



## SCALING UP WEBINAR SERIES

### Seminar 3: Develop an operating framework and planning for scale up

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# Agenda

- ▶ Review
  - What does a scaled-up system of community schools look like?
  - What did we learn in Stage 1: Decide to Scale-Up?
- ▶ Stage 2: Develop an operating framework
- ▶ Stage 3: Plan for scale-up
- ▶ Next steps

# What is a Community School?

- ▶ **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.**

# THEORY OF ACTION: A Scaled-Up System of Community Schools

## Building a Scaled-Up System



# How does it all fit together?

## 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...

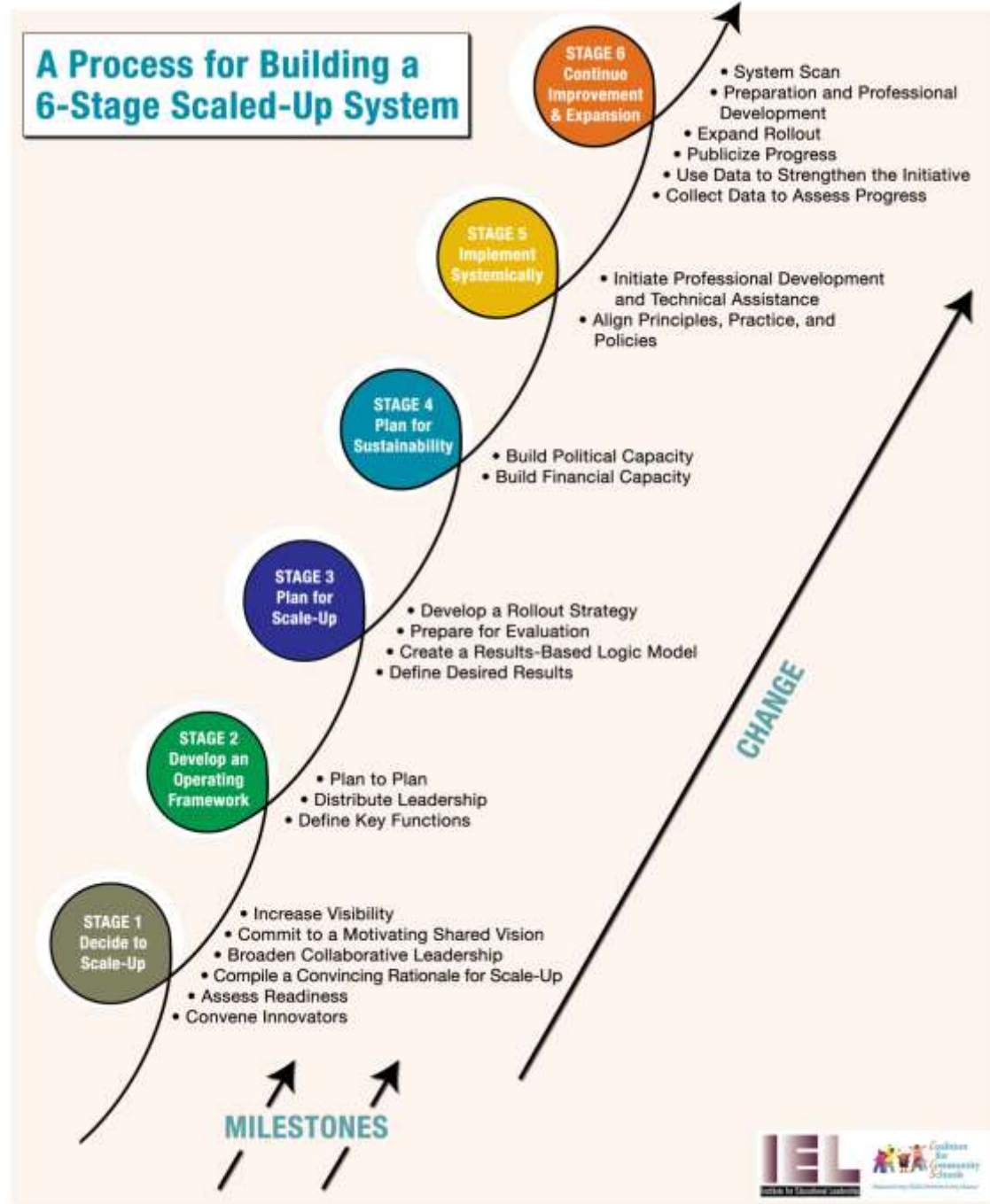
...a vertical network of schools from pre-kindergarten through grade 12 in a single attendance area, linked across one or more school districts. The networks use a community schools approach to align services, support, and enrichment opportunities with young people's development needs and the school 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.

# The Scale Up Spiral

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



# REVIEW

## Stage 1: Decide to Scale Up

STAGE 1  
Decide to  
Scale-Up

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

CHANGE

Focus on:

**Shift** in **Ownership**



# Stage 2: Develop an Operating Framework

## STAGE 2 Develop an Operating Framework

- Plan to Plan
- Distribute Leadership
- Define Key Functions

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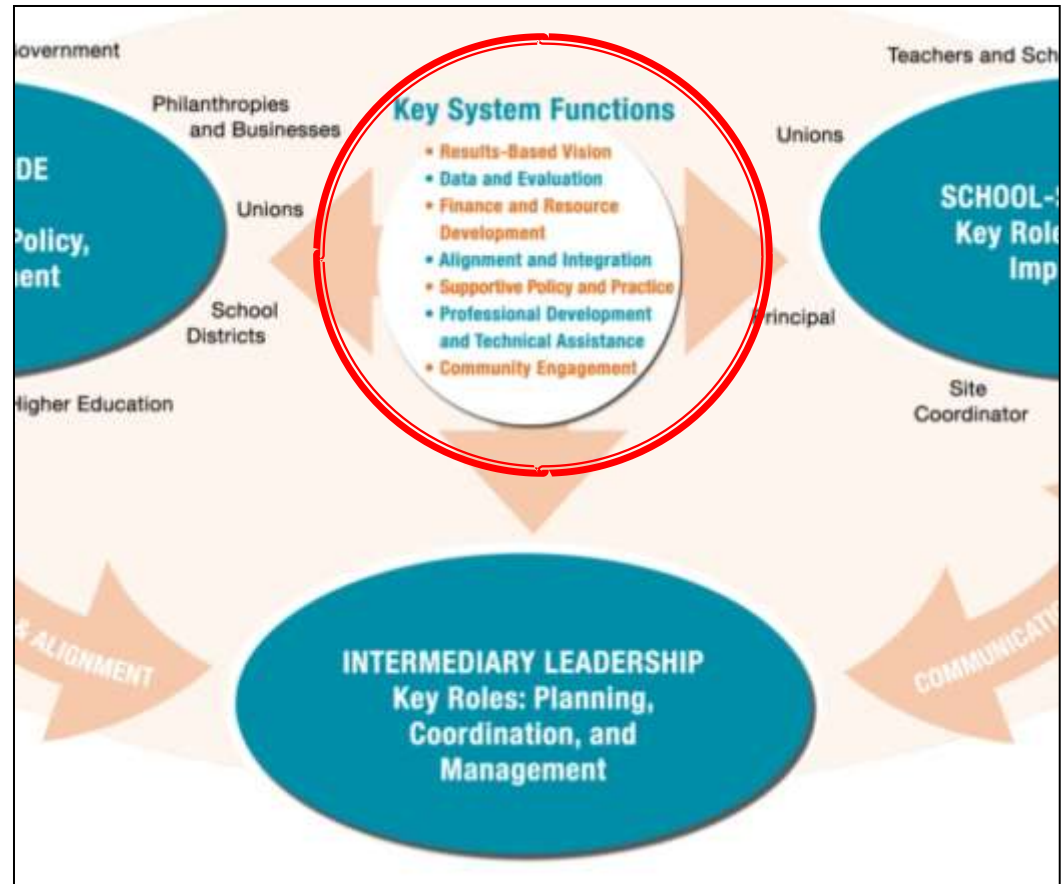
Focus on:

**Shared Ownership**



# Define Key Functions

- ▶ Clarify roles, responsibilities, and accountability mechanisms
  - Who should do what?
- ▶ Provide extended opportunities for partners to discuss key functions



# Distribute Leadership

- ▶ **Assess and build leadership capacity**
  - **Community-wide**
    - Are major community players included?
    - Ex: Decision-makers, local and state government, philanthropies, higher ed, community, etc?
  - **School-site**
    - Are school leaders and educators included?
    - How are partners involved?



# Intermediary

- ▶ Develop clear criteria
  - Legitimacy
  - Credibility
  - Community relationships
  - Technical capacity
  - Staff
- ▶ Consider the range of possibilities
  - Community planning councils
  - Higher education institutions
  - Local education funds
  - Local governments
  - Non-profit organizations
  - School districts
  - United Ways

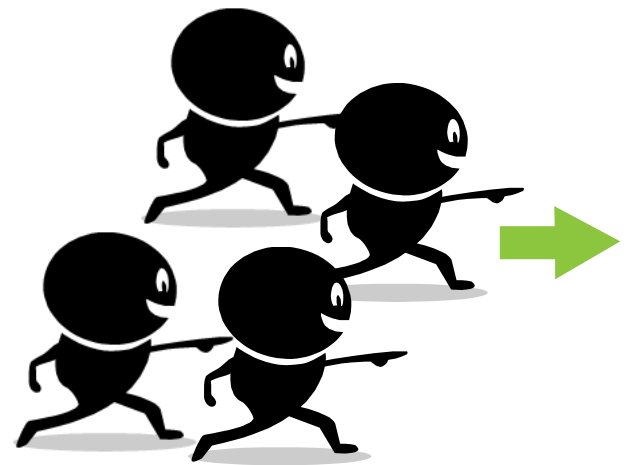


OAKLAND UNIFIED SCHOOL DISTRICT



# Plan to Plan

- ▶ Identify resources for key planning functions
  - How are you funding the intermediary? What are partners beginning to contribute (e.g., time, space, capacity)?
- ▶ Formalize intermediary role
  - MOUs, interagency agreements
- ▶ Develop an *initial* work plan
  - Key functions, assignments for partners, timeline, use of data, etc.



# Community Schools Collaboration

South King County, Washington  
Deborah Salas, Executive Director



# The Evolution of Community Schools Collaboration in South King County, Washington

**Community Leadership  
Development**  
(1995 – 2000)

**Intermediary  
Organization Formed**  
(2004)

**Expansion and Program  
Improvement**  
(2008 - 2010)



**School Site Leadership  
Teams Formed:  
Programming Begins**  
(2001)

**Expansion and  
Replication**  
(2007 - 2008)

**Deepening  
the Work**  
(2010 - 2011)

# Community Leadership Development (1995 - 2000)

## Collaboration Leadership Forms

❖ Casey Family Programs, Puget Sound Educational Service District, Tukwila School District, City of Tukwila, Washington State Department of Children and Families = ***Tukwila Community Schools Collaboration***

## Policy and Resource Development

- ❖ 19 focus groups with families, students, public agencies and local government
- ❖ Funding secured
- ❖ Strategic Plan developed



# School Site Leadership Teams are formed: Programming Begins (2001)

- ❖ Site Managers hired
- ❖ Partnerships begin: Tukwila Parks & Recreation, Public Health, Teachers and Principals, AmeriCorps

## Out-of-School Time Programs

- ❖ Elementary and Middle School Afterschool Programs begin (Feb)
- ❖ High School Afterschool Program begins (Sept)
- ❖ Summer reading and garden programs (July)

## Family Engagement

- ❖ Quarterly Literacy Events begin

## Health

- ❖ Health Fair with immunizations offered



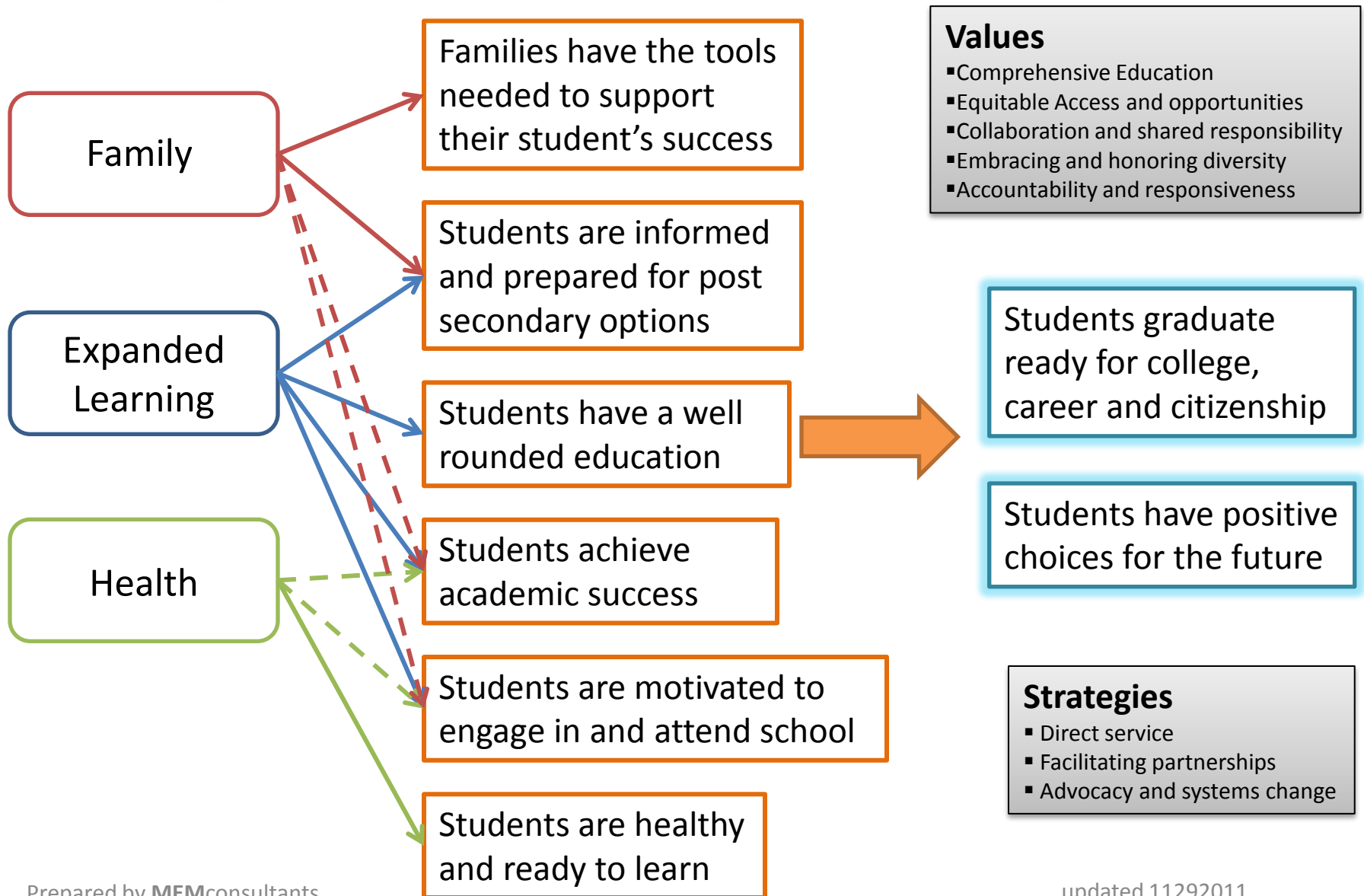
# Expansion and Replication (2007 - 2008)

- ❖ Tukwila Community Schools Collaboration receives Community Schools National Award for Excellence award from the Coalition for Community Schools
- ❖ CSC receives four year capacity building grant from the Stuart Foundation
- ❖ CSC is chosen for the Seattle Foundation Anne V. Ferrell funding award to replicate the Tukwila programming
- ❖ Organization becomes Community Schools Collaboration and expands into two school campuses in the Highline School District





# Community Schools Collaboration Logic Model





## Program Strategies and Results

| Benchmark   | Strategies   | Data Collected  | Target Population                           |
|---|--|---|---|
| <p>Read at grade level by 3<sup>rd</sup> grade<br/>(Baseline 48% - HPS 61% - TSD)</p> | <ul style="list-style-type: none"> <li>• Sustained silent reading</li> <li>• Read-Aloud</li> <li>• Readers Theater</li> <li>• Homework Help</li> <li>• Family Literacy Events</li> </ul> | <p>DIBELS test scores fall and spring</p> <p>Parent knowledge survey of literacy strategies</p> | <p>K – 8</p> <p>Parents of CSC students</p> |
| <p>Meet 4<sup>th</sup> grade math standards<br/>(Baseline 40% - HPS 41% - TSD)</p>    | <ul style="list-style-type: none"> <li>• Computer based skill building</li> <li>• Math games</li> <li>• Homework Help</li> <li>• Family Math Events</li> </ul>                           | <p>MAP test scores Fall and spring</p> <p>Parent knowledge survey of math strategies</p>        | <p>K – 4</p> <p>Parents of CSC students</p> |
| <p>6<sup>th</sup> grade attendance improvement<br/>(Baseline TBD)</p>                 | <ul style="list-style-type: none"> <li>• Dental Care</li> <li>• Physical Activity</li> <li>• Nutrition Workshops</li> <li>• Access to Health Services</li> </ul>                         | <p>Total #'s served</p>   | <p>K – 5/6</p>                              |

## Strategies and Results continued

| Benchmark   | Strategies   | Data Collected  | Target Population  |
|---|--|---|--|
| Commitment to Learning  | <ul style="list-style-type: none"> <li>Social/Emotional and Academic Skill building</li> <li>Enrichment Programs: fitness/recreation; arts; leadership; service learning</li> <li>Homework Help</li> <li>College Prep Workshops</li> </ul> | Pre-/Post- student knowledge survey                     | 5 <sup>th</sup> /6 <sup>th</sup>                                     |
| 21 <sup>st</sup> Century Skills TBD   |  | Student survey of 21 <sup>st</sup> century skills       | 5 <sup>th</sup> – 8 <sup>th</sup>                                    |
| Increased 8 <sup>th</sup> grade Algebra 1 enrollment (32% baseline HSD TSD TBD) | Basic math skill building  | Attendance #s / knowledge survey                        | Parents of 8 <sup>th</sup> grade CSC students                        |
| Increased 8 <sup>th</sup> grade Algebra 1 enrollment (32% baseline HSD TSD TBD) | Basic math skill building  | Enrollment #'s as % of 8 <sup>th</sup> grade population | 5 <sup>th</sup> – 6 <sup>th</sup> grade (testing for math placement) |
| 9 <sup>th</sup> grade matriculation (baseline TBD)                              | Homework Help  | Total #'s of CSC students completing 5.5 credits        | 9 <sup>th</sup> grade students                                       |

## Strategies and Results continued

| Benchmark  | Strategy  | Data Collected   | Target Populations  |
|--|---|--|---|
| <p>On-time Graduation / College Ready<br/>(baseline : HSD 66% TSD 76%)</p> | <ul style="list-style-type: none"> <li>• Homework Help</li> <li>• College Visits</li> <li>• College &amp; Career Workshops</li> <li>• Leadership Programs</li> <li>• FAFSA Completion Workshops</li> <li>• Financial Aid Workshops</li> </ul> | <p>Total #'s of CSC students graduating on-time / 21<sup>st</sup> Century Skill survey</p> <p>Total #'s Attending</p> <p>Total #'s Attending</p> | <p>9<sup>th</sup> – 12<sup>th</sup> grade students</p> <p>12<sup>th</sup> grade students + parents</p> <p>Undocumented 12<sup>th</sup> grade students + parents</p> |

# Kent School Services Network

Kent County (Grand Rapids), MI  
Carol Paine-McGovern, Director



Kent School Services Network

# KSSN Overview

- ▶ Scope
- ▶ Structure
- ▶ A 3–year pilot led to the County Mental Health Agency receiving a SAMSHA grant that enabled KSSN to expand from 6 schools to 18 and this year will decrease to 15.

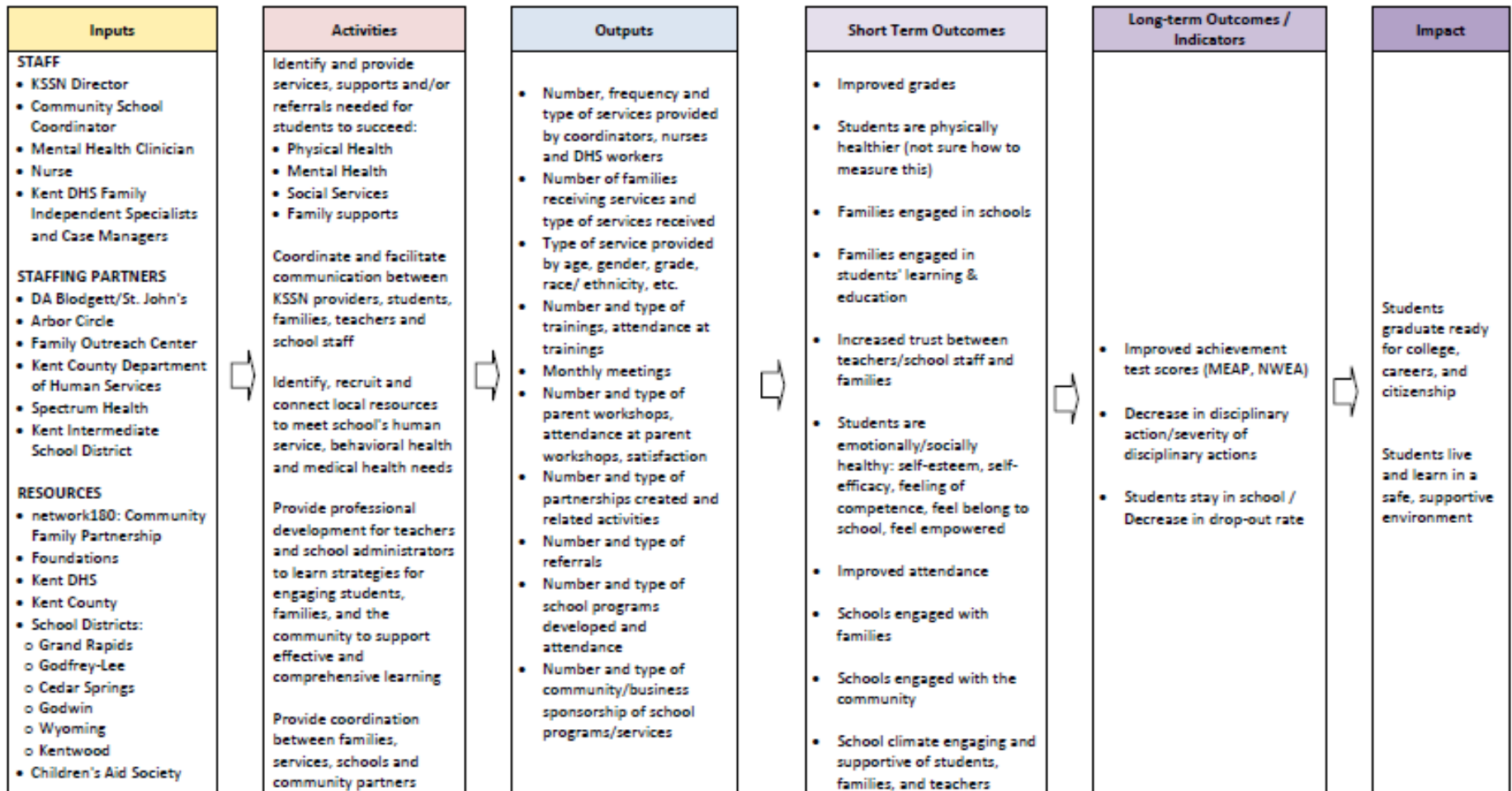
# Stage 2: Developing an Operating Framework

- ▶ Reflected on 3–year pilot evaluation results
- ▶ Key partner awarded SAMHSA System of Care Grant
- ▶ School Site staffing roles defined
- ▶ KSSN Leadership Team Additions which serves as the Community–Wide Leadership
- ▶ School District/Site Level engagement
- ▶ RFP, Intermediary Decisions, MOU's
- ▶ Secure funding for evaluation
- ▶ Describe Intermediary and how selected
- ▶ Initial work plan

# Stage 3: Plan for Scale Up

- ▶ Roll-out to 18 schools in 6 districts 2010–2011
- ▶ Training and technical assistance
- ▶ KSSN Leadership Team Additions
- ▶ School site/district leadership challenges
- ▶ Logic Model and Evaluation Plan finalized
- ▶ Data discussions, explorations, agreements
- ▶ Ongoing sustainability discussions, explorations
- ▶ Results

# KSSN Logic Model



# Pitfalls

- ▶ Governance Structure
- ▶ Partner driven funding and loss of principal investigator of SAMSHA grant
- ▶ Roll-out challenges regarding school selection
- ▶ School district and site leadership
- ▶ Staff turnover, training needs
- ▶ Data collection and data sharing
- ▶ Intermediary capacity

# Stage 3: Plan for Scale-Up

## STAGE 3 Plan for Scale-Up

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

CHANGE

Focus on:

spread





# Results Framework

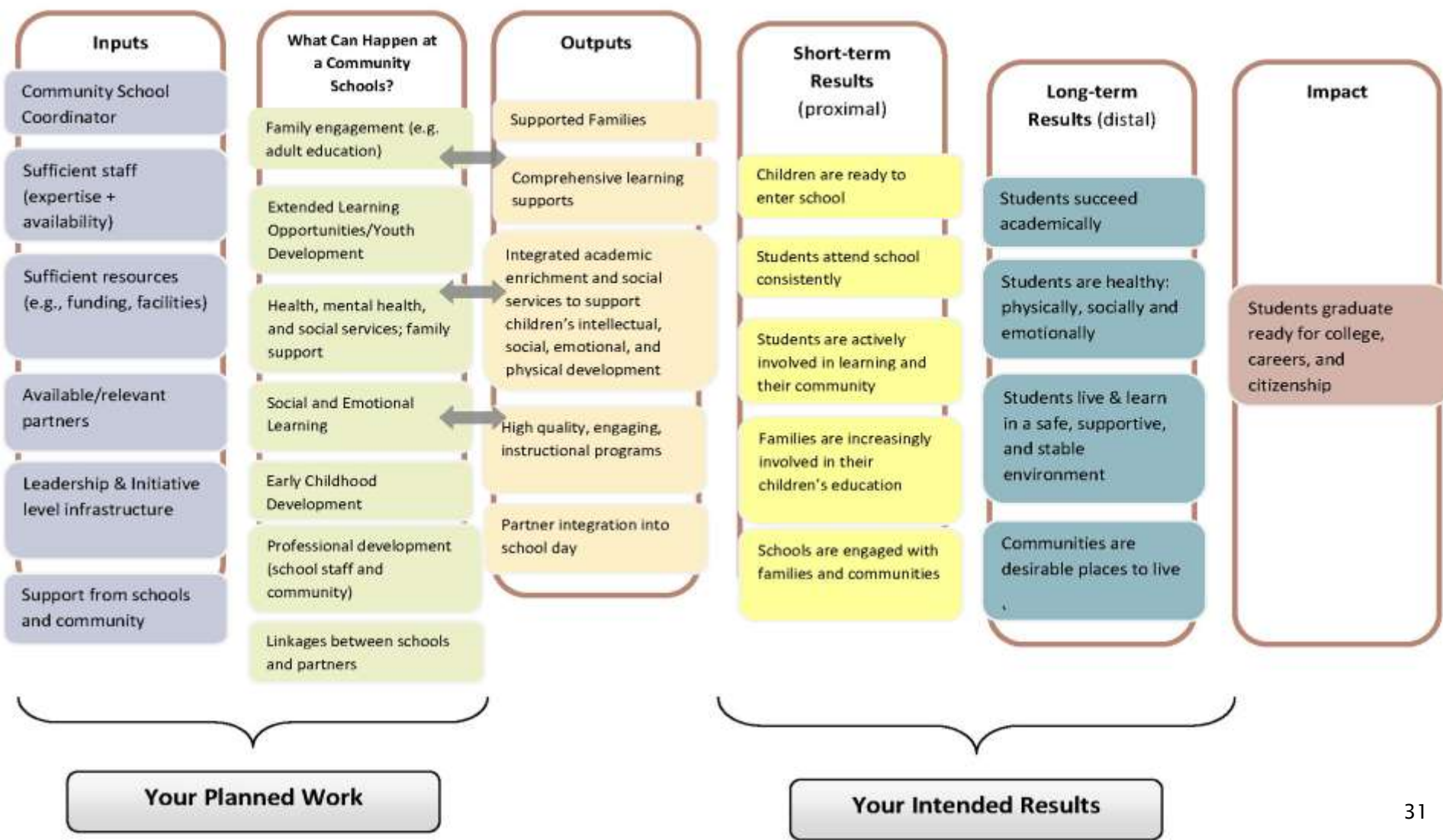
| RESULTS                            | INDICATORS THAT ALIGN WITH EACH RESULT   |  |
|------------------------------------|--|--|
| Children are ready to enter school | <ul style="list-style-type: none"> <li>▪ Immunizations</li> <li>▪ More children with health insurance</li> <li>▪ Children in expected height and weight range for their age</li> <li>▪ Availability of early childhood education programs</li> </ul> | <ul style="list-style-type: none"> <li>▪ Attendance at early childhood education programs</li> <li>▪ Parents read to children</li> <li>▪ Vision, hearing, and dental status</li> </ul>   |
| Students succeed academically      | <ul style="list-style-type: none"> <li>▪ Reading on grade level by third grade</li> <li>▪ Daily attendance</li> <li>▪ Early chronic absenteeism</li> <li>▪ Tardiness</li> <li>▪ Truancy</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Standardized test scores</li> <li>▪ Teachers support students</li> <li>▪ Grades</li> <li>▪ Graduation rates</li> <li>▪ Dropout rates</li> </ul> |

- ▶ Children are ready to enter school
- ▶ Students succeed academically
- ▶ Students are actively involved in learning and their community
- ▶ Students are healthy: physically, socially and emotionally
- ▶ Students live and learn in stable and supportive environments
- ▶ Families are actively involved in their children's education
- ▶ Communities are desirable places to live

# Create a Results-Based Logic Model



## Community Schools Logic Model



# Prepare for Evaluation



- ▶ Make evaluation part of your planning
- ▶ Seek out technical assistance for the evaluation and the logic model
- ▶ Decide what information you need to collect
  - Participation broken out by age, gender, race/ethnicity, etc; range
  - Internal and external factors
  - Impact
  - Student and school level

# Develop a Rollout Strategy

- ▶ Decide on the focus, direction, and scope of site-level expansion:
  - Student need
  - School readiness
  - High-needs neighborhood
  - Grade level
  - Existing connection to early childhood programs
  - Feeder pattern
- ▶ Build a working budget for an individual community school



# Develop a Rollout Strategy (cont)

- ▶ Develop a site selection process
- ▶ Select a site coordination approach (e.g., lead agency)
- ▶ Establish a time frame for rollout
- ▶ Determine how to provide technical assistance at the site level



What it takes to be an effective community school coordinator



# Want to learn more?

- ▶ **Engage the guide:** Ask questions, share stories.
- ▶ **Upcoming webinar series:**
  - **FINAL SESSION:** 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>
- ▶ 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.

# National Forum: May 16–18, 2012

- ▶ 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](#)



# Contact Information & Questions

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[www.communityschools.org/scalingup](http://www.communityschools.org/scalingup)