



Role of Business and Foundation Leaders in

Supporting Community Schools

Business and Foundation Leaders are involved in community schools in a variety of ways. They provide financial support and often tend to have high levels of involvement in the governance and organization of a community school or community school initiative. Many leaders endorse community school policy and build relationships that strengthen the community school efforts. The proper level of involvement for a funder depends on the community context and should be decided at the local level together with community school leaders.

There are five general types of community school funders:

1. General Foundations [hot link]
2. Corporate Foundations [hot link]
3. Community Foundations [hot link]
4. Local Foundations [hot link]
5. United Ways [hot link]

General Foundations

Foundations at the national and local levels play an important role in supporting community schools. Typically foundations that fund community schools have an interest in funding education, youth development, and community development projects. They view community schools as a key strategy for accomplishing their missions to improve outcomes for children, youth, and families. Foundation leaders are committed to the community school strategy and are usually deeply involved, as demonstrated by their participation in meetings, building

connections to other funders and leaders, and advocacy.

The [Stuart Foundation](#) is an example of a foundation that has made community schools one of their featured initiatives. The Foundation has provided broad-based support for policy and technical assistance at the national level, while demonstrating effective local practice with select sites in the two states in which it concentrates its funding, California and Washington.

Recognizing the centrality of the community school strategy to education reform, the Stuart Foundation's position is that "the time is right to make community schools a permanent and enduring part of the education landscape."¹ Having funded community schools for nearly a decade, the Stuart Foundation has a particular strategy to funding community schools and to strengthen the movement: they fuel exemplary work that replicates and expands effective practices at the local level, support powerful partnerships and technical assistance across sites, and fund independent, nonpartisan research to inform and impact community schools public policy.

Corporate Foundations

Many corporations have foundations that support the community and education. Corporations have a responsibility to the

¹ Website:

<http://www.stuartfoundation.org/OurStrategy/EducationSystems/NetworksOfSchoolsAndDistricts/CommunitySchools.aspx><http://www.stuartfoundation.org/OurStrategy/EducationSystems/NetworksOfSchoolsAndDistricts/CommunitySchools.aspx>

communities in which they operate and serve. Their employees live in these communities as do many of their clients. Leaders from corporate foundations provide financial support but also often provide mentors, in-kind resources, and other resources, especially at the local level.

The [JP Morgan Chase Foundation](http://www.jpmorganchase.com/corporate/Corporate-Responsibility/corporate-philanthropy.htm) is a corporate foundation that supports community schools. JP Morgan Chase sets a goal to “be the catalyst to meaningful, positive, and sustainable change within our highest need neighborhoods and communities across the globe” through their philanthropy.² Their focus on community development and education has led them to fund community schools at the local and national levels.

Community Foundations

Community foundations tend to focus their giving at the local or regional levels. They solicit donations and use their general funds to support a set of strategies. Community foundations typically support local community schools and their leaders are typically very involved with the development of and advocacy for the initiative.

Oftentimes community foundation leaders fund a pilot community school initiative along with leaders from across various sectors and encourage policymakers to include the community school strategy in policy and funding mechanisms that allow the initiative to grow.

One example of the many community foundations that strongly support individual community schools and initiatives is [The San Francisco Foundation](http://www.greatercincinnati.org/). This foundation has made the full-service community schools a key component of their funding approach to support children and communities and have funded community schools throughout the Bay Area. In Spring 2010 the Foundation celebrated their

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<http://www.jpmorganchase.com/corporate/Corporate-Responsibility/corporate-philanthropy.htm>

efforts as Oakland Unified School District’s Board of Education committed to making every school a full-service community school.

The [Greater Cincinnati Foundation](http://www.greatercincinnati.org/) (GCF) is another community foundation that supports community schools. The GCF was created to support community philanthropy. According to their website, GCF “help[s] people make the most of their giving to build a better community.”³ One of GCF’s “targeted funds” supports Cincinnati Public School’s Community Learning Center Initiative.⁴ GCF has made a commitment to raise funds from the community to support this community schools initiative. In addition, the foundation’s CEO is a member of the community schools initiative leadership team.

The [Lincoln Community Foundation](http://www.lincolncommunity.org/) (LCF) helped give birth to the Lincoln Community Learning Centers (CLCs) initiative in 1999 by giving one of its first initiative grants in the amount of \$100,000 to the Foundation for Lincoln Public Schools.

LCF became a pioneer by investing early on in the concept of Community Learning Centers and funding a community feasibility study which found that Lincoln was overwhelmingly in support of all schools being Community Learning Centers. LCF underwrote the original four pilot sites which have grown to the current total of 25. This investment has leveraged over \$8 million in resources from blended funding streams. The ongoing challenge with the CLC initiative is to develop a sustainable infrastructure that leverages current federal, state and local grants as they institutionalize the model. Additional support from the LCF has been used as bridge funding while we work to institutionalize the CLC leadership infrastructure

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<http://www.greatercincinnati.org/page10004188.cfm>

⁴

<http://www.greatercincinnati.org/page10004302.cfm>

that is essential to the long-term success of Community Learning Centers.

Local Private Foundations

Local private foundations are very similar to community foundations in that they focus on issues within a specific geographical area. However, local foundations don't solicit donations as they are typically supported by an endowment.

In Chicago the [Polk Bros. Foundation](#) funded a pilot of community schools in the early 1990s that have led to the largest community school initiative in the country, approximately 154 community schools. The Polk Bros. Foundation continues to support local community schools as well as the [Federation for Community Schools](#), a group that advocates for community schools across the state of Illinois.

United Ways

Large CBOs such as the United Way often play a major role in the development and implementation of a community school initiative. They provide essential financial, organizational, and technical capacity and often take the lead role in governing the initiative. Leaders from these CBOs organize partnerships with other non-profits and leverage funding streams from grants, philanthropy, and partner organizations.

The [United Way of Greater Lehigh Valley](#) in Central Pennsylvania is an example of a large CBO that operates the local community school initiative, Community Partners for Student Success (COMPASS). Begun in 2005, COMPASS fulfills the United Way's "vision to identify, strengthen, and promote community-connected schools so that all Lehigh Valley students succeed and graduate from high school ready to lead meaningful and productive lives."⁵

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http://www.unitedwayglv.org/index.php?pr=COMPASS_Overview

The United Way of Greater Lehigh Valley provides financial, organizational, and leadership support to the initiative that spans three school districts and 12 schools.

The **United Way of the Greater New Orleans Area** leads and coordinates the [New Orleans Kids Partnership \(NOKP\)](#), a 30+ nonprofit member collaborative that focuses the integration and coordination of efforts at community school sites, as well as issues and specific events related to youth development. The United Way acts as neutral convener (not competing with direct service providers or among schools) to both manage the collaborative and the necessary funds that enable the community school effort to thrive and expand.

NOKP raises and leverages money from national philanthropic groups, small family foundations, corporate philanthropies and public funding pools (DOJ, DOE) thus allowing smaller nonprofit groups and independent charter schools to focus on the children first, rather than fundraising.

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Coalition Partners

COMMUNITY DEVELOPMENT/ COMMUNITY BUILDING

[Center for Community Change](#)
[Development Training Institute](#)
[Harlem Children's Zone](#)
[National Congress for Community Economic Development](#)
[National Council of La Raza](#)
[National Neighborhood Coalition](#)
[National Trust for Historic Preservation](#)
[National Urban League](#)
[Police Executive Research Forum](#)
[The Harwood Institute](#)

EDUCATION

[American Association for Higher 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](#)
[Council of Chief State School Officers](#)
[Council of the Great City Schools](#)
[Developmental Studies Center](#)
[Learning First 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 Education Association](#)
[National Parent Teachers Association](#)
[National School Boards Association](#)
[Pacific Oaks College, CA](#)

FAMILY SUPPORT / HUMAN SERVICES

[Alliance For Children and Families](#)
[American Public Human Services Association](#)
[CASEL \(Collaborative for Academic Social and Emotional Learning\)-U. of Illinois at Chicago](#)
[Child Welfare League of America](#)
[Family Support America](#)
[National Center for Family Literacy](#)
[The Educational Alliance](#)
[United Way Worldwide](#)

GOVERNMENT

[Local and State Governments](#)

[National League of Cities](#)
[National Association of Counties](#)
[National Conference of State Legislatures*](#)
[National Governors' Association*](#)
[The U.S. Conference of Mayors](#)

Federal Government

[Learn and Serve America](#)
[21st Century Community Learning Center Program](#)
[Centers for Disease Control and Prevention](#)

HEALTH AND MENTAL HEALTH

[American Public Health Association](#)
[American School Health Association](#)
[National Assembly on School-Based Health Care](#)
[National Mental Health Association](#)
[Society of State Directors of Health, Physical Education and Recreation](#)
[UCLA Center for Mental Health in Schools](#)
[Center for Health and Health Care in Schools, George Washington University](#)

LOCAL COMMUNITY SCHOOL NETWORKS

[Achievement Plus Community Learning Centers, St. Paul, MN](#)
[Alliance for Families and Children, Hennepin County, MN Alignment](#)
[Nashville, TN](#)
[Baltimore Connections, MD](#)
[Bates College/Lewiston Public Schools, ME](#)
[Birmingham Public Schools, AL](#)
[Boston Connects, MA](#)
[Boston Excels, MA](#)
[Boston Full Service Schools Roundtable, MA](#)
[Bridges to the Future, United Way of Genesee County - Flint, MI](#)
[Bridges to Success, United Way of Central Indiana - Indianapolis, IN](#)
[Bridges to Success, United Way of Greater Greensboro - Greensboro, NC](#)
[Bridges to Success, United Way of Greater High Point - High Point, NC](#)
[Chatham-Savannah Youth Futures Authority, GA](#)
[Chelsea Community Schools, MA](#)
[Chicago Coalition for Community Schools, IL](#)
[Chicago Public Schools - The Campaign to Expand Community Schools in Chicago](#)
[Community College of Aurora/Aurora Public Schools, CO](#)
[Community-School Connections, NY](#)
[Community Schools Rhode Island, RI](#)
[Dorca's Place Adult and Family Learning Center](#)
[Hartford Community Schools, Hartford Public School District, CT](#)
[Jacksonville Partnership for Children, FL](#)
[KidsCAN!, Mesa, AZ](#)
[Lincoln Community Learning Centers Initiative, NE](#)
[Local Investment Commission \(LINC\), Kansas City, MO](#)
[Minneapolis Beacons Project, MN](#)
[Montgomery County Public Schools - Linkages to Learning](#)
[New Paradigm Partners, Turtle Lake, WI](#)
[New Vision for Public Schools, NY](#)
[Project Success, IL](#)
[Rockland 21st Century Collaborative for Children and Youth, NY](#)
[School Linked Services Inc., Kansas City, KS](#)
[SCOPE \(School and Community Organized to Provide Excellence\), Central Falls, RI](#)
[St. Louis Park Schools, MN](#)
[St. Louis Public Schools, Office of Community Education, MO](#)
[Schools United Neighborhoods \(SUN\), Portland, OR](#)
[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 \(WEPIC\)](#)

NATIONAL COMMUNITY SCHOOL NETWORKS

[Beacons Schools Youth Development Institute at the Fund for the City of New York](#)
[Children's Aid Society](#)
[Communities in Schools](#)
[National Community Education Association](#)
[Schools of the 21st Century, Yale University](#)

PHILANTHROPY

[Annie E. Casey Foundation](#)
[Atlantic Philanthropies](#)
[Carnegie Corporation](#)
[Charles Stewart Mott Foundation](#)
[Families of Freedom Scholarship Fund](#)
[Ewing Marion Kauffman Foundation](#)
[JP Morgan Chase Foundation](#)
[KnowledgeWorks Foundation](#)
[Milton S. Eisenhower Foundation](#)
[Polk Bros. Foundation](#)
[Rose Community Foundation](#)
[Stuart Foundation](#)
[The After-School Corporation](#)
[The Wallace Foundation](#)

[W. K. Kellogg Foundation](#)

POLICY, TRAINING AND ADVOCACY

[After School and Community Education Resource Network](#)
[American Youth Policy Forum](#)
[Annenberg Institute for School Reform, Brown University](#)
[Children's Defense Fund](#)
[Coalition of Community Foundations for Youth](#)
[Coalition for Our Children's Schools](#)
[Education Development Center](#)
[Family Friendly Schools, VA](#)
[Foundations, Inc.](#)
[Institute for Educational Leadership](#)
[Institute for Social and Education Policy, New York University](#)
[National Center for Schools and Communities, Fordham University](#)
[Joy Dryfoos, Independent Researcher](#)
[National Child Labor Committee](#)
[National Coalition for Parent Involvement in Education National Summer Learning Association](#)
[National Youth Employment Coalition](#)
[Parents United for Child Care, Boston MA](#)
[Public Education Network](#)
[RMC Research](#)
[The Finance Project](#)
[The Rural School and Community Trust](#)

SCHOOL FACILITIES PLANNING

[Concordia, LLC](#)
[Council of Education Facilities Planners International](#)
[National Clearinghouse for Educational Facilities](#)
[New Schools / Better Neighborhoods](#)
[Smart Growth America](#)
[21st Century School Fund](#)

STATE ENTITIES

[California Center for Community-School Partnerships/Healthy Start Field Office](#)
[California Department of Education](#)
[Child and Family Policy Center](#)
[Community Schools, RI](#)
[Colorado Foundation for Families and Children](#)
[Education Leadership Beyond Excellence](#)
[Foundation Consortium, CA](#)
[Illinois Community School Partnership / Voices for Illinois Children](#)
[Nebraska Children and Families Foundation](#)
[New Jersey School-Based Youth Service/Department of Human Services](#)
[Office of Family Resource and Youth Services Centers, Frankfort, KY](#)
[Ohio Department of Education](#)
[State Education and Environment Roundtable](#)
[Tennessee Consortium of Full Service Schools](#)
[Washington State Readiness-To-Learn Initiative](#)

YOUTH DEVELOPMENT

[Academy for Educational Development](#)
[AED Center for Youth Development and Policy Research](#)
[America's Promise](#)
[Association of New York State Youth Bureaus](#)
[Big Brothers, Big Sisters](#)
[Boys and Girls Clubs of America](#)
[California Afterschool Partnership/Center for Collaborative Solutions](#)
[Camp Fire USA](#)
[Families of Freedom Scholarship Fund](#)
[The Forum for Youth Investment](#)
[National Collaboration for Youth](#)
[National Institute On Out-of-School Time](#)
[National School-Age Care Alliance](#)
[Partnership for After-school Education](#)
[The Forum for Youth Investment](#)
[YMCA of the USA](#)