportunities that community schools are able to leverage. We are interested in workshops that demonstrate how families and communities support learning inside of the school building, and how the school and its partners create learning opportunities in the home.

   A) **Family Engagement:** With the intent of engaging families more deeply in the education of their children, community schools offer an array of activities (e.g., opportunities for families to participate in school decision-making, to volunteer inside the classroom or as resource staff, parent leadership and parenting education programs, home visiting by teachers). Community school partners also help improve learning inside the home.

   B) **Community Engagement:** In sustainable community schools, community stakeholders help develop and execute the vision. Together with school leaders, community stakeholders plan and implement adult learning programs such as GED, ESL, and job training classes. They also offer community activities such as arts, cultural and athletic events, food and clothing pantries, and opportunities to gather to solve specific community problems.

   C) **Youth and Community Organizing:** Community schools have strong relationships with youth and community organizing groups that seek positive change in the school and community, and ensure accountability to the community. Sessions should focus on how students and community residents are organizing to create changes in their school, how organizing efforts are linked with or driving community schools development. We also want to hear how students and residents families are working to solve problems in their communities as part of their community school.

**Structures and Functions that Support Community Schools and Better Learning**

Improving learning across school, family, and community requires that community schools attend to a set of key structures and functions that create necessary organizational capacity. Workshops may focus on the “how-to” skills required to create and sustain community schools at the school site and systems levels. These include:

4. **SCHOOL IMPROVEMENT PLANNING:** Community schools require sophisticated planning efforts among educators, families, and community partners. At a time when school leaders often face multiple programs that argue they have the answer, school and community leaders need to **align and integrate** these resources into the school improvement plan.

5. **RESULTS-FOCUSED PLANNING AND EVALUATION:** Workshops will demonstrate how to use key results to drive community school planning and how to collect data that will convince policymakers to sustain and grow community schools. Proposals should illustrate 1) how community schools and initiatives are using results to drive planning and measure success (we are particularly interested in focusing on specific indicators where there are large disparities among different populations in the school or community such as early chronic absence, school discipline issues including suspensions and expulsions, reading by third grade, and asthma rates); 2) facilitate data sharing among educators and community partners; or 3) describe evaluation strategies, how they have been designed and implemented, and how the data from the evaluation has changed in community schools operations.

6. **LINKAGES WITH NEIGHBORHOOD AND COMMUNITY REVITALIZATION:** Workshops will examine the use of school facilities as public places, and the role of community schools are playing as vehicles for neighborhood transformation and community revitalization. The
experiences of community schools that are part of Promise Neighborhoods, Choice Neighborhoods, P-20 initiatives, and Cradle-to-Career strategies are sought, as well as examples of how public schools are connected to equity efforts in transportation, employment, housing, health, and related areas.

7. **COORDINATION AND PARTNERSHIP DEVELOPMENT**: Successful community schools rely on a coordinator whose job is to identify the needs and assets of the school, families, and the community; to develop appropriate partnerships to support the schools; and to coordinate and align activities between educators and partners. At the systems level, intermediaries coordinate activities among partners, school districts, unions, schools, and others. Workshops should focus on the specific coordination skills these professionals need to master in order to help their schools succeed.

8. **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**: Workshops will explore how people in different roles are being prepared to lead and work in community schools including school district leaders, principals, teachers, community school coordinators, and community partners. We also want to hear stories about how strong leaders at community schools, and at the community levels in multiple institutions, are crossing boundaries and working together to enable community schools to succeed.

9. **SUPPORTIVE POLICY AND ADVOCACY**: Workshops will illustrate how community school leaders are advocating for policies that support the implementation of community schools at scale. We are particularly interested in proposals focused on the state level and how local stakeholders are working to change policy within key institutions. Workshops on basic advocacy skills and using traditional methods and social media, also are encouraged.

10. **FINANCE AND RESOURCE DEVELOPMENT**: Community schools often use a variety of funding streams to support their work. Coordinators and other leaders need to be creative in weaving these funding sources and finding ways to sustain the work. Workshops should demonstrate how to start and sustain funding and the key roles of partners and leaders in funding.

11. **COMMUNICATIONS**: Workshops will help participants communicate effectively about community schools. What are the messages that have helped you communicate about your work to a wide variety of stakeholders? Workshops may include how you have captured the attention of the media, organized a messaging campaign, planned a successful school site visit, and used social media.

12. **SCALING SYSTEMS OF COMMUNITY SCHOOLS**: We seek examples of efforts to bringing community schools to scale in a district or community. What are key elements that have enabled you to sustain the work? What results are you seeing? How are policy and practice changing with systems and partners? Workshops will help participants learn strategies for organizing, scaling up, and sustaining multi-site community school initiatives.
SECTION 2: APPLICATION

Thank you for applying to be a presenter for the Coalition for Community Schools National Forum in Albuquerque, NM, April 6-8, 2016. Please note all workshops are 75 minutes in length.

WORKSHOPS APPLICATIONS DUE: OCTOBER 9, 2015, 11:59 PM EST

Presenter Background and Workshop Background and Title

1. Workshop Title:

2. Please fill out the following information about the Lead Presenter (this is the person we should contact about your application status):
   - Name
   - Title
   - Name of Organization
   - Address
   - City/Town
   - State/Province
   - Zip/Postal Code
   - Phone Number
   - Email Address

3. Please add a brief bio about the Lead Presenter (main contact) listed above (you will be asked to list other presenters later in the application)

4. Which of the following best describes the community you will be presenting about:
   - Geography:
     i. Urban
     ii. Suburban
     iii. Rural
   - Which level will your workshop feature (check all that apply):
     i. Multi-site community school initiative
     ii. Single site community school: elementary
     iii. Single site community school: middle/junior high
     iv. Single site community school: high school
     v. University-assisted community school
     vi. Other, please describe
     vii. N/A
Expected Participant Type

1. Please select your target audience (check all that apply).
   - **Community partners**: faith-based, community-based, corporate/business community, public and mental health, and youth and community development
   - **Community school coordinators**
   - **Community school initiative intermediaries**
   - **Funders**: local and national foundations
   - **Higher education**: Colleges and universities, community college leadership/staff, cooperative extension program leadership/staff
   - **Lead agencies**: United Ways, community foundations, YMCAs, Boys and Girls Clubs
   - **Local government leaders**: Cities and counties, association chapters, local businesses, community-based organizations
   - **National leaders**: Policymakers, national education organizations, youth development organizations, health and human services
   - **Parents and families**
   - **School site leaders and educators**: Principals, teachers, and student support staff
   - **School district leaders and educators**: Superintendents, school board members, and central office personnel
   - **State leaders**: Policymakers, state education leaders/staff, organizations, associations, community-based organizations
   - **Youth**: High school and university students
   - **Community organizers**
   - **Other (please specify)**

2) Level of Community School Development: We want to reach people who are in different stages of developing their community schools. Please consider whether your workshop is most appropriate for people who are (check all that apply):
   - **Inquiring**: Heard about community schools and want to know more.
   - **Planning**: In the midst of the planning process.
   - **Emerging**: Just getting services and programs off the ground.
   - **Maturing**: Solid base of experience; ready to face challenges and scale-up to more sites.
   - **Established**: Successfully scaling up and need to ensure continuous improvement.

Workshop Type: Skill Development or Knowledge Building

Workshops should include presentations about “what” has happened with your community school work (knowledge building) or “how” it happened (skill development). Which of the following best characterizes your workshop type?

1. **SKILL DEVELOPMENT**: Workshops will help participants develop a particular skill that will help them in creating, operating, and supporting community schools and systems of community schools. Examples of skills include: coordination, partnership development, alignment with school plans and core curriculum, fundraising, data and evaluation, use of technology, family and community engagement, leadership development, creating professional development opportunities, and more.

2. **KNOWLEDGE BUILDING**: These workshops share the experiences of community school practitioners. For example, participants will learn about the ways in which community schools were created, experiences securing a policy victory, presentation about results, etc.
Strand: Check the strand that BEST describes your workshop goals.

Improving Learning
1. Health, Social Supports, and Services
2. Expanded Learning Opportunities
   A. Engaging Instruction
   B. Out of School Time
   C. Early Childhood Development
   D. Youth Development
   E. College, Career, and Citizenship
3. Family & Community Engagement
   A. Family Engagement
   B. Community Engagement
   C. Youth and Community Organizing

Structures and Functions That Support Community Schools and Better Learning
4. School Improvement Planning
5. Results Focused Planning and Evaluation
6. Linkages with Neighborhood and Community Revitalization
7. Coordination and Partnership Development
8. Leadership and Professional Development
9. Supportive Policy and Advocacy: Indicate applicable sub-strand(s) for your session:
   a. Federal
   b. State (includes building state networks to advocate community schools)
   c. Local (key local policy changes and challenges)
   d. Other? Please specify.

10. Finance and Resource Development
11. Communications
12. Scaling Systems Of Community Schools

Description & Format
1. Brief Workshop Title and Description: < 50 words. Used for program book and online. Please attend to clarity, grammar, and make the description appealing.

2. Full Workshop Description: < 500 words. This description must include the learning objectives, delivery format, strategies or skills participants may take home, and a draft agenda. Please write clearly. (Used for review by selection panel.)

Additional Presenter Information
1. Will your session include additional team members?
   • Yes
   • No

2. Please fill out the following information about the additional session speaker: Presenter 2.
   • Name
   • Title
   • Organization/School Name
   • Address
   • City/Town
3. Is this presenter a youth?
   • Yes
   • No

4. Add an additional session speaker?

5. Please fill out the following information about the additional session speaker: Presenter 3.
   • Name
   • Title
   • Organization/School Name
   • Address
   • City/Town
   • State/Province
   • Zip/Postal Code
   • Phone Number
   • Email Address

6. Is this presenter a youth?
   • Yes
   • No

Logistics

Note: Laptops will NOT be provided by the Coalition. Presenters who need a laptop MUST make their own arrangements. LCD projectors will be provided in each room.

1. Audio/Visual Needs (please check all equipment needed)
   • Flip Charts/Markers (only one flip chart will be provided per workshop.)
   • Screen Only
   • No A/V Needed

Presenter Responsibilities

Please read the following terms below. By submitting this proposal, all presenters agree to the following responsibilities:

• All presenters MUST register and pay for the Forum by February 5, 2016. There is a half-off registration fee for one LEAD presenter in each selected workshop. All other presenters must pay the full registration fee.
• Presenters must communicate any changes made from the initial proposal submitted to Coalition staff.
• Presenters are responsible for providing any printed materials or handouts for their sessions. Coalition staff will not be responsible for the printing or charges accrued for any workshop handouts or materials.
• The Coalition will supply flip charts, markers, LCD projectors, and screens.
• Presenters are responsible for bringing their OWN laptop if needed for the session.
• Presenters must provide electronic files of all handouts and presentation materials used in their sessions 30 days prior to the start of the Forum. These materials will be made available on the conference mobile app.
• By submitting a signed workshop proposal, you agree that your workshop or portions of your workshop may be recorded and posted on the Coalition’s website or used at a later date.

Do all presenters in this workshop proposal agree to all terms listed above?
• Yes, I agree to the terms listed in the presenter responsibilities.

Please submit your application here: https://www.tfaforms.com/385059

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