PARTNERING FOR EQUITY AND OPPORTUNITY

Community Schools National Forum Workshop Application
May 2-4, 2018 · Baltimore, MD

DEADLINE: OCTOBER 20, 2017, 11:59 PM PST

Please submit your application here:
http://www.surveygizmo.com/s3/3759060/Forum-2018-Application

Contents

Please review the entire workshop application before you submit your proposal online.

SECTION 1: BACKGROUND AND APPLICATION GUIDANCE

Conference Theme and Overview

In May 2018, the Coalition for Community Schools, together with the Family League of Baltimore and partners from the City of Baltimore, Baltimore City Public Schools, and other local community partners, will convene the Community Schools National Forum. We will come together at a time of great turmoil and challenges across our nation, and a time of continuing inequities in the opportunities available to our children and families.

In an era dominated by our divisions, the Coalition renews its commitment to "partnership," to working across boundaries of race, class, religion, institutions, disciplines, and programs. As a movement, we commit to *Partnering for Equity and Opportunity* that advance significant results for students, families, our communities, and our country.

We come together in Baltimore, a city all too familiar with inequity and civil strife, and a city that is also a beacon for the community schools movement. Baltimore leaders have been partnering to create equity and opportunity for the city's children. Families, youth, non-profit staff, district officials, educators, elected officials, and many others have created a community schools initiative united under a shared vision that is lifting up their city.

This Forum represents hope and possibility in the midst of the challenges we face. It will draw a diverse set of people – community schools practitioners, families, youth, non-profit leaders, policy makers, program leaders, and many others. Truly a cross-sector convening, the Forum is a unique venue for participants to learn new skills, build new relationships, and go home with the tools and inspiration to increase equity and opportunity through community schools.

We are excited about the workshop proposals that you will share with us.

2018 National Forum's Goals

The National Forum always strives to connect participants with a network of supportive peers and provide them with the knowledge and skills to organize, operate, and scale up high-quality community schools. In addition, please keep in mind the goals of this conference as you submit your application:

1. Highlight how community schools partner for equity and opportunity;
2. Participants will see community schools as the foundation for community change;
3. Strengthen and lift up state coalitions; and
4. Promote community schools as an evidence based practice.

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. **Equity:** Does the workshop address how community schools are grappling with the unique challenges of meeting the needs of opportunity youth who face particular inequities (e.g., children of color—particularly boys, rural youth, English language learners, special education, high-poverty, youth with disabilities, LGBT, and other students)?
2. **Focus on Quality:** How does the workshop help a community school or a community school initiative implement their community school with fidelity? How does the workshop connect to

the new community school standards?

3. **Relevance/Utility:** Does the workshop demonstrate clear value to conference attendees? Will the attendees learn something they can use upon returning to work? Is the workshop clear about the level of implementation experience the audience should have and is the workshop relevant for that audience?

4. **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?

Workshops that feature youth and/or families will receive additional consideration during review.

Session Types

The 2018 National Forum seeks sessions that demonstrate how educators, families, and community partners are using a variety of strategies to support the implementation of high-quality community schools. There are three types of sessions: 75 minute long workshops, 180 minute long workshops, and roundtables.

WORKSHOPS. Workshops will be either 75 minutes or 180 minutes (an extended session). Presenters should think carefully about how they will use their time with the strong 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 others 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.

> Based on feedback from previous Forums, we are creating new extended 180 minute sessions that will go in-depth on a topic or skill.

ROUNDTABLES. In this format (75 minutes) and held concurrently during workshop times, multiple presenters will facilitate discussions around specific issues or with people in similar roles. You can expect 10-15 participants to join your roundtable. There are two types of roundtables you can apply for when you submit a topic or skill to discuss aligned with a workshop strand:

1) Host a roundtable topic discussion yourself (you can name other participants that will join the discussion)
2) Would like to join other presenters at a roundtable of similar topics/skills

Forum Strands

All proposals must address at least one of the following Forum Strands. These strands highlight the Forum theme and the emphasis on the Community School Standards.[1] We have organized four strands: youth, opportunities and supports, structures and functions, and scale and policy. Some strands have sub-topics. Applicants should select both a strand and sub-topic (if applicable) in their proposal.

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[1] We know from the latest research on community schools that *high-implementing* community schools are most effective. To that end, the Coalition has created community school standards that will help new and existing schools and leaders better implement the strategy. The Forum strands are aligned with the standards and their elements.

Strand 1: NEW THIS YEAR: Youth Track

- **YOUTH**: We are looking for workshops to engage high school students and provide opportunities for them to develop leadership and advocacy skills, learn about community schools and the policies that impact their education, and empower them to make a difference in their community.

Strand 2: Opportunities and Supports

High implementing community schools create opportunities and supports in four main areas: powerful learning; integrated health and social supports; authentic family engagement; and authentic community engagement.

- **POWERFUL LEARNING:** 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 powerful learning include:
  - *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.
  - *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.
  - *Early Childhood Development*: Community schools build linkages between early childhood programs and schools that ensure 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.
  - *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.
  - *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.
- **INTEGRATED HEALTH AND SOCIAL SUPPORTS:** 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.
- **AUTHENTIC 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). Families have equity of voice and power in the community school's leadership and decision-making structures. Community schools are attentive and responsive to diverse cultures and languages.

- **AUTHENTIC COMMUNITY ENGAGEMENT:** In sustainable community schools, community stakeholders help develop and execute the vision. Together with school leaders, community stakeholders use the building as a venue to explore the assets and address challenges facing the school and the community. They make the building open and accessible, the hub of the community. They may create, 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.

Strand 3: Structures and Functions that Support Community Schools

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:

- **COLLABORATIVE LEADERSHIP:** Community schools rely on leadership from inside and outside the school building working collaboratively. They nurture shared ownership and shared accountability for the community school.
- **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, assess the school community's needs and assets, and engage all leaders in planning and decision-making.
- **COORDINATING INFRASTRUCTURE:** Successful community schools facilitate the coordination of school and community resources. They 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.
- **STUDENT-CENTERED DATA:** Community schools use key results to drive planning and collect data that will convince policymakers to sustain and grow community schools. There are policies, procedures, and data systems in place to drive planning and measure success.
- **CONTINUOUS IMPROVEMENT:** Community schools deepen their impact by performing as learning organizations. They use data, change policies and programs, and offer joint professional development opportunities to learn and grow. We want to hear stories about how different roles are being prepared to lead and work in community schools including school district leaders, principals, teachers, community school coordinators, and community partners.
- **SUSTAINABILITY:** Sustainable community schools ensure ongoing operations through financing, organization, and shared ownership. 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.

Strand 4: Systems and Policy

Policy, communications, and systems level work help create sustainable community schools and grow our movement. Workshops should highlight successful policy, advocacy, and communication approaches at either the school site or systems levels and share strategies for going to scale.

- **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.
- **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.
- **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 Baltimore, MD on May 2-4, 2018.

<p style="color:red; font-weight:bold; text-align:center;">WORKSHOPS APPLICATIONS DUE: OCTOBER 20, 2017, 11:59 PM EST</p>

Workshop Title and Lead Presenter

1. Workshop Title (max 100 characters):

2. Please fill out the following information about the **Lead Presenter** (this is the person we should contact about your application status; you will be asked to list other presenters later in the application):
   - Name
   - Title
   - Organization
   - City/Town
   - State/Province
   - Email Address
   - Phone Number

3. Brief bio about the Lead Presenter (max 100 words):

Workshop Audience

4. Which of the following best describes the community you will be presenting about?
   - Urban
   - Suburban
   - Rural
   - N/A

5. Which level will your workshop feature? Check all that apply.
   - Multi-site community school initiative
   - Single site community school: elementary
   - Single site community school: middle/junior high
   - Single site community school: high school
   - University-assisted community school
   - Other, please describe
   - N/A

6. 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: City/county elected officials
- 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 students
- Community organizers
- Other (please specify)

7. Level of Community School Development: Forum participants have a variety of levels of experience in implementing community schools. We want to create a program where participants who are new to community schools and those who have been long-time leaders have workshops that help them grow. Please indicate what "level" your workshop will focus on – we will include this information in the program to help guide participants to the relevant workshops.
- Inquiring: Heard about community schools and want to know more.
- Implementing: In the midst of the planning process or implementing.
- Advanced and innovating: Successfully scaling up and need to ensure continuous improvement.

*Answer only if Lead Presenter is based in Baltimore.
- As a workshop presenter from Baltimore, we'd like to know if your workshop will be aligned with other Forum activities. Is your school/organization offering a school site visit during the Community Schools National Forum?
  - o Yes
  - o No
- If yes, do you intend to connect the workshop to your school site visit?
  - o Yes
  - o No

Workshop Type: Skill Development or Knowledge Building

1. Workshops should include presentations about "what" has happened with your community school work or the topic you are presenting (knowledge building) or "how" it happened (skill development). Which of the following best characterizes your workshop type?
   - 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: resource 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.
   - 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 and Sub-topic: Check the strand and sub-topic that BEST fits your workshop.

- Youth
- Opportunities and Supports
  - o Powerful Learning
  - o Integrated Health and Social Supports
  - o Authentic Family Engagement
  - o Authentic Community Engagement
- Structures and Functions that Support Community Schools
  - o Collaborative Leadership
  - o Planning
  - o Coordinating Infrastructure
  - o Student-Centered Data
  - o Continuous Improvement
  - o Sustainability
- Systems and Policy
  - o Supportive Policy and Advocacy
  - o Communications
  - o Scaling Systems of Community Schools

Description & Format

1. Please select your workshop format:
   - 75 minute workshop session
   - 180 minute deep dive workshop session
   - 75 minute roundtable

*Answer only if selected roundtable for previous question.
   Please select the type of roundtable you will apply for:
   - Host a roundtable topic discussion yourself (you can name other presenters that will join the discussion)
   - Would like to join other presenters at a roundtable of similar topics/skills

2. Brief Workshop/Roundtable Description: < 50 words. This is the description that Forum attendees will see on the mobile app and website as they're deciding which workshop to go to. Please attend to clarity, grammar, and make the description appealing. Don't waste words on phrases such as "In this workshops, participants will…"

3. Full Workshop/Roundtable 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 presenters?

- Yes
- No

2. Please fill out the following information about the additional session speaker: Presenter 2.
   - Name
   - Title
   - Organization
   - City/Town
   - State/Province
   - Email Address

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
   - City/Town
   - State/Province
   - Email Address

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

Audio Visual Needs
Note: Laptops will NOT be provided by the Coalition. Presenters who need a laptop MUST make their own arrangements.

1. Audio/Visual Needs (please check all equipment needed)
   - Flip Charts/Markers (only one flip chart will be provided per workshop.)
   - Projector/Screen
   - Sound (for videos)
   - 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 March 9, 2018. There is a 50% off registration fee for **one LEAD** presenter in each selected workshop. All other presenters must pay the full registration fee.
- Presenters must communicate via email any changes made from the initial proposal submitted to Coalition staff by February 15, 2018.

- 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.
- 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 by April 10, 2018. 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/we agree to the terms listed in the presenter responsibilities.

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