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

Reuben Jacobson, Senior Associate for Research and Strategy, Coalition for Community Schools

Darlene Kamine, Director, Community Learning Center Institute, Cincinnati (OH)

Leslie O'Hare Sorensen, Resource Development Administrator, Ontario–Montclair School District (CA)

SCALING UP WEBINAR SERIES
Seminar 1: Getting going: Deciding to scale up
November 2, 2011
Agenda

- What is a Community School
- What is a system of Community Schools
- Community where learning happens
- Collaborative Leadership Structure
- Functions of a CS system
A community school is a place and a set of partnerships connecting school, family, and community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem-solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop its students into educated citizens ready and able to give back to their communities.
Community School Core Principles

- Shared vision and accountability for results
- Strong partnerships
- High expectations for all
- Community strengths
- Respect for diversity
- Local decision making
What does a community school do?

- **Early childhood development** programs are available to nurture growth and development.
- The school offers a **core instructional program** delivered by qualified teachers; instruction is organized around a challenging curriculum anchored by high standards and expectations for students.
- Students are **motivated and engaged** in learning—in both school and community settings—before, during, and after school and in the summer.
- The basic physical, mental, and emotional **health** needs of young people and their families are recognized and addressed.
- Parents, families, and school staff demonstrate mutual respect and engage in effective **collaboration**.
- **Community engagement**, together with school efforts, promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.
THEORY OF ACTION: A Scaled-Up System of Community Schools

Building a Scaled-Up System

Collaborative Leadership Structure

COMMUNITY-WIDE LEADERSHIP
Key Roles: Vision, Policy, Resource Alignment

SCHOOL-SITE LEADERSHIP
Key Roles: Planning and implementation

INTERMEDIARY LEADERSHIP
Key Roles: Planning, Coordination, and Management

KEY SYSTEM FUNCTIONS
- Results-Based Vision
- Data and Evaluation
- Finance and Resource Development
- Alignment and Integration
- Supportive Policy and Practice
- Professional Development and Technical Assistance
- Community Engagement

Characteristics of a Scaled-Up Community School System
- Shared Ownership
- Spread
- Depth
- Sustainability

Results for Children, Families, and Community
- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved in their children’s education
- Schools are engaged with families and communities
- Students succeed academically
- Students are healthy: physically, socially, and emotionally
- Students live and learn in a safe, supportive, and stable environment
- Communities are desirable places to live
- Students graduate ready for college, careers, and citizenship

www.communityschools.org
What does a scaled-up system look like? Characteristics of Effective Scale-Up

- Shared ownership
- Spread
- Depth
- Sustainability
What does a scaled–u system look like?
Characteristics of Effective Scale–Up

- Vertical spread
- Horizontal spread
Community Where Learning Happens
Or show on the website

A community school is...

...a place and a set of partnerships connecting school, family, and community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem-solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop its students into educated citizens ready and able to give back to their communities.

A system of community schools is...

...a vertical network of schools from pre-kindergarten through grade 12 in a single attendance area, linked across one or more school districts. The networks use a community schools approach to align services, support, and enrichment opportunities with young people’s development needs and the school system’s academic objectives. They sustain these efforts through policy and financial support of the school district and its public and private community partners.

A community where learning happens is...

...a community-wide infrastructure able to support the social, emotional, and physical development of all children and families; to engage them in learning; and to connect them to relationships and opportunities that will help every young person achieve in school and make successful transitions from childhood to adulthood.
Collaborative Leadership Structure

A Collaborative Leadership Structure for Community Schools

COMMUNITY-WIDE LEADERSHIP
Key Roles: Vision, Policy, Resource Alignment

SCHOOL-SITE LEADERSHIP
Key Roles: Planning and Implementation

INTERMEDIARY LEADERSHIP
Key Roles: Planning, Coordination, and Management

Key System Functions
- Results-Based Vision
- Data and Evaluation
- Finance and Resource Development
- Alignment and Integration
- Supportive Policy and Practice
- Professional Development and Technical Assistance
- Community Engagement

www.communityschools.org
Looking inside: Community Level

Public Agencies and Local Government

Community and Faith-Based Agencies

Students, Families, and Residents

Nonprofit Organizations

COMMUNITY-WIDE LEADERSHIP
Key Roles: Vision, Policy, Resource Alignment

Philanthropies and Businesses
Unions
School Districts
Higher Education
The Cincinnati Story
1. In order to serve more fully the needs of our students and to support the improvement of their academic and intellectual development, all Cincinnati Public Schools will engage their communities in improving student achievement. As centers in the community, the schools and their partners should foster strong collaboration, set high expectations, embrace diversity, and share accountability for results.

2. Each school in the district will assess the needs of its student population using the OnePlan process. As a result of that process, the school will develop the partnerships needed to enhance opportunities for student success and community investment.

3. Where the school and its community deem it appropriate, those partnerships may result in organizations and agencies locating at the school site to deliver services. When that occurs, the school will be defined as a community learning center.
# Community Learning Center Partner List @ Oyler School

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<thead>
<tr>
<th>Coordinate Partner</th>
<th>Partner Teams</th>
<th>Mental Health K–8 Team</th>
<th>Mental Health HS Team</th>
<th>Primary/Dental Health Team</th>
<th>After School Team</th>
<th>Mentoring Team</th>
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<td>E.W. Scripps Partner in Education</td>
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<td>Cathy Glatt School Community Coordinator</td>
<td>SBHC Nurse Practitioner</td>
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**CLCI**

Jami Harris 363.4167

709.9550

harrjam@cpsboe.k12.oh.us

**MindPeace**

Cathy Glatt School Community Coordinator

CPS 9–12 School Psychologist

John Welling

CPS HS Counselor

Marsha McDonald –Wheeler

Intervention Specialist

Tawanna Applegate

Beech Acres Sharyn Israel

**SBHC Nurse Practitioner**

Dilruba Rahman 363.4117

Americorps Assistants

Health Assistant

Marlene Waggal 363.4121

Price Hill Dental 357.2704

Cincinnati Health Department

Lauren Thamann Raines 357.2809

293–6310

Lauren.thaumannraines@cincinnati-oh.gov

**Growing Well**

CPS Speech Laura Tapke

CPS OT Lori Bernard

LensCrafters

Luxotica

Ohio Optometric Association

Cincinnati Eye Institute Foundation

Free Store Food Bank

Varsity Football

Volleyball

Basketball

Cheerleading

Intramural Fitness Program

Fun and Food

Poetry Performance

Acting

Zumba

Ballet

Construction Club

Assets Builder’s Grp

Girl/Boy Scouts

CPS Joe Saylor Tawanna Applegate Matt Phillips

GearUp Ty Whitaker

GearUp Karen Waltermire

YWCA

Girls Inc

Madison Arts Center

Chamber of Commerce

Al Hampton Mentors for Grades K–8

CYC Mentoring Rosland Johnson

MSD Mentors High School

UC Mentors
# Community Learning Center Partner List @ Oyler School

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<th>Coordinating Partner</th>
<th>Partner Teams</th>
<th>Mentoring Team</th>
<th>Attendance Team</th>
<th>Parent/Family Support Team</th>
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<th>Summer Academic Programs</th>
<th>Homeless Intervention Team</th>
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<td>CPS School Community Coordinator</td>
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<td>CPS SSW Tammy Roberts 363.6400 <a href="mailto:robertt@cpsboe.k12.oh.us">robertt@cpsboe.k12.oh.us</a></td>
<td>CPS School Community Coordinator Cathy Glatt 363.4166 <a href="mailto:glattca@cpsboe.k12.oh.us">glattca@cpsboe.k12.oh.us</a></td>
<td>GearUp Academic Specialist Ty Whitaker 363.4180 <a href="mailto:tyteach@aol.com">tyteach@aol.com</a></td>
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<th>PARTNER TEAMS</th>
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Ontario–Montclair School District (CA)
Ontario-Montclair Community Schools
Theory of Change: Increasing access to academic opportunities & success

Communities are desirable places to live

Students succeed academically

Students are engaged in learning

Students attend school consistently

Children are ready to learn

OMSD Community Schools Assumptions

Aspirational Needs: Children & families need to have hopes and dreams for their future. “Promise Scholars” Initiative (formally Online to College) and related activities help children understand the connection between schooling, success, and future wages. Developing plans for high school completion and technical training or college attendance support regular school attendance, improved grades, high school completion, and college going rates.

Belonging Needs: Children need to feel connected to their families and the school community. Case management, parent education, and family counseling support this family bonding. Afterschool programs, community-based learning, and social-emotional learning support school bonding. Families need to feel comfortable and connected to schools and Family Engagement activities support this connection.

Physical Health / Mental Health Needs: A Child and their family need access to primary health care, immunizations, and mental health services in a timely manner. Access to these services improves school attendance and access to classroom instruction.

Basic Needs: A Child’s basic needs must be met before they can access the classroom curriculum (they need food, shelter, etc.). Once these needs are met they can attend school on a regular basis and their “affective filters” are lowered so they can focus on school. Case management helps homeless children and families in crisis meet these needs and improve school attendance.
Coordinating Partners:

- **After School enrichment program** (City of Montclair and THINK Together)
- **Community programming at school sites** (OMSD Outreach Consultants at each school site)
- **Comprehensive Case Management** (OMSD Outreach Consultants at each school site linked to Case Management Triage Teams [attendance and behavioral referrals])
- **Site–based Mental Health services** (OMSD Counseling Clinic and community counseling partners)
- **Primary care** (Kids Come First Clinic and City of Montclair Clinic)
- **Adult Education** (Chaffey Adult School – Chaffey Joint Union High Schools District)
- **Parent Education** (OMSD Outreach Consultants and community counseling partners)
- **College Access** (Chaffey Community College)

Services are coordinated through district–wide monthly Program Management Team meetings (OMSD Outreach Consultants and inter–agency frontline and supervisor level coordination and trainings)

Services at the site–level are coordinated by the Outreach Consultants and their Coordination of Service Teams (principal and other site leadership)
Systematic foundation for Ontario-Montclair School District
district-wide Community Schools—

All 32 schools currently:
- After School enrichment program / community programming
- Comprehensive Case Management (to ensure access to classroom instruction)
- Site-based Mental Health services (EPSDT & County Behavioral Health Prevention funding)
- Primary care (students & families) / Health Insurance enrollment

9 schools currently:
- Pre-school
  - After School enrichment program / community programming
  - Comprehensive Case Management
  - Site-based Mental Health services (EPSDT & County Behavioral Health Prevention funding)
  - Primary care / Health Insurance enrollment

8 schools currently:
- Adult Education (ESL, GED, etc.) & Parent Education
  - Pre-school
    - After School enrichment program / community programming
    - Comprehensive Case Management
    - Site-based Mental Health services (EPSDT & BH)
    - Primary care / Health Insurance enrollment

+ = Core Program (all schools through OMSD services and partners)
= Pre-school services (OMSD)
= Adult and parent education (through partners)

Going to scale—Next steps:
Spring—Fall 2011
Identify unmet needs of parents and students at the neighborhood and school site level (survey parents, school staff, and partners). Analyze data and create parent and youth focus group/listening session questions to identify community-based solutions.

Fall 2011
Gather current Community Schools program outcome data and community/school indicator data at the school and district levels (to map gaps) using RTI framework. Identify national models that correspond with our community.

Winter 2012
Community Schools Leadership Team convenes around college access/readiness initiative to review data, develop a blueprint for the OMSD Community School Model (with a readiness assessment and standards/core services each sit will provide), and prioritize new services or changes in current system.

Summer / Fall 2012
Realign local resources and secure additional funding to implement.
Higher education awareness, readiness, and access–

College access initiative as an OMSD Community Schools “going to scale” strategy with cities, high school district, IHE, and community partners
Functions

- Results-Based Vision
- Data and Evaluation
- Finance and Resource Development
- Alignment and Integration
- Supportive Policy and Practice
- Professional Development and Technical Assistance (TA)
- Broad Community Engagement
Community Engagement → Community Learning Center (CLC) Planning
Teams develop partnerships approved by LSDMC to be included in design and construction of CPS facilities as Community Learning Centers

Local School Decision Making Committees continue to develop, implement and track partnerships
Legal and Financial — CPS will be responsible for the development and execution of contracts with Capital Partners including funding, operating, and dissolution agreements.

Grants — CPS will coordinate major grant requests.

Development of Inventory of Partnerships — CPS will coordinate major partnership resources, e.g. Hamilton County Public Library, Cincinnati Recreation Commission, City of Cincinnati, Park Board.

Design and Construction — CPS Facilities, Construction Manager and Ohio School Facilities Commission will be responsible for the design, construction and funding of the new or renovated school with the OSFC funded inclusions. (Design, construction and funding of space for Capital Partners are the responsibility of the Capital Partner.)

Training and Support — CPS will provide training, materials and ongoing technical assistance to School Planning Teams.

Evaluation of Partnerships — CPS will develop the process and tools to enable the LSDMC to measure outcomes and evaluate the effectiveness of partnerships.
Ontario–Montclair Function Example
The Scale Up Spiral

- Overview
- More on milestones
- Stories from the field
- How you know if you are making progress
- Pitfalls

A Process for Building a 6-Stage Scaled-Up System

- System Scan
- Preparation and Professional Development
- Expand Rollout
- Publicize Progress
- Use Data to Strengthen the Initiative
- Collect Data to Assess Progress

- Initiate Professional Development and Technical Assistance
- Align Principles, Practice, and Policies

- Build Political Capacity
- Build Financial Capacity

- Develop a Rollout Strategy
- Prepare for Evaluation
- Create a Results-Based Logic Model
- Define Desired Results

- Plan to Plan
- Distribute Leadership
- Define Key Functions

- Increase Visibility
- Commit to a Motivating Shared Vision
- Broaden Collaborative Leadership
- Compile a Convincing Rationale for Scale-Up
- Assess Readiness
- Convene Innovators

MILESTONES

CHANGE
Want to learn more?

- **Engage the guide:** Ask questions, share stories.

- **Upcoming webinar series:**
  - Session 2: Getting going: Deciding to scale up (S1) – Wednesday November 16 at 12 PM
  - Session 3: Develop an operating framework (S2) and Plan for scale up (S3) – Wednesday November 30 at 12 PM
  - Session 4: Keep in mind: Sustainability (S4) and implementation (S5) – Wednesday December 14 at 12 PM
  - Register at: [http://www.communityschools.org/multimedia/webinars.aspx](http://www.communityschools.org/multimedia/webinars.aspx)

- Coalition staff and partners are available to help your community build a scaled-up system of community schools through telephone consultations, site visits, and presentations.
Come to the National Forum – Scaling Up School and Community Partnerships: The Community Schools Strategy

May 16–18, 2012 in San Francisco, CA

Pre-conference focusing on Scaling Up Guide
Also now accepting workshop proposals

www.communityschools.org
## Contact Information & Questions

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