Presented by the Coalition for Community Schools

Community Schools National Awards for Excellence 2006

Community Schools. Strengthening Schools, Families, and Communities.
June 14, 2006

The Coalition for Community Schools, an alliance of more than 170 local, state, and national partners that support community schools, is pleased to announce the winners of its first annual Community Schools National Awards for Excellence.

These awards were given based on the extent to which the community school or initiative has developed purposeful partnerships with other organizations that are well-integrated in the life of the school, the extent to which families and community residents are extensively involved in the community school, the extent to which school personnel are connected to community partners and to the community, and the extent to which community-based learning approaches are being used. In addition, schools receiving this award have demonstrated that the community school or the initiative is moving toward results that it has set for itself and has unique features and programs that others can learn from.

The Coalition for Community Schools is grateful for the hard work of the judges of the 2006 Community Schools National Awards for Excellence. Their insight and expertise made these awards possible.

- Joy Dryfoos, independent researcher
- Deanna Duby, National Education Association
- Betty Hale, Institute for Educational Leadership
- Eugene Hillsman, Charles Stewart Mott Foundation
- Jane Quinn, Children's Aid Society
- Rhonnel Sotelo, Stuart Foundation
- Richard Tagle, Public Education Network
- Alison Yauches, Rural School and Community Trust

Thanks also to Amanda Brown, Joy Dryfoos and Calista Smith for their work in designing the nomination application and process.

The Coalition is staffed by Martin J. Blank, staff director, Amy Berg, research director, and Meagan Lindsay, program assistant.

We look forward to continuing to honor the work of many more communities and schools as the community school movement grows across the country.

Sincerely,

Ira Harkavy
Chair

Lisa Villarreal
Vice Chair

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Introduction: Ira Harkavy, Coalition for Community Schools Chair

Awards Presentation: An-me Chung, Program Officer, Charles Stewart Mott Foundation

Award Recipients

**Stevenson-YMCA Community School**
Cheryl Kono, Community School Director
Bob Cabeza, Executive Director, Greater Long Beach YMCA
Julie O’Donnell, Department of Social Work, California State University, Long Beach
Esther Del Valle, Parent
David Leonard, International Site Coordinator
Rosa Diaz, Education Liaison

**George SUN Community School**
Jane Kellum, SUN Site Manager

**George Washington Community School**
Keith Burke, Principal
Lindsay Dings, Midtown Community Mental Health
Jim Grim, Community School Coordinator
Janet Lutomski, Parent Liaison
Amy Steele, Special Education Compliance Monitor
Kristy Stroud, Teacher

**Bedford Community Education Initiative**
Jon White, Superintendent of Education
Meg Smith, Deputy Township Supervisor
Sharon Thromb, Director, Community Education and Services

**Lincoln Community Learning Center Initiative**
Lea Ann Johnson, CLC co-coordinator
Delia Steiner, LPS Federal Programs director
Kathy Fleming, Saratoga Elementary principal
Mona Manley, Clinton Elementary principal
Scott Schwartz, West Lincoln Elementary principal

**Chicago**
Elizabeth Swanson
Tawa Jogunosimi
Victor Garibay, Program Coordinator
Jenna Lee, Program Coordinator
Community Schools National Awards for Excellence

2006

To highlight the expansion and effectiveness of community schools, and to recognize the excellent work going on around the country, the Coalition for Community Schools has established a national awards program. This year’s awards were given to three individual schools and three communities. The school awards go to an elementary school, a middle school and a secondary school.

- Stevenson-YMCA Community School, Long Beach, CA
- George SUN Community School, Multnomah County, OR
- George Washington Community School, Indianapolis, IN

The awards for community-wide initiative go to a small town, a mid-sized city and a large city, all of which are scaling up and sustaining large-scale community school efforts.

- Bedford Public Schools Community Education Initiative, Bedford Township, MI
- Community Learning Centers Initiative, Lincoln, NE
- Chicago Public Schools Community School Initiative, Chicago, IL

These schools and communities have demonstrated excellence in their efforts to fulfill the vision and mission of a community school. Each one has achieved positive results for students, families, and the community through the strength of partnerships, the breadth of services they are able to offer, and their ability to fully engage families and community.

Additionally, in the communities, leaders have taken the initiative to scale. In Lincoln, Nebraska, 19 elementary and middle schools are now comprehensive Community Learning Centers (community schools). In Chicago, there are 102 community schools, with more planned and in Bedford, all of the schools are community schools.

What’s Happening That’s Unique?
Although each of these schools and communities has different assets, they share a common vision and are working to create the conditions for learning. Here are some example of their unique features:

Quality education. Each of the awardees has a laser-like focus on student outcomes. At George Washington Community School in Indianapolis, IN, for example, service learning projects have brought a greater sense of meaning and engagement to students and their teachers.
These approaches contributed to sophomore's outscoring all of the Indianapolis Public School district's traditional schools on standardized tests. At the George SUN Community School, in Multnomah County, OR, students are learning about math, science and the environment through a curriculum that incorporates a school garden and greenhouse. This community-based learning approach motivates students to learn and explore, leading to outstanding academic outcomes.

**Youth development.** At Stevenson-YMCA Community School, an elementary school that serves a largely Hispanic population, youth leadership is encouraged through the school's Youth Leadership Initiative where participants have created a play on gang prevention; initiated a beach clean up; established a health access booth; and provided public service information on gun control. Students at George Washington are leaders too. They are teaching courses to their teachers, helping the teachers to learn to speak and write Spanish.

**Family and community engagement.** In Lincoln, NE, school staff, parents and community members are working together in organized ways to meet students' needs. At each site in Lincoln, coordinators from community-based organizations work with school staff and community members through a School Neighborhood Advisory Council to plan programs that serve students and their families. Activities include extended-day learning opportunities, social services and counseling programs, and activities to help families support their children's learning. In the Bedford Public School District, through services such as the Retired Senior Volunteer Program, the Health Van program, Adult Education, the Bedford Educational Child Care Center, Meals on Wheels, and the Summer Parks program, the Community Education Department offers well-rounded and in depth support to all members of the community.

**Family support.** At the George SUN Community School, comprehensive family support services are provided through a partnership with a county-funded program that provides case management. Through this program, families are connected to social service resources, skill-building workshops, and alcohol and drug treatment referrals, with family members and other residents participating actively in designing, supporting, monitoring, and advocating for quality initiatives in the school and community. In Chicago, the community school model has helped to break down the barrier between parents and the school. Many of the schools in the district have family resource centers and encourage the school staff to make home visits.

**Community development.** At many of the schools in Lincoln, adult literacy, GED classes, homeowner education and financial planning programs are offered to adults in the community. These programs keep families in the community and reduce student mobility. At Stevenson-YMCA Community School, the school and the YMCA have established a Community Leadership Institute as a way to channel people into leadership roles throughout the community. Stevenson parents are now taking the skills they have honed in this program and bringing them to middle schools as their children transition.

These schools and communities have demonstrated excellence in their efforts to fulfill the vision and mission of a community school. Each one has achieved positive results for students, families, and the community through the strength of partnerships; the breadth of services they are able to offer; and their ability to fully engage families and community.
Stevenson strives to provide high quality and integrated out-of-school programming for children and families and works to develop grass-roots community leaders.

On any given evening, the campus of inner-city Stevenson-YMCA Community School (SYCS) springs to life. The school serves as the hub of the community. Hundreds of children and volunteers come and go. Parents take computer and English classes, or they stroll across the street to the "little brown church" for folklorico lessons. Students brush up on their math, gather for the computer club, and play basketball and soccer.

For seven years, Stevenson has implemented a community school model, which brings together many partners to offer extra support to children and families before, during, and after school. In addition to running the afterschool program, the YMCA of Greater Long Beach provides support for a community school coordinator. The coordinator makes sure that parents are fully integrated into the life of the school. Following a true community-driven model, parents and community residents are actively involved in all aspects of the SYCS. All community members, regardless of whether their children attend Stevenson, are invited to participate.

The school has made a purposeful effort to involve teachers in all aspects of the community school. This includes conducting four staff meetings a year that are dedicated to learning more about the community school approach. In addition, parents run two staff meetings a year, helping teachers gain a parent perspective and providing a leadership opportunity to parents.

The school is not only improving outcomes for its students, it's also leaving a legacy to the community. The school and the YMCA have established a Community Leadership Institute as a way to channel people into leadership roles throughout the community. Stevenson parents are now taking the skills they have honed in this program and bringing them to middle schools as their children progress out of elementary school.

The deep connection between the school and the community is symbolized by a recent event. The community was given a five thousand dollar grant to put up a mural in the neighborhood. To help guide this project, the first place the community turned to was the school. They asked the Youth Leadership Institute at the school to help conceptualize the project.

What is the result of all of this activity? According to Cheryl Kono, the community school coordinator, "Stevenson-YMCA Community School has been able to actualize the ultimate vision of a true community school, through the active leadership, equal partnerships, and empowerment of children, parents, and community members. Working collectively through close-knit relationships, we have been able to address community concerns, build upon community assets, and develop a comprehensive community school that directly reflects the community it serves."

About Stevenson-YMCA

Community School
Grades K-5

The Stevenson-YMCA Community School sits in the heart of Long Beach, California. Three-fourths of the student body is Hispanic and 72% are considered English Language Learners. 100% of the 960 students at Stevenson are eligible for free or reduced price lunch.

"Since I have joined YLI, I have changed my life and other people's lives. By joining this program, my goal has been to be able to help other schools and students become leaders by being respectful, honest, and caring."

Destiny Espinoza, student
George SUN Community School builds students' confidence and promotes academic success through strong and lasting partnerships between the school, families, the school district, the county and community agencies.

Historically, George Middle School had been known as one of the lower performing schools in the state. Now, after becoming a community school, the school is increasingly improving on academic indicators. In particular, student test scores are at or above the state average. Multnomah County’s Schools Uniting Neighborhoods (SUN) initiative, as well as the school’s lead agency, Metropolitan Family Service (MFS), is instrumental in providing the supports and resources necessary to make this happen.

Middle school is a particularly rough time for many young people, but George is using its community connections to make sure that its students do not get discouraged. Teachers focus on making sure that abstract concepts are understood by emphasizing how these concepts relate to students’ lives. There is a strong environmental focus at the school, including a garden, which is integrated with a technology project. Students gather data and use it in Excel spreadsheets to help them grow plants. The garden project is expanded on in math and science classes.

George also provides daily activities before and after school which include an after-school meal through a partnership with the Federal Supper Club Program, intensive tutoring, SUN Power Hour Study Hall, keyboarding, and various sports and other fun activities such as drama, art, dance classes, martial arts, drumming, dodgeball, and cooking.

Comprehensive family support services are provided through a partnership with Touchstone, a county-funded program that provides case management for families. Families are connected to social service resources, skill-building workshops, and alcohol and drug treatment referrals. In addition, George SUN Community School has recently partnered with the University of Oregon in establishing a family resource center at the school. Cascadia and Lifeworks Northwest provide free mental health services to students and families. Multnomah County School-Based Health Clinic provides free health care.

Not only does George have the ability to offer all of these services, in large part because of its relationship with SUN, it also has a set of policies and procedures in place to coordinate these services and guide the work of partners. Key coordination components include an operating team, consisting of the school principal, the SUN site manager and the lead agency; a site coordination team that includes all of the entities that work in the school; and a site advisory committee that includes partners, parents, students, and school staff.

Before George was a community school, its students faced obstacles that some found insurmountable. Today, students have been given another option — a different place to go. The school’s climate has changed and evolved into a caring community for students.
George Washington Community School is a proud learning community whose mission is to remove barriers to student academic success by engaging community partners.

It's hard to imagine that George Washington Community School was once an academically failing school that was closed by the school district. Today, the school in alive with activity and its students are thriving.

The transition didn’t happen overnight—and it wouldn’t have happened at all if it weren’t for the powerful commitment and intensity of support from the community. The work to reopen the closed high school grew out of a grassroots desire by the community to provide an environment in which young people, and their families, could succeed. Neighborhood residents envisioned a center of community collectively focused on improving graduation rates and preparing young people for post-secondary education.

The entire school community is committed to making the school a place where all are welcome and diverse groups of people feel comfortable and accepted. The school has been particularly effective in creating an environment that fosters understanding and communication among students who come from a variety of backgrounds.

Working closely with community groups, a community school coordinator, employed by the Mary Rigg Neighborhood Center, works with forty-nine local organizations to ensure that student and community needs are met on site. Services offered at the school include mental and physical health services, preschool, afterschool, tutoring/mentoring, personal fitness, college prep, and adult education programs among multiple others.

The school’s strong tie to the community has inspired innovative teaching strategies at the school. Teachers use the state’s learning standards and have added civic and community involvement components to them. On any given day at George Washington you might see students engaged in letter writing campaigns, reading to kindergarteners, teaching their teachers Spanish or working out with college students in personal fitness training, while parents might participate in a financial literacy class, English as a Second Language or work on their GED.

Nearly six years after reopening as a community school, standardized test scores have risen by an annual average of 10 to 15 percentage points and sophomores, tested for the first time in 2003, outscored all of the district’s traditional high schools. According to District School Board member Clark Campbell, “student success at Washington is nothing short of a miracle, directly reflecting its intensive community-driven spirit.” Campbell would like to see all Indianapolis Public Schools become like Washington.

About George Washington Community School
Grades: 6-12

Located in Indianapolis, Indiana, the George Washington Community School has a very diverse student body. A quarter of the students are Hispanic and the school’s target area has the fastest growing Hispanic population in the city. Of the remaining students, two-thirds are white and one-third is black. 89% are eligible for free or reduced price lunch.

“...It feels as if we have one big family here at Washington where every one plays a part. So many people go out of their way to help even when it doesn’t concern them at all. That is what makes this such a unique community all in its own...”

Monica Duncan, Parent
Bedford Community Education Initiative
Bedford Township, MI

Bedford Public Schools believes that their schools belong to the community. The community is strong because of the partnerships that exist between the schools, the parents, the business community, township government, social and civic organizations, county and state organizations and all of the citizens of the community.

Bedford Township has a strong and enduring tradition of community engagement. The school district plays a key role in bringing the community together to do this through their successful community schools initiative, which has been in existence for 36 years. More than 80 full and part-time staff and over 1,500 volunteers make up the Bedford Community Education Department, which coordinates the community school initiative.

As a part of Bedford Public Schools, the Community Education Department works closely with the Board of Education, the Township of Bedford, the Parks Commission, and many community partners to coordinate its efforts for families and children.

As the executive director of the community education program, Sharon Throm, puts it, “we believe that the school belongs to the community, and that we have an obligation to provide education and services to the entire community.” The partnerships that the program has established helps the school district to do just this. Services and supports are offered to all community members, from senior citizens to kindergarteners.

People in Bedford Township benefit from the services of the United Way of Monroe County, the Monroe County Commission on Aging, the Monroe County Health Department, the Michigan Community Service Commission, local, county and state law enforcement and public safety officials, Monroe County Probate Court, the Child Advocacy Network, the Bedford Educational Child Care Center and the Latchkey Program.

Families and community members have access to health services through a partnership with Health Check (a county wide health screening program). Other programs that aid in the well-being of the entire community include the Community Recreation Program, the Retired & Senior Volunteer Program, the Health Van Program, Senior Transportation, Adult Education, the Bedford Senior Center, Meals on Wheels, CASA, the Lions Den, and the GED testing center, the driver training and testing program, among others.

Special programs such as Summer Parks, Safety Town, Kindergarten Readiness, Summer Bands and Strings Camps, youth sports camps, Summer Math and Reading Enrichment, and Science Camp, engage children in healthy activities, learning and fun all summer.

The community schools initiative is entirely self-supporting. Through donations, fundraising, state and federal grants, a county senior millage, fees for service, program support from the school district and the township, and many community business, agency, and parent volunteers, it has not only proved its sustainability over the years but has also been a major asset to the community.

About Bedford

The Bedford Public School District, serving the communities of Temperance, Lambertville, and Samaria, is located in the southeast corner of Michigan. With just over 31,000 residents within a 39.3 square mile plot, Bedford enrolls approximately 5,400 students, in five elementary schools, one junior high school, and one senior high school.

School Profile: Temperance Road Elementary

Temperance Road Elementary (TRE) is one part of the Bedford Public Schools’ family. A Michigan Blue Ribbon Exemplary School, TRE is an excellent example of a community school.

The building is open after school, evenings, weekends, and summers, and it is full of activities and programs. A building steering committee helps out teachers, parents, and the student council, plan activities such as family reading night, the fall family picnic, the family ice cream social, open computer lab nights, and after-school and evening enrichment classes for youth and adults.

The welcome back dinner for migrant families, the service-learning projects with the Red Cross and the community sheriff’s department, and other volunteer and service projects connect the students and the community.
Lincoln’s Community Learning Centers initiative strives to be a bridge that reconnects neighborhoods with schools and provides opportunities for parents and other neighborhood residents to become more effective partners in the education of all children and youth in the neighborhood.

The story of Lincoln’s community school movement begins in 1999, when the notion of “community learning centers” (CLC), synonymous with community schools, peaked the interest of the Foundation for the Lincoln Public Schools (FLPS), a local educational fund affiliated with the Public Education Network (PEN). This interest grew with a visit that key Lincoln stakeholders took to the Local Investment Commission in Kansas City to look at their Caring Communities work, another model of community schooling.

Later that same year, the Lincoln Community Foundation awarded a grant to the LPS Foundation to assess community interest in implementing quality afterschool programming with an academic emphasis. They found high support for developing and sustaining neighborhood schools as a resource to meet diverse community human service and educational needs. Thus Lincoln CLCs begin as a public engagement effort, which resulted in part in the passage of a $250 million facility bond issue by a 67% margin in February 2006. Today, Lincoln, NE has 19 CLCs (community schools).

Many of the key leaders who initially visited Kansas City have remained committed to this work and are now members of the Lincoln CLC Leadership Council. The Council is a diverse group of community stakeholders whose primary role and responsibility is guiding the development and long term financing of the Initiative. Their goal is to develop Lincoln’s capacity to implement shared partnerships and to mobilize resources to ensure Community Learning Centers are a fundamental part of the community fabric.

Each CLC site or pair of sites has an operating School Neighborhood Advisory Committee (SNAC). SNACs are the cornerstone of Community Learning Center (CLC) governance, and are made up of parents, youth, educators and other school personnel, neighborhood residents, concerned citizens, community-based organizations and service providers. Their primary function is to assist with planning, communication, and oversight of the neighborhood CLC.

What makes the CLC initiative unique? According to Cathie Petsch, co–coordinate of the CLC initiative, it is the core value held by people in Lincoln that lifelong learning is a community-wide responsibility. She also cites the emphasis on building capacity within community systems to produce sustained improvements and results. “We are building an infrastructure that turns reform work into the new way of doing business everyday,” says Cathie Petsch.
The goal of the Chicago Public Schools (CPS) Community Schools Initiative is to enable schools to bring together the academic and social supports needed to ensure that all students succeed by offering programs before, during, and after the school day for students and their families. The programs are designed to support the school’s academic program and expand the services offered within the community.

Chicago’s Mayor Richard Daley has been a strong advocate of the CPS Community Schools Initiative since its inception in 2002. With the Mayor’s full support the Chief Executive Officer of CPS, Arne Duncan, has made community schools part of the district vision for Chicago. The CPS Community Schools Initiative (CPS CSI) brings together partners from both the public and private sector as well as two prestigious universities. The University of Illinois at Chicago and the School of Social Service Administration at the University of Chicago have been important partners in performing a comprehensive evaluation of the Community Schools Initiative in Chicago and in the professional development of community school coordinators. The CPS CSI partners with the Chicago Campaign to Expand Community Schools, established in January 2002, to bring together corporate and philanthropic donors who support the expansion and sustainability of community schools in Chicago. CPS is also committed to forging relationships with community based and other non-profit organizational partners to provide quality service on behalf of Chicago’s children and families. Towards that end CPS also works closely with the Chicago Coalition of Community Schools, an organization committed to fostering best practices in community schooling. Finally, CPS meets regularly with all these entities to collaboratively design professional development for coordinators, non-profit partners and principals; discuss long-term sustainability plans; provide technical assistance to the schools and advocate for community schools within the district.

**Lead Non-Profit Partners**

Alivio Medical Center, Beatrice Caffrey Youth Services, Boys & Girls Club of Chicago, Brighton Park Neighborhood, Chicago Area Project, Chicago Scores, Chicago Teachers’ Center-Northeastern Illinois University, Children’s Home & Aid, Center for Community Arts Partnerships, Columbia College - Chicago, Family Focus, Jane Addams Hull House Association, Kenwood-Oakland Community Organization, Little Village Community Development Corporation, Logan Square Neighborhood Association, Metropolitan Family Services, North Lawndale Learning Community, Organization of the Northeast, Onward Neighborhood House, Pilsen Alliance, Scholarship and Guidance, Southwest Women Working Together, Urban Gateways, Center for Arts Education, YMCA of Metropolitan Chicago, Youth Guidance

**Private Partners**


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**About Chicago**

In Chicago, IL, a city with a total population of nearly 3 million, the school district serves approximately 420,000 students in 613 schools. This makes Chicago Public Schools the 3rd largest school district in the nation, behind New York and Los Angeles. 85% of the students served by the school district come from low-income households. 14.1% of the students in Chicago’s schools are of limited English proficiency.

**School Profile: The Chase Elementary/Children’s Home & Aid Community**

The Chase/Children’s Home & Aid community school partnership demonstrates Chicago’s commitment to educating the whole child. High quality programming is enhanced by a well implemented Comer School process and leadership from the principal, resource coordinator and all stakeholders. As Children’s Home & Aid has historically focused on the social and emotional needs of students and families, the organization has formed strategic partnerships to strengthen other aspects of their community school such as arts and health integration.
COALITION FOR COMMUNITY SCHOOLS

VISION, MISSION, AND PARTNERS

The Coalition for Community Schools is an alliance of national, state, and local organizations in education, K–16, youth development, community planning and development, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools as the vehicle for strengthening schools, families, and communities so that together they can improve student learning.

Our mission is to mobilize the assets of schools, families, and communities to create a unified movement for community schools. Community schools strengthen schools, families, and communities so that together they are better able to improve student learning.

The Coalition for Community Schools partners include the following organizations:

Community Development/Community Building
- National Association of Community Development Agencies
- National Council of La Raza
- National Education Association
- National Federation of Parents
- National Urban League
- National Zurich

Education
- American Association for Higher Education
- American Association of School Administrators
- American Federation of Teachers
- American School Counselor Association
- Council for Chief State School Officers
- Council of Great City Schools
- Developmental Studies Center
- Education Policy Alliance
- National Association for Bilingual Education
- National Association of Elementary School Principals
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Association of State Directors of Special Education
- National Center for Community Education
- National Educational Association
- National PTA
- National School Boards Association
- National Service Learning Partnership
- Pacific Oaks College, CA
- National School Community Network
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- National Center for Community Education
- National Educational Association
- National PTA
- National School Boards Association
- National Service Learning Partnership
- Pacific Oaks College, CA

Local Community School Networks
- Achievement First Community Learning Centers, St. Paul, MN
- Alliance for Families & Children, Henrico County, VA
- Baltimore Communities Health Trust
- Bates College/Leavitton Public Schools, MA
- Birmingham Public Schools, AL
- Boston School Yard
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