SCALING UP WEBINAR SERIES

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

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Deborah Salas, Executive Director, Community Schools Collaboration, South King County, WA

November 30, 2011
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
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

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

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

CHARACTERISTICS OF A Scaled-Up Community School System
- Shared Ownership
- Spread
- Depth
- Sustainability
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
Focus on: Shift in Ownership
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

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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
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


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)

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

**Values**
- Comprehensive Education
- Equitable Access and opportunities
- Collaboration and shared responsibility
- Embracing and honoring diversity
- Accountability and responsiveness

**Strategies**
- Direct service
- Facilitating partnerships
- Advocacy and systems change

**Family**
- Families have the tools needed to support their student’s success

**Expanded Learning**
- Students are informed and prepared for post secondary options
- Students have a well rounded education
- Students achieve academic success
- Students are motivated to engage in and attend school
- Students are healthy and ready to learn

**Health**
- Students graduate ready for college, career and citizenship
- Students have positive choices for the future

Prepared by MEMconsultants

updated 11292011
# Program Strategies and Results

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Strategies</th>
<th>Data Collected</th>
<th>Target Population</th>
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</thead>
</table>
| Read at grade level by 3rd grade (Baseline 48% - HPS 61% - TSD) | • Sustained silent reading  
• Read-Aloud  
• Readers Theater  
• Homework Help  
• Family Literacy Events | DIBELS test scores fall and spring  
Parent knowledge survey of literacy strategies | K – 8  
Parents of CSC students |
| Meet 4th grade math standards (Baseline 40% - HPS 41% - TSD) | • Computer based skill building  
• Math games  
• Homework Help  
• Family Math Events | MAP test scores  
Fall and spring  
Parent knowledge survey of math strategies | K – 4  
Parents of CSC students |
| 6th grade attendance improvement (Baseline TBD) | • Dental Care  
• Physical Activity  
• Nutrition Workshops  
• Access to Health Services | Total #’s served | K – 5/6 |
### Strategies and Results continued

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<th>Data Collected</th>
<th>Target Population</th>
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<tbody>
<tr>
<td>Commitment to Learning</td>
<td>• Social/Emotional and Academic Skill building</td>
<td>Pre-/Post- student knowledge survey</td>
<td>5th/6th</td>
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<tr>
<td>21st Century Skills TBD</td>
<td>• Enrichment Programs: fitness/recreation; arts; leadership; service learning</td>
<td>Student survey of 21st century skills</td>
<td>5th – 8th</td>
</tr>
<tr>
<td></td>
<td>• Homework Help</td>
<td>Attendance #s / knowledge survey</td>
<td>Parents of 8th grade CSC students</td>
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<td></td>
<td>• College Prep Workshops</td>
<td></td>
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<tr>
<td>Increased 8th grade Algebra 1 enrollment</td>
<td>Basic math skill building</td>
<td>Enrollment #'s as % of 8th grade population</td>
<td>5th – 6th grade (testing for math placement)</td>
</tr>
<tr>
<td>(32% baseline HSD TSD TBD)</td>
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</tr>
<tr>
<td>9th grade matriculation (baseline TBD)</td>
<td>Homework Help</td>
<td>Total #’s of CSC students completing 5.5 credits</td>
<td>9th grade students</td>
</tr>
</tbody>
</table>
Strategies and Results continued

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Strategy</th>
<th>Data Collected</th>
<th>Target Populations</th>
</tr>
</thead>
</table>
| On-time Graduation / College Ready (baseline: HSD 66% TSD 76%) | • Homework Help  
• College Visits  
• College & Career Workshops  
• Leadership Programs  
• FAFSA Completion Workshops  
• Financial Aid Workshops | Total #'s of CSC students graduating on-time / 21st Century Skill survey  
Total #'s Attending  
Total #'s Attending | 9th – 12th grade students  
12th grade students + parents  
Undocumented 12th grade students + parents |
Kent School Services Network

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

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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

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KSSN Logic Model

**Inputs**
- STAFF
  - KSSN Director
  - Community School Coordinator
  - Mental Health Clinician
  - Nurse
  - Kent DHS Family Independent Specialists and Case Managers
- STAFFING PARTNERS
  - DA Blodgett/St. John’s
  - Arbor Circle
  - Family Outreach Center
  - Kent County Department of Human Services
  - Spectrum Health
  - Kent Intermediate School District
- RESOURCES
  - network180: Community Family Partnership
  - Foundations
  - Kent DHS
  - Kent County
  - School Districts:
    - Grand Rapids
    - Godfrey-Lee
    - Cedar Springs
    - Godwin
    - Wyoming
    - Kentwood
    - Children’s Aid Society

**Activities**
- Identify and provide services, supports and/or referrals needed for students to succeed:
  - Physical Health
  - Mental Health
  - Social Services
  - Family supports
- Coordinate and facilitate communication between KSSN providers, students, families, teachers and school staff
- Identify, recruit and connect local resources to meet school’s human service, behavioral health and medical health needs
- Provide professional development for teachers and school administrators to learn strategies for engaging students, families, and the community to support effective and comprehensive learning
- Provide coordination between families, services, schools and community partners

**Outputs**
- Number, frequency and type of services provided by coordinators, nurses and DHS workers
- Number of families receiving services and type of services received
- Type of service provided by age, gender, grade, race/ethnicity, etc.
- Number and type of trainings, attendance at trainings
- Monthly meetings
- Number and type of parent workshops, attendance at parent workshops, satisfaction
- Number and type of partnerships created and related activities
- Number and type of referrals
- Number and type of school programs developed and attendance
- Number and type of community/business sponsorship of school programs/services

**Short Term Outcomes**
- Improved grades
- Students are physically healthier (not sure how to measure this)
- Families engaged in schools
- Families engaged in students’ learning & education
- Increased trust between teachers/school staff and families
- Students are emotionally/behaviorally healthy: self-esteem, self-efficacy, feeling of competence, feel belong to school, feel empowered
- Improved attendance
- Schools engaged with families
- Schools engaged with the community
- School climate engaging and supportive of students, families, and teachers

**Long-term Outcomes / Indicators**
- Improved achievement test scores (MEAP, NWEA)
- Decrease in disciplinary action/severity of disciplinary actions
- Students stay in school / Decrease in drop-out rate
- Students graduate ready for college, careers, and citizenship
- Students live and learn in a safe, supportive environment

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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

Focus on: spread
Define Desired Results

- Transition from vision to results
- Select indicators for each result
- Short-term and long-term indicators
- Don’t try to collect everything
- Use the Coalition’s Results Framework
## Results Framework

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>INDICATORS THAT ALIGN WITH EACH RESULT</th>
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<tbody>
<tr>
<td>Children are ready to enter school</td>
<td>Immunizations</td>
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<tr>
<td></td>
<td>More children with health insurance</td>
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<td>Children in expected height and weight</td>
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<td>range for their age</td>
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<td>Availability of early childhood education programs</td>
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<td></td>
<td>Attendance at early childhood education programs</td>
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<td></td>
<td>Parents read to children</td>
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<tr>
<td></td>
<td>Vision, hearing, and dental status</td>
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<tr>
<td>Students succeed academically</td>
<td>Reading on grade level by third grade</td>
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<tr>
<td></td>
<td>Daily attendance</td>
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<tr>
<td></td>
<td>Early chronic absenteeism</td>
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<td>Tardiness</td>
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<td>Truancy</td>
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<td></td>
<td>Standardized test scores</td>
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<td></td>
<td>Teachers support students</td>
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<td>Grades</td>
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<td>Graduation rates</td>
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<td>Dropout rates</td>
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- 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

**Inputs**
- Community School Coordinator
- Sufficient staff (expertise + availability)
- Sufficient resources (e.g., funding, facilities)
- Available/relevant partners
- Leadership & Initiative level infrastructure
- Support from schools and community

**What Can Happen at a Community Schools?**
- Family engagement (e.g., adult education)
- Extended Learning Opportunities/Youth Development
- Health, mental health, and social services; family support
- Social and Emotional Learning
- Early Childhood Development
- Professional development (school staff and community)
- Linkages between schools and partners

**Outputs**
- Supported Families
- Comprehensive learning supports
- Integrated academic enrichment and social services to support children’s intellectual, social, emotional, and physical development
- High quality, engaging, instructional programs
- Partner integration into school day

**Short-term Results (proximal)**
- 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

**Long-term Results (distal)**
- Students succeed academically
- Students are healthy: physically, socially and emotionally
- Students live & learn in a safe, supportive, and stable environment
- Communities are desirable places to live

**Impact**
- Students graduate ready for college, careers, and citizenship

**Your Planned Work**

**Your Intended Results**
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](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
## Contact Information & Questions

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<th>Name</th>
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[www.communityschools.org/scalingup](http://www.communityschools.org/scalingup)