Scaling Up School and Community Partnerships
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475 Riverside Drive, Suite 1220, NY, NY 10115 | 212.569.2866 | www.nationalcenterforcommunityschools.org | ta@childrensaidsociety.org
GREETINGS FROM THE MAYOR

On behalf of the City and County of San Francisco, it is with great pleasure that I welcome you to the 2012 National Forum of the Coalition for Community Schools being held here in San Francisco on May 9-12, 2012.

San Francisco has been a hub for delivering innovative youth development and other student support services for decades, and the City has recognized and adopted the Community Schools model as part of our overall student success plan. I am thrilled that San Francisco has the opportunity to host the Forum’s contingent of leaders from the education, social services and community development fields. During your time in San Francisco, I encourage you to interface with our City’s schools, community based organizations, businesses, higher education institutions and my administration. You will find that enthusiasm runs high in San Francisco for improving student learning and building stronger families and healthier communities.

I hope you will be able to set aside some time to visit the many diverse neighborhoods, museums, attractions, restaurants and small businesses that are unique to our wonderful City by the Bay. Of course, if you get a chance, I encourage you to wish our historic Golden Gate Bridge a happy 75th birthday!

Best wishes for continued success in making our youth college ready and prepared for the 21st century workforce. Have a wonderful time in San Francisco!

With warmest regards,

Edwin M. Lee
Mayor
THE SAN FRANCISCO FOUNDATION

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May 9, 2012

Friends,

Welcome to San Francisco for the 2012 Community Schools National Forum!

Reflecting on our past 15 years as a Coalition, we must ask, “What is the state of our movement? Is our vision resonating? Is the strategy clear? Are more schools, school districts, and community organizations coming on board? Is our story--our narrative--about what all of us must do in order to successfully educate our most precious resource, our children, taking hold?” Answers to these questions keep us moving forward.

And the news is good! In our host state of California, there are exciting efforts to expand community schools from San Diego to the Bay Area to Sacramento and all across the state. Regularly we hear about new places making community schools central to reform. Leaders in cities such as Cleveland, OH, Knoxville and Nashville, TN, and Springfield, MO among many others are here. States like California, Connecticut, and Illinois are leading the way in building a state agenda to support community schools.

Your participation in this historic gathering confirms that more people are identifying community schools as a key reform strategy. Over 1,200 people are attending this year; the largest number ever assembled at a Coalition National Forum. Look around and you’ll see people from 36 states, the District of Columbia, and Canada. You represent over 100 different communities that care deeply about our children and youth, and about their families and communities.

Your efforts are helping the community schools strategy resonate across the country. Community school stories are showing up on the front pages of Education Week, in local media, and in high-profile blogs. Our narrative about what it will take to educate all of our children is taking hold.

All of this activity and energy is why the Coalition has chosen Scaling Up School and Community Partnerships as our theme. It captures the wave of activity as more communities are organizing and sustaining community schools. It compels all of us to bring the idea of schools as centers of the community, as places where we act collectively, to scale.

Shared responsibility and shared accountability for the education of our children and the strength of our families and neighborhoods underlie all of our work. Many of you have been community schools dreamers, innovators, and planners for a while now. Others are new to the effort and bring your own imagination, resources and creative strategies. Over the next few days we will work and learn together to ensure a brighter future for our children and youth, our families and communities--so that their dreams can come true. The outstanding lineup of local, state and national leaders that have assembled to think and learn with you affirms the power of our ideas and direction. We thank them and you for being the force that pushes community schools forward.

Enjoy the next few days. Have fun, share your ideas, and return home with renewed energy and even stronger commitment and exciting plans for the next stage of your work.

Sincerely,

Jane Quinn
Vice President,
Children’s Aid Society
Director, National Center for Community Schools and Forum Co-Chair

Lisa Villarreal
Vice-Chair and former Co-Chair, Coalition for Community Schools
Program Officer, Education, San Francisco Foundation

Ira Harkavy
Chair, Coalition for Community Schools
Director, The Netter Center for Community Partnerships, University of Pennsylvania

Jane Quinn
Vice President,
Children’s Aid Society
Director, National Center for Community Schools and Forum Co-Chair

Martin J. Blank
President, Institute for Educational Leadership
Director, Coalition for Community Schools
By partnering for the common good we can achieve uncommon results. We proudly sponsor the 2012 Community Schools National Forum.
Joy Dryfoos envisioned a school experience in which children would study more than reading, writing, and arithmetic. They also would learn to maintain good physical and mental health, and they would take part in school activities with their parents and families. That meant collaborating with universities, social service agencies, and health professionals. “The bottom line is, schools cannot do it alone,” she wrote in 2006.

—The Boston Globe

“Joy Dryfoos was there at the creation of the current community schools movement. More than that, she, more than anyone else, created it through her writings, words, and actions.”

—Ira Harkavy, Director, Netter Center for School Community Partnerships Chairperson, Coalition for Community Schools Steering Committee

“Joy Dryfoos was a pioneer in the leading our country’s thinking towards educating the whole child – providing opportunities and supports for all students, but in particular those who were most vulnerable. Her leadership, passion, and commitment to the full service community school strategy has drawn the attention of many from the worlds of policy and practice.”

—Randi Weingarten, President American Federation of Teachers, AFL-CIO

“Frederick Douglass once said, “It is easier to build strong children than to repair broken men.” That is what Joy did throughout her life, and her legacy will surely be the many young lives she strengthened and the happiness of so many families for whom she was an ally and advocate. She will be greatly missed by all of us who have cherished her contribution to community schools and to the future of our country.”

—Steny H. Hoyer, Democratic Whip U.S. House of Representatives

“Joy Dryfoos exemplified the importance of community living and we will always remember her as one of the greatest leaders of our movement.”

—Carlos M. Azcoitia, Assistant Professor, National Louis University Member, Coalition for Community Schools Steering Committee

“I was most fortunate to have worked with Joy many times over the years, and whenever we met, I was impressed by her unwavering enthusiasm for community schools and her unfailing commitment to improving schools and communities. Her legacy is rich...but we’re reassured that her accomplishments will live on in the lives of the children her work has touched.”

—Terry Peterson, Board Chair Afterschool Alliance
THANK YOU
LOCAL PLANNING COMMITTEE!

A Local Planning Committee worked tirelessly with us to organize the Forum. The Committee is comprised of leaders committed to community schools from across California. We could not be more appreciative of the time and energy that they have devoted to the Forum.

Samantha Blackburn
California School Health Centers Association

Margaret Brodkin
New Day for Learning

Ed Center
United Way of the Bay Area

Hedy Chang
Attendance Works

Serena Clayton
California School Health Centers Association

Alison Dejung
Stuart Foundation

Aimee Durfee
United Way of the Bay Area

Alison Feldman
Urban Strategies Council

María Fernández
John W. Gardner Center for Youth and Their Communities, Stanford University

Amy Gerstein
John W. Gardner Center for Youth and Their Communities, Stanford University

Judy Glenn
Girls Incorporated of Alameda County

Martin Gonzalez
California School Boards Association

Jamie Harris
The Center for Strategic Community Innovation

Dina Hatchuel
The Center for Strategic Community Innovation

LaZena Jones
Walter Helms Community School

Hayin Kim
Emery Unified School District

Amber Lockhart
California School Boards Association

Shelly Masur
Redwood City School District

Asha Mehta
San Francisco Beacons Initiative

Roy Miller
Emery Unified School District

Kindra Montgomery
UC Davis, Center for Community Partnerships

Renee Newton
UC Davis, Center for Community Partnerships

Jane Nicholson
Complimentary Learning, OUSD

Deanna Niebuhr
Partnership for Children and Youth

James T. Nguyen
Alameda County School Health Services Coalition

Leslie O’Hare Sorenson
Ontario-Montclair School District

Ellen Pais
Los Angeles Education Partnership

Jennifer Peck
Partnership for Children and Youth

Curtiss Sarikey
Oakland Unified School District

Tony Smith
Oakland Unified School District

Bernadette Thomas Butler
John W. Gardner Center for Youth and Their Communities, Stanford University

Lynda Tredway
University of California, Berkeley

Lisa Villarreal
The San Francisco Foundation

Junious Williams
Urban Strategies Council

We welcome you to San Francisco!!
Thank You for Your Support

There were many people involved in making the 8th Community Schools National Forum—Scaling Up School and Community Partnerships: The Community Schools Strategy, a reality.

We would like to thank the following Sponsors for their support of this year’s Forum:

- American Federation of Teachers, AFL-CIO
- California Teachers Association
- Evelyn and Walter Haas Jr., Fund
- Farmers Insurance
- JPMorgan Chase
- National Center for Community Schools, Children’s Aid Society
- S.D. Bechtel, Jr. Foundation
- Stuart Foundation
- The California Endowment
- The David and Lucile Packard Foundation
- The San Francisco Foundation
- U.S. Bank
- Walter S. Johnson Foundation

We also want to recognize the contributions and time dedicated to this year’s Forum from the conference co-chairs, Lisa Villarreal, The San Francisco Foundation and Jane Quinn, National Center for Community Schools, Children’s Aid Society as well as the other members of the National Planning Committee:

- Susan Abravanel, Youth Service America
- Kathleen Bideaux, Ogden City School District
- Cathlin Gray, Evansville Vanderburgh School Corporation
- James Grim, George Washington Community School
- Marsha Guthrie, Children’s Services Council of Palm Beach County
- Ellen Pais, Los Angeles Education Partnership
- Adeline Ray, Chicago Public Schools
- Brent Schondelmeyer, Local Investment Commission
- Genie Shannon, Tulsa Area Community Schools Initiative
- Joann Weeks, Netter Center for Community Partnerships, University of Pennsylvania

We also recognize the ongoing support of the following funders for our work:

- Stuart Foundation
- Charles Stewart Mott Foundation
- Annie E. Casey Foundation
- JPMorgan Chase
- W.K. Kellogg Foundation

We would like to acknowledge all of the members of the Local Planning Committee for all of their hard work in pulling together workshop sessions, school site visits, and their tireless local outreach. A special thank you to Hayin Kim, Brent Schondelmeyer and Bryan Shepard, Local Investment Commission, Deanna Niebuhr and Jennifer Peck, Partnership for Children and Youth, for their role in planning the Forum. Their efforts exemplify the best kind of collaboration between a national group and local people and organizations that make things happen on the ground.

We would also like to extend a warm thank you to all of the volunteers who have dedicated their time and efforts to help make this Forum possible.
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Life Expectancy 73

<

ZIP CODE 92657
Life Expectancy 88

Your ZIP code shouldn’t predict how long you’ll live – but it does. Staying healthy requires much more than doctors and diets. Every day, our surroundings and activities affect how long – and how well – we’ll live.


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To Our State Partners

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IN CALIFORNIA AND BEYOND
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2014

Community Schools National Forum

May 12-14, 2014
San Francisco, CA

The Coalition for Community Schools would like to thank the American Federation of Teachers for their generosity in sponsoring this year’s conference flash drives.

Community Schools Internet Café

RECEIVE A FREE 2GB FLASH DRIVE!

Receive your complimentary 2GB USB flash drive upon registration! These flash drives are packed with vital community schools information on how to scale up your community schools initiative, as well as other research, tools, and publications. Just imagine! You can also take home your favorite presentations to share without having to check an extra bag at the airport!

Download the full conference program book and workshop presentations at the Community Schools Internet Café!

The Coalition for Community Schools would like to thank the American Federation of Teachers for their generosity in sponsoring this year’s conference flash drives.
GENERAL INFORMATION

Unless otherwise noted, all conference functions will take place at the San Francisco Marriott Marquis located at 55 Fourth Street in San Francisco, California. For all questions concerning accommodations, contact the Marriott directly at (415) 896-1600. (The regular checkout time for the San Francisco Marriott Marquis is 12:00 PM).

REGISTRATION

Registration will be located in the Golden Gate Foyer on Tuesday and until 12pm on Wednesday. From 1pm until the remainder of the event, registration will be at the North and South Registration Desk on the Lower B2 Level in the Yerba Buena Grand Assembly.

Registration Hours
- Tuesday, May 8        4:00pm to 8:00 pm
- Wednesday, May 9      7:30 am to 6:30 pm
- Thursday, May 10      7:30 am to 7:30 pm
- Friday, May 11        7:30 am to 5:30 pm
- Saturday, May 12      7:30 am to 12:00 pm

EXHIBITS

Exhibits are located in the Yerba Buena Grand Assembly. See the list of exhibitors on page 67.

Exhibit Hours
- Wednesday, May 9      Open at 5:30 pm
- Thursday, May 10      8:00 am to 5:30 pm
- Friday, May 11        8:00 am to 5:30 pm
- Saturday, May 12      8:00 am to 12:00 pm

CONFERENCE ATTIRE

Dress for the conference is business casual. However, please remember that even though it is spring, conference rooms are often kept cooler than normal room temperature.

PRE-CONFERENCE SEMINARS AND SITE VISITS

Participation in pre-conference institutes or school site visits are available for a fee in addition to the conference registration. If you are interested in attending a site visit or pre-conference institute, please check with the registration desk and listen for announcements. Space is limited and ticketing is offered on a first come, first served basis.
Kick off the conference right! Don’t miss this opportunity to explore the benefits of bringing chess into your community school and to take part in a live chess tournament. All are welcome to learn how to play and win some prizes.

Wednesday, May 9th

4:00 – 6:30 PM in the Marriott’s Atrium

Brought to you by:

Visit their booth for more information!
DINING RECOMMENDATIONS

By Neighborhood:

Union Square

- **Biscuits and Blues**
  401 Mason Street
Posh down-home cookin’ here—California-ized jambalaya, fried okra and chicken, presented with live blues music.

- **Postrio**
  545 Post Street
Pan-Asian-Californian cuisine served in a dramatic dining room. Outstanding desserts and the influence of co-owner Wolfgang Puck make for a memorable dinner.

- **Farallon**
  450 Post Street
The unique collaboration between Chef Mark Franz and restaurateur/designer Pat Kuleto. The playful underwater fantasy is the perfect setting for contemporary “coastal cuisine.”

SoMa

- **LuLu**
  816 Folsom St. (between Fourth and Fifth streets)
Nationally award-winning restaurant housed in the vaulted space of an exposed-beam converted warehouse. Choose from Mediterranean-influenced dishes, pizzas, pastas, and rotisserie items.

Nob Hill

- **Venticello**
  1257 Taylor Street
Rustic and warm-hued, this Tuscan country restaurant serves interpretations of comforting classic Italian dishes. Two levels of dining offer views across the city, spanning to the Bay Bridge.

SIGHTSEEING TOURS

Alcatraz Tours
The “inescapable” former federal penitentiary that housed Al Capone and the Birdman of Alcatraz.

Wine Country Tour
Experience an all day tour that explores California’s premium wine regions, Napa and Sonoma Valleys. Cross the Golden Gate Bridge in the morning and enjoy the scenery of Marin County and the Carneros District.

LOCAL ATTRACTIONS

Transamerica Pyramid
600 Montgomery Street, #2300
Unique to the San Francisco skyline, the landmark has become synonymous with the City by the Bay.

Cable Car Museum
1201 Mason Street
If you want to be a true San Franciscan, it pays to brush up on your cable car facts.

Coit Tower
1 Telegraph Hill Boulevard
A stunning Art Deco icon jutting into the skyline is home to incredible WPA-era murals.

Yerba Buena Gardens
750 Howard Street
Provides a cultural focal point for the South of Market area with two blocks of museums, activities and peaceful gardens.

Fisherman’s Wharf
Fisherman’s Wharf is a world famous tourist attraction and a thriving and vibrant local neighborhood and commercial area. Enjoy world-class dining, shopping, hotels and endless entertainment.

Golden Gate Bridge
The Golden Gate Bridge—an engineering and architectural marvel, built in 1937, is a beacon to millions of visitors from around the world every year.
Community schools have their roots in the earliest, richest traditions of public education. They offer a way to address the achievement gap by educating the whole child and providing our most disadvantaged students and families with the supports and opportunities they need to succeed.

The American Federation of Teachers’ Quality Education Agenda recognizes the many benefits community schools have for teachers, students and families. The agenda focuses on evidence (to ensure quality, efficiency and effectiveness), equity (to provide a great education to all children), scalability (to make success systemic, not isolated) and sustainability (so that the reforms outlast changes in school, district and union leadership; don’t fall prey to budget cycles; and aren’t buffeted about by political shifts). We believe that this agenda can be achieved through:

- Community Schools
- Teacher Development and Evaluation
- Curricula
- Collaboration
- Community

Teachers are a critical focal point for coordinating the services each child needs and ensuring that academic services are connected with what children are learning in school. Local members are seeing the impact school-community partnerships can have on student success. These partnerships address students’ social and emotional needs and enable teachers to create an engaging learning environment. Several AFT affiliates are partners in community school efforts.

For more on the AFT Quality Education Agenda, go to: www.aft.org/newspubs/press/qualityagenda.cfm
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### Agenda At-A-Glance!

**WEDNESDAY, MAY 9, 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 am to 6:30 pm</td>
<td>Registration</td>
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<tr>
<td>8:00 am to 12:00 pm</td>
<td>SITE VISITS</td>
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<tr>
<td>9:00 am to 1:30 pm</td>
<td>PRE-CONFERENCE INSTITUTE: Coordinators Network</td>
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<tr>
<td>9:00 am to 4:30 pm</td>
<td>PRE-CONFERENCE INSTITUTE: Scaling Up Community Schools</td>
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<tr>
<td>1:00 pm to 4:30 pm</td>
<td>CONCURRENT PRE-CONFERENCE INSTITUTES</td>
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<td></td>
<td>Community Schools 101: A Strategy, Not a Program</td>
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<td>Grade-Level Reading Campaign</td>
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<td>Principal Leadership in Community Schools</td>
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<td>The Challenges Facing Boys and Men of Color</td>
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<tr>
<td>2:00 pm to 5:30 pm</td>
<td>SITE VISITS</td>
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<tr>
<td>4:00 pm to 6:30 pm</td>
<td>Live Chess Tournament</td>
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<tr>
<td>5:30 pm to 6:30 pm</td>
<td>OPENING RECEPTION</td>
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<tr>
<td>6:30 pm to 9:00 pm</td>
<td>DINNER AND OPENING PLENARY: Youth Speak</td>
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**THURSDAY, MAY 10, 2012**

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<tbody>
<tr>
<td>7:30 am to 7:30 pm</td>
<td>Registration</td>
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<tr>
<td>8:30 am to 10:00 am</td>
<td>MORNING PLENARY: Getting the Early Childhood and School Connections Right</td>
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<tr>
<td>10:00 am to 10:15 am</td>
<td>Break</td>
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<tr>
<td>10:15 am to 11:45 am</td>
<td>CONCURRENT MINI-PLENARY SESSIONS</td>
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<tr>
<td>12:00 pm to 1:45 pm</td>
<td>LUNCHEON PLENARY:</td>
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<td>The Role of Community Schools in Moving an Equity Agenda in America</td>
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<tr>
<td>1:45 pm to 2:00 pm</td>
<td>Break</td>
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<tr>
<td>2:00 pm to 5:30 pm</td>
<td>SITE VISITS</td>
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<tr>
<td>2:15 pm to 3:30 pm</td>
<td>CONCURRENT WORKSHOP I</td>
</tr>
<tr>
<td>3:45 pm to 5:00 pm</td>
<td>CONCURRENT WORKSHOP II</td>
</tr>
<tr>
<td>6:30 pm to 9:00 pm</td>
<td>MOVIE PREMIERE: Screening of the documentary, “First Generation”</td>
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**FRIDAY, MAY 11, 2012**

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<th>Time</th>
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<tr>
<td>7:30 am to 5:30 pm</td>
<td>Registration</td>
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<tr>
<td>8:30 am to 10:00 am</td>
<td>MORNING PLENARY: Leadership for Community Schools: Superintendent Speak</td>
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<tr>
<td>10:00 am to 10:15 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 am to 11:30 am</td>
<td>CONCURRENT WORKSHOP III</td>
</tr>
<tr>
<td>11:30 am to 1:15 pm</td>
<td>LUNCH: On Your Own</td>
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<tr>
<td>1:15 pm to 2:30 pm</td>
<td>CONCURRENT WORKSHOP IV</td>
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<tr>
<td>2:45 pm to 4:00 pm</td>
<td>AFTERNOON PLENARY:</td>
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<td></td>
<td>Policymakers Speak on Community Schools</td>
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<td>4:00 pm to 4:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>4:15 pm to 5:30 pm</td>
<td>ROLE ALIKE GROUPS</td>
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**SATURDAY, MAY 12, 2012**

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<th>Time</th>
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<tbody>
<tr>
<td>8:45 am to 10:00 am</td>
<td>CONCURRENT WORKSHOP V</td>
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<tr>
<td>10:00 am to 10:15 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 am to 11:30 am</td>
<td>CONCURRENT WORKSHOP VI</td>
</tr>
<tr>
<td>11:30 am to 12:30 pm</td>
<td>CLOSING PLENARY: Moving to the Next Plateau</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Adjourn</td>
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The theme of this year’s National Forum is Scaling Up School and Community Partnerships: The Community Schools Strategy. Why did the Planning Committee pick this theme? After 15 years as a Coalition and many more years of practice in the field, the community school movement has demonstrated that it is ready to move, and is indeed moving, from individual community schools to scaled-up systems of community schools. Never before has there been greater interest in community schools and attention to building systems of community schools at scale. Increasingly, policymakers, superintendents, school board members, local government, intermediary groups like the United Way, and other school and community leaders are recognizing that in order for our children and youth to thrive they need engaging and relevant instruction, multiple opportunities and supports, a safe and supportive environment at school and at home, and all the other conditions for learning. Across the country, interest in place-based strategies like community schools, including Promise Neighborhoods and Cradle to Career strategies, that are using collective action for collective impact is growing. Community schools must be at the heart of all of these efforts. The time for community schools is now!

What Does It Take To Build a Scaled-Up System of Community Schools?

Experience from existing community school initiatives demonstrates that building to scale involves a 6-stage spiraling process (see box to the left). Rather than providing a rigid formula or lockstep set of requirements, the Scale-Up Spiral helps school systems and communities at many different starting points begin building collaborative leadership and functional capacity—while staying focused on results.

Building a scaled-up system requires a shared vision, a collaborative leadership structure, and shared results, as illustrated in the graphic on the following page. In order to support their
vision, community school systems have organized collaborative leadership structures at the community and school levels made up of educators, community leaders, parents, students, superintendents, support personnel, coordinators, and many others. These groups often work with an intermediary (such as a school district, local government, an intermediary or community-based organization) to coordinate and implement the scale-up strategy around seven key functions: results-based vision, data and evaluation, finance and resource development, alignment and integration, supportive policy and practice, professional development and technical assistance, and community engagement. You can read more of the Scale Up Guide at www.communityschools.org.

**Learning about Scale-Up at the Forum**

The plenaries, workshops and other learning opportunities at this year’s Forum are aligned with the scale-up spiral process, the collaborative leadership structure, and the key functions. We have designed these sessions to help you learn how to scale-up your community schools for maximum impact. Over the next few days you will learn about:

- The actions community school initiatives have taken to scale-up their work
- How systems of community schools organize educators and partners at the school and community levels
- The important roles of the intermediary and community school coordinators
- The key functions of a scaled-up system of community schools, such as finance and resource development, alignment and integration, data and evaluation, policy, and communications
- What a successful community school looks like
- The various opportunities and supports community schools offer to young people, their families and the community; such as: engaging instruction, health and social supports, extra learning opportunities, youth development activities, early childhood development, family and community engagement, and much more.

We trust that you leave this year’s Forum with the ideas, inspiration, and strategies to go home and strengthen or start your scaled-up system of community schools!
Farmers Insurance knows that education is our best insurance for a successful future. We understand and value the vital role that you, America’s educators, play in creating responsible, informed citizens. That’s why we created our education programs for classroom use. They are aligned to state standards, easy-to-use and best of all – they’re FREE.

We invite you to explore our rich and varied library of teacher resources at GoFarmersEd.com. See what Farmers is doing to support education in our communities: one school, one teacher, one student at a time.

To learn more, visit www.GoFarmersEd.com
Pre-Conference Institutes and Site Visits

WEDNESDAY, MAY 9, 2012

7:30 AM TO 6:30 PM
REGISTRATION

SCHOOL SITE VISITS
Advance Registration Required

Please meet at the Atrium on the 2nd floor during the time designated for your site visit. For more information, check in at the registration desk. See page 39 for school site descriptions.

Pre-Conference Institutes

Coordinators Network
9:00 AM TO 1:30 PM
Location: Foothills G
A peer learning opportunity for people who are now or are soon to become community schools coordinators (aka, site managers, resource coordinators, site coordinators). Learn from your peers and help build an ongoing coordinators network.

Lead Presenters:
• Carol Hill, Bayview Beacon Director, Burton High School, San Francisco, CA
• Annie Bogenschutz, Resource Coordinator, Ethel M. Taylor Academy, Cincinnati, OH

Scaling Up Community Schools
9:00 AM TO 4:30 PM
Location: Golden Gate C3
Bring your team to learn what a scaled up system of community schools looks like. Work through the stages and milestones for community school planning and development. This session is designed for teams that are planning, or in the early stages of scaling up their community schools work.

Presenters:
• Martin J. Blank, President, Institute for Educational Leadership, Director, Coalition for Community Schools
• Reuben Jacobson, Senior Associate for Research & Strategy, Coalition for Community Schools, IEL

Scale Up Coaches:
• Cathy Gray, Associate Superintendent for Family, School and Community Partnerships, Evansville Vanderburgh School Corporation
• Adeline Ray, Senior Manager, CPS Community Schools Initiative, Chicago Public Schools
• Deborah Salas, Executive Director, Community Schools Collaboration
• Peggy Samolinski, Division Manager, SUN Service System
• Brent Schondelmeyer, Communications Director, Local Investment Commission

Please note that additional School Site Visits are offered from 2:00 pm to 5:30 pm on Thursday, May 10, 2012, at the school locations listed on page 39
Community Schools 101: A Strategy, Not a Program

Location: Salon 6

Join us for a “nuts and bolts” overview of the core concepts that define the community school strategy and explore the four Critical Capacities for Community Schools as articulated by the National Center for Community Schools (NCCS): Comprehensiveness, Collaboration, Coherence, and Commitment. Presenters will discuss practices related to each capacity, including the development of a needs assessment, program development, community engagement, coordination, advocacy, and strategic financing. Each participant will receive a copy of the recently released NCCS publication, *Building Community Schools: A Guide for Action.*

Presenters:
- Abe Fernández, Deputy Director, National Center for Community Schools, Children's Aid Society
- Sarah Jonas, Director of Regional Initiatives, National Center for Community Schools, Children's Aid Society

Grade-Level Reading Campaign

Location: Salon 1

The Campaign for Grade-Level Reading is a collaborative effort by dozens of funders across the nation to: close the gap in reading achievement that separates many low-income students from their peers; raise the bar for reading proficiency so that all students are assessed by world-class standards; and ensure that all children, including and especially children from low-income families, have an equitable opportunity to meet those higher standards. Join colleagues for an in-depth seminar exploring the connections between local community schools initiatives and the Campaign’s efforts to support over 100 communities in addressing the challenges of school readiness, school attendance, and summer learning. Participants learn about the national Campaign and the issue of grade-level reading, hear how community school initiatives are developing solutions, and engage in action planning around how to align this with their existing work.

Presenters:
- Hedy Chang, Director, Attendance Works
- Sylvia Fajardo, Pacoima Community Initiative
- Alicia Maldonado, Senior Consultant, National Grade-Level Reading Campaign
- Carol Paine-McGovern, Director, Kent Schools Services Network
- Robyn Reagan, Director of Community Schools, Los Angeles Education Partnership

Principal Leadership in Community Schools

Location: Golden Gate C1

Join other community schools principals to consider what principals need to know to lead a community school. Become part of a new community school principal’s network.

Presenters:
- Carlos Azcoitia, Assistant Professor, Department of Educational Leadership, National Louis University
- Lynda Tredway, Freelance Educational Consultant, Former Academic Coordinator, Principal Leadership Institute at UC Berkeley
- Kwesi Rollins, Director, Leadership Programs, Institute for Educational Leadership

The Challenges Facing Boys and Men of Color

Location: Salon 3

Statistics on the well-being and life chances of boys and men of color are daunting. Without adequate supports boys of color face inequitable outcomes in nearly every domain including educational attainment, health, and life expectancy. Oakland is evolving as an important proving ground to explore how full service community schools and Promise Neighborhoods can become the vehicles for implementing equity practices. This workshop will bring together researchers, policy analysts, school administrators, and practitioners to discuss how integrated and aligned work can accelerate the achievement of boys of color and improve their health and life course outcomes.

Presenters:
- Michael McAfee, Director of The Promise Neighborhoods Institute at PolicyLink
- Chris Chatmon, Executive Director of African-American Male Achievement, Oakland Unified School District
- Paul Flores, Lead Consultant and Project Researcher, Unity Council Latino Boys of Color Project
- Jorge Ruiz de Velasco, Director, Education Law and Policy, Earl Warren Institute on Law and Social Policy, UCBerkeley School of Law
- Curtiss Sarikey, Associate Superintendent for Family, School and Community Partnerships, Oakland Unified School District
- Junious Williams, CEO, Urban Strategies Council
**Full Conference Agenda**

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**4:00 PM TO 6:30 PM**

**COMMUNITY CHESS TOURNAMENT**

Location: Atrium (2nd Floor)

Join us in the Atrium for a lively game of chess. GLOS LLC, a Kansas City-based company that produces custom chess boards will host small group meetings with those who might be interested in developing, delivering or supporting school-based chess programs. They have developed a “Chess Training Guide for Teachers and Parents” as well as a “Chess Club To Go” kit, so they are not only exceptional players but extraordinary teachers! *This Chess Tournament is sponsored by GLOS, LLC.*

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**5:00 PM TO 6:30 PM**

**OPENING RECEPTION AND EXHIBITS**

Location: Yerba Buena Grand Assembly

Network with other community school advocates and leaders from across the country while browsing through exhibit displays.

**Entertainment: Loco Bloco**

Loco Bloco was founded in 1994 by community artists and activists of color to provide low-income, minority and immigrant families access to professional level arts education at no cost. Since Loco Bloco’s inception more than 6,000 youth and their families have benefited from training and performance in high-quality percussion, dance, visual arts, theater arts, stilt walking, civic engagement, youth leadership training and physical and mental health education. Each year, approximately 600 young people between 4 and 18 years of age directly participate in Loco Bloco’s afterschool programs at San Francisco schools and community centers.

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**6:30 PM TO 9:00 PM**

**DINNER AND EVENING PLENARY**

Location: Yerba Buena Ballroom

**Welcoming Remarks**

- Ira Harkavy, Chair, Coalition for Community Schools and Associate Vice President of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania

**National Forum Framework**

- Martin J. Blank, President, Institute for Educational Leadership and Director, Coalition for Community Schools

**Youth Speak**

Hear young people speak about how community schools are responding to their needs and creating new opportunities for learning. Also, we will hear how youth are impacting their communities.

**Moderator: Lisa Villarreal, Vice-Chair, Coalition for Community Schools, Program Officer, Education, San Francisco Foundation**

**Spoken Word Performance**

- Brandon Santiago and youth poets, YouthSpeaks Bay Area Urban Debate League

The Bay Area Urban Debate League conjures the power of youth voice and the excitement of competitive team sports to inspire students to advocate their opinions and master the most complicated of policy issues. With the help of hundreds of volunteers and sponsors, the league helps underserved youth develop into trained, powerful advocates and skilled critical thinkers, ready to graduate from high school and college and take on the world.

- Elisa Saavedra, Junior, Skyline HS, Oakland
- Precious Braziel, Freshman, Castlemont HS, Oakland
- Ennis Smith, Senior, Ralph J. Bunche HS, Oakland
- Christopher Marquez, Junior, Skyline HS, Oakland

**Poster Contest Award Winner Announced!**
THURSDAY, MAY 10, 2012

7:30 AM TO 7:30 PM
REGISTRATION
Location: North and South Registration Desks--Yerba Buena Grand Assembly

8:30 AM TO 10:00 AM
MORNING PLENARY
Location: Yerba Buena Ballroom
GETTING THE EARLY CHILDHOOD AND SCHOOL CONNECTIONS RIGHT
Why are high quality early childhood opportunities and deep relationships between schools and communities so vital to the success of younger children? Learn about major national strategies for responding to this question.

Moderator: Kwesi Rollins, Director, Leadership Programs, Institute for Educational Leadership
Presenter:
- Ellen Galinsky, President and Co-Founder, Families and Work Institute

Panelists:
- Meera Mani, Director, Children, Families, and Communities Program, The David and Lucile Packard Foundation
- Ralph Smith, Senior Vice President, Annie E. Casey Foundation
- Sterling Speirn, President and CEO, W.K. Kellogg Foundation
- Ruby Takanishi, President, The Foundation for Child Development

10:00 AM TO 10:15 AM
BREAK

10:15 AM TO 11:45 AM
CONCURRENT MINI-PLENARY SESSIONS
Planning for Scale Up: The Oakland Planning Story
Location: Salon 1 & 2
Each community has its own pathway to community schools, filled with challenges and successes. Learn how Oakland’s community, leaders, schools, and partners came together to create Oakland Unified School District: Community Schools, Thriving Students, and hear about their early implementation experience.

- Andrea Bustamante, Coordinator, Elev8 Initiative, Oakland Unified School District
- Jane Nicholson, former Executive Officer, Complementary Learning, Oakland Unified School District
- Curtiss Sarikey, Associate Superintendent, Oakland Unified School District
- Junious Williams, CEO, Urban Strategies Council

Community Leadership and Governance
Location: Salon 5 & 6
Hear how community leaders are organizing themselves to plan, implement, and sustain local community school initiatives. Also learn about the role that intermediaries play in community schools.

- Gary Chapman, Executive Vice President, National Network, Communities in Schools
- Keith Gambill, President, Evansville Teachers Association
- Bobbie Henderson, Executive Director, Camp Fire USA Green Country Council
- Shelly Masur, Trustee, Redwood City School District
- Carol Paine-McGovern, Director, Kent Schools Services Network
- Bill Scott, Co-Chair SUN Coordinating Council & General Manager, Zipcar Portland
- David Smith, Superintendent, Evansville Vanderburgh School Corporation

Building Shared Ownership Through School-Site Teams
Location: Salon 3 & 4
Strong community school teams are the secret to success, sustainability and true shared ownership. Hear from teams with three very different models about how their site structures enable principals, coordinators, teachers, families and partners to create and move their vision together. Site team functions will be connected back to the Scale Up framework and participants will be encouraged to connect the panel’s stories to their own site needs.

- Cassandra Coe, Instituto Familiar de la Raza, Hillcrest Community School Council
<table>
<thead>
<tr>
<th>Session Title</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Scaling Up School and Community Partnerships: The Community Schools Strategy</strong></td>
<td>Thursday, May 10, 2012</td>
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<tr>
<td>Stefanie Eldred, Community School Coordinator, Hillcrest Elementary School</td>
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<td>Jamie Harris, Deputy Director, Center for Strategic Community Innovation (CSCI)</td>
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<td>Gaudencio Marquez, Program Director, Communities in Schools (CIS) of Los Angeles</td>
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<td>Gustavo Morales, Community School Coordinator at San Fernando Middle School, Los Angeles Education Partnership</td>
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<td>Kelly Welsh, Assistant Principal, San Fernando Middle School</td>
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**Data Driven Planning – A Focus on Chronic Early Absence**
Location: Salon 10 & 11
As the National Center for Children in Poverty points out, approximately 1 in 10 kindergartners and first graders are chronically absent nationwide. Learn about the scope of this problem and how community schools are combating chronic early absence.

- Hedy Chang, Director, Attendance Works
- May Cha, Linkages Project Coordinator, SUN Service System
- Stacey Mwongozi, Linkages Program Manager, Tulsa Area Community Schools Initiative

**Measuring the Impact of Community Schools**
Location: Salon 12 & 13
A comprehensive results framework drives the work in community schools. Discover the key indicators that community schools are using to demonstrate success, hear about state-of-the-art evaluations, and find out more about how to capture data in your community school initiative.

- Sebastian Castrechini, Senior Policy Analyst, John W. Gardner Center for Youth and Their Communities, Stanford University
- Heather Clawson, Vice President of Research, Education and Evaluation, Communities in Schools
- Julie Doppler, City School District of the City of Cincinnati, Office of the Superintendent, Office of Innovation
- Reuben Jacobson, Senior Associate for Research and Strategy, Coalition for Community Schools, IEL
- Sarah Trimble-Oliver, Academic and Assessment System Coordinator, Cincinnati Learning Partner Dashboard
- Meredith Wellman, Community School Initiative, Pathways to College & Career, Chicago Public Schools

**Financing and Sustainability for Community Schools**
Location: Nob Hill C & D
Community schools are uniquely positioned to access and leverage funds and resources through strategic partnerships. Learn the best ways to sustain your initiative and leverage resources from leaders who are blending federal, state, local, and private funding to support students and families. The session will briefly present the Coalition’s Financing Community Schools report and includes a panel of local communities who will help you navigate the financial maze of 2012.

- Janice Chu-Zhu, Senior Director, National Capacity Building, National Center for Community Schools
- Nancy Ellis, Director, Center for Community Partnerships, University of Central Florida
- Guadalupe Guerrero, Assistant Superintendent, Superintendent’s Zone – Mission District/ Muir PreK-12, San Francisco Unified School District
- Jill Pereira, Director, COMPASS Community Schools, United Way of the Greater Lehigh Valley
- Adeline Ray, Senior Manager, CPS CS Initiative, Chicago Public Schools
- Sandra Ward, Director, Hartford Community Schools

**University-Community School Partnerships Working to Advance STEM Education**
Location: Salon 14 & 15
Hear how to advance STEM education in K-12 schools through partnerships with higher education. Learn the importance of creating the collaboration—through the university-assisted community school model—that supports sustainable partnerships with K-12 teachers and schools to advance student learning, particularly in STEM. Three outstanding university-assisted community school STEM programs will be the focus point of discussion.

- Cory Bowman, Associate Director, Netter Center for Community Partnerships, University of Pennsylvania
- Jim Grim, Codirector, Midwest Center for University-Assisted Community Schools, Indiana University-Purdue University Indianapolis
- Rita Hodges, Assistant Director, Netter Center for Community Partnerships, University of Pennsylvania
- Monica Medina, Professor, School of Education, Indiana University-Purdue University Indianapolis
- Starla Officer, Director of Community Initiatives, Center for Service and Learning, Office of Neighborhood Partnerships, Indiana University-Purdue University Indianapolis
- Pamela Pittman, Founder and Chair, Higher Education Forum of Northeastern Oklahoma
- Joann Weeks, Associate Director, Netter Center for Community Partnerships, University of Pennsylvania
Youth Engagement
Location: Golden Gate C3
It has been demonstrated that engaging young people about the issues and institutions that shape their lives is critical for maintaining a healthy democracy (Wheeler and Roach, 2005). How are community schools supporting young people who are often barred from active citizenship, to take action on the issues that impact their lives? Intermediaries, youth work professionals and young people from Beacon community school initiatives will talk about promising practices in the area of youth engagement. Using a combination of research, examples from the field and concrete takeaways for increasing engagement in your own community school effort, participants will leave with a better understanding of the challenges and possibilities of youth engagement.

- Stephan Littles, Youth Leader, South Philadelphia High School
- Todd Matte, Digital Media Arts Specialist, EducationWorks
- Chase Miller, Administrative Coordinator, EducationWorks
- Michael Reid Jr., Program Support Specialist, EducationWorks
- Bianca White, Project Director, EducationWorks
- Sarah Zeller-Berkman, Director, Beacons National Strategy Initiative, Youth Development Institute

Teachers, Schools and Communities – A Winning Combo!
Location: Sierra H & I
Hear from the teachers about the impact that community and community schools have on their work, and how they engage the community in their curriculum. Without teacher involvement, we cannot make every school a community school.

- Francisco Guajardo, Associate Professor, University of Texas-Pan America
- Ann Hughes, 4th grade teacher, Hillcrest Elementary School, San Francisco Unified School District
- Julie Sellers, President, Cincinnati Federation of Teachers
- Shital C. Shah, Assistant Director, Educational Issues, American Federation of Teachers

Family and Community Engagement
Location: Golden Gate C1
Scale up demands strong support from families and communities. Learn what constitutes a systemic approach to family engagement in a community school and across a school district, and how to make it happen in your community.

- Michelle Brooks, Assistant Superintendent, Family and Student Engagement, Boston Public Schools
- Karen Mapp, Director, Education Policy and Management Program and Lecturer, Harvard Graduate School of Education
- Kwesi Rollins, Director, Leadership Programs, Institute for Educational Leadership

Expanded and Engaging Learning Opportunities
Location: Golden Gate C2
The drive for expanded and engaging learning opportunities and adding time to the school day is gaining momentum. How do community school initiatives connect to this thrust and use the opportunity to scale up community schools? In this interactive session, leaders from New York City, Providence and the Bay Area (CA) will discuss how communities can develop robust expanded learning initiatives that incorporate core principles of community schools and foster school-community partnerships to create rich new learning opportunities.

- Lucy Friedman, President, The After-School Corporation
- Jamie Lopez, Management Director, East Bay Asian Youth Center
- Jennifer Peck, Executive Director, Partnership for Children and Youth
- Hillary Salmons, Executive Director, Providence After School Alliance
12:00 PM TO 1:45 PM
LUNCHEON PLENARY

Location: Yerba Buena Ballroom

THE ROLE OF COMMUNITY SCHOOLS IN MOVING AN EQUITY AGENDA IN AMERICA

Research now shows that countries that experienced longer periods of strong economic growth were likely to be characterized by more equality than less. This conclusion undergirds the importance of building a national equity agenda; community schools must be part of that agenda.

Welcome: Edwin M. Lee, Mayor, City & County of San Francisco

Introductions: Georgette Bhathena, Northern California Relationship Manager, Global Philanthropy at JPMorgan Chase & Co.

Moderator: Jane Quinn, Executive Director, National Center for Community Schools, Children’s Aid Society

Presenter: Angela Blackwell, Founder and Chief Executive Officer, PolicyLink

Panelist to Include:
- LaShawn Routé Chatmon, Executive Director, The National Equity Project
- Francisco Guajardo, Executive Director, Llano Grande Center, and Associate Professor, University of Texas-Pan America
- Ira Harkavy, Director, Netter Center for Community Partnerships, University of Pennsylvania
- Junious Williams, CEO, Urban Strategies Council

1:45 PM TO 2:15 PM
BREAK

2:00 PM TO 5:30 PM
SCHOOL SITE VISITS

Advanced Registration Required

Please meet at the Atrium on the 2nd floor during the time designated for your site visit. For more information, check in at the registration desk and listen for announcements. See page 39 for school site descriptions.

2:15 PM TO 3:30 PM
CONCURRENT WORKSHOPS: SESSION I

Communications and Advocacy

How Community Schools Are Reinvigorating Rural Education

Location: Golden Gate C3

As an example of a successful work-in-progress, Al Kennedy High School in Cottage Grove, Oregon, is implementing an educational approach aimed at engaging young people in efforts to enhance the health of local, social, and natural environments. By collaborating with private and public partners, their progress is embodied in “solutions-based” sustainability education and instruction teaching students they have the capacity to address the challenging environmental, social, and economic dilemmas facing their community.

- Robert Mahaffey, Rural School and Community Trust
- Tom Horne, Kennedy Alternative High School

High Performing Community Schools

Engaging Higher Education & Corporate America in the Pursuit of Community School Dreams!

Location: Nob Hill D

Learn how partners come together with a common vision to inspire success for students and families at Broughal Middle School. Gain strategies for strengthening relationships with businesses, higher education, program providers and families, and scaling up community schools.

- Regina Nickson, United Way of the Greater Lehigh Valley
- Alicia Creazzo, Broughal Middle School

Engaging Teens after the Bell Rings: Demystifying High School Community Schools

Location: Salon 10

This hands-on workshop will discuss connecting adolescents in extended day, community school activities. Participants will delve into the four essential elements of a successful teen program: collaboration, student engagement, academics and recruitment.

- Danielle De Marco, Roosevelt High School
- Marshall Goss, George Middle School
- Frances Hall, Neighborhood House

Leadership from the Center, Out and Back

Location: Salon 11

This session combines the leadership and governance experiences at the institutional level for a recently formed partnership in Florida with the site based com-
Community leadership approach maturing in the Salt Lake City School District. The approaches reflect the continuum of leadership from the center (headquarters and institutional level relationships) to the site level (school and community relationships) and their interactions.

Hear an overview of the approaches, common themes, critical factors, and discuss key elements of effective leadership and governance across the continuum.

- Nancy Ellis and Heather Lambert, University of Central Florida, Center for Community Partnerships
- Ray Betancourt, Rosa Park Elementary School
- Amy Ellis, Evans High School/Orange County Public Schools
- Charlene Sears-Tolbert, Evans Community School/Children’s Home Society of Florida
- Christine Pittam, Lincoln Elementary School, Community Learning Center, Salt Lake City School District
- Haytham Ibrahim, Mountain View/Glendale Community Learning Center, Salt Lake City School District

**Taking the Work to School District Scale**

Location: Salon 3

Participants will learn how the community school strategy is being embedded into an entire school district’s strategic plan and aligned with the core work of ensuring academic success for students. Use the Evansville Vanderburgh School Corporation example to create your own “action plan grid” to explore next steps in your communities.

- Patricia Weinzapfel, Evansville Vanderburgh School Corporation
- Tammy Dexter, Glenwood Leadership Academy
- Elizabeth Wells, Harrison High School

**Multi-Site Community School Initiatives**

**Community Achieves: Scaling Up Community Schools in Nashville**

Location: Laurel

Metro Nashville Public Schools is in the planning stages of scaling up community schools across the city. District and community leaders will highlight their three year process to convene leaders, assess readiness, and create a shared vision for what Community Achieves will look like in Nashville, TN.

- Tony Majors and Gini Pupo-Walker, Metro Nashville Public Schools
- Glen Biggs, Alignment Nashville

**Full Court Press: A Multi-Pronged (And Relentless) Approach to Developing Community School Systems in Hartford, CT**

Location: Salon 15

Hear about the evolution of Hartford’s system of full-service community schools. The commitment of major institutions and the partnership of community-based resources have been central to the Hartford Community School model and vital to developing health, mental health and youth development supports and opportunities.

- Sandra Ward, Hartford Community Schools
- Jacquelyn Santiago, COMPASS Youth Collaborative, Inc.

**A New Day in Vallejo City Unified School District**

Location: Salon 4

Building momentum for a district-wide full service community schools effort in Vallejo City Unified School District is centered on all stakeholders communicating with one voice. Hear how new superintendent leadership in Vallejo is moving this agenda.

- Kindra F. Montgomery-Block and Bel Reyes, UC Davis Center for Community School Partnerships
- Ramona Bishop and Alana Shackelford, Vallejo City Unified School District

**Salt Lake City CLC Case Initiative: A Case Study**

Location: Salon 1

Strong Community Learning Centers embedded in high school feeder patterns is a priority of the Salt Lake City School District. Participants will hear from the superintendent and his staff about the rationale, approach, and strategy utilized in their scale up efforts.

- McKell Withers, Cynthia Talbot-Holz, and Keri Taddie, Salt Lake City School District
- Judith Oki, Salt Lake Education Foundation

**Opportunities and Supports in Community Schools**

**Collective, Community-Based Family Engagement in a High Poverty, Rural (Emerging) Community School**

Location: Salon 5

This hands-on, interactive presentation will demonstrate how to utilize empowerment, strength-based and collective approaches to engage the hardest to reach rural families in upstate New York. After a 10-minute introduction, participants will self-select into working groups for 15 minutes in each of the four phases of the family engagement program.

- Tania Alameda-Lawson, Michael Lawson, Luann Kida, Elizabeth Anderson, Virginia Walker, Nicole Behuria, Jessica Weeden, Marie Gresham, and Patricia Follette, Binghamton University
Engaging Families in Early Education Success: Bridges at Highland Full-Service Community School

Location: Salon 6
Explore the Bridges at Highland School approach to organizing a comprehensive early childhood community school, and consider the engagement work needed to connect families to their child’s education success. There will be opportunities for group discussion and Q&A.
• Erin Gallagher and Marsha Guthrie, Children’s Services Council of Palm Beach County
• Kathy Wall, Bridges at Highland

Mind in the Making Seven Essential Life Skills: Partnering for School Success begins at Birth

Location: Salon 13
Mind in the Making uses neuroscience and child development research to identify seven essential life skills that are necessary for children’s social, emotional, and intellectual success. Through videos, discussion and learning activities, this session will explore strategies to change how adults think about young children’s learning and how adults can promote high quality early childhood education within community schools.
• Lois Vermilya, Family Development Program at University of New Mexico
• Marijata Daniel-Echols, Families and Work Institute

Partnerships for Youth Leadership: A Community Schools Approach to Building Student Leadership Capacity

Location: Nob Hill C
Community schools have been able to connect student leaders with community organizations, policymakers, and other professionals in order to motivate students by strengthening community identity. Supported by school administrators and community school coordinators, participants will identify the leadership structure which exists between their school, community and themselves. This will be viewed through the lens of John C. Fremont High School, a large comprehensive 4,000 + high school located in South Los Angeles, but participants will observe this structure through the lens of their individual schools and school districts.
• Robert Vidana, Los Angeles Education Partnership
• Simone Charles, John C. Fremont High-School

A Pipeline of Service for Student Success

Location: Golden Gate C2
The Paterson Community Schools Corps enhances student success for Pre-K to high school students utilizing “Four Core” service areas—Academic Achievement, Youth Development, Family Engagement and Health & Wellness. Inspired by the Harlem Children’s Zone model, this strategy is part of a larger place-based approach to neighborhood revitalization. See how this approach is creating a pipeline of programming to benefit students and families.
• Michael Gowdy and Ronald Cope, New Jersey Community Development Corporation

University-Assisted Community Schools: Connect the Resources of Higher Education to Community School Partnerships

Location: Salon 14
University-assisted community school directors from three public schools in West Philadelphia will interactively share strategies for expanding school day, after school, and summer learning opportunities for K-12 students by leveraging academic partnerships and human resources from local universities.
• Cory Bowman, Netter Center for Community Partnerships at the University of Pennsylvania
• Janice Park, University-Assisted Community Schools Programs, Netter Center for Community Partnerships at the University of Pennsylvania
• Sterling Baltimore, Lea Community School, Netter Center for Community Partnerships at the University of Pennsylvania
• Patrice Berry, University City High Community School, Netter Center for Community Partnerships at the University of Pennsylvania
• Richard Liuzzi, Wilson Community School, Netter Center for Community Partnerships at the University of Pennsylvania

The Prius Approach: Balancing Universal and Targeted Services in Community Schools

Location: Golden Gate C1
As democratic institutions, community schools often rely on a universal approach to offering supports, services and opportunities to students and families. Yet, in a world of scarce resources and in the face of research evidence that our neediest students and families often benefit most from these services, many community schools are rethinking issues related to targeted vs. universal services. In this workshop, practitioners from three of the country’s largest and most mature community school initiatives will explore a set of focused questions around when and if to target supports and services to particular groups of students and families.
• Jane Quinn, The Children’s Aid, Society National Center for Community Schools
• Annie Bogenschutz, Cincinnati Community Learning Centers
• Todd Diskin, SUN Community Schools
• Myrna Torres, The Children’s Aid Society
Results and Evaluation

Data for Change: Collecting & Using Data for Comprehensive Community Change
Location: Sierra I
Dialogue on how to engage all stakeholders in data collection and use to get equitable results for children and families; hear from a Community School and Promise Neighborhood in the City of South Salt Lake, Utah and how they are developing a comprehensive community change effort using data as a core component.
- Erika Bernabei, PolicyLink/Promise Neighborhoods Institute
- JaNay Queen, Results Leadership Group
- Agnes Chiao, South Salt Lake Promise Partnership, United Way of Salt Lake

Policy and Funding

Building & Sustaining Community Schools through Collaboration, Commitment, & Communication
Location: Sierra H
Learn about strategies and tools to strengthen the capacity of your “backbone organizations” (intermediaries), to develop, scale up and sustain their community school’s efforts. The focus will be on the organization’s role in providing strategic guidance and garnering long-time support.
- Shelly Masur and Jan Christensen, Redwood City School District
- Pat Brown, Redwood City 2020

Leveraging Federal Resources for Local Partnerships
Location: Salon 2
A variety of national partnerships and federal programs are available to support comprehensive education reform strategies. This interactive workshop will explore how community schools and community-based organizations can leverage these resources to scale up their work at the local level.
- Hayling Price, National Collaboration for Youth
- Martens Roc, Alliance for Excellent Education

Youth as Resources

Building Community through Service-Learning: Effective & Sustainable Community Partnerships
Location: Salon 12
Double the impact! See how schools and community-based organizations can collaborate to educate and engage youth through an effective and sustainable service-learning partnership, enhancing both the quality of education and the quality of life in a community.
- Susan A. Abravanel, Youth Service America

Two Effective Models for Youth-Adult Partnerships That Really Work!
Location: Nob Hill B
Two models will be presented: Youth-Adult Partnerships for middle and high schools using the Beacon Center model and Youth-Adult Partnerships involving college and middle school students using the Community Partnership Fellow model. Implications for program design and evaluation will be discussed.
- Clifford Yee, North Beach-Chinatown Beacon Center
- Reva Curry, Amanda Parris, Josephine Russo, Erica Petrini, Stockton Center for Community Schools, Richard Stockton College
- Anni Wen and Annie Chen, North Beach-Chinatown Beacon Center

3:30 pm to 3:45 pm
BREAK

3:45 pm to 5:00 pm
CONCURRENT WORKSHOPS: SESSION II

Youth-Led

It’s a Revolution! Early American Principles for Today’s Community Schools
Location: Salon 1
Elementary school students, acting as American revolutionaries, will demonstrate how the community principles that made America great perfectly align with the Coalition for Community Schools’ principles.
- Whitney Ulidbarri, Alie McClellan, Bibiana Perez, Navon Morgan, Arturo Sanchez, and Jomari Gee, Mark Twain Elementary School Students
- Beth Howard and Sheri Carpenter, Mark Twain Elementary School

Communications and Advocacy

Public-Private Partnerships with Economic & Workforce Development: Building Support for Community Schools
Location: Nob Hill A
Focus on public-private partnerships (P3s) -- discover what they are and how they can help communicate and advocate for community schools. Dig deeper to understand what economic and workforce development opportunities lie in your rural, suburban or urban communities for growing P3s.
- Courtney Curatolo, Florida Atlantic University
**Diverse Populations**

**Bridging Communities & Schools: A Model of Community & Parent-Led Dialogue**

Location: Salon 2

Explore an approach to building relationships between schools and diverse communities. Learn how residents, students and university faculty co-facilitate dialogues that build the capacity of schools to better respond to the needs of new families and integrate new cultures into their community.

- Abdulkhaliq Mohamed, Hartland Partnership Center
- Annika Jones, Lincoln Community Learning Center

**High Performing Community Schools**

**Believing in the Unbelievable: Scaling Up to Be an Award-Winning School**

Location: Salon 3

Using participants’ knowledge and strengths, this session will help you plan for scaling-up your community school initiative -- a community empowered by the development of the whole child. We will identify community needs, potential partnerships, and the key players on an interdisciplinary team, based on the success of this 2011 National award winning Community School.

- Theresa Kiger, Roy Clark Elementary School, Union Public Schools

**Working under the Same Roof: Working Collaboratively to Establish an Effective Community School**

Location: Salon 11

Get an inside look at a school site and lead agency’s relationship. Learn how deep partnerships enable them to provide key services to students and families, impacting student achievement. Leave with self assessment and action planning tools to use in your community school.

- Misha Karigaca, Westlake Middle School
- Valorie Huston, Eagle Village Community Center Youth & Family Services

**Leadership**

**Community School Directors in Action: Leading for Success**

Location: Salon 13

Engage in activities and discussions prompted by case studies that highlight and analyze the responsibilities of a Community School Director (Coordinator). Case studies will bring to light the skills needed to manage the competing demands that influence this demanding role.

- Elizabeth Blanco and Myrna Torres, The Children’s Aid Society

**Forging Public & Health Sector Partnerships to Seed Full-Service Community Schools across Alameda County**

Location: Nob Hill B

The School Health Services Coalition of Alameda County, CA will share how to develop cross-system alignment to support the development of community schools. The workshop will highlight effective strategies, core approaches, and lessons learned in developing collaborative leadership, increasing system capacity, and investing in school health services.

- Tracey Schear and James Nguyen, Alameda County Health Care Services Agency, School Health Services
- Chien Wu-Fernandez, Hayward Unified School District
- Darlene Fuji-Pratt, Alameda County Public Health Department

**Multi-Site Community School Initiatives**

**Cincinnati Public Schools Community Learning Resource Coordination: Using Data for Alignment, Integration, & Continuous Improvement**

Location: Golden Gate C1

Cincinnati Public Schools (CPS) is the highest rated urban district in the State of Ohio, and has turned around many of its lowest achieving schools. Many of these schools have established Community Learning Centers. Learn how CPS is using resource coordination and a new data system to answer this critical question: Do the resources contribute to school success, and if so, how can key stakeholders better align, integrate, and support these services for continued success?

- Sarah Trimble-Oliver and Julie Doppler, Cincinnati Public Schools
- Geoff Zimmerman, The Strive Partnership
- Helen Mattheis, Thriving People, The Greater Cincinnati Foundation

**Community School Partnerships for Sustainability: Beyond the Usual Suspects**

Location: Sierra H

Learn how to broaden your vision of community school partnerships. Building on experiences with unique partnerships from the Lincoln Community Learning Centers, participants will learn how to move beyond the dollars into true collaboration.

- Dayna Krannawitter and Lea Ann Johnson, Lincoln Community Learning Centers
Four Regional Perspectives on Effective Community School Implementation

Location: Laurel

The Atlantic Philanthropies supported the National Elev8 Initiative in Baltimore, Chicago, Oakland and New Mexico, which share common service components and a national policy agenda. Participants will learn how each site’s implementation strategy, which uses a flexible framework customized to serve ethnically and culturally diverse communities, has been crafted to fit the needs of their diverse urban, rural and pueblo communities.

- Donna Lawrence, The Atlantic Philanthropies U.S. Children & Youth Programme
- Josefina Alvarado-Mena, Elev8 Oakland/Safe Passages
- Renee Paisano-Trujillo, Elev8 New Mexico/Youth Development, Inc.
- Syda Segovia Taylor, Elev8 Chicago/Local Initiatives Support Corporations (LISC)
- Nicole Johnson, Elev8 Baltimore/East Baltimore Development, Inc.

Opportunities and Supports in Community Schools

Bringing Health Services to Your Community School: Funding, Processes, & Providers

Location: Golden Gate C2

Learn from national, state, and local experts about how to bring or expand school health services and clinics in community schools. A local community school’s health center director and two health services technical assistance providers will share lessons learned, strategies, and helpful resources to start or expand your school health program.

- Samantha Blackburn, California School Health Centers Association
- Laura Brey, National Assembly on School-Based Health Care
- Susan Yee, Shop 55 Wellness Center at Oakland High School, East Bay Asian Youth Center

Changing the Handout to a Handshake: Creating Authentic Partnerships in Family Engagement

Location: Nob Hill D

This workshop explores cutting-edge family engagement. Leave with tools to boost participation of “hard to reach” families, engage parents in students’ learning, offer service delivery that builds capacity rather than dependency, and foster collaborative relationships.

- Jana Kiser, Elena Betts, Alberto Salgado, and Maria Reyes, Hoover Community School, Redwood City School District

Creating a Community School Climate that Nurtures Learning

Location: Nob Hill C

It is critical that the development of a comprehensive approach will support parents and teachers in how they can create a truly safe environment and teach children the skills and knowledge they need to become successful in school and in life. Learn about the relevant research on how school climate is assessed and key dimensions and indicators to include while using a “whole school” lens, and create creating action steps focused on having a positive school climate with all stakeholders in your community.

- Janice Chu-Zhu, The Children’s Aid Society National Center for Community Schools

The Emeryville Center of Community Life: Learning from Collective Intelligence in Community-based Environmental Design

Location: Salon 5

Designing a facility through a community-based process is a unique and challenging approach to architecture. The Nexus Partners will present a framework for engaging stakeholder groups in the facility design process, where community perspectives are integrated to reveal “collective intelligence,” as it relates to the architectural design process.

- Steven Bingler and Steven Kelley, Nexus Partners
- Chris Bui, 5th Medium IC
- Dave Martinez, Community Member

Higher Education & Community Schools: Engaging University Assets in Developing & Sustaining University-Assisted Community Schools

Location: Salon 14

Higher education leaders will discuss the engagement of their institutions’ resources, faculty, and students in implementing and sustaining a community school. Dialogue will focus on how the work is developed on campus and in the community.

- Ira Harkavy, Netter Center for Community Partnerships, University of Pennsylvania
- Robert Kronick, School of Education at University of Tennessee-Knoxville
- Reva Curry, Richard Stockton College of New Jersey
- Pamela Pittman, Community Engagement Center at University of Oklahoma-Tulsa
- Starla Officer, Office of Neighborhood Partnerships, Indiana University-Purdue University Indianapolis
Neighborhood Revitalization through the Lens of Three Distinct and Varied Neighborhoods in Cincinnati
Location: Salon 10
Three school resource coordinators in different neighborhoods show how to incorporate family and community engagement in order to impact neighborhood revitalization, and economic growth and development. Garner an understanding of how inviting and engaging the community will positively affect student outcomes.
- Tracy Power, Jill Smith, and Jami Harris, Community Learning Center Institute

Preparing Youth for Success - A Comprehensive Model for Career & College Readiness
Location: Salon 6
Participants will hear a case study of a successful comprehensive high school youth employment and training model. Learn how to increase employer engagement with the school and begin planning to implement a similar model in your community.
- April Goff Brown, Catholic Charities in Hartford

Summer Learning: Preventing Brain Drain
Location: Walnut
Discover how Cincinnati's Community Learning Centers are addressing summer learning loss. Learn about the nationally recognized 5th Quarter, and its strategies for infusing academic enrichment into traditional summer camp models.
- Paula Sherman and Angie Okuda, Community Services YMCA of Greater Cincinnati

Results and Research
Transcending Grant-Driven Evaluation: Mobilizing University-Assisted Community School Partnerships
Location: Salon 12
Hear lessons from the Academically-Based Community Service course at the University of Pennsylvania, entitled Evaluation of Community Service Programs. Participants will learn about the course’s challenges and successes, and will explore Higher Ed and K-12 partnerships that respond to evaluation needs based on local realities and local community goals.
- Gretchen Suess and Janice Park, Netter Center for Community Partnerships-University of Pennsylvania

Using Evidence to Inform the Development of Full-Service Community Schools
Location: Salon 15
Learn how to use student survey data to inform the development of Full-Service Community Schools. The session draws from work undertaken in a university-school-community partnership strategy which serves 55 schools in ten New York school districts.
- Michael Lawson, Tania Alameda-Lawson, and Elizabeth Anderson, Binghamton University (SUNY)

Policy and Funding
Braiding Funding Streams and Policy Advocacy: Understanding How to Align Support to Serve & Advocate for Underserved Communities
Location: Sierra I
Understand how to align federal, state, local and philanthropic support to serve and advocate for historically underserved communities. Examine how the Youth Policy Institute and its partners braided their varied funding, including their proposal for the Promise Neighborhood Initiative, to ensure supportive services are provided to community members experiencing severe need.
- Iris Zuniga, Youth Policy Institute
- Dixon Slingerland, Youth Policy Institute

San Francisco’s Innovative Tool for Developing and Assessing Deep and Focused Community-School Partnerships
Location: Salon 4
We all struggle to develop deep and focused partnerships, an essential component of community schools. Come learn about how the district and CBO community in San Francisco have worked together to create a process, rubric and tool for defining and aligning all types of partnerships, and establishing clear shared expectations.
- Jamie Harris and Kendall Jones, Center for Strategic Community Innovation (CSCI)
- Danielle Winford, Carver Elementary School, SF

Youth as Resources
Community Food Systems and University-Assisted Community Schools as a Strategy for Youth Empowerment
Location: Golden Gate C3
Examine the role that healthy food systems can play as the organizing principle behind a school day and after school curriculum which places schools at the center of community health transformation. Participants will explore models of youth-led activities that promote healthy lifestyles and build a just and sustainable food system.
- Danny Gerber, Netter Center for Community Partnerships-University of Pennsylvania /Agatston Urban Nutrition Initiative
- Matthew Johnson, University City High School
6:30 PM to 9:00 PM

MOVIE SCREENING: FIRST GENERATION
Advance Registration Required

Location: Salon 7

Narrated by Golden Globe nominee Blair Underwood, FIRST GENERATION tells the story of four high school students - an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers - who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

Shot over the course of three years and featuring some of our nation’s top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), this 95 minute documentary explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation.
FRIDAY, MAY 11, 2012

7:30 AM TO 5:00 PM
REGISTRATION

7:30 AM TO 8:30 AM
CONTINENTAL BREAKFAST
Location: Yerba Buena Ballroom
Seating by State Tables

8:30 AM TO 10:00 AM
MORNING PLENARY

COALITION LEADERSHIP TRANSITION
- Martin J. Blank, Director, Coalition for Community Schools and President, Institute for Educational Leadership
- Ira Harkavy, Chair, Coalition for Community Schools and Director of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania

LEADERSHIP FOR COMMUNITY SCHOOLS:
SUPERINTENDENTS SPEAK
The leadership of superintendents is essential to growing and sustaining community schools. These superintendent leaders for community schools explain why and how they are moving a community schools strategy, while exploring the challenges they see.

Welcome: Randy Rice, National Manager Education Program, Farmers Insurance
Introductions: Rhonnel Sotelo, Chief Operating Officer, The Stuart Foundation
Moderator: Lisa Villarreal, Vice-Chair, Coalition for Community Schools, Program Officer, Education, San Francisco Foundation

Panelists:
- Richard Carranza, San Francisco Unified School District
- Jan Christensen, Redwood City School District
- Carlos Garcia, San Francisco Unified School District
- John Porter, Franklin-McKinney School District
- Tony Smith, Oakland Unified School District
- Michael Watenpaugh, San Rafael City Schools

10:00 AM TO 10:15 AM
BREAK

10:15 AM TO 1:00 PM
COMMUNITY SCHOOLS SUPERINTENDENTS LEADERSHIP NETWORK MEETING
Location: Walnut

10:15 AM TO 11:30 AM
CONCURRENT WORKSHOPS: SESSION III

 má Youth-Led
Youth Taking Charge: Pioneering Community Engagement in the 21st Century
Location: Golden Gate C1
Whether it is raising $800 for your local homeless advocacy organization or starting an annual clothing drive for a teen home, youth leaders will help you investigate ways to form strong and lasting community partnerships.
- Stephon D. Littles, South Philadelphia High School
- Todd Matte, Latoria Williams-Anderson, and Michael Reid, EducationWorks

 Communications and Advocacy
Afterschool for All: Making the Case for Your Community and Policy Makers
Location: Nob Hill D
Afterschool programs are a key component of any community school. Discover strategies for effective marketing, advocacy and sustainability for your efforts. Participants will also explore the latest afterschool policy and research, including policy developments surrounding the Elementary and Secondary Education Act.
- Steven Amick, Afterschool Alliance

 Diverse Populations
Scaling Up Human Relations-LAUSD Collaboration: No Haters Here Club
Location: Golden Gate C2
Join the Los Angeles Unified School District and LA County Human Relations Commission as they share data and youth testimony on creating a rich and sustainable partnership. Learn how these two entities have effectively collaborated to impact student success. Strategize on how to bring a similar project to scale.
- Joel Cisneros, Los Angeles Unified School District
- Robin Toma, Los Angeles County Human Relations Commission
High Performing Community Schools

We Have Partners…Now What? A Focus on Integration and Alignment
Location: Salon 10
Uncover why seamless integration of partners and alignment of partners capacity with school goals is necessary to achieve impact. The workshop will highlight strategies used at Ethel M. Taylor Academy, a Cincinnati Public School and 2011 winner of the Coalition for Community Schools Award of Excellence. We will also look at the importance of integration and alignment of partners from the teacher and union perspective.
- Annie Bogenschutz, Cincinnati Community Learning Centers
- Julie Sellers, Cincinnati Federation of Teachers

Leadership

Multi-Jurisdictional Partnership: Building True Collaboration Across Large Organizations
Location: Salon 1
Engaging leaders across a community to build true collaboration for a community school initiative takes time, energy and commitment. The SUN Community School initiative in Multnomah County (Portland), Oregon has successfully deepened partnerships and support for a bold vision, “Every School a Community School” through strategic efforts. This workshop will outline those strategies and engage the group in dialogue about how participants can utilize these strategies in their own communities.
- Bill Scott and Joanne Fuller, SUN Service System Coordinating Council
- Lolenzo Poe, Portland Public Schools

Ogden United for Education/College and Career Readiness: It Takes a Community
Location: Salon 6
Join local school and community leaders to discuss how to develop a successful cross-boundary leadership team to address educational needs; why community schools are vital to student success; and what steps are needed to develop a multi-agency strategic plan. Leaders will share insights, innovative strategies, and results. Specific examples of college readiness initiatives will be highlighted.
- Kathleen Bideaux and Donna Corby, Ogden School District
- Matthew Godfrey, former Mayor of Ogden, Utah
- Robert Hunter, United Way of Northern Utah

Partnering for Success: Sustaining Quality After School Programs in a Declining Funding Climate
Location: Salon 5
Flourish in the face of funding cuts. Learn about strategies for sustaining after school and out of school programs with declining budgets. Leave with a toolkit of new ideas for sustaining and building programs on a shoestring.
- Elayne Walker-Cabral and Ana Santana, The MET Community School

Multi-Site Community School Initiatives

Community Mapping: Linking Community Resources and Assets with Common District Goals and a Shared Vision
Location: Nob Hill A
Community Mapping: a relationship-driven course of action used to link community resources and assets with common district goals and a shared vision, lays the foundation for community school implementation. Participants will learn about the process, tools, and structures needed to instructionally and pedagogically integrate, connect, and validate each community map.
- Gil Garcia, Rosemary Santos Aguilar, Carlos Ochoa, Karla Hernandez, and George Herrera, Rowland Unified School District

Going The Distance: Leveraging Resources and Developing a Strategy for Implementation and Sustainability
Location: Salon 11
This workshop will dig deeper into how the CPS Community Schools Initiative Implementation and Sustainability process strategy incorporates establishing strong partnerships with community organizations to leverage resources. Participants will gain insight into documenting strategies for engaging practices that span across multiple sites.
- Adeline Ray, Jocelyn Moralde, Meredith Wellman, and Nouha Shwehdi, Chicago Public Schools

The Power of Building a Cohort of Community School Coordinators: Vision, Visibility, Vital Skills
Location: Salon 12
Understand how creating a cohort of Coordinators promotes the momentum, collective impact and shared agenda needed for “scaling up” - by facilitating common benchmarks, training, tools, program models and messaging to all levels of a school district and city.
- Margaret Brodkin, Margaret Brodkin & Associates, formerly with New Day for Learning
- Jamie Harris, Center for Strategic Community Innovation (CSCI)
- Tracy Brown, Everett Middle School, San Francisco
- Curtiss Sarikey, Oakland Unified School District
- Natasha Flint-Moore, Carver Academic Elementary School
**Sustaining Community Schools: A Proven Approach**  
Location: Sierra H  
Participants will learn about The Finance Project’s (TFP) sustainability planning framework and apply its eight elements to the work of sustaining and growing community schools. Become introduced to TFP’s tools and take them back to your community.  
  - Jane Quinn, National Center for Community Schools, Children’s Aid Society

**The West Denver Network Family – Increasing Authentic Parent Engagement at Every Level of Education**  
Location: Salon 13  
Exciting things are happening in Denver in the field of parent involvement! A group of schools that once struggled with parent engagement will share how they have increased engagement by implementing a cohesive system developed in one Denver high school’s feeder pattern. Learn the keys to this proven integrated approach.  
  - Fernando Guidice, West Denver Network of Denver Public Schools  
  - Morgain Sanchez, CMS Community School

**Opportunities and Supports in Community Schools**

**Aligning Community Schools and Neighborhood Revitalization**  
Location: Laurel  
Join local leaders and university students for a discussion of nationally recognized strategies to connect community schools to neighborhood revitalization, including the development of civic-driven, work-based learning opportunities for students.  
  - Deborah McKoy, Center for Cities & Schools, UC Berkeley  
  - LaZena Jones, West Contra Costa Unified School District  
  - Timothy Bremner, Oakland Unified School District

**Community Hunger Relief Actions: Partnerships to Combat Hunger Outside School**  
Location: Nob Hill C  
Discover how community schools can curb hunger during non-school days and other out-of-school times through strategies, models, and tactics that emphasize clear action steps and continuing efforts to relieve hunger.  
  - Helen Vank, Metropolitan Family Services  
  - Rick Freed, Multnomah County SUN Service System Division  
  - Martha Boks, Kent School Services Network  
  - Lua Masumi, Los Angeles Education Partnership

**Early Childhood and Community Schools Linkages: Promoting Seamless Transitions for Young Children and Their Families**  
Location: Salon 2  
Connecting early care and learning experiences with community schools is an important priority. Examine key strategies and practices that align early childhood services, supports, and academic opportunities and inform policy to support seamless transitions.  
  - Stacey Mwongozi, Tulsa Area Community Schools Initiative  
  - Gracye McCoy, Kendall-Whittier Elementary School  
  - Kristen Granstaff, Eugene Field Elementary School  
  - Paige Whalen, Child Resource Center

**A Holistic Approach to Family Engagement**  
Location: Nob Hill B  
Family engagement begins long before children start school and must be reinforced at every step along the way. Participants will learn strategies to develop a holistic system that supports families and significantly impacts children’s ability to succeed in school.  
  - Deborah Neuman, Thrive  
  - Marilyn King, Bozeman Schools

**Passport to Community Schools: Travel the Indy Experience in Family/School/Community Engagement**  
Location: Salon 14  
Speed date through family, school and community engagement! Participants will get a hands-on adventure in four groups as they travel the room to discover exciting best practices in family and youth engagement, university-assisted support, results-based vision, data and evaluation, and community engagement.  
  - Monica Medina, School of Education at IUPUI  
  - Elizabeth Odle, United Way of Central Indiana  
  - Jim Grim and Tamika Riggs, Mary Rigg Neighborhood Center/George Washington Community School  
  - Angela Short, Indiana Partnerships Center  
  - Starla Officer, Center for Service & Learning, IUPUI

**RTI: How a Community School Responds When Students Struggle**  
Location: Salon 4  
When students struggle with learning at Marshall Elementary, teachers and staff members respond with an “all means all” approach that successfully provides immediate support for students that is specific to their needs. Examine Marshall’s unique response to intervention that includes teachers, ELL resource teachers, librarians, principals, and even a social worker to ensure high levels of learning for ALL students.  
  - Kayla Robinson, Tulsa Public Schools
Student-Level Data Sharing Between CBOs and Schools to Improve Youth Outcomes
Location: Salon 3
Learn how out of school time providers in San Francisco are testing systemic and programmatic ways to share student-level data, such as grades, attendance, homework assignments, and more, between community-based organizations and schools. Discover possible methods to employ in your community and how practice can change with real-time access to student-level data.
• Sandra Naughton, San Francisco Department of Children, Youth, and Their Families
• Pam Pradachith-Demler, Magic Zone

Results and Research

Held Accountable: How to be Data-Driven and Implement Data Management Systems to Support Innovative Result-Based Programming
Location: Golden Gate C3
Learn to use research frameworks such as the Community Cultural Wealth Model that help support program design and implementation, data collection, longitudinal data management systems, and member-check processes. Explore how this model empowers community members to be a part of the research process, while they simultaneously access program services.
• Martha Rivas and Karina Favela-Berreras, Youth Policy Institute

A Rubric for Full Service Community School Leadership
Location: Sierra I
The Full Service Community Schools leadership rubric was designed from the inside out, using the job-embedded and evidence-based practices of urban school leaders in Oakland Unified School District. They co-designed the rubric and used evidence generated from leader observations to set attainable leadership goals. Oakland principals and project coordinators will engage participants in analyzing the rubric and providing feedback to the professional development processes.
• Lynda Tredway, University of California Berkeley
• Anne Prozan, Oakland Unified School District

Theory of Change: A Tool for Integrating Planning, Implementation and Evaluation of Community Schools
Location: Salon 15
Be introduced to the Theory of Change methodology, and learn how to use this outcomes-based, participatory process to guide the planning, implementation and evaluation of your community schools initiatives.
• Helene Clark, ActKnowledge
• Sarah Jonas, National Center for Community Schools, The Children’s Aid Society

11:30 AM TO 1:15 PM
LUNCH ON YOUR OWN

1:15 PM TO 2:30 PM
CONCURRENT WORKSHOPS: SESSION IV

Youth-led

Youth-Led Collective Impact
Location: Nob Hill D
When challenges seem big and the services of partners seem small, collective impact is the only way to move forward. Hear youth simulate their collective impact strategy by applying it to your community’s challenges.
• The Voice Student Group, Sylmar High School
• Freddy Ortiz, Sylmar High School
• Jennie Carey, Los Angeles Education Partnership

Communications and Advocacy

Building a Community, Building a School
Location: Golden Gate C1
The Emeryville Center of Community Life Fellows will share their story of community ownership, including 8 months of community organizing, in partnership with the school district, the city, and the architectural design team. Fellows will use digital story telling to describe how their community priorities and personal interests shaped their work.
• Hayin Kim, Emery Unified School District
• Mary McGruder, Anna Yates Elementary School
• Joe Melancon, City of Emeryville
• Barbie Robinson, Anna Yates Elementary School
• Lorenzo Artadi, Living Hope, Emery Unified School District
• Erica Crane-Malone, Emery Secondary School Student

Diverse Populations

Strategic Partnerships in Supporting English Language Learners
Location: Golden Gate C2
Learn about creating strategic partnerships with non-traditional groups such as law firms, corporations and civil rights organizations to effectively reach ELL students and families. Participate in discussions around the legal require-
ments for supporting ELLs, what schools/districts should strive for, and effective methods.

- Natasha Quiroga, Lawyers’ Committee for Civil Rights Under Law, Educational Opportunities Project

**High Performing Community Schools**

**Shared Leadership and Power in a Community School**
Location: Salon 5
Learn firsthand from principal/coordinator teams from three community schools how they have created structures and methods for sharing leadership. Teams will highlight their impact on school culture, staff efficacy, student opportunity and academic success. Participants will select a model and work in groups to design new leadership approaches for their own context.

- Brian Fox and Eric Guthertz, Mission High School
- Carol Hill and Bill Kappenhagen, Burton High School
- Richard Zapien and Stefanie Eldred, Hillcrest Elementary School

**Leadership**

**From the Inside Out: Community-Immersed Teacher Development and Its Transformative Power**
Location: Salon 4
Explore how teachers can be more deeply engaged in the community where their children live, particularly in urban settings where oppression and alienation have been the historical norm for children of color. Through a facilitated discussion with university, school leadership and community partners, participants will explore how they can adapt this unique teacher prep program to deepen the engagement of teachers in their community schools.

- Jessica Strauss and Peter C. Murrell, Alliance for Community Teachers and Schools
- Jon Clausen, Ball State University
- Shawn Davis, Longfellow Elementary School, Muncie Community Schools
- Wilisha Scaife, Muncie P3, Parent and Community Mentor
- Sue Godfrey, United Way of Delaware County (IN)

**The Transforming Power of Place: Restoring Buildings, Relationships and Community Efficacy**
Location: Salon 2
Explore the transforming power of place to inspire hope and energy for change. Three aspects of place—physical space, decision-making structures, and relationships—will be examined and participants will be challenged to position their community school for change in these three domains.

- Dante de Tablan and Ghazala Chughtai, University of Maryland, School of Social Work
- Christopher Battaglia, Benjamin Franklin High School

**Working with Union Leadership**
Location: Laurel
District Administration vs. Unions no more. David Smith, Superintendent of the Evansville Vanderburgh School Corporation (EVSC), and Keith Gambill, Evansville Teachers Association Union President, will share how Indiana’s third largest urban school district developed a district-wide community school model through collaboration. Discover ways to use the community school strategy to break through these barriers in your communities.

- David Smith, Evansville Vanderburgh School Corporation
- Keith Gambill, Evansville Teachers Association

**Mult-Site Community Schools Initiatives**

**Cleaning Up the Mess: Systems Integration in the San Francisco Beacon Initiative**
Location: Salon 3
Learn about a seventeen year journey of creating, integrating, disintegrating, and reintegrating systems to support San Francisco Beacon Community Schools in eight low-income neighborhoods. Today the same leaders are still coming together. Hear from them directly about what they have accomplished and take away strategies for turning a defunct governing body into a highly effective one.

- Asha Mehta, San Francisco Beacon Initiative
- Maria Su, Department of Children, Youth, and Their Families

**Consistent Collaboration across Communities, No Cookie Cutters Needed**
Location: Nob Hill A
With a track record for effectively convening the right people and resources to create positive sustainable impact, COMPASS Community Schools and the United Way of the Greater Lehigh Valley are setting the stage and leading the charge for a regional scale-up of the model through its role as an intermediary.

- Jill Pereira, COMPASS Community Schools
- Regina Nickson, United Way of the Greater Lehigh Valley
Understanding the Youth Policy Institute’s Scale-Up Strategies in Multiple School Reform Models in Los Angeles

Location: Salon 10
Examine YPI’s methodology to ensure your scale-up approach is responsive to community need while collaborating with key community partners. Leave with handouts, flow-charts, and communication techniques to establish, scale-up, and everything in-between to support the work of your multi-site community school initiative.
- Karina Favela-Barreras, Youth Policy Institute
- Olivia Robledo, San Fernando Institute of Applied Media (Pilot School)
- Veronica Areguin, Charles Maclay Middle School (LAUSD School)
- Yvette King-Berg, Youth Policy Institute, Charter Schools

Opportunities and Supports in Community Schools

Being College Ready by Being High School Ready
Location: Salon 6
Learn to leverage the knowledge, resources and expertise of community organizations, colleges and junior colleges to bring higher education information onto the middle school campus. Explore the potential of middle schools as a platform for college and career readiness.
- Lua Masumi and Gustavo Morales, Los Angeles Education Partnership

Blended Learning: Digital Pathways to Strengthen School-Community Partnerships
Location: Salon 13
Blended learning – combining online and site-based learning - could dramatically change the education landscape and fundamentally change the way that schools and CBOs collaborate. Explore how community schools can bolster partnerships through blended learning to ultimately bolster academic and personal development.
- Michael Robbins, U.S. Department of Education

Building a System of Supports for Community Schools: The Role of Intermediary and Capacity-Building Organizations
Location: Salon 12
Learn how San Francisco Bay Area intermediaries are creating an effective system of support for community schools. A System of Supports framework for community schools will be shared for adaptation, including tools for creating your own professional learning community.
- Amy Gerstein, John W. Gardner Center for Youth and Their Communities
- Margaret Brodkin, Margaret Brodkin & Associates
- Samantha Blackburn, California School Health Centers Association

A Focus on Results – Evaluating Community Schools in the Evansville Vanderburgh School Corporation
Location: Sierra I
Research and evaluation of community school work leads to sustainability and scaling up. An evaluator and school leader will provide information on the history of the community school movement within the Evansville Vanderburgh School Corporation (EVSC) and the evolving nature of evaluation. Discuss strengths, limitations, and lessons learned.
- Dan Diehl, Diehl Evaluation and Consulting Services
- Susan McDowell Riley, Evansville Vanderburgh School Corporation

Implementing a Wellness Program Across a District
Location: Golden Gate C3
Oakland Unified School District promotes school wellness through Site Wellness Champions and Oakland Fresh School Produce Markets. Learn about Wellness Champions and the establishment of 22 produce markets in high-need neighborhoods. Learn how to carry out your own wellness programs.
- Michelle Oppen and Jennifer Le Barre, Oakland Unified School District

Scaling Up: Higher Education’s Role in the Community Schools Movement
Location: Salon 14
Seattle University is uniting its campus and the wider community to create a pipeline of support for low-income youth and families living in the attendance area of a local elementary school. Drawing upon this case study, this workshop explores how institutions of higher education can “scale-up” support.
- Jeffrey Anderson, Sally Haber, Kent Koth, Tammy Shadair, and Rachael Steward, Seattle University

Welcoming Environments: Is Your School Family-Friendly?
Location: Salon 1
What are family-friendly partnership schools and how do I create one? Explore rooms of both an elementary school, middle, and high school as well as its surrounding areas through the lens of an interactive virtual program. Visually experience what makes them family-friendly as well as receive “Tips for Success” that describe practical and innovative ideas to replicate in community.
- Michelle Sandrock, Georgia Department of Education
Results and Research

Building Capacity for University-Assisted Community School Assessment and Improvement: A Visual Approach
Location: Nob Hill C
Building the capacity for individuals to critically evaluate the quality of relationships embedded in collaborative projects is vital to improving outcomes for people involved in partnership activities. Join in an interactive reflection activity to graphically model relationships and reveal implicit assumptions, untapped resources, and asymmetries in your communities.

- Starla Officer, Mary Price, and Justin Ellis, Office of Neighborhood Partnerships at IUPUI Center for Service & Learning

Creating Readable and Useful Data Dashboards
Location: Salon 15
Explore different ways to visualize data, walk through the process of building a data dashboard and begin a plan for your own data dashboard project. We will explore static data profiles, simple internal dashboards updated periodically, and public interactive data visualizations.

- Moira Inkelas, UCLA
- Jessica Manta-Meyer and Julie Lo, Public Profit
- Sharlene Joachim, UCLA Center for Healthier Children, Families, and Communities
- Robyn Reagan, Connected Communities San Fernando Valley, Los Angeles Education Partnership

Growing Data Infrastructure at Your Community School
Location: Sierra H
Community school leaders and stakeholders need tools to implement school- or initiative-wide, collaborative research processes. A researcher and practitioner with a four-year partnership conducting research in community schools will provide insights into engaging stakeholders in a shared data analysis process—identifying data needs, and using data to improve practice and broaden support.

- Sandra Portasio, Redwood City School District
- Sebastian Castrechini, John W. Gardner Center for Youth and Their Communities, Stanford University

Planning to Succeed: How the Chicago Public School Community Schools Initiative Uses Non-Academic Data to Inform Practice
Location: Salon 11
Community schools seek to improve the developmental outcomes of children, recognizing that to effectively service students they must not only do so academically, but in every aspect within their capacity that affect children. Discover how Chicago Public Schools engaged participants in using the Coalition for Community School’s “Framework for Student Success” to identify outcomes of community school activities and planning to assess outcomes and inform programming.

- Adeline Ray, Autumn Berg, and Ebony Burnside, Chicago Public Schools

Policy and Funding

Developing Policies to Support Community Schools
Location: Nob Hill B
Focusing on the ways in which policy changes at different levels support community schools and scale-up, presenters will illustrate what supportive policies look like across the nation, share experiences and lessons learned and engage participants to address their policy issues.

- Diana Hall, SUN Service System
- Melissa Mitchell, Federation for Community Schools
- Deanna Niebuhr, Partnership for Children and Youth (CA)

2:30 PM TO 2:45 PM
BREAK
2:45 PM TO 4:00 PM
AFTERNOON PLENARY

POLICYMAKERS SPEAK ON LEADERSHIP FOR COMMUNITY SCHOOLS

California has been meticulously growing a community schools policy strategy and agenda. Top leaders will discuss their emerging plan and share tactics for getting policymakers in your state on board.

Moderator:
Jennifer Peck, Executive Director, Partnership for Children and Youth

Panelist:
- Loni Hancock, Senator, D-Oakland Senate District 09
- Mike Kirst, President, California State Board of Education
- Robert Ross, President & CEO, The California Endowment
- Tom Torlakson, State Superintendent of Public Instruction, California Department of Education

4:00 PM TO 4:15 PM
BREAK

4:15 PM TO 5:30 PM
ROLE ALIKE BREAK OUT SESSIONS

Coordinators ......................... Salon 7
Principals .......................... Salons 1&2
School/Community Partners ........ Salons 3&4
Teachers and Unions ............... Salons 5&6
Intermediaries ...................... Salon 10&11
School District Leadership ........ Salon 12
Local Government .................. Salon 13
School Board Members
Community Members and Parents .. Salon 14
Student Support Personnel .......... Nob Hill A
Researchers ......................... Nob Hill B
Business and Foundation ........... Nob Hill C
Family Engagement Leaders ......... Walnut and Practitioners
National Organizations ............. Nob Hill D
Rural ............................... Salon 15

At U.S. Bank, our success is directly related to the success and vitality of the communities we serve. And we believe strong communities help make a strong economy. That’s why we feel it’s important to partner with organizations to provide corporate leadership on issues of community importance. Because no company gains the same strength alone as it can with the help of others.

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Proud to support Coalition for Community Schools
SATURDAY, MAY 12, 2012

7:30 AM TO 12:00 PM
REGISTRATION

8:45 AM TO 10:00 AM
CONCURRENT WORKSHOPS: SESSION V

**Youth-Led**

Co-creating Efficacy: Youth and Adults, the New Team for Community Change
Location: Golden Gate C2
In 2011, youth helped to design and develop the Ashland Youth Center. Using that experience, they will demonstrate how to build adult-youth partnerships that are mutually respectful, beneficial, and sustainable.
- Vassilisa Johri, Ashland Youth Center Project
- Tomas Alvarez, Beats, Rhymes & Life

Meaningful Student Engagement to Strengthen Our Schools
Location: Salon 14
Hear from students in Emeryville, CA and Oakland, CA as they explain how they have included the student voice to improve their communities. Learn how these students are providing feedback, re-shaping district wide plans, and creating a difference in their communities.
- Ariel Hughes, Shirley Cruz Kyu, Larissa Campana, Jonathan Castro, and Normalya Taylor, Emery Secondary School
- Bella Montoya, MetWest High School
- Donovan Reid, Ralph Bunche High School
- Stephen Vance, McClymonds High School
- Lily Dinh and Tony Robinson, Oakland High School

Diverse Populations

Learning Works Charter School at Homeboy Industries: Principles and Practices to Reengage At-Risk and Dropout Youth in Education
Location: Golden Gate C3
Learning Works is a laboratory for strategies that work to reengage disenfranchised youth back into education. We practice a set of principles as the cornerstone of our school. We chase dropouts, reengage them in education, and serve their needs to graduation. Our lessons can be translated to your public systems, including traditional schools. Examine the reengagement of dropout populations at your own sites, identifying practices and principles in place to foster a culture focused on graduating all youth.
- Shanley Rhodes, Emily Sipchen, and Oscar Garcia, Learning Works Charter Schools

Rethinking the Role of School Discipline by Promoting Positive School Climates
Location: Golden Gate C1
Providing a new framework through which to deliver school discipline as well as provide a set of principles and practices to support, heal, and engage at-risk students and families, this workshop will address the nationwide trend of black, brown, and poor students being disproportionately disciplined and pushed out of school settings across our country, state, and county. Understand the impact of current disciplinary paradigm in schools, learn about the restorative paradigm in schools, and explore examples of restorative practices in schools.
- Barbara McClung and David Yusem, Oakland Unified School District

**Leadership**

Location: Salon 10
Aligning community resources makes sense, but that doesn’t mean it’s easy. Discover how Alignment Nashville’s community engagement processes and tools can help your community create sustainable community-school partnerships. Participate in Alignment Nashville’s collaborative process tool and training manual for future use in your community school.
- Melissa Jaggers, Alignment Nashville

Holding Out for a Hero: How Administrators Can Champion the Work of Community Schools
Location: Salon 3
Wanted: a leader to harmonize district policy, student needs, school culture, and partner agency agendas. Learn about the skills and influence that school administrators need to champion community schools at multiple levels by examining four successful leadership models.
- Stephanie Marron, Los Angeles Education Partnership
- Henry Fries and Gustavo Morales, San Fernando High School
- Freddie Ortiz, Sylmar High School
- Robert Vidana, Fermont High School

Municipal Leadership for Multi-Sector Partnerships: Connecting Community Schools with Postsecondary and Career Pathways
Location: Salon 4
Mayors and other city officials can play an important role in supporting community schools. As community schools focus on scaling up, municipal leaders can connect schools with both city agency partners to provide...
students with necessary wraparound supports, as well as local higher education institutions and employers to provide students with opportunities and support to ensure they are college-and-career-ready.

- Chris Kingsley, Institute for Youth, Education, and Families, National League of Cities

Multi-Site Community School Initiatives

Creating a Resource Coordinator Certification: A Method for Building Skills and Capacities to Advance Community School Development

Location: Nob Hill B

Learn how a team of Illinois community school leaders initiated a certification development process that strengthens the skills and capacities of resource coordinators to build high-functioning community schools. Participants will examine the product of their work and consider how to apply their lessons to their own state/region.

- Gregory Hall, Federation for Community Schools
- Dee Dee Pacheco, Family Focus, Inc.
- Melissa Carpenter, Youth Organizations Umbrella
- Megan Marker, SGA Youth & Family Services
- Ashley Nazarak, YMCA of Metropolitan Chicago

Community Schools Strategic Site Plan: Aligning Site Plans to the District Vision

Location: Nob Hill C

Interact with a diverse set of leaders in Oakland and learn about their aspirations, successes and pitfalls as they engaged in a major organizational transformation effort through launching the Community Schools Strategic Site Planning process. Learn about the Community School Strategic Planning Tool.

- Kimi Kean and Susana Ramirez, Oakland Unified School District
- Andrea Bustamante, Elev8 Initiative at Oakland Unified School District
- Tracey Logan and Jean Wing, Oakland Unified School District

Doing it Right: A Successful Approach to Planning a District-wide Community School Effort

Location: Salon 15

Are you a school district just starting out or one looking to scale up? Are you finding the community school approach seemingly simple and yet extremely complex? This workshop provides a methodical approach to district-wide planning efforts with tools for use in planning with your leadership teams and partners.

- Jamie Harris, Center for Strategic Community Innovation (CSCi)
- Ali Cannon, San Leandro Unified School District

Opportunities and Support in Community Schools

Connecting Community Schools with Early Childhood Programs

Location: Salon 6

While “school readiness” addresses what children bring to school, a “ready school” is prepared to receive children transitioning from early childhood to elementary education. Participants will learn how the HighScope Ready School Assessment combines best practices and educational standards to help stakeholders in community schools interested in creating a supportive educational environment in the early grades.

- Karen Sawyers, HighScope Educational Research Foundation

Corporate Giving in the Education Community

Location: Nob Hill A

Farmers Insurance has a unique history of giving back to the education community that includes creating and distributing their own education programs. Review this case study and the business case that supported it by the person who developed and maintains it. The workshop will also provide an insider's view of how businesses and corporations chose their charities and non-profits to support.

- Randy Rice, Farmers Insurance

Safe Passages’ Coordination of Services Team (COST) Process

Location: Salon 2

Where the rubber meets the road: the referral process in a community school! Discover how Safe Passages’ Coordination of Services Team (COST) process—designed to identify, assess, broker and monitor service referrals for individual students & families with onsite staff, leadership and providers—has been hugely successful in serving high-need students and families in Bay Area school districts. A process overview, logistical details, implementation manual and facilitated action planning session for your site are included.

- Marian Meadows, Safe Passages

Scaling Up Creative Communities: Building Models of Arts Integration

Location: Salon 5

The arts and creativity can be a powerful tool for building a collaborative culture. Participants in this workshop will discuss strategies for developing effective community arts-based partnerships, how to use the arts as a catalyst to expand community partner networks and how to work with schools to integrate creativity into the classroom culture.

- Ryan Hurley, Arts @ Large
Scaling Up School and Community Partnerships: The Community Schools Strategy

Results and Research

Objectives and Measures that Work! Insights from the Full-Service Community Schools Program

Location: Salon 13

Community schools benefit when guided by clear project objectives and performance measures. This workshop will provide helpful insights from the U. S. Department of Education’s Full-Service Community Schools program for developing quality objectives and performance measures. Learn the importance of keeping it simple and accessing available information.

- Jerry Hipps, WestEd

10:00 AM TO 10:15 AM

BREAKE

10:15 AM TO 11:30 AM
CONCURRENT WORKSHOPS: SESSION VI

Youth-Led

Creating Peer Role Models and Young Leaders: Youth Empowerment in Community Schools

Location: Salon 3

How do I reach these kids?! Hear from the students themselves about how to empower youth and reach their peers. Participants will gain an understanding of how to take collaboration with youth to the next level. Learn how to: support 9th graders with peer role-models and mentors, create competitive college applicants and ensure their undergraduate completion, bridge academics with community-based applications, and prepare youth as advocates.

- Lucero Gomez, Agustin Flores, Edwin Salvatierra, and Coral Cervantes, San Fernando High School

Leadership

Infusing Community School Strategies in Ground-Level School Reform

Location: Nob Hill B

Ongoing education reforms can make developing sustainable community schools strategies seem impossible. For Los Angeles Unified School District, this has been an opportunity to scale up community school efforts. Come learn how to leverage current reforms in your communities into opportunities.

- Jennifer Carey, Kristen Bonilla, and Robyn Reagan, Los Angeles Education Partnership
- Freddy Ortiz, Sylmar High School

Scaling-Up with Cross Boundary Leadership: Working Together to Improve Student Success

Location: Salon 15

Learn how cross boundary leadership establishes strong relationships and how these relationships lay the foundation for building capacity and scaling up. Interactive exercises and dialogue will enable participants to develop their own leadership skills.

- Paul Wm Thomas and Kristen Granstaff, Tulsa Area Community Schools Initiative
- Kirk Wester, Community Action Project of Tulsa County

Multi-Site Community School Initiatives

Developing Wellness Networks – Organizing Multiple Schools to Create Comprehensive Family Support

Location: Golden Gate C2

The 14 Los Angeles Unified School District (LAUSD) Wellness Networks organize schools and services geographically to provide comprehensive family support. Walk away with an understanding of how LAUSD engaged its families, and created lasting partnerships to create its Wellness Network – all of which can be fashioned to fit the needs of your community.

- Michael Shannon, Ezequiel De La Torre, and Haide Arriaza, Los Angeles Unified School District
- Sandy Wooten, Northeast Community Clinic

Strategic Investments to Leverage and Deepen Services: The Recipe for Stone Soup

Location: Salon 13

This presentation will share the philosophy of SUN (Schools Uniting Neighborhoods) schools as illustrated by the folk tale, Stone Soup. It will offer concrete examples, as well as guided small group discussion, around how to foster similar investments in other communities

- Dunya Minoo, Portland Public Schools
- Greg Belisle, Impact NW

Opportunities and Supports in Community Schools

Communities of Practice: Deep Engagement of Principals, Teachers, Families and Community Partners

Location: Golden Gate C1

How can school leaders move their community schools beyond a service model to become true Communities of Practice? Explore and plan together how to expand effective practice in urban education by creating a collaborative culture of mutual learning.

- Peter C. Murrell, Jr., and Jessica Strauss, Alliance for Community Teachers and Schools
Creating Vision and Voice: Parents as Leaders in Your Community Schools Initiative
Location: Salon 14
Help families understand what community schools are and encourage their voice in what they want from their community schools. Take away hands-on tools for family engagement, along with an analysis and goal-setting process for your community school while participating in a fun visual art activity to build a shared vision.
- Jenny Ocon and Florencia Parada, Parent Services Project

School Health Center (SHC) Integration: Tools and Tips for Integrating Your SHC into the Core Work of Schools
Location: Golden Gate C3
Learn about a framework and tools for understanding and assessing SBHC integration into schools. Developed by Oakland Unified School District and numerous partners. uncover how to apply a quality improvement collaborative model and Plan-Do–Study-Act cycle of inquiry to improve integration of health services at the school site.
- Laura Brey, National Assembly on School-Based Health Care
- Mara Larsen Fleming, Oakland Unified School District
- Jennifer Rader, El Cerrito High-School
- Samantha Blackburn, California School Health Centers Association

Transforming Communities by Transforming Schools: Partnerships for Public and Private Good
Location: Salon 4
Learn strategies for building sustainable partnerships: from establishing a foundation for collaboration between schools and communities to building an action agenda. Discover how working with local resources and establishing positive, mutually beneficial relationships with underperforming schools creates improved student performance and mutually transformative experiences.
- Regina Nippert, Center on Communities and Education

Vision in Action: Meeting the Needs of the Whole Child through Community Schools
Location: Salon 6
Learn how the community schools’ approach in a uniquely diverse part of Burnaby, British Columbia, ensures that each child is healthy, safe, engaged, supported, and challenged. Discuss creating the mindset necessary to respond to the needs of your community.
- David Rawnsley, and Iha Farquhar, Byrne Creek Secondary School
- Molly McCloskey, ASCD

Results and Research
Healthy Kids, Healthy Oakland: Expanding Community Schools Data Frameworks through Opportunity Mapping
Location: Nob Hill C
The Oakland Unified School District data framework has shifted to a focus on the whole child. Understand how new data can inform a place-based analysis represented by Opportunity Maps that show disparities in opportunity across the city and allow allocation of resources to schools and students with the greatest need.
- Jean Wing and Juan Du, Oakland Unified School District
- Susan Radke, Oakland Unified School District/ Berkeley Geo Research Group

Policy and Funding
Sharing Facilities: Policies and Tools for Effective Systemic Partnerships
Location: Nob Hill D
Join the Center for Cities & Schools, San Francisco Unified School District, and the City of San Francisco’s Department of Children, Youth and Their Families for an interactive discussion of challenges, strategies, and policies for community school partners to effectively share school facilities. Discuss the importance of “joint use” policies for expanding community, non-profit, and others’ use of school spaces.
- Jeff Vincent, Center for Cities & Schools, UC Berkeley
- Sandra Naughton, San Francisco Department of Children, Youth, and Their Families

Youth as Resources
Cascading Leadership as Part of a Community School Model: Kids Can Run Schools
Location: Nob Hill A
Through a Youth-Adult co-facilitated workshop, participants will learn the framework of Cascading Leadership. Used to meaningfully engage students as agents of change in their school and community, see how this model can be implemented in your communities.
- Alex Vila, LIFE Academy of Health and Bioscience
- Juan Luna, LIFE Academy of Health and Bioscience
11:30 AM TO 12:30 PM
CLOSING PLENARY

Moving to the Next Plateau
Location: Yerba Buena Grand Ballroom
Join us to hear about Coalition plans to continue to scale up community schools across the country. Through a town hall format, we invite you to share your best thinking.

Presenters:
- Lisa Villarreal, Vice-Chair, Coalition for Community Schools, Program Officer, Education, San Francisco Foundation
- Jane Quinn, Vice President and Director, National Center for Community Schools, Children’s Aid Society
- Martin J. Blank, President, Institute for Educational Leadership and Director, Coalition for Community Schools

12:30 PM
ADJOURN
**Site Visit Profiles**

**ELEMENTARY SCHOOLS**

**Bryant Elementary School**
Bryant Elementary School is directly in the heart of the Mission District and an exemplary example of the Community School strategy of deep and focused partnerships. In response to our community and high numbers of English Language Learners, our school has a unique early exit program. We focus on Spanish in the early grades with a bilingual program, and prepare students for the rigorous academic English they will need in the upper grades.

Our primary community/CBO partnerships are deeply integrated throughout our in-school, after-school, and community engagement elements. We have two partnerships, Playworks and Mission Graduates, that exemplify the "Extended Day" strategy through programs that provide extended hours and linking services for both during and after-school time. We also have a strong partnership with Instituto Familiar de la Raza, which not only provides coaching to in-school and after-school teachers in behavior health elements, but serves on our school's Mental Health Collaborative Team and School Climate Committee, to help support the school-wide behavioral health initiatives that make our community a safe, welcoming learning environment.

**School Demographic Description:**
*Grade Levels: K-5*
*Student Enrollment: 230*
*Racial Breakdown: Racial Breakdown: Over 90% Latino*
*Free/Reduced Lunch: 90%*
*ELL: 78%*

**Community School Partners:**
Mission Graduates (extended-day/after-school program, family education classes); Playworks (enrichment/structured play during school day and after-school programs); Instituto Familiar de la Raza (behavior health coaching, referrals and one-on-one counseling).

**Cesar Chavez Elementary School**
In order for the community school model to work we have made the decision to focus on three major components: parent engagement, extended learning and mental health. In order for our goals to be met we are working with our current partners who support these goals. We have begun the process of fully integrating our level 3 partners into our school day decision making and programming. We feel that the strengthening of these existing relationships will ensure sustainability with the community school model at Chavez.

**School Demographic Description**
*Grade Levels: K-5*
*Student Enrollment: 470*
*Racial Breakdown: 3% African-American, 2.1% Filipino, 86% Latino, 1.3% White Non Hispanic, and 3.5% other*
*Free/Reduced Lunch: 84%*
*ESL: 78%*

**Community School Partners:**
Jamestown Community Center-Extended Learning/After School education, early childhood parenting classes, 1 on 1 tutoring and mental health support for school day and specific students; Playworks-Physical activity and behavior interventions; Instituto Familiar de la Raza: Mental Health support in class and with families and referrals; Mission Graduates: English Language parent support and creating the college going culture workshops for parents.

**Greenleaf Elementary School**
Since Greenleaf’s opening in 2007; school leadership has worked to cultivate a truly engaged support network of teachers, family members, and community partners, all of whom value high academic and social expectations. Greenleaf teachers do whatever it takes—from home visits, to intensive tutoring, to phone calls home—to help students achieve. Families, too, strive hard to support their children in their academic pursuits by volunteering in classrooms and participating in the data-driven parent leadership group.

Greenleaf’s full-time family outreach coordinator plays an indispensable role of communicating with families daily, empowering them with resources and providing opportunities for school participation. Greenleaf’s many efforts have yielded great success for students: academic outcomes have steadily improved since 2007, making Greenleaf one of the most improved elementary schools in the Oakland Unified School District.

**School Demographic Description**
*Grade Level: K-5*
*Student Enrollment: 454*
*Racial Breakdown: 16.7% African-American 2% Asian, 77.5% Latino, 2% Pacific Islander, 0.66% White*
*Free/Reduced Meals: 90%*
*ESL: 67.3%*
Community Partners
Champions for Change (health and wellness/nutritional services); East Bay Agency for Children (behavioral health services); Oakland Schoolyard Initiative (health and wellness/outdoor play area); Jewish Coalition for Literacy; Oakland Community Organizations (community empowerment); Bay Area Community Resources (after school program); Temple Sinai; Alameda County Community Food Bank and FedEx; Oakland Schools Foundation; Golden State Warriors (NBA basketball team); Oakland Children's Services (healthcare); Alameda County Public Health Department; Raising a Reader (literacy and family engagement).

Harder Elementary School
Harder Elementary school is developing its community schools approach by integrating services and supports into the core school day, the before and afterschool Youth Enrichment Program (YEP), and through parent engagement. Harder Elementary school will become a "hub" for Hayward's Promise Neighborhood collaboration. California State University East Bay received 2 U.S Department of Education "Promise Neighborhoods" grants in partnership with the City of Hayward, the Hayward School District, Chabot College, Eden Area Regional Occupation Program (ROP), the Child Care Coordinating Council of Alameda County (4C's), and several community organizations & agencies. The Hayward Promise Neighborhood vision is for children growing up in the neighborhood to have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college or post-secondary training and career. Harder is building toward becoming an accessible place for supports and services as well as a source of information and engagement for parents and community members to make education at all levels (cradle to career) meaningful and a priority for our community.

The partnership supports Harder’s efforts by focusing and coordinating services & resources at school and in the surrounding neighborhood. Strategies include: academic intervention, aligned educational activities & enrichment afterschool, on-site behavioral health services, healthy eating, active living activities (HEAL) for students as well as school policy reform. Parent engagement efforts include: nutrition, health, & wellness activities & education, as well as beginning support classes on child development & engagement, language and computer literacy, and school & educational engagement.

School Demographic Description:
Grade Levels: K-6
Student Enrollment: 600

Lead Agency: Child Welfare and Attendance
Racial Breakdown: 12% African-American, 12% Asian/Pacific Islander, 11%, Latino/Hispanic, 70%, White
Free/Reduced Meals: 78%
ELL: 49%

Community School Partners:
California State Univ. East Bay, The City of Hayward, Chabot College, the Eden Area Regional Occupation Program, Child Care Coordinating Council of Alameda County (4C's), Alameda County School Health Services Coalition, and the Alameda County Office of Education. Harder’s before and after school Youth Enrichment Program (YEP) and Parent Center are supported by a district wide Ameri-Corps grant providing member to focus on health and wellness education for youth and families. School-based behavioral health services are provided through a collaboration developed by Alameda County Health Care Services Agency-School Health Services Coalition including the City of Hayward’s Youth and Family services Bureau and the Tiburcio Vazquez Health Center Inc.

Hillcrest Elementary School
Hillcrest's mission is to engage students to become enthusiastic lifelong learners who will make positive contributions to their families and their communities. Families and staff share a vision of providing an academically challenging school experience, while also ensuring a consistently caring school climate. Since receiving a Healthy Start Grant in 2006, Hillcrest has been guided by a community school vision that is supported by their partners. Hillcrest has over 20 partnerships, including foundations, corporations, local government, and community based organizations. This vision has fostered a healthier school climate and student achievement has improved. From 2010-2011, the percent of Hillcrest students scoring at or above proficient on the California Standards (CST), went up 6% in English Language Arts and 7% in math.

Hillcrest has a student-centered academic program, with a focus on balanced literacy, teacher collaboration, and professional development. Hillcrest’s seamless day and years includes “linked day” after school staff who provide academic and behavior support during the school day, an after school program that serves 230 students, and a summer program. Hillcrest’s wellness services include individual therapy, behavior groups, and mental health consultation. Hillcrest’s family support and engagement programs include a Family Resource Center, Family Reading Room, case management workshops, weekly Food Bank and parent- led enrichment. Hillcrest is also committed to school-community engagement, as illustrated by its partnership with community volunteer programs.
School Demographic Description:
Grade Level: K-5
Student Enrollment: 540
Racial Breakdown: 11.8% African American, 18.9% Chinese, 43.3% Latino, 8.4% Filipino, 11.3% Other Non-white (mostly Vietnamese), 2.7% Other white, 3.2% No answer
Free/Reduced Meals: 86.1%
ESL: 48.1%
Special Education: 15.8%

Community School Partners:
Edgewood Center for Children and families (provides “linked-day” after school program), Excelisor Learning Collaborative/Cowell Foundation (professional development), Streetside Stories (literacy), Reading Partners (literacy and community engagement), Experience Corps (literacy and community engagement), Teachers College, Columbia University (professional development) SF Ed Fund (translation, volunteers, community engagement), Edgewood (afterschool and mental health consultation), ExCel, Department for Children, Youth and their Families, SF Foundation, SCORES (sports enrichment), Zellerbach Foundation (fund campus engagement coordinator position), Coleman Advocates, SF Food Bank, AcroSports, SF Arts Ed, SF Green Schoolyard Alliance (garden program), Instituto Familiar de la Raza (mental health consultation and one-on-one therapy, Support for Families for Children with Disabilities).

John Muir Elementary School and Western Addition Beacon Center
John Muir Elementary School is a hub of learning and support for children and families. Our facility is also home to two pre-school programs. One is the only pre-school in the San Francisco Unified School District system for children with autism and the other is a pre-school for all program. Identified in 2009 as one of San Francisco’s lowest performing schools, John Muir Elementary School has refocused its core curriculum, heightened instructional practices and supports, strengthened out-of-school time programming and services, focused community partnerships and referral resources, aligned extended learning opportunities with the school day, and developed a strength-based culture celebrating and supporting the growth of students, families, community and staff.

In 2010-2011 John Muir realized a double-digit growth in proficiency rates in English language learners and earned the 2nd highest Academic Performance Index rating of all San Francisco Elementary Schools.

School Demographic Description:
Grade Level: K-5
Student Enrollment: 235
Racial Breakdown: 40% African-American, 40% Latino-Hispanic, 20% Asian/Pacific Islander and other
Free/Reduced Lunch: 85%
ELL: 1/3

Community School Partners:
Western Addition Beacon Center, John Muir Parent Leadership Council, Handful Players Children’s Musical Theatre, Community Grows (hands-on garden and environmental science program), WA Family Resource Center, SF Child Abuse Prevention Center, Experience Corps, Hayward Rec Connect, and many others.

Tenderloin Community School
Tenderloin Community School is a new K-5 elementary school with many built-in, on-site services. The school opened in 1998 after an 8-year campaign led by Bay Area Women’s & Children’s Center in SF’s Tenderloin community- a diverse, low-income, inner-city community in San Francisco. It was the only neighborhood that did not have a public school (despite having thousands of young children living there).

This community school with on-site services which were chosen by neighborhood parents, and were designed into the school building, includes a non-site: state-of-the-art, full service Dental Clinic (staffed by pediatric dentists from UCSF) a rooftop school yard, Learning Garden, Resource Center, Family Room, Library, and Community Kitchen. The colorful classrooms host one of the most diverse student populations anywhere, with at least 12 native languages spoken at the school. In the past year, the school has included a Literacy Initiative in conjunction with the Readers Workshop at Columbia University in New York City and a character education initiative based on Coach John Wooden’s principles.

School Demographic Description:
Grade Levels: K-5
Student Enrollment: 400
Lead Agency: Bay Area Women's & Children's Center
Racial Breakdown: 50% Asian & Southeast Asian (from many countries), 25% Latino, 8% Arabic, 8% African American, 6% Caucasian, and 3% others.
Free/Reduced Lunch: 80%

Community School Partners
Bay Area Women’s & Children’s Center, UCSF Pediatric Dentistry Division, Columbia University’s Teachers’ College, Playworks, Edgewood Children’s Center, Up on Top, Chinatown Child Development Center, and others.
Paul Revere K-8

This school year, Paul Revere K-8 School has partnered with different agencies to provide a menu of after-school options in order to meet a large demand for after-school services while also targeting student needs more specifically. Urban Services YMCA was contracted in August to provide an extended day program that includes free after-school enrichment and academic support for about 100 K-5 students. The YMCA in turn works with partner agencies such as Performing Arts Workshop and SCORES to provide a rich array of programming. Some students enrolled in the program receive intensive academic intervention for part of the afternoon from a credentialed Paul Revere teacher, and students may also access on-site counseling services during this time from our partners Alliant International University and Urban Services Family Resource Center.

As in the past, those students with academic or family needs received priority for that after-school program. Due to limited capacity, many students who needed after-school or could benefit from it could not be served. In order to more fully meet that demand, Paul Revere launched a partnership with San Francisco Recreation and Parks department to provide two more after-school options for students. One program for K-5 students serves about 20 students with homework support, recreation and enrichment such as art and dance at Paul Revere, while another has enrolled about 15 middle school students who do computer work, art, sports and homework at the Bernal Heights Recreation Center a few blocks from the school campus in a “teen center” type-setting under the supervision of Parks department counselors.

While the city Parks programs are fee-based, families of various income levels have access to the programs through scholarships, and a number of families have received them. Paul Revere is the only school in San Francisco partnering with the city Parks department for after-school programming in this way. Together, the programs have eliminated the waiting list for after-school services for Paul Revere students and provided for a broader range of options while also allowing for the programs to be more specifically tailored to student needs.

A.P. Giannini Middle School and Sunset Neighborhood Beacon Center

Since 1996, the Sunset Neighborhood Beacon Center (SNBC) has been working in partnership with A.P. Giannini Middle School to provide supports and opportunities to ensure the healthy development of youth in the Sunset District. Utilizing a project-based learning approach, SNBC engages youth both during the school day (e.g., in student support groups, through case management, during open computer lab hours, and in a specialized literacy class) and in the after-school hours. SNBC’s staff team is deeply integrated within the school community from participating in student support team meetings with school-day staff, to working collaboratively with school administration to establish two state-of-the-art Apple computer labs and installing Promethean boards within a number of classrooms.

While SNBC offers a unique array of after-school activities and clubs designed specifically to engage youth interest, (e.g., Urban Music, Urban Dance, Cartooning and Filmmaking, Flash Animation), each activity is built upon the same education content standards that are taught during the school day. Each year, the demand for SNBC’s services at A. P. Giannini grows—making it one of the few middle school programs San Francisco with a significant waiting list.

School Demographic Description:
Grade Levels: 6-8

Lead Agency: Visitacion Valley Community Beacon

Racial Breakdown: 24%, Latino, 27% African-American, 17%, White

Free/Reduced Meals: 86%

ESL: 40%, but 2/3 speak another language

Everett Middle School and Mission Beacon Center

Everett Community School is the center of community life in the NW Mission District and a hub of learning for students and parents. Through the work of the Community School Coordinator, Everett brings community partners and school support staff together to create a college-going environment that empowers students to see themselves with potential to succeed in the
21st century. The key to success is the teamwork of an engaged principal who has become a fierce advocate for the Community School strategy and a Coordinator with decades of deep community work.

Mission Neighborhood Center’s Mission Beacon is the lead extended day provider, partnering with other service providers in the arts and recreation—and providing after-school, evening and summer programming. Instituto Familiar de la Raza offers mental health services and an innovative teacher coaching model during school and afterschool. Other community partners specifically target African American and newcomer students. Parents are actively engaged in the governing bodies of the school, as well as a host of parent education and family support services (such as a food bank). During the summer selected high need students participate in an enriched, hands-on learning program run by Aim High. In 2009, Everett was labeled a “persistently low performing” school, and received School Improvement Grant funds to turn the school around. In just two years (since becoming a Community School), Everett’s academic indicators have improved significantly.

School Demographic Description:
Grade Levels: 6-8
Student Enrollment: 342
Lead Agency: Mission Beacon
Racial Breakdown: 22% African-American, 9% Asian and Filipino, 1.5% American Indian, /Pacific Islander, 58% Latino, 9.5% White and other non white
Free/Reduced Meals: 80%
ELL: 41%

Community School Partners:
Instituto Familiar de la Raza; Young Community Developers; Good Samaritan; Arriba Juntos; 826 Valencia; Horizons Unlimited; Parent Institute for Quality Education(PIQE); GEAR UP; SF State University; SF Promise;Experience Corps; Americorps;Mission Science.

Francisco Middle School and North Beach-Chinatown Beacon Center
The North Beach-Chinatown Beacon Center (NBC Beacon) at Francisco Middle School provides wrap-around services for youth and families in the city’s District 3 neighborhood. NBC Beacon connects youth to before school (art workshops), school day (student council, student support groups, individual and group therapy, social skills, recreation and arts enrichment), after school, weekend, and summer activities. NBC Beacon’s After School Program offers youth with engaging academic, enrichment, and leadership opportunities in a variety of settings that are led by both program and school day staff. In addition, NBC Beacon engages high school youth within its programs as teen staff, by placing them as paid interns through the Beacon’s different services, as well as providing community-based activities at its Teen Center, located a few blocks away from Francisco’s campus.

This robust programming for older youth provides Francisco alumni a way to remain connected with the program once they’ve graduated from the school, while supporting them and other teens from the community succeed in high school and beyond. On weekends, the Center hosts an instructional basketball league for Kindergarten-4th grade and family art classes. Services and activities for adults include parent transition workshops for families with students starting middle and high school, family nutrition classes, recreation such as dance and yoga, as well as the Beacon Council, a group made up of parents and other adult community members that serves as an advisory body to the Center.

School Demographic Description:
Grade Levels: 6-8
Student Enrollment: 570
Lead Agency: North Beach-Chinatown Beacon Center
Racial Breakdown: 13% African-American, 66% Asian, 1% American Indian, 12% Hispanic/Latino, 5% White, 3% Multiple/No Responses
Free/Reduced Meals: 84%
ELL: 58%

Community School Partners:
AACE Educational Talent Search; America SCORES Bay Area; Asian Women’s Resource Center; Bridge Housing; Cameron House; Chinatown YMCA; Chinese Education Center, SFUSD; Community Youth Center; Garfield Elementary, SFUSD; John Stewart Company; North Eastern Medical Services; Presidio YMCA; Safe Passages to Wellness; San Francisco Arts Commission; San Francisco Beacon Initiative; San Francisco Recreation & Parks; San Francisco Unified School District (SFUSD) – Student Support Services; Spring Valley Elementary, SFUSD; Vietnamese Youth Development Center.

James Denman Middle School and OMI/Excelsior Beacon Center
James Denman Middle is located in the outer Mission area in the south/southeastern section of San Francisco. With a very diverse population, Denman’s school community is primarily composed of Latino, Filipino, Chinese and African American low income, educationally disadvantaged, and English learning students. The community school approach at Denman Middle School involves a close partnership with the OMI/Excelsior Beacon Center (a program of Urban Services YMCA) to support students with their emotional/physical wellness, academic achievement and personal development during the school day, after school and over the summer.
Working closely with the school counseling department, the Beacon provides at-risk youth a variety of individual and group support services like one on one case management, mental health counseling, substance abuse prevention/treatment and group work focusing on anger management, life skills, and gang prevention. Beacon staff work with Denman teachers and staff during the school day and afterschool to support student academic success by providing lunchtime tutoring, student mentoring, and ensuring student learning continues through to afterschool. Within the last two years the Beacon has instituted a mandatory academic period for all after-school participants that include a school day grade level teacher working alongside Beacon staff and volunteers to support students with homework and tutoring.

School Demographic Description
Grade Level: 6-8
Student Enrollment: 577
Lead Agency: OMI/Excelsior Beacon Center
Racial Breakdown: 10.1% African-American 15.3% Chinese, 34.8% Latino, 25.1% Filipino, 8.7% Other Non-White, 3.6% Other White, 1.2% Decline to State: 0.9% Korean, 0.2% Japanese, 0.2% American Indian
Free/Reduced Meals: 61.2%
ESL: 27.9%

James Madison Middle School
Located in East Oakland, Madison is a thriving middle school which has demonstrated tremendous academic growth in the past few years. Madison is one of five Oakland middle school campuses offering a comprehensive support model through the national Elev8 Initiative funded by Atlantic Philanthropies. Oakland's Elev8 partnership was awarded a total of $15 million from Atlantic Philanthropies towards a 4-year Implementation Phase project budget. The contribution from local partners, County of Alameda, City of Oakland and Oakland Unified School District, is an additional $25.7 million bringing the total project amount to $40.7 million. A newly constructed School-Based Health Center was completed in 2011 and offers dental, medical, and behavioral health services to students, their families and the community.

Elev8 extends learning opportunities for students beyond the classroom and traditional school year through after school, summer school and Saturday school programming, provides high-quality school-based health services, encourages parents to be actively involved in their children's education; and offers family supports and resources on school campuses designed to promote economic stability, good health and continuing education. A key component of this robust community school model is the Coordination of Services Team (COST) that coordinates school and community partner efforts to support not only the student, but their families. Family engagement and support services include free legal counseling, free tax clinics, an on-site food pantry, adult education classes, leadership training, physical activities, Medi-Cal eligibility services, and home visits.

School Demographic Description:
Grade Levels: 6-8
Student Enrollment: 341
Lead Agency: Safe Passages/Elev8 Oakland
Racial Breakdown: 61.2%, Latino, 31.8% African-American, 2.7%, Pacific Islander, 1.8%, White, 1.2% Asian
Free/Reduced Meals: 88.2%
ELL: 30.6%

Community School Partners:
Safe Passages, Oakland Unified School District- Family, Schools, and Community Partnerships Department, City of Oakland, Alameda County Health Care Services Agency, Atlantic Philanthropies, East Bay Community Law Center, Alameda County Social Services Agency, Fred Finch, Bay Area Community Resources, Our Kids Initiative, University of California San Francisco Departments of School Nursing and Dentistry, Alameda County Community Food Bank, United Way of the Bay Area, Oakland Fund for Children and Youth, AmeriCorps.

Visitacion Valley Middle School and Visitacion Valley Community Beacon Center
Visitacion Valley is a neighborhood located in the South East section of San Francisco. Historically, Visitacion Valley continues to be an underserved community with the highest concentration of children, youth and families in San Francisco. Because of the high crime and the lack of safe environments for youth, Visitacion Valley Middle School (VVMS) has become a safe haven for children, youth and families, strengthened by its partnership with the Visitacion Valley Beacon. This partnership has allowed school staff to work alongside each other both during and after school to better support youth. During the evening hours, VVMS is open to the larger community for recreation and computer skills classes.

School Demographic Description:
Grade Level: 6-8
Student Enrollment: 1193
Racial Breakdown: 5% African-American 64% Asian, 10%, Latino/Hispanic, 9% White, 7% No answer
Free/Reduced Meals: 51%
ESL: 11%
**Community School Partners:**
Together United Recommitted Forever (TURF) Sunnydale, Samoan Community Development Center, Carter Terrace, Mayor’s Youth Employment and Education Program (MYEEP), Tree Frog Trek, First Tee Golf, SF Arts Commission

**Walter T. Helms Middle School**
The Walter T. Helms Middle School is a vibrant Full Service Community School with 30 sustaining partners and active community members. Helms Middles School is a lead member of the City of San Pablo’s Full Service Community School Initiative. The City has a joint agreement with the district to build a community center on campus. Multiple services for school, home and the community are integrated into the school’s unique grade level house system of three small learning communities. Each house has its own core and special education faculty, academic counselor, community-outreach worker, and community partner.

Services include parental outreach and engagement, leadership training, case management, mental health, health education, academic support, college readiness, and after school academic, enrichment and athletics. The school’s leadership team shares responsibility for the overall school functioning, learning communities’ success, our highly valued partnerships, and interface with the district and community.

**School Demographic Description:**
*Grade Levels:* 7-8  
*Student Enrollment:* 911  
*Lead Agency:* City of San Pablo; Fiscal sponsor: Bay Area Community Resources  
*Racial Breakdown:* 81% Hispanic, 9% African American, 2.5% Asian American  
*Free/Reduced Lunch:* 91%  
*ELL:* 43%

**Community School Partners:**  
Contra Costa Community College; E3–Education, Excellence & Equity; Solano County Office of Education; UC Berkeley - Educational Guidance Center (EGC); UC Berkeley - Let’s Rise Mentor Program; West Contra Costa Unified School District–Linked Learning Pathways Program; City of San Pablo, City Manager’s Department; Building Block for Kids, (BBK) Richmond, CA; San Pablo Library; West Contra Costa Public Education Fund; 180º Degrees; Bay Area Community Resources (BACR); Bay Area Peacekeepers; Center for Human Development (CHD); Community Health for Asian Americans (CHAA); Contra Costa County Employment and Human Services (EHS) Children and Family Services; Contra Costa County Health Services–Public Health & Community Wellness & Prevention Program; Familias Unidas; Food Bank of Contra Costa & Solano; The YMCA; Plaza Comunitario; Parent Institute for Quality Education (PIQE); Parent Leaders Action Network (PLAN); San Pablo Police Department–The Parent Project; Contra Costa College–Athletic Department; East Bay Center for the Performing Arts; Trips for Kids (Bicycle Building/Earn a Bike Program).

**Westlake Middle School**
Westlake Middle School and Eagle Village Community Center (EVCC) established its community school partnership in 2001. As a result of this strong partnership, EVCC was able to establish itself as a non-profit organization in 2009, now known as Eagle Village Community Center Youth and Family Services, Inc. (EVCC YFS), housed within Westlake Middle School. This partnership continues to address issues of community violence, poverty, and low academic performance among the Westlake students and their families. EVCC YFS’ program is comprised of three pillars: After School, Mental Health, and the Family Resource Center. The first pillar, After School, is an academic, cultural and recreational program that serves over 200 students. The second pillar, the Mental Health Program, provides mental health counseling, case management, health screening and referrals to Westlake students and their families. The Mental Health Program also provides individual and group counseling on site, as well as case management services to over 100 students each year.

The Family Resource Center (FRC) is the third pillar and provides resources to help support Westlake families in their efforts to be intensively involved in their children’s lives. The FRC helps parents and caregivers stay informed about school and community events, take on meaningful roles in the school, and provide assistance with the basic resources needed to support the day-to-day challenges of family life.

While the After School Program, the Mental Health Program, and the Family Resource Center all have different emphases within EVCC YFS, the combination of services creates a program that illustrates how EVCC YFS is fulfilling its mission and that of Oakland Unified School District in becoming a Full Service Community School.

**School Demographic Description**
*Grade Levels:* 6-8  
*Student Enrollment:* 640  
*Lead Agency:* Eagle Village Community Center Youth and Family Services, Inc (EVCC YFS)  
*Racial Breakdown:* 20%, Latino, 40% African-American, 30% Asian, 10% Other nationalities  
*Free/Reduced Meals:* 80%  
*ELL:* 15%
**Community School Partners:**
The Partners Program (CPS), Destiny Arts, SCORES, Attitudinal Healing Connection, Nikao Youth, Berkeley-Lawrence Hall of Science, 100 Black Men, Alameda County, JFK Holistic Counseling Center, Psychological Services Center, San Francisco State University, Education Guidance Center (UC-Berkeley), Whole Foods, Westlake PTA, Oakland Unified School District (OUSD), Oakland Fund for Children and Youth (OFCY), Eastbay Community School Collaborative.

**HIGH SCHOOLS**

**Balboa High School**
Over the past 10 years, Balboa High School has experienced a renaissance of academic success. This is reflected in the school’s academic performance index (API) of 778 and attributed to multiple factors including retaining a dedicated team of teachers and staff, and offering an extensive array of extracurricular activities. Additionally, there is an on-site, comprehensive and confidential health clinic which is fully integrated into the school community. The clinic provides medical services to manage chronic illnesses such as diabetes and asthma, as well as attends to minor illnesses that could otherwise cause a student to miss school. The clinic’s Youth and Advisory Board (YAB) conducts outreach to students, staff, and parents on adolescent issues. Parent workshops co-sponsored by the clinic and YAB reach out to families needing help and support in dealing with their teens.

**School Demographic Description:**
Grade Level: 9-12
Student Enrollment: 1385
Lead Agency: Director, Balboa Teen Health Center, Community Health Programs for Youth, San Francisco Department of Public Health (SFDPH)
Racial Breakdown: 8.4% African-American 38.3% Chinese, 22.2% Latino, 12.4% Filipino, 6.1% White
Free/Reduced Meals: 58.5%

**Community School Partners:**
The Balboa Teen Health Center, Foster Youth Services, Truancy Assessment and Resource Center (TARC: truancy), Plan of Action for Trying Times (PACT: tutors, college advising), USF Upward Bound, Mayor’s Youth Education and Employment Project (MYEEP), SF Promise (college bound), and Balboa Parent Teacher Student Association (PTSA).

**Burton High School and Bayview Hunter’s Point Beacon Center**
Burton High School and the Bayview Beacon, a program of the Bayview YMCA, have partnered to establish a full-service community school. In its 2nd full year, students and residents benefit from after school programs, employment services, case management, adult classes, Saturday School (California High School Exit Exam prep, math and English), and comprehensive health services through the Wellness Center (mental health, free clinic, dental services).

There are also many opportunities for credit recovery and community and culturally-centered family events both on and off campus. Burton recently opened a new Parent Resource Center at their very successful Student Success Night (over 700 people attended) where they saw over 100 parents. The Parent Resource Center provides a welcoming space for family and community meetings and computer access. Our most significant accomplishments have been with credit recovery, integrated services and parent engagement.

**School Demographic Description:**
Grade Levels: 9-12
Student Enrollment: 930
Lead Agency: The Bayview Beacon
Racial Breakdown: 25%, Latino, 18% African-American, 25%, Chinese, 15% Filipino, 10% Other Asian, 7% Samoan
Free/Reduced Meals: 80%
ESL: 25%

**Community School Partners:**
City College of San Francisco, University of California-San Francisco, North East Medical Services(dental), Bayview YMCA, San Francisco Ed Fund, University of , California-Berkeley, GEAR UP, PACT, and the Truancy Assessment & Resource Center (TARC).

**Castlemont Community of Small Schools and Youth Uprising**
Adjacent to one another, the Castlemont Community of Small Schools (CCSS) and Youth Uprising (YU) form an exemplary community-school partnership. CCSS is a school in reform and re-consolidation. YU is a non-profit with a bold vision of community transformation and an innovative model of partnering with students to improve community outcomes. YU’s 25,000 sq. ft. state-of-the-art facility includes a full service school-linked health center, professional music recording studios and video production facilities, an outdoor recreational area, in/outdoor performance space, youth-run businesses, and much more.
YU’s continuum of culturally relevant programming, including case management for high-need students, attracts 3,000+ youth annually – impressive in a community where school enrollment has plummeted. In response, the CCSS and YU have begun building a full service community school model to address school failure, staggering levels of community violence, and lack of economic opportunity – issues which have plagued the neighborhood for decades. In CCSS+YU’s monthly cross-site leadership meetings health, safety, built-environment, and economic development are considered core educational issues and strategic responses are hence inclusive. As a result of this work, enrollment is stabilizing; new partnerships with youth, parents and community are flourishing, and hope for long-term success is emerging.

YU was selected as the lead agency for Castlemont’s after school programming which will incorporate a Science, Technology, Engineering and Math-based (STEM) curriculum. In addition, YU provides academic advising and wraparound case management support for Castlemont’s highest need students. Program offerings include graffiti design, DJ and comic book creation courses that are available to all Castlemont students for school credit. Recently, YU convened principals and school administrators from Castlemont in monthly Promise Neighborhood meetings to deepen the partnership between the agency and the school; and develop a continuum of strategies that address the academic and social needs of young people from cradle-to-college.

School Demographic Description:
Grade Levels: 9-12
Student Enrollment: 650
Lead Agency: Youth Uprising
Racial Breakdown:
Business and Information Technology: 35% African American, 54% Latino, 1% Asian, 7% Pacific Islander, 1% White, 1% Multi-racial
East Oakland School of the Arts: 57% African-American, 39% Latino, 1% Pacific Islander, 1% White, 1% Multi-racial
Leadership Preparatory High School: 59% African-American, 34% Latino, 1% Asian, 4% Pacific Islander, 2% Multi-racial

Community School Partners:
Together United Recommitted Forever (TURF) Sunnydale, Samoan Community Development Center, Carter Terrace, Mayor’s Youth Employment and Education Program (MYEEP), Tree Frog Trek, First Tee Golf, SF Arts Commission.

El Cerrito High School
Embedded within the El Cerrito High School, the James Morehouse Project (JMP) is a locus of a range of health, youth development, and academic support programs for students during and after school. The JMP works closely with teachers, guidance counselors, school staff and administration to support youth to navigate the systems that define their school experience. Youth take on leadership roles, expressing themselves through poetry and music, presenting at a school board meeting, a state senate hearing, or sharing concerns about the school with faculty.

Young people are able to re-position themselves in their own lives and within the school community as activists, artists, advocates and leaders. This chance to matter to be an agent of change, has a profound impact on young people’s sense of themselves and their capacity to succeed in school and build a stronger, safer school community for all.

School Demographic Description:
Grade Levels: 9-12
Student Enrollment: 1322
Lead Agency: James Morehouse Project
Racial Breakdown: 23% Latino, 35% African-American, 20% White, 19% Asian, 3% Other
Free/Reduced Lunch: 50%
ESL: 13%

Community School Partners
Contra Costa County Health Services (provide direct medical services), Schools for Social Welfare and UC Berkeley, San Francisco State University, Cal State Easy Bay (provides clinical management, planning, and social work interns), Community Works, Bay Area Community Resources, Youth Radio, BAYAC AmeriCorps; (provide youth development after school activities), YMCA of the East Bay/Y Team (provides mental health counseling and our fiscal sponsor).

George Washington High School and Richmond Village Beacon Center
Shawn Brown and Michelle Cusano have been working at the Richmond Village Beacon since 2001, starting out at Presidio Middle School overseeing the middle school afterschool program. It was soon after that they developed their vision for creating a lifelong learning center at the George Washington High School that set-up ladders of participation for youth from childhood to adulthood. With the collaboration of amazing principals who understand the vision for a community approach to student success, the Washington High School community school has grown considerably over the last several years to epitomize a space where people living, working, and going to school in the Richmond District can thrive.
At Washington High School you will see how multicultural, employment, neighborhood and family support, and academic and enrichment programs are created to address the needs of the whole community, including students, families, teachers and neighbors.

School Demographic Description:
Grade Levels: 9-12
Student Enrollment: 2109
Lead Agency: Richmond District Neighborhood Center-Racial Breakdown: 234 Latino, 111 African-American, 144 White, 1113 Chinese, 29, Japanese 27, Korean, 92 Filipino, 351 Other non-white, 8 Native American Free/Reduced Lunch: 59.2% ELL: 13%

Community School Partners:
Richmond District Neighborhood Center, Wellness Center, College and Career Center, Richmond District YMCA, The Richmond and Presidio YMCA, Institute on Aging, Richmond Area Multi-Services, and the Japanese Community Youth Council

James Logan High School
James Logan High School (JLHS) is the largest high school in Northern California and serves as the primary public high school for the city of Union City and parts of South Hayward in Southern Alameda County. The long-standing ethnic and economic diversity of JLHS's student population is one of our strengths and an area of focus addressed by our community partnerships. The collaborative efforts of Alameda County, New Haven Unified School District (NHUSD), and Tiburcio Vasquez Health Center position JLHS as a hub of these partnerships coordinated under the advisement of the NHUSD Coordination of Services Team and the Union City Kids Zone and comprised of staff, administration, parents, and community leaders. These collaborative efforts provide students and families with a year-round health clinic and on-site social services including mental health, case management, extensive peer leadership and health education programs, as well as an integrated focus on academics and career/college opportunities.

Logan's career center, in partnership with local universities (Cal State East Bay, University of California at Berkeley), Community Colleges (Ohlone and Chabot), local vocational schools, Mission Valley Regional Occupation Program, and the business community provide academic and career/college support for our students, as well as training and employment that include opportunities for our most troubled youth. Logan has an active, successful Puente program and extra-curricular activities that include athletics, music, debate, forensics, and over fifty ethnic groups/clubs.

School Demographic Description
Grade Levels: 9-12
Student Enrollment: 4,118
Lead Agency: New Haven Unified School District/Alameda County School Health Services Coalition-Racial Breakdown: 20% Hispanic, 10% African-American, 23% Asian, 20% Filipino, 30% Pacific Islander, 5% White, 2% Other Free/Reduced Meals: 37% ELL: 14%

Community School Partners:
Alameda County School Health Services (funding, guidance, and leadership), Tiburcio Vasquez Health Centers (federally qualified health center, mental health services, peer leadership programs), New Haven Unified School District's Mental Health Intern Program, Asian Community Mental Health, The Hume Center, Cal-SAFE, Family Paths, Fremont Family Resource Center, Filipino Advocates for Justice, Kidago, Kids' Zone, Mission Valley Regional Occupational Program, New Haven Unified School District's Equity Task Force, Project Eden, Union City Youth and Family Services, Victim Compensation, Centro de Servicios Resource Center, Tri-Ced Recycling, University of California Regents, as well as others.

Life Academy of BioScience
Life Academy's community school initiative features exemplary programming and participation by youth, parents and staff members. 95% of the student body actively participates in out-of-school time activities weekly. In addition, despite language, education and economic barriers, Life Academy has the strongest parent engagement at the high school level within Oakland Unified. In 2009-2010, the school launched a Parent Academy designed to certify parents in key skills that support their students to achieve academic success. The Parent Academy mirrors the innovative youth development strategy incorporated into the school by challenging parents to initiate community impact projects that benefit the school and neighborhood. Other exemplary programs include the gender specific programs BAM (Be a Man) and RAW (Real Ambitious Women) which are leading a 74-day long fasting relay campaign from MLK Day to Cesar Chavez Day, with the goal of promoting peace in Oakland.

The Dream Act Project, a youth-led project is focused on mobilizing the greater community in support of efforts to not only make higher education accessible to undocumented youth, but also to provide them with a clear pathway towards citizenship. Another signature
experience is the career preparation students receive through the internship program. High school students receive applied-learning opportunities through intensive internships in the health and bioscience field. Life Academy has built partnerships with 16 institutions and community-based organizations in support of the internship program.

School Demographic Description:
Grade Level: 9-12
Student Enrollment: 270
Lead Agency: Alternatives in Action
Racial Breakdown: 11% African-American, 11% Asian, 74% Latino/Hispanic, 2% Filipino, 1% Native American, 1% White
Free/Reduced Meals: 91%
ELL: 29%
Community School Partners:
Alternatives in Action, FACES for the Future, Native American Health Center, Oakland School Foundation (OSP), Summer Search, and East Bay Consortium; Chabot Space and Science Center, FACES for the Future, Family Violence Law Center, Fremont High School Basketball Sports Medicine, Highland Hospital, International Community School, Jefferson Elementary School, Mercy Retirement and Care Center, Telecare, Think College Now, Youth Bridge

McClymonds High School
The McClymonds Youth & Family Center (MYFC) provides comprehensive services to youth and families attending McClymonds High School as well as other neighboring schools. As the only high school in West Oakland, McClymonds has a history of being an important symbol of community life. Youth and families in West Oakland face some of the most challenging risk indicators, including high poverty rates, violence, and a fragmented system of care. In response to these needs, the MYFC has developed a strong governance and collaborative structure through its Advisory Board that includes school and school district leadership, community-based organizations, public officials, representatives from philanthropy and institutional partnerships including such as the Alameda County Health Services Agency, Alameda County Public Health Department, Oakland Housing Authority, University of California, and the Alameda County Social Services Agency.

The Advisory Board serves as a model to support community investment for other community school efforts. This spring, as a result of collaborative efforts, the MYFC will open a new Youth Center next to the School-Based Health Clinic.

School Demographic Description:
Grade Level: 9-12
Student Enrollment: 265
Lead Agency: McClymonds Youth and Family Center
Racial Breakdown: 4%, Latino, 90% African-American, 3% Asian/Pacific Islander
Free/Reduced Meals: 62%
ELL: 5%
Community School Partners:
Alternatives in Action, Children's Hospital Oakland, The San Francisco Foundation, Alameda County Health Care Services Agency, Oakland Unified School District, Alameda County Supervisor Keith Carson, Oakland Kids First, Student Program for Academic & Athletic Transitioning (SPAAT), Equilibrium Dynamics, Urban Services YMCA

Mission High School
Mission High School offers an inspiring model for a community high school. The high school regularly partners with over 50 community organizations, colleges, and local businesses to provide academic, behavioral and mental health, family, college and career, leadership, and enrichment opportunities and supports for our students. They are fully integrated into our school day and after school program providing a blended day of academic and project based learning opportunities. For example, these partnerships help operate a media center for students, staff, and families on audio and video production and literacy, as well as a student-run weekly TV show; a green pathway that includes waste diversion, garden, culinary, and youth entrepreneurship programs; a bike shop and club in which students build and repair bikes; a Wellness Center with comprehensive physical and mental health services; a Parent Resource Center with staffing in multiple languages; a College and Career Center with a computer lab and presentation room staffed by two FTEs; and an Athletic Scholars Advancement Program Center with services to prepare students for college and fully paid placements in extraordinary summer programs on college campuses across the country.

These are a few of the collaborative opportunities and supports afforded our students as a community school. As a result test scores have increased the highest of any comprehensive high school over the last three years, the suspension rate has dropped from 26% to 4% in three years, the graduation rate has increased to 90%, and 85% of students were accepted to college last year.
School Demographic Description:

Grade Levels: 9-12
Student Enrollment: 934
Lead Agency: Mission Graduates

Racial Breakdown:
35% African American 19 %Asian 23% Latino, 20%, White, 3%Other
Eligible for free lunch: 50%,
ESL learners: 13%.

Community School Partners:
Mission partners with over fifty community partners on a regular basis. Some of these include: 826 Valencia, Alpha Phi Alpha, Athletic Scholars Advancement Program (ASAP), Bayview Hunters Point Center for Arts and Technology (BAYCAT), Bernal Heights Neighborhood Center, Brush Fire Painting Workshop, build On, City College of San Francisco-Outreach and Recruitment Services, City College of San Francisco -Project SURVIVE, Central American Resource Center (CARE-CEN), Coro Exploring Leadership& Fellowship Community Church, Homies Organizing the Mission to Empower Youth (HOMEY), Horizons Unlimited of San Francisco, Inc., Independent Living Resources Center of San Francisco, Jewish Vocational Service (JVS), Juma Ventures, Junior Achievement, La Casa De Las Madres, Larkin Street Youth Services, Migrant Education, Mission Graduates, Mission Science Workshop, Mission SF Community Financial Center, Neighborhood Vision Project, Next course, Network for Teaching Entrepreneurship (NFTE), Outward Bound, Peer Health Exchange, Pie Ranch, Richmond Area Multi Services (RAMS), RTI International, San Francisco Education Fund, SF Youth Works, SF College Access Center, Summer Search, UCSF New Generation Health Center, University of San Francisco Upward Bound Math and Science, Writers Corps, San Francisco Center for Essential Small Schools.

Oakland High School
Oakland Senior High School (Oakland High) is Oakland Unified School District's oldest and second largest comprehensive high school. Oakland High has a high percentage of “at risk” students, and despite many efforts, many students continue to fail to graduate. Over 40% of students drop out or transfer to an alternative school by their senior year. Attendance at Oakland High is poor, with over 87% of the student body classified as chronically truant. Over 70% qualify for free or reduced lunch, and only 11% come from families with parents that have a college education. Over 90% receive Compensatory Education services, indicating that they are low-achieving students from low-income families.

In confronting these challenges, Oakland High School is one of the best examples of Oakland Unified School District's Full-Service Community Schools Initiative, offering a full range of student and family services through partnerships with 10 different community-based organizations. These community partners work out of Oakland High's Wellness Center, Shop 55. Shop 55 is led by the East Bay Asian Youth Center, which coordinates medical, mental health and youth development services for over 1100 students, or over 65% of the school population.

Medical services include first aid and triage, reproductive health services and comprehensive primary care. Mental health services include holistic screening, case management and individual and group therapy. Youth development services include internships, drop-in tutoring, credit recovery and enrichment programs. Community and family events are hosted several times throughout the year. By providing coordinated and comprehensive services, EBAYC and Oakland High are working together to increase student's overall wellbeing, addresses educational inequities, and improve the community spirit at Oakland High.

School Demographic Description:

Grade Levels: 9-12
Student Enrollment: 1700
Lead Agency: East Bay Asian Youth Center

Racial Breakdown: 20% Latino, 30% African-American, 50% Asian/Pacific Islander
Free/Reduced Lunch: 70%

Community School Partners
East Bay Asian Youth Center (EBAYC), Alameda County Health Care Services Agency; Asian Health Services; Asian Community Mental Health Services; Beats, Rhymes and Life; Community Health for Asian Americans; Destination College Advising; Upward Bound Holy Names; Oakland Unified School District; Oakland Kids First; and Spanish Speaking Citizens Foundation.
Carlos Azcoitia, Department of Educational Leadership, National Louis University

Carlos Azcoitia, assistant professor of educational leadership at NLU, is also the founding principal of John Spry Community School and Community Links High School, a “Comprehensive Community School” concept in Chicago's Little Village neighborhood. Under his leadership, this school became the first in Chicago to include a pre-kindergarten through High School program in one building with a 100% graduation rate and the goal of 100% post-secondary.

Dr. Azcoitia has a long history of being in the forefront of educational reform. He is a well known, respected and knowledgeable educator. He served as the Deputy Chief Education Officer of the Chicago Public Schools, where he was administratively responsible for a large number of wide-ranging departments, programs and services. He has been a teacher, administrator, adjunct professor in several universities and has served as principal in the Chicago Public Schools.

In addition to his role at NLU, Dr. Azcoitia is also a school achievement coach with New Leaders for New Schools and Chairperson of Friends of Spry/Community Links High School with the primary goal of providing financial assistance for post secondary education.

Georgette Bhathena, JPMorgan Chase Global Philanthropy Group

Georgette Bhathena is the Northern California Relationship Manager for JPMorgan Chase’s Global Philanthropy group. Her responsibilities include overseeing the firm’s philanthropic activities in Northern California and serving as a liaison between the firm and the larger community as it relates to philanthropy and volunteerism.

With ten years of experience in the financial services industry, she has held a wide range of responsibilities. Most recently she worked at Citi as the Community Relations Officer of the East Bay for five years. Prior to that role, she worked more broadly in community and economic development at the Federal Home Loan Bank of San Francisco, Bank of America, and the Federal Reserve Bank of San Francisco.

Ms. Bhathena is on the Board of Directors for CompassPoint Nonprofit Services, Bay Area LISC, and Enterprise. She also serves on HOPE Steering Committee.

Ms. Bhathena holds Bachelor of Arts degrees in economics and finance from the University of Washington. She completed her Master in Public Policy degree with a concentration in housing, urban development, and transportation at Harvard’s Kennedy School of Government. She is originally from Seattle, Washington and has lived in the Bay Area for ten years.

Angela Blackwell, PolicyLink

Angela Glover Blackwell, Founder and Chief Executive Officer, founded PolicyLink in 1999 and continues to drive its mission of advancing economic and social equity. Under Blackwell’s leadership, PolicyLink has become a leading voice in the movement to use public policy to improve access and opportunity for all low-income people and communities of color, particularly in the areas of health, housing, transportation, education, and infrastructure.

Prior to founding PolicyLink, Blackwell served as Senior Vice President at the Rockefeller Foundation, where she oversaw the foundation’s Domestic and Cultural divisions. A lawyer by training, she gained national recognition as founder of the Oakland (CA) Urban Strategies Council, where she pioneered new approaches to neighborhood revitalization. From 1977 to 1987, Blackwell was a partner at Public Advocates, a nationally known public interest law firm. Blackwell is a frequent commentator for some of the nation's top news organizations, including the Washington Post, Salon, and the Huffington Post, and has appeared regularly on such shows as public radio’s “Marketplace,” “The Tavis Smiley Show,” “Nightline,” and PBS's “Now.”

Blackwell is the co-author of Uncommon Common Ground: Race and America’s Future (W.W. Norton & Co., 2010), and contributed to Ending Poverty in America: How to Restore the American Dream (The New Press, 2007) and The Covenant with Black America (Third World Press, 2006). Blackwell earned a bachelor's degree from Howard University, and a law degree from the University of California at Berkeley. She serves on numerous boards and served as co-chair of the task force on poverty for the Center for American Progress.
Annie Bogenschutz, Cincinnati Community Learning Centers
Annie Bogenschutz immediately began working with non-profit and school partnerships after graduating from college as Cincinnati started developing its Community Learning Center initiative. Bogenschutz has worked in a few different capacities in partnership with the Community Learning Centers; however, she has held her current position as the CLC Resource Coordinator are Ethel M. Taylor Academy for 5 years where they were just recognized as a 2011 Community Schools National Award of Excellence winner. She has presented numerous times locally, regionally and nationally about Cincinnati’s Community Learning Center model.

Richard Carranza, San Francisco Unified School District
As Deputy Superintendent of Instruction, Innovation and Social Justice for the San Francisco Unified School District, Richard A. Carranza is leading the implementation of the district’s equity focused strategic plan. His responsibilities include the redesign of the district’s central office to better support school sites and the implementation of a core instructional curriculum to achieve more equitable educational results for all students.

Prior to his work with SFUSD, Mr. Carranza was Northwest Region Superintendent for the Clark County School District in Las Vegas, Nevada, where he oversaw 66 schools and over 66,000 students. Under his leadership the Northwest Region made significant strides towards improving student achievement including an increase in the number of middle schools and high schools making Adequate Yearly Progress (AYP) and double digit reductions in the percentage of special education and Limited English Proficient (LEP) students performing below proficiency levels in mathematics and language arts.

He has also served as a high school principal in Tucson, Arizona, and in Las Vegas, Nevada; high school assistant principal; and a teacher of bilingual social studies and music. Mr. Carranza earned a B.A. in Secondary Education from the University of Arizona and a M.Ed., with distinction, in Educational Leadership from Northern Arizona University. He has also completed doctoral coursework through Northern Arizona University and is currently pursuing an Ed.D degree through Nova Southeastern University in Educational Leadership.

Hedy Chang, Attendance Works
Hedy Nai-Lin Chang directs Attendance Works, a national and state level initiative aimed at addressing student success by addressing chronic absence. A skilled presenter, facilitator, researcher and writer, she co-authored the seminal report, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, as well as numerous other articles about student attendance.

Deeply committed to promoting two-generation solutions to achieving a more just and equitable society, Hedy has spent more than two decades working in the fields of family support, family economic success, education and child development. She served as a senior program officer at the Evelyn and Walter Haas Jr. Fund and...
as co-director of California Tomorrow, a nonprofit committed to drawing strength from cultural, linguistic and racial diversity. Hedy is also the mother of two school-aged sons who attend public school in San Francisco.

Jan Christensen, Redwood City School District
Jan Christensen joined the Redwood City School District as superintendent in May, 2006. She began her work in education in 1978 in Plymouth, Michigan as a middle school teacher, teaching grades 6-8. In 1981 she moved to Alaska and taught 6 years. Following a one-year internship Mrs. Christensen served as an Anchorage assistant principal for two years. She served as an assistant principal at East High School for 3 years before being appointed as principal at Chugiak High School. From July 2001 to April 2006 Ms. Christensen was the Anchorage School District’s assistant superintendent for curriculum and instruction.

Ms. Christensen graduated from Eastern Michigan University, where she earned a bachelor’s degree in history and minored in English. She also earned a master’s degree from Eastern Michigan University in educational leadership. She has completed post-masters course work in leadership, curriculum, and instruction at Gonzaga University in their doctoral program. She has also been an adjunct professor at University of Alaska Anchorage where she taught courses in curriculum and leadership, organizational development and leadership and politics and education.

Abe Fernández, National Center for Community Schools, The Children’s Aid Society
Abe Fernández the deputy director for the National Center for Community Schools at the Children’s Aid Society. He is a community schools consultant who brings over a dozen years of experience in education, community development, and nonprofit management.

Since he joined the Center’s team in 2003, he has provided on- and off-site coaching, training, and consultation to several community school initiatives across the coun-try and beyond, including Hartford, CT; Lehigh Valley, PA; Kent County, MI; Salt Lake City, UT; and Surrey, Canada. Abe has designed and presented trainings at local and national conferences on topics such as parent engagement, systemic initiatives, effective supervision, and school–community partnership.

Formerly, he was an assistant director of the Children’s Aid Society’s community schools department, supervising community schools in the South Bronx—including two start-up schools—and as an administrative supervisor and consultant to the department. Prior to joining Children’s Aid, he served as the director of youth services and ran the multi-service Washington Houses Community Center at Union Settlement Association in East Harlem. Abe started his career as a teacher of middle school mathematics and was director of the Summerbridge/Breakthrough program in the Bronx. He is a graduate of Brown University and the Institute for Not-for-Profit Management at Columbia University.

Paul Flores, Unity Council Latino Boys of Color Project
Paul S. Flores is a published poet, performance artist, playwright, and well-known spoken-word artist. His work explores the intersection of urban culture, hip-hop, and transnational identity.

He was raised in Chula Vista, California, and spent much of his youth between Tijuana and San Diego, developing a border consciousness. Flores’s PEN Award–winning novel, Along the Border Lies (Creative Arts Book Company, 2001), reflects this experience.

Flores moved to San Francisco in 1995 to enroll in the MFA Creative Writing Program at San Francisco State University. In 1996 he cofounded the Latino poetry performance group Los Delicados: Poetas del Sol and recorded the CD Word Descarga (Calaca Press, 2000).

Flores is also a highly respected youth arts development specialist. As a cofounder of Youth Speaks, he introduced spoken word to hundreds of thousands of youth all over the country—from native reservations, to public schools, to juvenile halls, to counseling centers. He helped develop the national platform for young people to build peer relationships and strategize toward a better future through the Brave New Voices: National Teen Poetry Slam, now seen on HBO.

Flores currently manages the Latino Men and Boys Program, funded by the California Endowment, at the Unity Council in East Oakland. He also teaches hip-hop theater and spoken word at the University of San Francisco.

Ellen Galinsky, Families and Work Institute
Ellen Galinsky, President and Co-Founder of Families and Work Institute (FWI), helped establish the field of work and family life while at Bank Street College of Education, where she was on the faculty for twenty-five years. Her more than forty-five books and reports include the highly acclaimed Mind
Carlos Garcia, San Francisco Unified School District
With a career in education that spans over 35 years, Carlos A. Garcia has built a strong track record for boosting student achievement and narrowing the achievement gap through his work as a teacher, principal, central office administrator and leader in classroom instruction. In 2007, Garcia began his tenure as Superintendent of the San Francisco Unified School District (SFUSD). Under his leadership, the district has seen consistent improvement in achievement for all students, including increased academic gains for Latino and African American students. He has also led the way for district policies aimed at graduating all SFUSD students with bilingual skills and the credits required for admission to California's university system.

Before joining SFUSD, Garcia was Vice President of Urban Advisory Resources for McGraw-Hill Education, an educational materials publishing company. Previously, he led several large urban school districts, including the Fresno Unified School District (Fresno, CA) and the Clark County School District (Clark County Nevada). Before being a superintendent, Garcia taught at Rowland Unified School District (La Puente, CA) and Chaffey Joint Union High School District (Ontario, CA) before going on to serve as a principal for schools in the Pajaro Valley Unified School District (Watsonville, CA) and SFUSD's Horace Mann Middle School.

Garcia received his B.A. from Claremont Men's College with a major in political science in 1974 and a M.A. in education from Claremont Graduate School in 1976. In 1979, he completed requirements for his administrative credentials at California State University at Fullerton. In 2011, Garcia received a Doctor of Humane Letters from Claremont University.

Cathy Gray, Evansville Vanderburgh School Corporation
Cathlin Gray, Ph.D., is the associate superintendent for family, school, and community partnerships in Evansville, Indiana, and is responsible for expanding this community school concept throughout the school district. Dr. Gray has a doctor of philosophy degree in educational administration from Indiana State University in Terre Haute, Indiana. She has done extensive work in the areas of community collaboration and family engagement. Dr. Gray has served as a classroom teacher and building level principal. In her role as principal, she facilitated the development of the first “full-service community school” in the school district.

In 2007, under the leadership of the superintendent, Dr. Vince Bertram, the Evansville Vanderburgh School

Francisco Guajardo, Llano Grande Center, and University of Texas-Pan America
Francisco, who co-founded the Llano Grande Center, is a former high school teacher who is now a professor of educational leadership at the University of Texas-Pan American. Guajardo began the program with a vision of motivating local students to become educated citizens and active members of their communities. As a former public school teacher, now a professor of educational leadership, he applies his first-hand experience daily through interaction with leaders in the educational field in South Texas. In this capacity, he researches many of the challenges and best practices that are pertinent in today's classroom.

Loni Hancock, D-Oakland Senate District 09
Loni Hancock has spent nearly four decades as a forceful advocate for open government, educational reform, environmental protection, economic devel-
opment, and social justice. Prior to her election to the California State Senate in 2008, she served three terms in the California State Assembly (14th District). She also was the first woman elected mayor of the City of Berkeley (1986-1994), the Executive Director of the Shalan Foundation, and served in both the Carter and Clinton Administrations.

Senator Hancock currently represents the 9th State Senate District, which includes the cities of Alameda, Albany, Berkeley, Castro Valley, Dublin, El Sobrante, Emeryville, Livermore, Oakland, Piedmont, Richmond, and San Pablo.

Born and raised in New York, Loni Hancock received her BA from Ithaca College in 1963 and her MA from the Wright Institute in 1978. She moved to Berkeley in 1964, where she lives today with her husband, Mayor Tom Bates. Senator Hancock has four children and seven grandchildren.

Ira Harkavy, Netter Center for Community Partnerships, UPENN

Ira Harkavy is associate vice president and founding director of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania. As director of the Netter Center since 1992, Harkavy helped develop service-learning coursework as well as participatory action research projects that involve creating university-assisted community schools in Penn’s local community of West Philadelphia. Harkavy is a member of numerous boards, including the Advisory Committee for the Social, Behavioral, and Economic Sciences (SBE) Directorate of the National Science Foundation; the International Consortium on Higher Education, Civic Responsibility, and Democracy (U.S. chair); and the Coalition for Community Schools (chair). Harkavy co-authored Dewey’s Dream: Universities and Democracy an Age of Education Reform with Lee Benson and John Puckett, which was published by Temple University Press in 2007.

Carol Hill, Bayview Hunters Point YMCA

Carol R. Hill has nearly 20 years of experience in education/youth development. Currently she is the Director of 3 sites for the Bayview YMCA, including the Bayview Beacon at Burton High and MLK Middle Schools. As a NIOST Practitioner Fellow, through the National Writing Project in San Francisco, she chronicled the experience of becoming a community school from the community based organization’s perspective. This fellowship culminated in an article on school/CBO partnerships that was published in Afterschools Matters, fall 2011 edition.

Carol has a BA from Wellesley College, a MA from San Francisco State University and is studying for her Doctorate in Education Leadership at San Francisco State University.

Sarah Jonas, National Center for Community Schools, The Children’s Aid Society

Sarah Jonas joined the Children’s Aid Society in 1998 as a community school director. She was promoted to education coordinator for community schools in 1999, director of education services for community schools and of the city and country divisions in 2004. In 2009, she became a consultant for the National Center for Community Schools. Sarah is a certified teacher who taught for seven years in public elementary schools in Los Angeles (as a charter member of Teach for America) and in New York City. As a curriculum writer, staff developer, and trainer, she has presented workshops for teachers and after-school professionals at national conferences, including the Boys and Girls Clubs of America and the National Afterschool Association, as well as for organizations such as The After-School Corporation, the Partnership for After School Education, and the Hartford Foundation for Public Giving.

She received her bachelor’s degree in English literature from Yale University and her Ed.M. in administration, planning, and social policy from the Harvard Graduate School of Education.

Mike Kirst, California State Board of Education

Michael Kirst Ph.D., is a Professor Emeritus of Education at Stanford University. He has been on the Stanford faculty since 1969. Kirst received his Ph.D. in political economy and government from Harvard. Before joining the Stanford University faculty, Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning for Elementary and Secondary Education at the U.S. Office of Education. He was a former president of the California State Board of Education. His latest books are, From High School to College with Andrea Venezia (2004) and Political Dynamics of American Education (2009). Professor Kirst is a member of both the National Academy of Education and the International Academy of Education.
Edwin Lee, City and County of San Francisco

Edwin M. Lee, was sworn in on January 8, 2012 as the 43rd Mayor of the City and County of San Francisco. Lee is the first Asian-American mayor in San Francisco history.

Lee was elected on November 8, 2011 as successor mayor by the Board of Supervisors on January 11, 2011 to fill the remaining year of former Mayor Gavin Newsom’s term who was sworn in as California’s Lieutenant Governor.

While serving as Interim Mayor, Lee championed balancing the budget to keep San Francisco safe, solvent and successful, reforming City pensions, economic development, job creation and public safety as his top priorities. Mayor Lee has worked hard to keep the economy and economic recovery on track, create jobs for residents and everything that supports a thriving economic climate like parks, transit, housing, quality of life in neighborhoods and public safety.

Prior to his employment with the City and County of San Francisco, Mayor Lee was the Managing Attorney for the San Francisco Asian Law Caucus, for which he served from 1979 to 1989. Mayor Lee was born in Seattle, Washington. He graduated Summa Cum Laude from Bowdoin College in 1974 and from Boalt Hall School of Law, University of California, Berkeley, in 1978. Mayor Lee is married to his wife Anita and is the father of two daughters Brianna and Tania.

Meera Mani, The David and Lucile Packard Foundation

Meera Mani is director of the Children, Families, and Communities (CFC) Program. She joined the Foundation in February 2009 as program officer, and in 2010 assumed responsibility for leading the preschool, after-school and summer enrichment subprogram in CFC. Prior to joining the Foundation, Meera served as research director for Preschool California, where she monitored and advised national and state research and evaluation efforts, provided expertise and strategic support to ensure effective policy development, field operations, communications and messaging.

Before working for Preschool California, Meera served as the president of The Clayton Foundation in Denver, Colorado. Under her direction, the foundation focused on operating high-quality programs for children from birth to five-years-old and on providing education and professional development opportunities for the early childhood education workforce. Between 1999-2001, Meera led and managed the day-to-day operations of Educare Colorado, now known as Qualistar Early Learning, a statewide initiative dedicated to improving children’s early learning experiences through the implementation of a quality rating and improvement system. Additionally, Dr. Mani served on various task forces, committees and collaborative projects including the Mayor’s Early Childhood Education Commission.

Alicia Maldonado, The Campaign for Grade-Level Reading

Alicia Maldonado brings a diverse communications background with experience and expertise in strategic planning and communications, media relations, community advocacy and outreach. She is a senior consultant to the Campaign for Grade-Level Reading, a collaborative effort of funders and nonprofit and private partners across the nation to ensure that more of our low-income children succeed in school and graduate prepared for college, a career and active citizenship. She is the Campaign lead for communications and outreach work in the state of California working with the 17 cities that submitted Community Solutions Action Plans to apply for the National Civic League All-America City Grade-Level Reading Award. Alicia is currently working with city representatives to encourage participation in the National Civic League’s Conference and awards announcement in Denver in July 2012. She organizes meetings with key stakeholders across the state to provide opportunities to promote the Campaign in public and private settings, and coordinates logistics and participation in local, regional and national conferences held in California to showcase the Campaign and motivate participation in its efforts.

Prior to starting her own company, Alicia serviced a diverse roster of clients for a private public affairs advocacy firm and led strategic media and communications efforts for a national civil rights organization. She also worked as a broadcast news journalist and cable and public radio manager. Mockingbird works with private companies and non-profit organizations that seek to develop viable strategies for positive change, and to influence public policy to enhance and improve our communities. Alicia received her Masters’ Degree in Communications Management from the Annenberg School of Communications at the University of Southern California and her undergraduate degree from California State University, Fresno. Her professional background and experience allows her to deepen and strengthen her knowledge and understanding of some of today’s critical issues and to apply that expertise to service her clients.
Meera has a master’s degree in child development from M.S. University in India and a doctor of education in Educational Leadership and Administration from Boston University.

Michael McAfee, The Promise Neighborhoods Institute, PolicyLink
Michael McAfee, Director, Promise Neighborhoods Institute, oversees the Institute’s community outreach and technical assistance efforts. Before coming to PolicyLink, McAfee served as Senior Community Planning and Development Representative in the Chicago Regional Office of the U.S. Department of Housing and Urban Development (HUD). McAfee also served as director of community leadership for The Greater Kansas City Community Foundation and president of YouthNet of Greater Kansas City. A U.S. Army veteran, McAfee earned his Doctor of Education in Human and Organizational Learning from The George Washington University. He is currently an Annie E. Casey Foundation Children and Family Fellow.

Carol Paine-McGovern, Kent Schools Services Network
Carol Paine-McGovern is the Director of the Kent School Services Network, a Community School Initiative in Kent County, Michigan. Carol also manages the Paine Family Foundation, which serves primarily Mason and Manistee counties in northern Michigan. Previous employment included working as the Manager for the Kent County Healthy Start Program as well as a consultant with the Frey and Nokomis Foundations. Before moving to Michigan she was a policy analyst for the Oklahoma State House of Representatives and held positions at local and state health agencies in Oklahoma, West Virginia and Montana. Carol has a B.S. from Michigan State University and a M.P.H. from the University of Minnesota. Carol served as the Chair of the Kent County Family and Children’s Coordinating Council for four years. In this capacity she worked closely with the First Steps, Kent School Services Network and County Prevention Initiatives. Carol was also a member of the East Grand Rapids School Board. She serves on a variety of non-profit boards including the Council of Michigan Foundations, the Center for Community Leadership, School-Community Health Alliance of Michigan, and the Great Start Executive Committee. Carol is a 1996 graduate of Leadership Grand Rapids.

Jennifer Peck, Partnership for Children and Youth
Jennifer Peck was a founding staff member of the Partnership in 2001 and became its executive director in 2003. Since that time, she has developed and implemented initiatives to finance and build after-school and summer-learning programs, and increase access to school meals and nutrition education programs in the Bay Area’s lowest-income communities. Under her leadership, the Partnership has brought more than $70 million in public funding to schools and their community partners, enabling thousands of low-income children to participate in these programs. Jennifer has built the Partnership into an influential policy-development and advocacy organization that has improved the effectiveness of public funding for youth programs in low-income communities across California.

In December 2010, Jennifer was appointed Transition Team Director and Policy Advisor for Tom Torlakson, the newly-elected State Superintendent of Public Instruction. In 2006, as California prepared to launch Proposition 49’s substantial new investment in after school programs, Jennifer led the development and advocacy for state legislation that dramatically reformed the initiative and prioritized funding for schools in the lowest-income communities. For this work, then-State Senator Tom Torlakson named Jennifer “Woman of the Year” in 2008.

Prior to joining the Partnership, Jennifer spent eight years as an appointee of President Bill Clinton at the U.S. Department of Education, where she supported implementation of numerous initiatives including student loan reform, School-to-Work, and 21st Century Community Learning Centers. Jennifer has a B.A. in Sociology and Women’s Studies from Colgate University.

John Porter, Franklin-McKinney School District
John R. Porter Jr. is currently the Superintendent of Schools in the Franklin-McKinley School District, San Jose, California. Formally, he held the same position in Ridgewood, New Jersey as their Superintendent. Prior his New Jersey experience, he was the Director, America’s Choice School Design: High Schools at the National Center on Education and the Economy, a nonprofit organization dedicated to changing and enriching education and human resource institutions through policy analysis and development, institutional design, and technical services. There he led the implementation of the America’s Choice School Design in 32 high schools and twelve districts around
the country. He also coordinated three regional educational reform initiatives with business leaders and higher education partners.

Besides being a former teacher, principal, director of curriculum and instruction, and superintendent of schools, Dr. Porter has created over the past thirty years a series of unique school, district, and community designs using the concepts embedded in the standards-based reforms, academic and applied learning integration, and new forms of youth apprenticeships as one holistic model. He also created several unique safety-net and acceleration programs to bring at-risk students in elementary, middle, and high school up to grade level in literacy and mathematics. As a public-private systems change expert, Dr. Porter provides business leaders, educators, and government leaders with practical steps and models to enhance integration between different institutions and develop new cooperative governance structures. Dr. Porter has been a national consultant and presenter for the National Center on Education and the Economy and the Rand Corporation and an education consultant to several jurisdictions.

Jane Quinn, National Center for Community Schools, Children’s Aid Society

Jane Quinn joined The Children’s Aid Society executive team in January of 2000 and currently serves as the Society’s Vice President for Community Schools and as Director of the National Center for Community Schools. On the national level, Quinn’s work focuses on advancing the community schools strategy as a preferred education reform approach. She also provides strategic planning and fundraising expertise to the Society’s local community schools, which are long-term partnerships with the New York City Department of Education.

Ms. Quinn came to CAS from the DeWitt Wallace-Reader’s Digest Fund, where she served as Program Director from January 1993 to November 1999, a period during which this national foundation’s sole focus was the education and career development of young people, especially those growing up in low-income communities. Prior to that she directed a national study of youth organizations for the Carnegie Corporation of New York, which resulted in the publication of a book entitled A Matter of Time: Risk and Opportunity in the Nonschool Hours. Quinn served from 1981 to 1990 as director of program services for Girls Clubs of America, a national organization based in New York. In prior years, she held positions in Washington, D.C., at the D.C. Health Department and the Center for Population Options. In addition, she was a caseworker for the Juvenile Protective Association of Chicago, and Family Counseling Center, Catholic Charities of Buffalo, N.Y.

Quinn received a master’s degree from the University of Chicago School of Social Service Administration and a bachelor’s degree in economics from the College of New Rochelle. She did post-graduate work in non-profit management at the Columbia School of Business (Institute for Not-for-Profit Management).

Adeline Ray, Chicago Public Schools

Adeline Ray is the Senior Manager for the Chicago Public Schools (CPS) Community Schools Initiative (CSI). Launched as a District initiative at 36 schools in 2002, the CSI has successfully transformed over 100 public schools into vibrant centers of the community, offering year-round programs and services to both students and parents during the day, in the evenings and on weekends. The initiative serves nearly 30,000 students and over 5,000 family members. This city-wide education reform effort was honored in 2006 with the Coalition for Community Schools’ Community Schools National Award for Excellence.

Additionally, Adeline Ray serves on the Illinois State Board of Education’s 21st CCLC Professional Development Advisory Group, the IL Federation for Community Schools’ Program Advisory Council, the United Way of Metropolitan Chicago’s Regional Education Panel, and recently nominated as a founding member of the Advisory Council for the new Midwest Center for University-Assisted Community Schools at Indiana University-Purdue University Indianapolis (IUPUI). She serves on the District’s Full School Day Education Working Group and is an active member of the Coalition’s Community Schools Leadership Network.

Prior to coming to CPS in 2005, Adeline managed education development projects in Chicago’s Beverly/Morgan Park community as the Coordinator of School Support Programs for the Beverly Area Planning Association. As author and project director for the organization’s Chicago Annenberg Challenge grants, she developed the program focus and methodologies for six partnering schools that led to the successful authorization of the Beverly Hills/Morgan Park International Baccalaureate Middle Years Program, the first such cluster in Illinois. She holds an M.A. and B.S. from the University of Illinois at Chicago.
Robyn Reagan, Los Angeles Education Partnership

Robyn Stack Reagan, Director of Community Schools for Los Angeles Education Partnership, has over 20 years of experience addressing structural inequities in education and mental health as a teacher/counselor, staff trainer, school consultant, and parent educator. She received a B.A. in Psychology from Pitzer College and a Master's degree in Education from UCLA. Her mission is to build capacity and connections between families, communities and schools.

Randy Rice, Farmers Insurance

Randy Rice has been working for Farmers Insurance since 1999. Over that past 12 years he has developed Farmers Education Program. This unique initiative meshes corporate giving and marketing strategies with educator partner needs to create win/win opportunities. A writer by profession, Rice wrote and directed four of the educational documentaries that are provided to educators free by Farmers Insurance and are part of Farmers education initiative. Rice began his career as a copywriter for Sears, Roebuck and Co. in Chicago, IL. He was Assistant Director of National Advertising when he left Sears and moved to Los Angeles to become a free-lance writer. Prior to coming to Farmers his clients included Warner Bros., UPN, Los Angeles Music Center, Los Angeles Times, Robinsons May, The Broadway and Smart & Final. Rice did his undergraduate at DePaul University in Chicago and graduate study at University of Nevada, Las Vegas.

Robert K. Ross, The California Endowment

Robert K. Ross, M.D., is president and chief executive officer for The California Endowment, a health foundation established in 1996 to address the health needs of Californians. Prior to his appointment in September 2000, Dr. Ross served as director of the Health and Human Services Agency for the County of San Diego from 1993 to 2000, and Commissioner of Public Health for the City of Philadelphia from 1990 to 1993. Dr. Ross has an extensive background as a clinician and public health administrator. His service includes: medical director for LINK School-Based Clinic Program, Camden, New Jersey; instructor of clinical medicine, Children’s Hospital of Philadelphia; and faculty member at San Diego State University’s School of Public Health.

Dr. Ross has been actively involved in community and professional activities at both the local and national level. He served as a member of the National Vaccine Advisory Committee, and on the boards of the National Marrow Donor Program, San Diego United Way and Jackie Robinson YMCA. He is a Diplomate of the American Academy of Pediatrics, served on the President’s Summit for America’s Future and as chairman of the national Boost for Kids Initiative. Dr. Ross received his undergraduate, masters in Public Administration and medical degrees from the University of Pennsylvania in Philadelphia.

LaShawn Routé Chatmon, The National Equity Project

LaShawn Routé Chatmon has served as Executive Director of the National Equity Project (formerly the Bay Area Coalition for Equitable Schools / BayCES) since 2007. She previously served as the Director of BayCES’ Oakland High School Redesign Initiative for seven years. A former teacher with ten years of classroom experience, LaShawn has taught American and World History, Economics and African American and Ethnic Studies, most recently at Berkeley High School. While at Berkeley High, LaShawn co-directed the Diversity Project, a research and education reform effort in collaboration with the University of California at Berkeley, with Dr. Pedro Noguera. A California native and recipient of public school education, LaShawn earned her undergraduate degree from UC Berkeley and her Masters in teaching from Brown University. She is married with three children, and she resides with her family in Oakland, CA.

Deborah Salas, Community Schools Collaboration

Deborah Salas holds a Bachelor’s degree in Multi-Ethnic Studies from The Evergreen State College, and a Master’s in Social Work from the University of Washington. After spending four years working on the Skokomish Indian Reservation as a family counselor and another year as the Social Services
Director for five tribes through the South Puget Inter-tribal Planning Agency, she came to believe that meaningful community engagement was key to creating a culture that set high expectations for children and youth to succeed. Upon moving to Seattle, Deborah was hired as the Executive Director of Diversity Dance Workshop (later Diversity Arts Project), a multi-cultural arts organization that uses the arts to address social issues that created barriers to learning for youth. In this role, she again saw the power of engaging community resources in schools. In January 2001 she was hired as part of the development team to build a full district community school initiative in Tukwila, Washington, one of the most diverse school districts in the nation. When the organization became a 501c3 not-for-profit in 2003, she was chosen as the Executive Director. In 2007, the Tukwila Community Schools Collaboration was chosen for the 2007 Community Schools of Excellence award, receiving significant national attention. The following year, the organization expanded into the neighboring Highline School District and became Community Schools Collaboration.

Jorge Ruiz de Velasco, Earl Warren Institute on Law and Social Policy, U.C. Berkeley, School of Law

Jorge Ruiz de Velasco is Director of the Warren Institute’s program on Education Law and Policy. The focus of his work is on the study and promotion of change in public schools, the implications of education reform for disadvantaged students, education law and policy, and the effect of immigration on schools and communities. Prior to his appointment at the Institute, Jorge served as Director of the Institute for Research on Education Policy and Practice at Stanford University; and has also served terms as a Program Officer for Educational Opportunity and Scholarship at the Ford Foundation, and as a Senior Program Officer at both the James Irvine and William & Flora Hewlett Foundations. Jorge also served as a Senior Research Associate at The Urban Institute and as a lawyer and policy analyst for the U.S. Department of Education’s Office for Civil Rights (OCR). Jorge is an graduate of Harvard College, where he graduated cum laude, in 1984 and is an alum of the Boalt Hall School of Law, where he earned the J.D. degree with the class of 1987. Subsequently, he earned an M.A. in Education Administration and Policy Analysis (1994) and a Ph.D. in Political Science (1999), both from Stanford University.

Peggy Samolinski, SUN Service System

Peggy Samolinski is the Division Manager for the SUN Service System, a division within Multnomah County’s Department of County Human Services. She has worked in the County developing and managing youth and family programs and systems of services for 15 years; her social work background goes back over 25 years. Ms. Samolinski played a key role in developing the policy framework for aligning programs for school age children and their families into systems of care that strengthen collaboration and partnerships across the County. In her current role she is overseeing the ongoing growth and development of the SUN Service System, which includes SUN Community Schools. Peggy holds a Bachelor’s degree from the University of Wisconsin-Madison and a Master’s in Social Work from Portland State University.

Curtiss Sarikey, Oakland Unified School District

Curtiss Sarikey is the Associate Superintendent of Family, Schools and Community Partnerships in Oakland Unified School District. Under his leadership the department has created the conditions to support schools to become Full Service Community Schools. In this model, schools act as resource and service hubs, connecting with local partners to help build healthy and vibrant schools and communities. The Family, Schools, and Community Partnerships department aims to promote the academic success, health, and social-emotional development of every student through a comprehensive array of support services; and, currently is development initiatives in four key areas: full service community schools, attendance, positive school climate, and family engagement.
Brent Schondelmeyer, Local Investment Commission,
Brent is a senior staff member at the Local Investment Commission (LINC) located in the Kansas City, Mo. He started with LINC in 1994. During that time, LINC has grown from nine community schools to over 60 in seven different school districts. LINC is distinctive as a community-based non-profit primarily funded by state agencies. His LINC responsibilities include communications, community strategy and planning. His particular contribution has been seeing communications (print, video, social media) as an effective community “organizing tool” to connect disparate groups, organizations and communities to a common purpose. He currently serves on the Coalition for Community Schools Executive Committee and has been a cochair of the Community Schools Leadership Network for six years. His background includes over a decade’s experience in journalism including The Kansas City Star, the Associated Press, the Kansas City Business Journal, the Kansas City Health Care Times and the Budapest Business Journal. He received a B.A. from Grinnell College, Grinnell, Iowa (1976) and a M.Sc. Public Administration and Public Policy from the London School of Economics, London, England (1981).

Ralph Smith, Annie E. Casey Foundation
Ralph Smith, senior vice president, provides day-to-day leadership and management of the Foundation. Previously, as senior vice president and director of planning and development, he helped design the Foundation's comprehensive effort to help communities improve outcomes for children by strengthening families and neighborhoods. Ralph serves on the Boards of the Council on Foundations, the Foundation Center, Wachovia Regional Foundation, the Annenberg Institute for School Reform, and Venture Philanthropy Partners. A legal scholar and attorney, he was a member of the law faculty at the University of Pennsylvania and authored briefs in landmark cases before the United States Supreme Court and the U.S. Court of Appeals. He served in senior leadership positions for the Philadelphia school district and as senior advisor to the mayor. He is the founding director for the National Center on Fathers and Families and the Philadelphia Children's Network. Smith is an active participant in various councils and networks working to improve national and international philanthropy.

Tony Smith, Oakland Unified School District
Anthony “Tony” Smith, Ph.D., was named Superintendent of the Oakland Unified School District on May 22, 2009, when the seven-member Oakland Board of Education selected him by unanimous vote. An Oakland resident and parent of students in Oakland Public Schools, Smith is the District’s first permanent, locally-appointed Superintendent since 2003. A veteran of the Bay Area education reform movement and a champion for equity in schools, Smith's tenure in District officially began on July 1, 2009. Prior to joining the Oakland Unified School District, Smith served as Deputy Superintendent for the 56,000-student San Francisco Unified School District from November 2007 through June 2009, earning lavish praise from San Francisco Superintendent Carlos Garcia and the broader community for his work in the areas of innovation, instruction and social justice. Smith’s time in San Francisco followed his days as Superintendent of the Emery Unified School District (EUSD) in Emeryville, California. Prior to leading Emery Unified, Smith was Director of the Emeryville Citywide Initiative.

From 1997 to 2001, Smith served as Director of the Academy for Excellence, Equity and Leadership in Teaching and as Director of the Transitions Project at BayCES. He also developed strategies for District-wide interventions and managed relationships between UC Berkeley, six California high schools, BayCES and the Hewlett Foundation. Prior to joining BayCES, Smith worked as management consultant for Oakland-based Growers Produce and a program evaluator with An Alliance for Action, an effort to ally the National Collegiate Athletic Association (NCAA), major North American professional sports leagues and community-based organizations in a project aimed at aiding at-risk youth.

In 1992, Smith received his B.A. in English from the University of California, Berkeley, where he was captain of the football team and Graduate Assistant Strength and Conditioning Coach before going on to earn his Master’s and Doctorate Degrees in Division of Language and Literacy from Cal’s Graduate School of Education in 1993 and 2002, respectively.

Rhonnel Sotelo, Stuart Foundation
Rhonnel Sotelo joined the Stuart Foundation as Senior Program Officer in Youth & Communities in 2004 and was appointed Vice President for Program & Operations in 2007. Prior to joining the Foundation, his experience included
Rhonnel received a Master of Arts degree in Urban Planning and a Bachelor of Arts degree in English, both from the University of California, Los Angeles.

Sterling Speirn, W.K. Kellogg Foundation
Sterling Speirn is president and CEO of the W.K. Kellogg Foundation in Battle Creek, Mich. He is a member of the Kellogg Foundation board of trustees and also serves as chair of the W.K. Kellogg Foundation Trust. Sterling Speirn joined the W.K. Kellogg Foundation as president and CEO in 2006. He has led the foundation to a new strategic framework and refined mission focusing on propelling vulnerable children to success through a comprehensive approach focused on education and learning; food, health and well-being; and family economic security along with a commitment to promoting racial equality and community and civic engagement.

Prior to joining the Kellogg Foundation, Speirn led the Peninsula Community Foundation in Silicon Valley as well as the Center for Venture Philanthropy. Speirn has a broad and deep commitment to education through his current work partnering with, among others, the Buffett Early Childhood Fund to establish Educare schools across the country. Early in his career, he launched the national computer grants initiative for Apple Computer and was a teacher of 7th and 8th grade students.

Sterling, a Michigan native, earned his bachelor’s degree in political science from Stanford University in California. He holds a law degree from the University of Michigan in Ann Arbor. Sterling is married to Diana Aviv, president and CEO of the national nonprofit, Independent Sector. He has two sons, Paolo and Danny.

Ruby Takanishi, The Foundation for Child Development
Ruby Takanishi works in partnership with the Board of Directors and the staff to realize the Foundation’s mission. She has a key role in leading the programs and managing the fiscal well-being of the Foundation. From 1986-1996, she was executive director of the Carnegie Council on Adolescent Development. Takanishi has served on several boards including Grant-makers for Education (GFE), Policy and International Affairs (PPIA) and the Board of the National Center for the Preservation of Democracy.

Tom Torlakson, California Department of Education
Tom Torlakson was elected to a four-year term as California’s 27th State Superintendent of Public Instruction on November 2, 2010. As chief of California’s public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for our students and improve our state’s public education system.

Torlakson’s journey has led him from the classrooms of Contra Costa County’s Mount Diablo Unified School District (where he remains a teacher-on-leave), to the Antioch City Council, Contra Costa County Board of Supervisors, and the California State Senate and State Assembly. During his tenure in the California State Legislature, Torlakson acted to protect education funding, improve student nutrition and physical education, and ensure school safety.

Born in San Francisco, Torlakson served as a fireman in the United States Merchant Marine, earning the Vietnam Service Medal. He earned a B.A. in History, a Life Secondary Teaching Credential, and an M.A. in Education from the University of California, Berkeley. Tom lives in Pittsburg with his wife, Mae Cendaña Torlakson, a member of the Ambrose Recreation and Park District Board of Directors.

Lynda Tredway, Freelance Educational Consultant
Lynda Tredway is the former coordinator (2000-2011) of the Principal Leadership Institute at UC Berkeley and has participated in preparing and supporting the development of 400+ leaders in Bay area schools. Her interest in community schools started in her first year of teaching in 1969 in DC Schools when she created mapping experiences for her 7th graders and has continued as a teacher and leadership educator prepares other educators who are members of and connected to their school communities. She is committed to the premise of this poem: It goes on, one at a time, it starts when you care to act, it starts when you do it again after they said no, it starts when you say We and know who you mean, and each day you mean one more (Piercy, 2006).
Lisa Villarreal, The San Francisco Foundation

Lisa Villarreal, program officer for education, has over 25 years of experience in public education, serving as a teacher, counselor, and administrator at the local level, a director of grants and professional development programs at the county, state, and university levels, and a national consultant on education reform and community school partnerships. Before coming to The San Francisco Foundation in 2005, Lisa was the executive director for the CRESS Center (Cooperative Research and Extension Services for Students), the Center for Community School Partnerships, and the Healthy Start Field Office, all at the University of California, Davis. She currently serves on the national board of directors for Grantmakers for Education, and is vice-chair of the National Coalition for Community Schools. A first-generation Mexican American, Lisa holds a Bachelor’s in Psychology and a Master’s in Education.

Michael Watenpaugh, San Rafael School District

Michael Watenpaugh is currently the superintendent of San Rafael City Schools. Previously, he worked as a top administrator at Cotati-Rohnert Park Unified School District and then as a superintendent at Cotati-Rohnert Park Unified School District. He was the principal of Glenwood Elementary School from 1989-91. He is a member on the board of the Marin County Schools. He has received the 1999 Educator of the Year award in Novato and the Sonoma County Superintendent of the Year in 2005 when he was in Cotati-Rohnert Park Unified School District.

Michael has a doctorate of education in organizational leadership from University of La Verne, a bachelor’s degree in social ecology from the University of California at Irvine and a master’s degree in school management and educational administration from the University of La Verne.

Junious Williams, Urban Strategies Council

Junious Williams is Chief Executive Officer of Urban Strategies Council, a community building support and advocacy organization in Oakland. He joined the Council in 1992 and was appointed CEO in 1998. He holds a Juris Doctorate in law and a Bachelor’s degree in sociology from the University of Michigan. He began his legal career as founder of the Saginaw Student Rights Center and co-founder of the Ann Arbor Student Advocacy Center. He has done extensive work with schools on desegregation, education equity, and school improvement as Associate Director of the Programs for Educational Opportunity at the University of Michigan’s School of Education.

Junious served as the Executive Director of Student Attendance and Discipline for the Detroit Public Schools and as Associate Professor of Ethnic Studies and Assistant to the Vice President for Academic Affairs at California State University, Fresno. In addition to private law practice, he worked as a compliance monitor in an employment discrimination case for the federal district court for the Northern District of California. He has worked on numerous community building and community development efforts in Oakland, the Bay Area and other cities across the country. He currently serves as a founder and Board Chair for the Oakland Community Land Trust which is working to acquire and rehabilitate 200 vacant, foreclosed properties in Oakland. He also serves as Co-Chair of the Steering Committee for the Oakland Emerald Cities Collaborative, a national effort aimed at large scale urban building energy retrofit with high road employment opportunities for workers. Other current board service includes the Union Bank Community Advisory Board, the Center for Law and Education and the National Trust for the Development of African American Men. He is a former member of the boards of directors for the Cross-City Campaign for Urban School Reform, National Community Building Network, Kids First! and the National Neighborhood Indicators Partnership.

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Website: http://www.bookshopwestportal.com/
Coalition Staff Biographies

Martin J. Blank
Martin J. Blank is the President of the Institute for Educational Leadership (IEL) in Washington, DC. He leads IEL in its efforts to build the capacity of people, organizations and systems—in education and related fields—to cross boundaries and work together to attain better results for children and youth. Marty has been associated with IEL since 1985, focusing his work on building bridges between schools and other institutions with assets that can support student success. Marty also serves as the Director of the Coalition for Community Schools, which is staffed by the Institute for Educational Leadership.

He has a B.A. from Columbia University, 1965, and a J.D. from Georgetown University Law Center, and served as a VISTA Volunteer in the Missouri Bootheel.

Kwesi Rollins
Kwesi Rollins coordinates the Institute for Educational Leadership’s portfolio of programs designed to develop and support leaders including the Education Policy Fellowship Program, which operates in 13 states and the District of Columbia; The Cleveland First Ring Superintendent’s project, which entails development and implementation of a professional development curriculum for school leaders in 15 school districts; the Leadership Learning Community DC Learning Circle Initiative, which connects a diverse group of leadership development practitioners, grant-makers, and the Early Childhood Community Schools Linkages Project, Funded by the W.K. Kellogg Foundation. The Linkages Project is designed to demonstrate strategic linkages between quality comprehensive early childhood opportunities and effective community schools that lead to better results for vulnerable children, and lay a foundation for success in school and life. Linkages Project pilot sites include Tulsa, OK; Portland, OR; and Albuquerque, NM. Prior to the Linkages Project, Kwesi supported the Kellogg Foundation’s early childhood initiative, SPARK (Supporting Partnerships to Assure Ready Kids). Before SPARK, Kwesi supported the Kellogg Leadership for Community Change initiative.

Kwesi completed work on his M.S.W. degree in 1996 at the University of Wisconsin at Madison, a Master’s degree in Education Policy from the George Washington University, a Master of Arts in Teaching degree from American University, and is currently pursuing his Ph.D. in Education Policy at the University of Maryland–College Park.

Reuben Jacobson
Reuben Jacobson serves as the Senior Associate for Research and Strategy for the Coalition for Community Schools. In that capacity he develops and implements the Coalition’s research agenda, conducts and analyzes research on community schools, communicates research findings to the field, and works with the Coalition staff on overall strategy including policy and building local capacity.

Prior to joining IEL Reuben worked at the American Institutes for Research (AIR) in Washington, DC, as a research analyst in education. In addition, he spent two tremendously challenging and wonderful years teaching fifth and sixth grade students in DC Public Schools as a DC Teaching Fellow. Most recently, Reuben worked on a study of teacher incentives at the University of Maryland–College Park.

Reuben has a B.A. from the University of Wisconsin, a Master’s degree in Education Policy from the George Washington University, a Master of Arts in Teaching degree from American University, and is currently pursuing his Ph.D. in Education Policy at the University of Maryland–College Park. Reuben is co-author of the American Educator article, “A Coordinated effort: Well-conducted partnerships meet students’ academic, health, and social service needs,” and has presented research at national meetings. He is an alumnus of IEL’s Education Policy Fellowship Program and the Education Pioneers Fellowship.

Maame Ameyaw
Maame Ameyaw joined IEL’s staff in January of 2007. Currently, as the Coordinator, Communications and Operations for the Coalition for Community Schools, her primary responsibilities include managing the administrative, financial, logistical, and programmatic components for research, publications, meetings, the website, and other work of the Coalition.

Maame’s experience includes interning for Michigan State Representative Barbara Farrah in the spring of 2005, where she worked on the district’s bi-weekly
newsletter, managed the database, and acted as the first contact for constituent relations. She also served as an after-school, community-service leader at an elementary school, volunteered for the Ronald McDonald House Charities, and worked with seniors as a home-care assistant.

Maame received her B.A. in political science from Michigan State University. For her last semester, she interned at the Women's Campaign Forum in Washington, DC. She was also a 2009/2010 fellow in IEL's Education Policy Fellowship Program, a year-long, leadership-development program.

**Ryan Fox**
Ryan serves as the Communications Assistant for the Coalition for Community Schools. His primary duties include writing and generating editorial content for the Coalition's website and newsletter and other platforms as well as carrying out other media and communication efforts.

Prior to joining the Coalition, Ryan was a reporter for The (Annapolis) Capital, Dayton (Ohio) Daily News, and The Current in Washington, DC, where he covered local school districts and government as well as crime and social justice issues. Most recently, he served as an outreach and communications associate at the Center for Community Progress.

Ryan is a graduate of Howard University in Washington, DC, and has interned for the Daytona Beach News-Journal, Baltimore Sun, Washington City Paper, Stateline.org, and the Association of Alternative Newsweeklies. Ryan also volunteered for a transitional housing organization in Annapolis and is active with his church in Silver Spring, MD.

**Heather Naviasky**
Heather Naviasky is an Administrative Program Assistant at the Institute for Educational Leadership. Her responsibilities include providing administrative and programmatic support to all program areas at IEL along with responsibilities for the central office management.

Heather also assists in maintaining the District Leaders Network on Family and Community Engagement (FCE). Now consisting of over 50 districts, this peer network brings together district leaders from across the nation and provides the most up-to-date resources, professional development, and best practices to ultimately improve student achievement.

Naviasky graduated from The George Washington University with a degree in Political Science and a focus in Public Policy. Prior to joining IEL, she worked at the First Federal Congress Project as a research assistant, conducting primary research and providing logistical support for the organization. Naviasky is also a member of the National Society of Collegiate Scholars.

**Rosa Martin**
Rosa Martin, a graduating senior from the University of California-Riverside, is a spring 2012 intern with the Coalition for Community Schools. She is majoring in both sociology and Spanish. Before coming to the Coalition, Ms. Martin studied abroad in Barcelona, Spain. She has worked as a Spanish tutor and served as a mentor at Rubidoux High School in Riverside, CA.

**Gabrielle Leroux**
Originally from Paris, France, Gabrielle Leroux will be graduating from Sciences-Po (Paris) this year. Majoring in political science, Gabrielle spent the last year as an exchange student at the University of Pennsylvania. She joined the Coalition for Community Schools as a 2012 spring intern. In Paris, Ms. Leroux interned for Boury & Associés and was her Student’s Club fundraising leader, raising 450,000€ through partnerships with firms, local institutions, and ticket sales.

**Hayin Kim**
*Local Planning Consultant*
Hayin is a trained educational researcher and evaluator, with a focus on community-based programs and partnerships that support healthy development of youth and their communities. While at the John W. Gardner Center at Stanford University, she co-facilitated the evaluation of multiple community- and school-based project initiatives. Previously, Hayin worked for the Coalition for Community Schools and the Children's Aid Society.

She holds a B.A. in Sociology from Amherst College, and a Ph.D. in Educational Administration and Policy Analysis from Stanford University's School of Education. She also serves on the boards of the Community Network for Youth Development and The Odyssey Initiative.

**Shital C. Shah**
Shitah was a key staff person for the Coalition for four years. She contributed greatly to our work and the national forum before she left for a position with the American Federation of Teachers to support their community schools initiative.
Guide To Exhibitors

Bizworld Foundation
We provide three experiential programs that teach business, entrepreneurship and finance to students in grades 3-8. They align to Common Core Standards and have reached nearly 400,000 future entrepreneurs!
Website: www.bizworld.org

California Teachers Association
The 325,000-member California Teachers Association is dedicated to improving the conditions of teaching and learning, and to fighting for a quality public education for all. CTA believes in protecting the civil rights of all children, and in advancing the cause of a more just society.
Website: www.cta.org

CitySpan Technologies, Inc
Organizations in 30+ states use Cityspan’s web-based system, Youthservices.net, to track attendance, manage grants, and monitor programs. Youthservices.net is user-friendly, adaptable, and can be customized for specific data collection needs.
Website: http://cityspan.com/default.asp

Glossgames.com
Everybody is discovering the benefits of Chess in Education! Chess Club To Go (CCTG) helps you build top-performing students by building the analytical skills that are so important in both school and everyday life. Your kids will learn to make better decisions! CCTG is expandable and adaptive to your kid’s specific needs. Teaching chess has never been easier! CCTG is chess-on-demand.
Website: www.glossgames.com

National Center for Community Schools, Children’s Aid Society
In 1994, The Children’s Aid Society created the National Center for Community Schools in an effort to respond to the increased demand for information and advice about community schools implementation. The Children’s Aid Society has been serving children for more than 150 years, a testament to our commitment and adaptability to the ever-changing needs of young people. Today, Children’s Aid serves more than 150,000 children and their families at more than 45 sites throughout New York City, including 21 community schools operated in partnership with the New York City Department of Education. The National Center facilitates learning opportunities that draw on our community schools practice in New York City, as well as on lessons learned from around the country and beyond, including other models. The Center also plays a leading role in local and national advocacy to advance the community schools movement and highlights this approach in the broader education agenda.
Websites: www.nationalcenterforcommunityschools.org and www.childrensaidsociety.org
Ramapo for Children/Ramapo Training
Ramapo for Children is an organization with an extraordinary track record serving children and the adults who work with them.

Through direct service youth programs and highly regarded training programs for adults, Ramapo works on behalf of children who face obstacles to learning, enabling them to succeed in the classroom, at home, and in life.

With 90 years of experience, Ramapo for Children has developed a unique ability to create inclusive environments that promote positive behavioral change, foster skill development, and help support learning and personal growth.

At the heart of the Ramapo approach is our ability to equip educators, caregivers, and youth with the skills they need to build trusting relationships, serve as effective role models, handle challenging behaviors constructively, and improve continuously through reflective practice.

Website: http://www.ramapoforchildren.org/

Summer Matters
Summer Matters is a collaborative effort to increase access to high-quality summer-learning and enrichment programs for California's low-income children and youth. Collaborators include Partnership for Children and Youth, the Packard Foundation, National Summer Learning Association, ASAPconnect, California Senator Mark DeSaulnier and State Superintendent of Public Instruction Tom Torlakson.

Website: http://summermatters2you.net/

United Way of the Bay Area
United Way of the Bay Area aims to cut poverty in our region in half by 2020. Our education work focuses on integrating our SparkPoint financial-coaching model in Community Schools. In the short term, by relieving financial stresses on families, kids can perform better in school. Over the long term, our aim is to break the cycle of poverty by improving a family’s financial situation, as well as their children’s academic performance.

Website: http://www.uwba.org/

WEST LOVE Color and Culture
WEST LOVE Color and Culture is a visual arts exhibitor of cultural and ethnic art wear and textiles for the purpose of enhancing cultural awareness, supporting cultural diversity, encouraging educational equity, and promoting cultural competency. The “culture of color” art wear exhibit is truly reflective of your cultural diversity objectives and would be well received by your colleagues. Their mission is promoting among professionals an awareness of diversity and ultimately cultural competency in delivering education promotions to multi-ethnic populations.

Youth Service America
Youth Service America (YSA) engages and educates youth to change the world. YSA improves communities by increasing the number and the diversity of young people, ages 5-25, serving in substantive roles. YSA supports a global culture of engaged youth committed to a lifetime of service, learning, leadership, and achievement.

Website: http://www.ysa.org/
Coalition Steering Committee

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Netter Center for Community Partnerships, University of Pennsylvania

Lisa Villarreal, Vice Chair
The San Francisco Foundation

Howard Adelman and Linda Taylor
UCLA Center for Mental Health in Schools

Carlos Azcoitia
National-Louis University

Iris Bell
Oregon Commission on Children, Youth, and Families

Amanda Broun
Public Education Network

Nelda Brown
National Service-Learning Partnership

Daniel Cardinali
Communities In Schools

Joan Devlin
American Federation of Teachers

Matia Finn-Stevenson
School of the 21st Century
Yale University

Josephine Franklin
National Association of Secondary School Principals

Cathlin Gray
Evansville-Vanderburgh School Corporation

Merita Irby
Forum for Youth Investment

Clifford Johnson
National League of Cities

Linda Juszczak
National Assembly for School-Based Health Care

Peter Kleinbard
Youth Development Institute

John Kretzmann
Asset-Based Community Development Institute

Robert Mahaffey
The Rural School and Community Trust

Molly McCloskey
ASCD

Phil McLaurin
National Education Association

Mary Jo Pankoke
Nebraska Foundation for Children and Families

Terry Peterson
Afterschool Alliance

Jane Quinn
National Center for Community Schools, Children’s Aid Society

Brent Schondelmeyer
Local Investment Commission

Sharon Adams Taylor
American Association of School Administrators

Roger Weissberg
Collaborative for Academic, Social, and Emotional Learning

Martin J. Blank, President
Institute for Educational Leadership
Coalition Partners

Community Development/Community Building
- Center for Community Change
- Community Agencies Corporation of NJ
- Development Training Institute
- National Congress on Community Economic Development
- National Council of La Raza
- National Neighborhood Coalition
- National Trust for Historic Preservation
- National Urban League
- Police Executive Research Forum
- The Harvard 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 Teacher Association
- National School Boards Association
- Pacific Oaks College, CA

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

Government
- Local and State Government
- National League of Cities
- National Association of Counties
- National Conference of State Legislatures
- National Governors Association
- The U.S. Conference of Mayors

Federal Government
- Lean 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, & Recreation
- The Center for Health and Health Care in Schools, George Washington University
- UCLA Center for Mental Health in Schools

Local Community School Networks
- Achievement Plus Community Learning Centers, St. Paul, MN
- Alliance for Families and Children, Hennepin County, MN
- Bates College/Lewiston Public Schools, ME
- Bay Area Partnership for Children and Youth
- Birmingham Public Schools, AL
- Boston Connects, MA
- Boston Exceeds, 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, NC
- Bridges to Success, United Way of Greater High Point, NC
- Center for Community School Partnerships, University of California, Davis
- 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 Agencies Corporation of New Jersey, NJ
- Community College of Aurora/Kwero Public Schools, CO
- Community–School Connections, NY
- Community Schools Collaboration of King County, WA
- Community Schools Rhode Island, RI
- Dorcas Place Adult and Family Learning Center
- Evanston–Vanderburgh School Corporation
- Hartford Community Schools
- Independence School District, Independence, MO
- Jacksonville Partnership for Children, FL
- Kent County Family and Children’s Coordinating Council
- KidsCARE, Mesa, AZ
- L.A. Urban Education Partnership
- Lincoln Community Learning Centers Initiative, NE
- Local Investment Commission (LINC), Kansas City, MO
- Long Beach YMCA Community Development Branch
- Minneapolis Reassess Project, MN
- Montgomery County Public Schools, Linkages to Learning, MD
- 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
- School and Community Organized to Provide Excellence (SCOPE), Central Falls, RI
- St. Louis Park Schools, MN
- St. Louis Public Schools, Office of Community Education, MO
- Schools Uniting Neighborhoods (SUN), Portland, OR
- Tennessee Consortium for the Development of Full Service Schools
- Tulsa Area Community Schools Initiative
- United Way of Buffalo and Erie County
- United Way of Central Indiana
- United Way of the Greater Lehigh Valley
- University of Alabama–Birmingham/Birmingham Public Schools 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 Corp/
- Albuquerque Public Schools, NM
- University of Rhode Island/Pawtucket Public Schools, RI
- West Philadelphia Improvement Corps (WEIPC)

National Community School Networks
- Beacon School 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, Bush Center-Tate University

Philanthropy
- Carnegie Corporation
- Charles Stewart Mott Foundation
- Families of Freedom Scholarship Fund
- Eveing Marion Kaufman Foundation
- KnowledgeWorks Foundation
- Milton S. Eisenhower Foundation
- Polk Bros. Foundation
- Rose Community Foundation
- The After-School Corporation

The Wallace Foundation

Policy, Training, and Advocacy
- After School and Community Education Resource Network
- American Youth Policy Forum
- Children’s Defense Fund
- Coalition of Community Foundations for Youth
- Coalition for Our Children’s Schools
- Collaborative for Integrated School Services, Harvard Graduate School of Education
- Cross Cities Campaign for Urban School Reform
- Education Development Center
- Eureka Communities
- Family Friendly Schools, VA
- Foundations, Inc.
- Illinois Federation of Community Schools
- Institute for Educational Leadership
- Institute for Responsive Education
- Institute for Social and Education Policy, New York University
- National Center for Schools and Communities, Fordham University
- Joy Dryfoos, Independent Researcher
- National Center for Community Schools, Children’s Aid Society
- National Child Labor Committee
- National Coalition for Parent Involvement in Education
- National Summer Learning Association
- National Youth Empowerment
- Parents United for Child Care, Boston, MA
- Public Education Network
- The Finance Project
- RMF Research
- 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, IA
- Community Schools, RI
- Colorado Foundation for Families and Children
- Education Leadership Beyond Excellence Foundation Consortium, IA
- Illinois Community School Partnership/Voices for Illinois Children
- Nebraska Children and Families Foundation
- New Jersey School-Based Youth Services/Department of Human Services
- Office of Family Resource and Youth Services Center, Frankfurt, 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 of America
- 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 for Out-of-School Time
- National School-Age Care Alliance
- After School Resource Network
- Partnership for After-School Education
- YNCA of the USA
About the Coalition

COALITION FOR COMMUNITY SCHOOLS

The Coalition for Community Schools is an alliance of over 170 national, state, and local organizations in education, K–16, youth development, community planning and development, family support, higher education, health and human services, government, and philanthropy as well as national, state, and local community school networks.

Vision:
The Coalition for Community Schools believes that strong communities require strong schools and strong schools require strong communities. We envision a future in which schools are centers of thriving communities where everyone belongs, works together, and succeeds.

Mission:
The Coalition advances opportunities for the success of children, families, and communities by promoting the development of more, and more effective, community schools.

Core Values:
• Foster Strong Partnerships—Partners share their resources and expertise and work together to design community schools and make them work.
• Share Accountability for Results—Clear, mutually agreed-upon results drive the work of community schools. Data help partners measure progress toward results. Agreements enable them to hold each other accountable and move beyond “turf battles.”
• Set High Expectations for All—Community schools are organized to support learning. Children, youth, and adults are expected to learn at high standards and be contributing members of their community.
• Build on the Community’s Strengths—Community schools marshal the assets of the entire community, including the people who live and work there, local organizations, and the school.
• Embrace Diversity—Community schools know their communities. They work to develop respect and a strong positive identity for people of diverse backgrounds; and they are committed to the welfare of the whole community.

Goals:
• To foster local action and build capacity of school and community leaders to organize community schools.
• To create a supportive policy environment for community schools.
• To demonstrate the effectiveness of community schools.
• To communicate the importance and value of community schools to the public, policymakers, and opinion leaders.

COALITION FOR COMMUNITY SCHOOLS

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ABOUT IEL

Since 1964, the Institute for Educational Leadership (IEL) – a non-profit, nonpartisan organization – has been at the forefront of innovative efforts that bring together leaders across the various sectors of education (P-20), workforce development and child- and youth-serving systems. IEL builds partnerships across institutional boundaries, helping individuals and institutions tackle leadership challenges and leverage the resources of multiple partners to foster reform. For IEL, deep and purposeful collaboration is essential to getting results that will transform learning for the 21st Century.

IEL’s work focuses on multiple factors that influence child and youth outcomes. Institutional factors, such as effective organizational stewardship and strong professional development; in-school factors, such as principal leadership, teacher quality and rigorous, engaging curricula; and non-school factors, such as family circumstances and community context all require attention. We believe that our society and our leaders can and must address all dimensions of child and youth development.

Core principles guiding IEL’s work:
- Leadership development and professional development are necessary to prepare people with knowledge, skills and abilities to help children and youth succeed.
- Culturally competent leaders are vital to empowering organizations to address the needs of a diverse society.
- Quality education is a responsibility shared by school systems, families, communities, businesses and governments.
- The results we seek for our children and youth must guide our work with them.
- Strategic alliances and partnerships are essential to achieving measurable and sustainable outcomes.

IEL’s results-driven focus is anchored in four strategies:
- Harvesting lessons from research and on-the-ground experts to formulate practical frameworks and clear standards of practice.
- Crafting and running leadership and professional development programs and provides technical assistance to help individuals, organizations, and systems build their capacity to work together.
- Informing policy makers and thought leaders about policies and practices that will drive innovation and systems change; and
- Building and supporting networks, coalitions and alliances that engage diverse groups in learning and collective action.

IEL’s work is conducted by its three centers: the Center for Workforce Development, the Center for Family, School and Community, and the Center for Leadership.

Our Vision
A society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop and become contributing citizens of our democracy. This demands leaders with the ability to tear down barriers and unite diverse stakeholders.

Our Mission
To build the capacity of individuals, organizations, systems and communities to work together to prepare all children and youth for post-secondary education, careers, and citizenship.
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The Coalition for Community Schools’ 2012 National Forum, "Scaling Up School and Community Partnerships: The Community Schools Strategy," would not be possible without the generous support of our conference sponsors.

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