



Because Every Child Deserves Every Chance

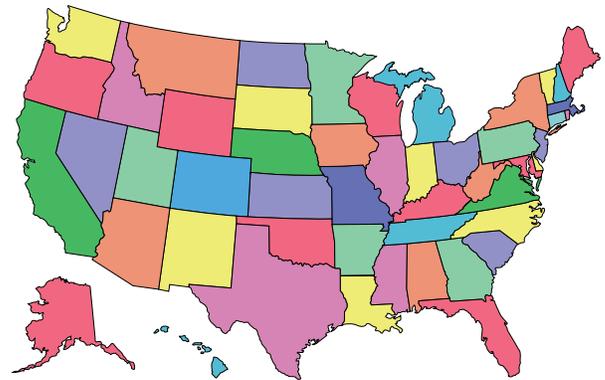
MARCH 2009

Community School Initiatives

STATE-TO-STATE

In the last decade, community school initiatives have spread to localities in 44 states and the District of Columbia. The concept of community school is growing in part because it represents a vehicle for aligning the assets of students, families, teachers, and the community around a common goal—improving the success of our young people.

Community schools purposefully integrate academic, health, and social services; youth and community development; and community engagement—drawing in school partners with resources to improve student and adult learning, strengthen families, and promote healthy communities.



A national scan reveals that a growing movement of community schools serve an estimated 5.1 million children and youth. The following site descriptions include data on academic achievement, improved behavior, and reduction in dropout rates among other notable results.



ALABAMA

21st Century Community Learning Centers

Description: 21st Century Community Learning Centers (CCLC) in Montgomery, AL serves 8,495 students statewide in 139 sites. The Centers provide academic enrichment opportunities for children during non-school hours, particularly students who attend high-poverty and low-performing schools.

Results: 21st CCLCs help students meet state and local standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and provide literacy and other educational services to the families of participating children. Services and activities are offered before and after regular school hours including school breaks and summer vacation. In addition, enrichment program activities may include: arts and music education activities; recreation activities; technology education; parental involvement programs; academic achievement programs focusing on truant, suspended, or expelled students; and drug and violence prevention programs.

Website: For more information, visit <http://www.ed.gov/programs/21stccdc/index.html> and <http://www.alsde.edu/html/sections/documents.asp?section=57&footer=sections>.



ALASKA

Anchorage School District

Description: The Anchorage School District, a recipient of three 21st Century Community Learning Centers grants, provides after-school enrichment programs for K–6 students at eleven public school facilities in core academics—homework help, tutoring, drug and abuse prevention, technology training, recreation, and the arts.

Results: High numbers of students are showing improved academic achievement and students at risk of dropping out are staying in school. Attendance is improving. Ninety-three percent of students who were at risk of not being promoted to the next grade were promoted. Students reported feeling safer in school, had an improved attitude toward school and higher rates of homework completion.

Website: For more information, visit <http://www.asdk12.org/depts/community/learning/>.

Communities in Schools (CIS) of Alaska

Description: This state multi-site initiative serving 11 sites and close to 5,000 students reported that students stay in school and make right choices by connecting schools with needed community resources.

By bringing services, parents, and volunteers into schools, the initiative has developed a community of caring adults who work in partnership with educators. CIS helps communities assess the needs of their youth and then design plans for meeting those needs, using existing resources. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, community service opportunities, and help for teen parents.

Results: Seventy-two percent of the 716 students tracked for academic performance showed improvement in achievement, 81 percent of the 192 CIS students tracked as potential dropouts remained in school, most students tracked for attendance problems showed improvement in attendance and in behavior, and 93 percent of the 851 students tracked for promotion risk were promoted to the next grade.

Website: For more information, visit <http://www.cisalaska.org/>.



ARIZONA

Communities in Schools (CIS) of Arizona

Description: This statewide initiative serves 58 sites and over 18,000 children and youth.

Results: CIS reported that students have improved attendance and academic performance and that there has been a reduction in incidents that exhibit behavior problems. Graduation rates have risen and students are staying in school through the end of the school year (97 percent). These results were mirrored by 21st Century Community Learning Center statewide.

Website: For more information, visit <http://www.ade.az.gov/21stcentury> and www.cisarizona.org.



ARKANSAS

Hamburg School of the 21st Century

Description: There is a five-year statewide partnership initiated by the Winthrop Rockefeller Foundation and Yale University to support the development of the state's 21st Century Network. Local private foundations, community-based organizations, and health and social service providers are also involved in the partnership.

Results: The partnership reports a higher level of school readiness and positive social development in children. Also, high academic performance is shown in later grades, including higher graduation rates. Parents miss work less often because their children are in quality preschool.

Website: For more information, visit www.yale.edu./21c/arkansas/21c.html.



CALIFORNIA

Coordinated School Health and Healthy Start Community Schools

Description: Coordinated School Health is a school-wide approach in 23 sites to address students' health and their capacity to learn through the support of families, schools, and communities working together. Healthy Start is a state-funded school-community collaborative for integrating services to meet desired results and to support academic success for children, youth, and families at home, in school, and in the community.

Results: Programs report that in their community schools basic human services are being met, such as food, clothing, transportation, and basic medical and dental care are being provided. They are also seeing improvements in emotional health and family functioning that contribute to improvement in student academic performance.

Partners/Funding: Local sites partner with organizations, businesses, governmental agencies, and community volunteers to support and carryout services and programs.

Website: For more information, visit <http://www.cde.ca.gov/ls/pf/hs/>.

LA's Better Educated Students for Tomorrow (BEST) After-School Enrichment

Description: A nonprofit-run, city-wide community school initiative.

Results: Sites report significant improvement in students' grades and standardized tests in math, reading and language arts. School attendance rates are higher, students report that they feel safer and like the school more, and have higher self-esteem and self-efficacy. Thirty percent of students are less likely to commit juvenile crime than their peers. Many students reported having high aspirations, including going onto college. Teachers noted students' improvement in social skills, classroom behavior, and discipline. Parents reported feeling positive about the programs' nurturing environment.

Partners/Funding: LA's BEST operates via a unique partnership that includes the City of Los Angeles, the Mayor's Office, Los Angeles Unified School District, and the private sector.

Website: For more information, visit <http://www.lasbest.org/>.

Silicon Valley Community Foundation Community School

Description: The countywide, multi-site initiative serves over 173,992 children and families. It mobilizes local leaders and elected officials to formulate countywide policies to support existing community schools in San Mateo County. Their holistic approach seeks to improve student achievement, not only by providing the highest-quality instruction, but also by offering a wide range of on-site support services and after-school activities to engage parents and communities in children's learning.

Partners/Funding: Several private regional and national foundations, United Way of the Bay Area, and local municipalities are working together to support and fund the community school initiative.

Website: For more information, visit http://www.siliconvalleycf.org/initiatives_ppcyf_commSchools.html.

Stevenson YMCA School, Long Beach, CA

Description: A non-profit run, independent community school.

Results: Students have significantly fewer absences than non-involved Stevenson students. Among third graders, Stevenson students whose parents were involved in the program reached higher math content standards than students with non-involved parents. During 2003–04, fourth- and fifth-grade students had significantly better fiction benchmark and social skill grades than non-involved Stevenson students. Parents and teachers reported increased parent involvement. The Stevenson YMCA has met Adequate Yearly Progress (AYP) annually since 2005.

Partners: Key partners include the Department of Social Work at California State University, CalWorks, and the school district.

Website: For more information, visit <http://www.lbymca.org/programs/family/> and <http://www.communityschools.org/CCSDocuments/Awards/Stevenson.pdf>.

West Contra Costa Unified School District Comprehensive School Health Program

Description: The district-wide program in San Pablo works to improve the health and safety of students. It provides information about health practices, violence, drug use, and alcohol use, surveying students on whether they feel high expectations are demanded from their schools and the amount of caring relationships they experience at school. The program encourages parents to stay involved in their children's lives and to participate in school programs.

Results: Student test score gains were larger with high scores reported in the following areas: physical activity, healthy eating, school safety, sharing relationships at school, high expectations at school, and participation in meaningful activities in the community.

Website: For more information, visit <http://www.wccusd.k12.ca.us/CShealth/index.shtml>.



COLORADO

21st Century Community Learning Centers (CCLC) of Colorado

Results: At all 50 sites of 21st CCLC of Colorado, students improved their attitude toward school and attendance, increased participation in class, and exceeded the national average for state assessments in both reading and math.

Partners/Funding: Across the state, Colorado grantees work with 106 partners. Three-fourths of the partners provided programming or activity-related services to the centers. Nearly half provide services and goods and 45 percent provided volunteer staffing. Primary support for the 21st CCLC is made possible by federal funding.

Website: For more information, visit <http://www.cde.state.co.us/cdecomp/21stCentury.htm>.



CONNECTICUT

Family Resource Centers in Connecticut

Description: Based on the Schools of the 21st Century concept, Family Resource Centers provide integrated community-based services for children and families in a school-based setting. Centers provide services to all families who reside in the designated service area regardless of income. These include parent education, family support, and preschool and before and after school and summer care, resource and referral services, support services to parents of newborn infants, adult education, and ESL classes.

Partners/Funding: The Family Resource Centers are a project of the Connecticut State Department of Education and based on the model designed by Yale University. The Resource Centers partner with various local organizations.

Website: For more information, visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320774&sdePNavCtr=45493#45541>.



DELAWARE

21st Century Community Learning Centers (CCLC) in Delaware

Description: The state has 21 grants for 21st CCLCs that operate in 42 sites, offering academic, artistic, and cultural enrichment opportunities to students and families. The Centers help students meet state and local academic achievement standards in core subjects through homework assistance, recreation and sports, tutoring, summer camps, health and fitness programs, ESL, and career workshops.

Results: Students improved academic performance and drop-out rates were lower among 21st CCLC students.

Partners/Funding: The centers are within or near schools that offer extended day enrichment programming for students and families through a partnership between the local school district and other agencies. Funding is made possible through a federal allocation to states under the 21st CCLC program.

Website: For more information, visit http://www.doe.k12.de.us/programs/si/state_fed_programs/cdc/default.shtml. Individual programs and detailed information can be found at: <http://www.doe.k12.de.us/programs/si/Resources/Grantee%20Final.doc>.

Communities in Schools (CIS) of Delaware

Description: CIS is a national initiative working in state and local sites to link organizations to schools and makes accessing services easier for families by providing them right in their children's schools. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, technology training, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities and help for teen parents.

Results: Through the CIS effort, over 7,000 students across seven sites showed improvements in school attendance, attitude toward school, behavior, and academic achievement. The majority of students tracked for promotion risk were promoted to the next grade, and over 75 percent eligible seniors in the program graduated.

Website: For more information, visit www.cisdelaaware.org.



DISTRICT OF COLUMBIA

Communities in Schools (CIS) of the Nation's Capital

Description: CIS is a national initiative working in state and local sites to link organizations to schools making access to services easier by providing them on-site. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, technology training, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents. At eight sites within the District of Columbia Public Schools, through the Office of Community Partnerships, the program works to create an effective institutionalized approach, partnering with key stakeholders and district members at-large. Its mission is to develop policy, a systemic infrastructure that facilitates value-added school-community engagement, and promote increased academic achievement, and personal development for youth.

Results: Students improved their attendance, while fewer behavior incidents and fewer suspensions were reported. Student academic performance improved. Over 80 percent of students were promoted to the next grade and 80 percent of eligible seniors graduated.

Partners/Funding: A partner called Project My Time runs 25 programs held after school in pilot schools, offering homework assistance, debate, creative writing, African drumming, art, music, dance, sports, and other enrichment activities.

Website: For more information, visit www.cisnationscapital.com and <http://www.k12.dc.us/offices/ospp/ocp/index.htm>.



FLORIDA

Community in Schools (CIS) of Florida

Description: The Full Service Schools of Jacksonville are a neighborhood-governed educational and social service collaboration designed to meet the health and psycho-social needs of students. The schools are the only free mental health resource for children in Duval County. Services are offered in family resource centers located in area elementary and high schools. Services include individual and family counseling, parenting resources, mentoring, health services, after-school activities, and social service needs assistance and referrals. The goal of the collaboration is to deliver to the classroom, healthy, motivated and well-behaved students.

Results: The schools report that nearly 100 percent of potential drop-outs remained in school during the 2006–07 school year. That year was also marked by improvements in student attendance, behavior, and academic achievement. Eighty-six percent of eligible seniors graduated from high school. In the 2007–08 school years, 96 percent of parents reported improvement in their child’s behavior and student behavioral referrals were reduced by 48 percent.

Website: For more information, visit www.cisfl.org and http://www.uwnefl.org/Partnerships_FSS.asp.



Community in Schools (CIS) of Georgia

Description: CIS is a national initiative working in state and local sites to link organizations to schools and makes accessing services easier for families by providing them on-site. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, technology training, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: Georgia’s CIS schools report that nearly 80 percent of eligible seniors graduated, over 80 percent remained in school and did not drop out, and both academic achievement and school attendance showed improvement.

Website: For more information, visit www.cisga.org.

Fair Street Elementary School

Description: Fair Street Elementary, a single community school in Gainesville, GA, has a history of reaching out to the community to support student learning and development. As a community school it facilitates partnerships and is open in the evenings and all day on the weekends, offering a variety of services such as parenting and adult literacy classes, access to the gym, computer lab, and library for students and families. The school also provides health screenings, mental health services, parent programs, dental care, eye care, and service-learning projects.

Results: The percentage of fifth graders passing reading rose from 75 percent in 2003 to 91 percent in 2006. Fifth graders passing math rose from 78 percent to 88 percent. The achievement gap closed and parents strongly agree that they are incorporated in school decision-making toward high quality education. The school has made AYP for the past five years.

Partners/Funding: Programs and activities are supported and funded through partner organizations, federal, state, and private foundation. Partnerships include the Gainesville Hall County Boys and Girls Club, Gainesville Park and Recreation, YMCA, Girl Scouts, and Boy Scouts.

Website: For more information, visit <http://www.gcsk12.net/fsweb/> and http://communityschools.org/CCSDocuments/awards_booklet_2007_6.pdf.



The Parent-Community Networking Centers (PCNC)

Description: The Parent-Community Networking Centers (PCNC) works with schools statewide to strengthen connections between families, communities, and schools. It fosters greater parent involvement in children’s learning and secures community resources to strengthen school programs, family practices, and student learning. The PCNCs are school-based centers for families, volunteers, and community. The program’s goals are embedded in the school’s Standards Implementation Design action plans and serve, through a network of relationships among partners, to support parents and children. The Families for Resources and Early Access to Learning (REAL) is a school-based parent education program. The Parent Project provides parents with concrete solutions for dealing with their child’s failing grades, suspension, behavior, drug use, and more.

Website: For more information, visit <http://familysupport.k12.hi.us/>.



21st Century Community Learning Centers (CCLC) in Idaho

Description: 21st CCLC provides after-school programming to students and families, usually in school buildings. Programs and services offered through the 21st CCLCs include academic enrichment opportunities to complement the regular academic program, art, music, recreation, sports, drug and violence prevention, and youth development activities to youth during non-school hours. The 21st CCLC also offer social service services and family literacy programs for families in the community.

Results: Participants consistently outperform non-participants on Idaho standardized tests, demonstrate improve academic performance, especially in math, and show a reduction in delinquency.

Website: For more information, visit <http://www.sde.idaho.gov/site/cclc/>.



Communities in Schools of Chicago (CISC)

Description: CISC connects students and schools, citywide, with existing social services to provide for children’s social, academic, enrichment, emotional and health needs. Instead of serving children and families from their downtown offices, partners provide services at school sites. The CISC partners offer students and their families a broad range of services including: academic enrichment, alcohol and substance abuse education, anger management and conflict resolution, arts enrichment, counseling, family support, health education and screening, nutrition and physical education, and violence education and prevention.

Results: Students and families gained access to services and community resources otherwise unavailable, student behavior and attendance improved, students demonstrated higher achievement in school, and graduation rates among CISC students increased.

Partners/Funding: CISC identifies federal and state funding sources and receives private donations. Ninety percent of CISC's dollars are dedicated to program services. Services are provided free to families and at no cost to schools. CISC sites have more than 130 agencies providing more than 1,000 services and programs. CISC works to ensure that agencies continue working with schools year after year, thus enhancing the vision of lasting partnerships that increase the number of caring adults in the lives of students, and that provide young people with what they need.

Website: For more information, visit <http://www.chicagocis.org/> and <http://chicagocis-uat.com/whoweare/Introduction>.

Chicago Public Schools (CPS) Community Schools

Description: CPS is home to the largest community schools initiative in the nation. Not only are students attending their traditional classes at these schools, but they attend after-school programs and parents receive job training courses. Families are able to access medical and dental care on site and children have the option to take music and art lessons. Public schools have been transformed into centers of their communities, with campuses open mornings, afternoons, evenings, and weekends and into the summer. Each CPS Community School ensures that all out-of-school time programs relate to and support the school's academic program, including both academic and social outcomes for a minimum of 75 students; and offers a minimum of 12 hours per week of after school activities, including parent programming, health, and social services.

Results: Academic gains are reported in reading for over 70 percent of students as well as improvement on the Illinois Standard Achievement Test for 76 percent of students.

Partners/Funding: To date, CPS Community Schools have formed over 400 partnerships with non-profit organizations across the city. Each school partners with at least one non-profit organization that administers after school programs and provides educational and related activities that enhance academic performance and positive youth development of CPS students. All schools hire a full-time resource/site coordinator at the local level to oversee programs. The coordinator is also the critical communication bridge between all community school stakeholders, including students, parents, teachers, school personnel and leadership, external partners, and community members.

Website: For more information, visit <http://www.cpsafterschool.org/program/> and <http://www.communityschools.org/CCSDocuments/Awards/Chicago.pdf>.

Total Learning Community

Description: Total Learning Community (TLC)—founded in 2001 in East Maine School District (EMSD) 63, Des Plaines, IL—is a national, award-winning, after-school program for students in first through eighth grade. Each EMSD 63 school has its own unique after-school program. TLC offers academic support enrichment options for students—such as homework help and enrichment classes like art, music, and drama—in a safe learning environment. TLC classes are most often taught by District 63 staff members. In addition to its after-school program, TLC also sponsors family events such as family literacy programs.

Results: The district reports that students perform better in school, have more self-confidence, do their homework more regularly, and develop better social skills.

Partners/Funding: The EMSD 63 schools are partnering with local community organizations to provide TLC programs and services. Schools and community partners work together to access resources to provide the best support for the district's families in the community.

Website: For more information, visit <http://www.emsd63.org/tlc/index.php>.

Gemini Junior High School, District 63, Niles, IL

Description: A single community school, Gemini Junior High employs the Total Learning Community after-school program to serve 800 seventh and eighth graders. The program promotes student development, supports families, and engages community members. The school reports that students made exemplary gains in performance on the Illinois Learning standards.

Website: For more information, visit <http://www.emsd63.org/ghs/>.



Center for Family, School, and Community Partnerships, Evansville, IN

Description: The Center for Family serves as the “hub” for families, schools, and community organizations as they partner to support the needs of the whole child. The district-wide initiative serves more than 35 sites and over 5,000 students and their families.

Results: The partnership reports improved student academic achievement, higher rates of attendance, and greater self-esteem among some of the results recorded. Classroom behavior has improved and school violence has decreased.

Partners/Funding: The Evansville Vanderburgh School Corporation School Community Council's broad-based list of services and financial support include local governmental agencies; regional and local public and private foundations; private and public social service and health providers; local business; and nonprofit organizations such as YMCA, Girl Scouts, United Way, faith-based organizations, arts and cultural institutions, and universities. The programs and services have focused on increased academic achievement of youth through educational enhancement, community services, family intervention, career preparation, and reduced drug use and violence.

Website: For more information, visit <http://www.evscschools.com/>.

The United Way of Central Indiana Bridges to Success

Description: The United Way of Central Indiana Bridges to Success (BTS) works in 43 sites across Indianapolis and the district to serve over 5,000 children, youth, and families. BTS was created as a partnership between the United Way of Central Indiana and Indianapolis Public Schools. Their mission is to create sustainable partnerships and resources to help children succeed. BTS schools are hubs of the community where youth, families, and residents work as equal partners with schools, providing academic services, after-school programs, tutoring, mentoring, adult education, youth development, health care, mental health services, vision and dental care, recreation, housing, and job training for students, families, and residents.

Results: In 2000, 81 percent of BTS schools were recognized for improved ISTEP scores by the Indiana Department of Education. BTS schools have higher attendance rates than non-BTS schools. BTS schools have 50 percent fewer expulsions and suspensions compared to non-BTS schools.

Website: For more information, visit <http://www.uwci.org/index.asp?p=149> and <http://www.uwci.org/>.

George Washington Community School

Description: George Washington Community School, one of four community high schools operated by Indianapolis Public Schools, partners with over 49 local organizations to provide school-based services to students, families, and community members. Programs are offered during the day, after school, and at times when school is not in session. The school is open to all community members. Services offered at the school include preschool, after-school enrichment programs, tutoring, mentoring, on-site health clinic, dental services, mental health counseling, career and college-preparation, service learning, financial literacy, personal fitness, GED prep, ESL classes, adult and parent education programs, and gang prevention programs.

Results: School-collected data show a rise in standardized test scores and sophomores outscored all of the district's traditional high schools. One hundred percent of the school's first graduating students passed the math portion of the state Graduate Qualifying Exam (GQE), 90 percent passed the language arts portion of the GQE, 81 percent of the 2006 graduating class enrolled in a college, and over 294 parents and other adults participated in the family literacy program.

Partners/Funding: The Mary Rigg Neighborhood Center, a nonprofit community-based organization, employs the community school coordinator. The coordinator works with over 49 community and governmental entities that provide programming and services. Community partners include AmeriCorps, local banks, area youth ministries, Ball State and Indiana University, the police department, the local parks and recreation department, Eli Lilly Co., Kiwanis International, Rotary International, and United Way of Central Indiana.

Website: For more information, visit <http://www.maryrigg.org/w/126.aspx>.

Communities in Schools (CIS) of Clark County

Description: The countywide, multi-district initiative based out of Jeffersonville, IN, serves close to 2,000 students and families across ten schools. The initiative's mission is to link community resources that are needed to help young people stay in school and prepare for life. Programs and services offered to students and families include reading programs; in-school tutoring; vision screenings for all first graders; mental health counseling; and family support through case management, life-skills classes, family nights, and referrals for social services.

Results: The school demonstrates that between 84 percent and 95 percent of students showed academic improvement on test scores and grades. In other results, 137 students received counseling from a licensed therapist; 63 families received services from a case manager; 230 parents attended parenting classes or "Family Nights"; and 1,400 first-grade students from all three Clark County School Systems received free vision screenings from volunteer optometrists.

Website: For more information, visit <http://www.cisnet.org/cisclark/>.



Communities In Schools (CIS) of Cedar Valley

Description: CIS of Cedar Valley is a multi-site initiative connecting students and families from 40 schools to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: The schools have shown improved attendance, fewer behavior incidents and suspensions, improved academic performance, higher rates of high school graduation, and nearly 100 percent retention.

Success Street Youth and Family Resource Center

Description: As part of the Communities In Schools network, Success Street has four school locations in the Waterloo Community School District and partners with 28 local agencies. Success Street offers a variety of services for medical and mental health needs for children and youth living in Black Hawk County. The resource center is owned and operated by the Black Hawk County Health Department and works with a variety of community agencies in the Cedar Valley to help meet the needs of its clients.

Website: For more information, visit www.successstreet.org.



21st Century Community Learning Centers (CCLC) in Kansas

Description: 21st CCLC in Kansas provides after-school programming to students and families in 37 school and other sites statewide. The program provides opportunities to help students improve in reading, language arts, mathematics, and other academic subjects. It also provides enrichment activities and services to complement the regular academic program—art, music, recreation, sports, drug and violence prevention, and youth development activities. 21st CCLC programs are not only available to students, but services and literacy programs are also offered to families.

Results: The schools have recorded significant outcomes in deterring delinquency and have demonstrated improvements in academic performance.

Website: For more information, visit <http://www.ksde.org/Default.aspx?tabid=349>.



Family Resource and Youth Services Centers

Description: Services are provided statewide at 820 centers in 1,166 schools, serving over 600,000 students. The Centers were established as a component of the historic Kentucky Education Reform Act (KERA) of 1990. The mission of these school-based centers is to help academically at-risk students succeed in school by minimizing or eliminating non-academic barriers to learning. Centers offer various services depending on community needs. Services to children and families include full-time preschool and child care for children; after-school child care for elementary school-age children with full-time care during the summer and when school is not in session; support for new and expectant parents; parent education and family literacy programs; and provision of or referral to health and mental health services. Services to youth include employment counseling and training, counseling for drug and alcohol abuse, mental and physical health services, counseling for family crises, tutoring, and after-school programs.

Results: Students have demonstrated improvement in completing class work and homework, class participation, following directions, interacting with peers, and cooperating with others. Community members reported easier access to social services than before the resource centers were implemented.

Website: For more information, visit <http://chfs.ky.gov/dfrcv/frysc/>.

Jefferson County Community Schools Program Initiative

Description: Serving eight sites, the Community Schools Program initiative has been operating within the Jefferson County Public Schools District since 1997. The program provides a variety of recreational and educational after-school programming for community members of all ages. During the school year all sites are open all day until 9 p.m. During the summer months, each site offers special programming during the day for families and some offer full day camp opportunities. Each community school reflects the unique needs of the community surrounding it and is directed by a program coordinator. The Community Schools are designed to provide intergenerational, educational, social, cultural, and recreational activities for students and families. Each community school has a site coordinator that makes connections with the community, organizes programs, and maintains the calendar of events for their site. Schools provide a positive and caring learning environment; and students have won numerous academic, athletic, music, and leadership awards. Each school has an advisory board to guide planning. Each board consists of school staff, citizens who live and/or work in the area, and students. As well as working with community residents, each program focuses on working with community agencies and organizations to enhance the programming provided. A variety of recreational and educational programs—such as aerobics, family reading nights, cheerleading, arts and crafts for children and adults, Boy and Girl Scouts, Adult Basic Education classes, and adult leisure classes—are available at each site.

Website: For more information, visit <http://www.jefferson.k12.ky.us/Community/Index.shtml>.



After School Collaboration

Description: The After School Collaboration of the State of Louisiana's Department of Social Services, the Division of Administration and the Department of Education provides Temporary Assistance for Needy Families (TANF) funding for high-quality, after-school, and summer programs for students from high-poverty schools. The collaboration serves 58 after-school programs statewide and aims to provide services that benefit the state's population, but often are not perceived as directly related to traditional K–12 education. These include after-school and summer tutorial programs for school-aged children, drug and violence programs in schools, as well as recreation, nutrition, adult education, family literacy, parent involvement initiatives, coordinated school health, and jobs programs.

Partners/Funding: The program receives state and federal funding.

Website: For more information, visit <http://www.doe.state.la.us/lde/offices/scs.html>.

Communities in Schools (CIS) of Louisiana

Description: CIS is a national initiative working in state and local sites to link organizations to schools and makes accessing services easier for families by providing them right in their children's schools. CIS of Louisiana serves seven sites statewide, connecting students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, technology training, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: CIS Louisiana reports that students had fewer behavior incidents and suspensions. They also improved academic performance, with nearly 80 percent of eligible seniors graduating.

Website: For more information, visit <http://www.cisnet.org/about/where.asp?=:LA>.



Coordinated School Health Program

Description: CSHP is a statewide initiative, based in Augusta, designed to connect health (physical, social, and emotional) with education. This coordinated approach improves students' overall health and their capacity to learn through the support of families, communities, and schools working together through prevention and intervention. School counseling and services promote both physical and behavioral health to ensure that all students fully participate in the educational program. The coordinated approach to school health includes eight components: health education, physical education, health services, nutrition services, school climate, health promotion, physical environment, and community involvement. CSHP encourages the participation of parents and youth in school involvement as well as the integration of community providers with schools.

Results: CSHP reports an overall improvement in student health, reduction of absenteeism and classroom behavior problems, and improvement in classroom performance and academic performance.

Website: For more information, visit <http://www.maineshp.com/index.html>.



Baltimore Community School Connections (BCSC)

Description: The citywide initiative currently serves 26 sites and works to promote effective and accountable school–community partnerships, improve conditions for learning, and make schools into positive centers of community life. Programs and services address youth development, health and mental health, family support, and workforce and community development. The organization supports families and neighborhoods by coordinating resources for both children and adults in schools. BCSC provides technical assistance and facilitation for schools and the community partners providing needed programs and services to promote academic and nonacademic success. The initiative helps families support their children and enhances their quality of life.

Results: BCSC reported an increase in student achievement in both academic and essential non-academic areas such as attendance, behavior, and contact with supportive adults. School climate and safety improved, as did family stability and involvement in learning.

Partners/Funding: Baltimore has invested more than \$3.75 million in community school coordination and millions more in the programs and services that will locate in them. The Mayor, the CEO of the Baltimore City Public School System, and the Baltimore City Council President partnered to fund community-based organizations and place a Coordinator in each school site. Working with school staff, these organizations provide coordination of resources.

Website: For more information, visit <http://www.baltimoreconnections.org/> and <http://www.baltimoreconnections.org/BCSI.html>.

Linkage to Learning

Description: This initiative serves over 20 sites county-wide as a school-based collaboration between the Montgomery County Department of Health and Human Services, the Montgomery County Public Schools, and non-profit, community-based service providers. The program provides accessible services to at-risk, K–12 children and their families. Prevention and early intervention services include health, mental health, social services, and educational support. The program provides support as students adjust to school. Services include counseling for students and families; workshops and classes on parenting and nutrition; assistance with food, utility, and housing problems; translation services; day care programs; summer camps; after-school programs; tutoring for students; and adult education classes.

Results: Linkage to Learning reports a decrease in children's negative behaviors in the home and at school and improvement in academic achievement, specifically math scores. There is also greater family cohesion and improved school attendance.

Partners/Funding: Representatives from the public school system, private agencies, and Montgomery County Department of Health and Human Services share decision making, strategic planning, and leadership for the program. Funding support comes from county, state, federal, private, foundation, and fee-for-service.

Website: For more information, visit <http://www.montgomerycountymd.gov/content/Linkages/index.html>.



Boston Connects

Description: The school-to-community-to-university partnership serves ten sites and over 3,000 students. Boston Connects links the Cluster Five Boston Public Elementary Schools in the Allston-Brighton and Mission Hill-Roxbury neighborhoods of Boston to needed services. The program delivers support and enrichment services to students both in-school and in-community in order to improve educational outcomes. By providing sustainable, coordinated, and integrated educational supports—from after-school tutors to museum visits, health education to family counseling, nutritional meals to family legal services—Boston Connects creates a school-based “connection” for students to improve their academic performance while linking them with community resources that encourage health, well being, and appropriate social behaviors.

Results: Boston Connects reports higher academic achievement, reduced barriers to learning through provision of student and family support services, and expanded academic and cultural enrichment.

Partners/Funding: Primary partners for Boston Connects are Boston Public Schools, the YMCA, Boston College, and over 50 community partners and agencies. Boston College coordinates resources to serve school children and their families. Initial funding for the program came from national and regional foundations.

Website: For more information, visit http://www.bc.edu/bc_org/avp/soe/bostonconnects/.

Boston Public Schools (BPS) Department of Extended Learning Time, After-School and Services (DELTA S)

Description: DELTA S is a district-wide initiative serving 146 sites and over 7,000 students. It is the BPS office charged with managing the school district's out-of-school time involvement. The mission of DELTA S is to ensure that every BPS student has access to quality out-of-school time activities and extended services. DELTA S seeks to remove barriers to learning and promotes well-rounded, successful students through collaboration with community agencies, health organizations, higher education institutions, families, and other government agencies. The initiative focuses on three strategic areas: professional development; capacity-building; and expansion of out-of-school time programs, extended services, and system-building that will result in a citywide cohesive network of services for students.

Results: The DELTA S program reports that students who attend have lower rates of delinquency and an increased sense of belonging at school. The program helped youth make friends and get along better. Participants expanded their interests and increased self confidence. Stress was reduced by providing more time and flexibility in parents' work schedules and jobs.

Partners/Funding: All DELTA S activities are grounded in the establishment of partnerships between schools, families, and community agencies. BPS has dedicated full-time staff to providing students with productive, enriching out-of-school time experiences. From within the Office of Curriculum and Instructional Practices, this team helped schools start and improve their after-school programs, serving as a liaison to community agencies seeking to work with schools.

Website: For more information, visit <http://www.bpsdeltas.org/>.



Bedford Community Education Initiative Bedford Public Schools

Description: Bedford Community Education in Temperance, MI, is a school-district and community-wide initiative in seven sites serving over 5,400 students. The initiative coordinates the community school initiative for Bedford County Schools, working with the Board of Education, the Bedford Township, Parks Commission, and community partners to coordinate its efforts for families and children.

Results: Students perform above state and county averages on standardized tests. Students scored above state and national averages on SAT and ACT. The graduation rate is 92 percent with most students pursuing further education. All Bedford Schools have met the AYP.

Website: For more information, visit <http://www.bedford.k12.mi.us/> and <http://www.communityschools.org/CCSDocuments/Awards/Bedford.pdf>.

Kent County Family and Children's Coordinating Council

Description: The Council, located in Grand Rapids, is a county-wide initiative that works to coordinate and improve services for children, youth, and families in Kent County. The primary service coordination work of the Council is done through its four committees: 1) Children's Partner's Executive Committee focuses on healthy early childhood development and school readiness from birth to age five; 2) School Age Services Committee focuses on quality education from ages five to ten through an integrated education and human services delivery system; 3) Youth Connections Committee focuses on increasing positive adult involvement in the lives of at-risk youth, from age ten to 18, through mentorship opportunities; and 4) Ongoing Family Support committee addresses the needs of families to prevent and reduce child abuse and neglect, improve family functioning, treat substance abuse issues, and keep children safe in their own homes.

Results: Children involved in programs have better health while parents of children in early childhood programs are more likely to maintain steady employment, higher school achievement, higher graduation rates, and decreased contact with the juvenile and criminal justice systems.

Partners/Funding: The Council is composed of the directors of the county and state departments that provide services to families in Kent County and representatives from education, business, private agencies, private funding organizations, consumers, and advocates.

Website: For more information, visit http://www.accesskent.com/Health/FamChildCoordCoun/kcfdcc_index.htm.



Achievement Plus

Description: Achievement Plus offers extended learning opportunities and learning supports to assist students and families. Currently, three sites exist—John A. Johnson Elementary, Dayton's Bluff Elementary, and Cleveland Junior High—serving 680 students and families. Extended learning includes after-school activities that offer a combination of academic, enrichment, and recreational opportunities ranging from tutoring sessions to lessons in modern dance. These programs reinforce and expand upon classroom curriculum, strengthening student learning. Achievement Plus is a comprehensive approach to education that involves the neighborhood and local community as key players in the reform process.

Results: Achievement Plus reports significant gains in the academic performance of students on both statewide and national tests; improvement in reading, math, and writing; and academic gains for students in extended day programs.

Partners/Funding: Achievement Plus is a private/public partnership between the Saint Paul Public Schools and the Amherst H. Wilder Foundation designed to improve student achievement in Saint Paul's urban schools through the model of community schools.

Website: For more information, visit <http://www.wilder.org/achievementplus.html>.

The Minnesota Community Education Association

Description: MCEA is a state-wide membership organization of more than 1,200 community educators. Members include education directors, staff, program coordinators, teachers, advisory council members, and community members. The MCEA offers its members services in the areas of legislative lobbying and research, community education resources, professional development, job postings, legal services, quarterly newsletter, and awards. MCEA strives to make community education a viable, useful, and integral part of the many communities in Minnesota.

Community Education is an opportunity for local citizens, community schools, agencies, and institutions to become active partners in addressing education and community concerns. It brings community members together to identify and link community needs and resources in a manner that helps people help themselves to raise the quality of life in their communities. Working together, communities address such concerns as child care and extended day care programs, substance abuse, senior citizen services, student achievement/school effectiveness, community pride/support for schools, unemployment/underemployment, literacy/diploma and degree completion, and community economic development.

Results: MCEA reports successes that include a more responsive education system, improved learning climate in the schools, efficient and cost-effective ways of delivering education and community services, broad-based community support for schools and other community agencies, and an emphasis on special populations, such as at-risk youth and minorities.

Website: For more information, visit <http://www.mn-mcea.org>.

St. Louis Park Community Education

Description: The St. Louis Park Community Education program aims to expand the scope of learning so that parents and community members can participate in activities at schools. It also works to increase learning and enrichment opportunities for students. The program consists of nine public and private schools, serving 46,000 students and families, which operate six days per week year round. It is also open five evenings a week except in summer. All school and community center facilities are available for a variety of activities such as meetings, recreational activities, and neighborhood association events. Community education programs are based on each community's specific needs such as after-school programs, adult enrichment, health services and nutritional programs, rehabilitation for juvenile or adult offenders, preschool enrichment, after-school care, social services, senior programs, summer school, recreational activities, and adult education programs.

Results: St. Louis Park Community Education reports increases in community-based instructional materials, enrichment opportunities for students, discretionary funds for teachers/staff, and use of community facilities for instruction. There has also been a reduction in school vandalism and improvement in student attitudes and community support for schools.

Partners/Funding: The program relies on numerous partner organizations such as parks and recreations, health organizations, human resources agencies, and local community colleges to provide services and programs.

Website: For more information, visit http://www.slpschools.org/comed_general.html.



Communities in Schools (CIS) of Jackson

Description: CIS of Jackson helps students at Walton Elementary School stay in school by connecting 622 students and families with needed community resources. Through an after-school program, CIS links organizations to the school and makes accessing services easier for families. CIS staff works with school staff to connect students and families to a variety of programs and services including tutoring, mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, parent involvement activities, literacy programs, and community service opportunities.

Website: For more information, visit http://www.jackson.k12.ms.us/school_sites/walton/index.htm.



Independence School District

Description: All of the District's 21 schools are community schools. The District incorporates city, university, state, and local resources to support the schools and a range of services provided to 2,500 families and children. The supports and opportunities include family goal planning, resource referrals, parenting and child education, long-term informal support and interventions, crisis intervention, free dental care to students, and mental health services. Buildings are used beyond the school day on a regular basis—evening and weekend access allows buildings to become community centers during non-school hours. Volunteers within the schools improve the quality of education by increasing services to students during, before, and after school and by connecting the broader community to the lives of children. Volunteers from schools reciprocate by working in the community with organizations.

Results: Currently, 80 percent of kindergartners have contact with the District before entering school as a result of early childhood and family programming. Also, the District won the state Distinction in Performance Award for a perfect Annual Performance Report and the Civic Star for Missouri in 2006. Improvements have been recorded in the areas of homework completion, academic achievement, attendance, and self-reliance.

Website: For more information, visit <http://www.indep.k12.mo.us/> and http://communityschools.org/CCSDocuments/awards_booklet_%202007_%208.pdf.

Local Investment Commission (LINC) Caring Communities

Description: By coordinating social services and resources through its Caring Communities program, LINC has created over 50 community schools serving over 4,500 families. In these schools, an integrated focus on academics and family support, health and social services, and youth and community development leads to improved student learning, stronger families, and healthier communities. Community-based organizations or public institutions often work as lead agencies in community schools, helping to mobilize community assets and

support student success. LINC provides before- and after-school programs, early childhood programs, health care services, a welfare-to-work program, and child abuse prevention services.

Results: Over half of teachers surveyed indicated that the before- and after-school program has made a positive difference in their school. Other results include improvement in school achievement and attitudes toward school, improved attendance, better work habits for students, more positive parental attitudes, and a decrease in substance abuse and violence.

Website: For more information, visit <http://www.kclinc.org/cc.aspx?id=67>.

St. Louis Connecting and Assisting Neighborhoods (STL CAN)

Description: STL CAN is a social service delivery system for low-income families in the neighborhoods of Baden, Mark Twain, O'Fallon, Penrose, North Point, Walnut Park, and other communities around St. Louis. Each of the 21 sites offers a variety of programs and services to students, parents, and the community, including respite services aimed at reducing the stress level of families, children, and adolescents at risk of abuse and neglect. Night basketball is provided to build sportsmanship and team building skills. Other programming addresses anger management and education with respect to drugs and gangs. STL CAN services also includes literacy development and leadership development targeting 30 high-risk youth and family-support programs offering free parenting and life skills classes to help with financing, budgeting, rent, parenting, and job placement.

Website: For more information, visit <http://www.stlcan.org/>.



The Flagship Project, School District 7 Initiative

Description: The Flagship Project provides a variety of services and activities in seven initiatives for youth. The goals of the project are to 1) forge links between schools, families, neighborhoods, and the community that encourage community ownership of youth programs and 2) build assets in young people so they can effectively deal with adverse situations and increase their likelihood of becoming healthy, caring adults. The schools are a hub where community organization and volunteers—working with school personnel—come together to provide activities for youth. Activities are offered after school, on weekends, and during the summer and include mentoring, art, dance, poetry, creative writing, theater, carpentry, child/parent communication classes, conflict resolution classes, support groups for children affected by family separation, family strength building programs, nutritional cooking classes, and opportunities to learn life skills. A youth development coordinator organizes the site-based extended-day activities, which are designed to target various interests and abilities. Activities are developed so that their impacts are measurable, are integrated with the academic program, enhance direct contact between youth and the community, and provide supportive peer relationships and team-building skills.

Results: Students report that they enjoy school more as a result of the program and have become engaged citizens. Improvement has been noted in student attention and behavior. On the parental front, involvement in schools has been increased, as tracked by volunteer hours and in their children's activities.

Partners/Funding: The Flagship Project is a coalition of school personnel, youth service providers, parents, and community leaders working to better coordinate activities and services for youth. Initial funding for the program came from Montana's Interagency Coordinating Council. Other supporters have included the United Way of Missoula County, the federal Office of Juvenile Justice at the U.S. Department of Justice, and private foundations. There are also over 100 community volunteers that integrate their services to create one seamless delivery system through the program.

Website: For more information, visit <http://www.nwrel.org/request/jan99/montana.html>.



Lincoln Community Learning Centers (CLC)

Description: The Lincoln CLC currently serves over 2,300 children, families, and neighborhoods through 23 collaborative partnerships that provide support services and opportunities for participants. The Lincoln CLC delivery system uses local school as the hub of service. These community learning centers, also known as community schools, provide safe, supervised before- and after-school programs, weekend and summer enrichment programs, and many other supportive services for children, youth, families, and neighborhood residents. The goals of the Lincoln CLC initiative include: improve student learning and youth development in K–12; strengthen, engage, and support families and neighborhoods; increase academic achievement of students in math and reading; provide students with positive, enriching activities during out-of-school hours; help students avoid substance abuse and violence; and aid students in building personal, social, and leadership skills.

Results: Seventy-six percent of CLC participants improved in class participation, 71 percent of CLC participants had improved attendance, and many reported improvements in academic performance. Families and neighborhood bonds were strengthened and 69 percent of students showed improvement in their ability to get along better with others.

Partners: Lead partner organizations include the YMCA, City Parks and Recreation, Family Services, Lincoln Housing Authority, and Heartland Big Brothers/Big Sisters. Other community partners and volunteers help to support and provide program services and activities.

Website: For more information, visit <http://www.lincolndc.org/>.



Communities In Schools (CIS) of Nevada

Description: CIS of Nevada helps over 15,000 students in 15 sites statewide stay in school and make right choices by connecting schools with needed community resources. By bringing resources, services, parents, and volunteers into schools, they create a community of caring adults who work hand-in-hand with educators. CIS helps communities assess the needs of their youth and then design plans for meeting those needs, using existing resources. CIS links organizations to schools and makes accessing services easier for families. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, technology training, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents. CIS of Southern Nevada also offers an on-site medical clinic, direct dental services, food-to-go programs, mentoring, career clubs, and a clothing distribution program.

Results: One hundred percent of students have made improvements in academic achievement, attendance, and behavior. All students at risk of not being promoted were promoted to the next grade. Teachers report an increase in confidence levels of their students and most students have demonstrated improved behavior as a result of CIS's programs and services.

Website: For more information, visit www.cisnevada.org.



21st Century Community Learning Centers (CCLC) of New Hampshire

Description: 21st CCLC of New Hampshire operates in 21 sites statewide, serving close to 9,000 students. The Centers provide after-school programming to students and families, including academic enrichment opportunities, art, music, recreation, sports, drug and violence prevention, and youth development activities to youth during non-school hours. All enrichment activities and services are designed to complement the regular academic program of students. The program is managed by the New Hampshire Department of Education.

Results: Improvements in academic work, in students completing and turning in homework on time, and in classroom participation have been recorded.

Website: For more information, visit <http://www.ed.state.nh.us/education/doe/organization/instruction/boip/TitleIV-B.htm>.



School-Linked Services: School-Based Youth Services Program

Description: The School-Based Youth Services Program (SBYSP) is a statewide initiative operating in 90 sites. New Jersey's Office of School-Linked Services coordinates the SBYSP initiative, which helps young people navigate their adolescent years, finish their education, obtain skills leading to employment or continuing education, and graduate healthy and drug free. Services are provided in or near schools, on off-hours (mornings, evenings, summers), in every county in the state. This one-stop shop model is designed to break down barriers and bureaucratic roadblocks that can prevent young people from obtaining services and supports. SBYSP provides an array of employment, health and social services, and recreation activities. In addition, each site develops services that respond to local needs, such as on-site child care for teen parents, mental health services, access to primary and preventative health services, substance abuse counseling, pregnancy prevention programs, learning support services, and referrals to community-based services.

Results: Students have increased educational aspirations; accumulated higher number of credits toward graduation; reported diminished feelings of unhappiness, sadness, depression, and suicidal thoughts; demonstrated less destructive behavior and feelings of anger; decreased use of tobacco and alcohol; and improved interaction with families and friends.

Website: For more information, visit <http://www.state.nj.us/dcf/prevention/school/>.



Schools and Community Partnerships Department

Description: Albuquerque Public Schools runs the Department of Schools and Community Partnerships. The department envisions schools, families, businesses, and community groups working together for the success of all students. In three locations serving about 1,500 families and students, it aims to engage a multitude of community resources and skills to enhance educational success. The Schools and Community Partnerships Department works to increase meaningful parent and community involvement in schools. Within the Department is the program on Parent, Family, and Community Involvement, which connects with the business community, social service agencies, government agencies, faith-based organizations, civic groups, neighborhood associations, and post secondary institutions to create cooperative and collaborative working relationships for families and students. Activities and services include employment and training for youth, parent and family involvement, work-based learning classes, and literacy development.

Partners/Funding: The school district has a signed agreement to create and implement community schools with the city council and county commission. Other partners include universities and over 100 businesses and non-profit organizations. Funding support comes from district operational funds, federal programs and grants.

Website: For more information, visit <http://www.aps.edu/aps/scp/index>.



NEW YORK

Children's Aid Society National Technical Assistance, Center for Community Schools

Description: The Children's Aid Society (CAS) works on the local and national levels to implement the community schools strategy. It operates the National Technical Assistance Center for Community Schools, which assists educators, community leaders, funders, and policymakers in adapting the Children's Aid model nationally. Children's Aid also operates 22 community schools in New York City, serving 10,500 children and families in partnership with the Department of Education. The community schools are open early mornings, afternoons, evenings, weekends, and summers and serve as a center of neighborhood life. Children can participate in community school programs to gain help with homework in an after-school program; receive medical and dental care; speak to a counselor; build reading skills; develop character and leadership skills; take art, theater, and music lessons; learn health and life skills; engage with technology and computers; receive education and career development; get help with homework; take cooking classes; learn Spanish; work on radio and video production; practice sports; and attend summer camp.

Results: Improvements in academic achievement, including gains in reading and math test scores, have been recorded, as well as improvement in students' mental and physical health. School attendance rates have increased, along with community engagement and parent involvement in education. An improved school climate has also helped reduce neighborhood crime rates and violence.

Website: For more information, visit <http://www.childrensaidsociety.org/communityschools>.

Harlem Children's Zone in New York City

Description: Harlem Children's Zone (HCZ) is a non-profit, community-based organization that works to enhance the quality of life for children and families in some of New York City's most devastated neighborhoods. HCZ's 15 centers serve more than 13,000 children and adults, including over 10,000 at-risk children. The Children's Zone's emphasizes education, social service, and recreation to rebuild the fabric of community life. There are numerous programs within the Children's Zone including ones that promote school readiness and provide internship opportunities, leadership, community building, employment, health services, technology, family support, reading, math, after-school care, fitness, nutrition, and parenting classes.

Results: Through HCZ, 94.3 percent of the parents received health insurance for their children; 100 percent of students attained a school readiness classification of average or above average; and 76 percent of students had higher school readiness scores and percentile rankings post-test compared to pre-test. Students involved in the HCZ program had a higher rate of passing standardized math and English courses, and 100 percent of 77 high school after-school program participants stayed in school.

Website: For more information, visit <http://www.hcz.org/>.

Rockland 21C Family Resource Centers

Description: Rockland 21C Family Resource Centers (FRC), a private nonprofit organization, works to ensure the best possible future for every child by building a comprehensive support system that links family, school, and community. Rockland 21C runs 31 school-based FRCs serving over 54,000 children and 3,000 adults. It sustains a network of community schools developed by Yale University's Bush Center for Social Policy. FRCs offer school-based or school-linked programs and services that respond to needs identified by parents, children, schools, and the community. Typical services provided include home visits for families, pre-school story hour, after-school programs, homework help, enrichment programs for students, parenting workshops, family literacy programs, support groups, mental health services, summer programming, dental screenings, conflict resolution programs, substance abuse prevention programs, wellness activities, employment assistance, housing help, translation services, child care, and health fairs.

Results: Rockland 21C reports a 50 percent increase in parent attendance at school-based activities. Other results include improvement in student math scores and student motivation and increases in homework completion rates and family visits to the library.

Partners/Funding: The Rockland 21C regional school-community partnership receives funding support from County government. Partner school districts contribute funding as well as in-kind support. Additional funding comes from public and private foundations and businesses. Parents and other community volunteers provide support for after-school programs at 21C schools.

Website: For more information, visit <http://www.rockland21c.org/>.

Thomas A. Edison School

Description: Ten years ago, Thomas Edison Elementary School in Port Chester, NY, took on the challenge of creating a K-5 community school to serve 431 families. Edison provides a range of services to address individual and family problems that impact school readiness. Among these are school-based health care, family counseling, parent outreach and education, and after-school enrichment programs, delivered right at the school. Edison Community School drew on parent and community concerns to design a school in which the school district and community-based organizations partner to meet students' needs. They hired a community-school coordinator to help secure funds, coordinate partnership activities, and serve as liaison. Edison has a school-based health center where all students can receive health care, including screenings, vaccinations, prescription medication, and dental care. The health center also provides nutrition and wellness education to parents and helps families obtain federally funded medical insurance. Edison has a bilingual family caseworker who meets with students and families in crisis at Edison. The school also offers parent education and training seminars as well as programs that encourage parental involvement in their children's school. Edison's after-school program serves 130 students daily, offering homework help, photography, chess, tennis, computer-assisted instruction, writing, and arts programming.

Results: Statistics show that 93 percent of Edison’s fourth graders passed the state language arts assessment and 89 percent passed in mathematics. Seventy-five percent of Edison families now participate in school wide events. As a result of the health center’s services, the percentage of Edison students with health and dental care coverage soared from 23 percent to 94 percent. School health center provision of health care has reduced the number of school absences. For its innovative practices and achievement gains, Thomas Edison was recognized by the New York State Education Department.

Partners/Funding: Edison partners with a local mental health facility, The Guidance Center; Open Door Medical Center; Manhattanville College; and Services, Education and Resources of Westchester, a nonprofit. The community school coordinator secures funding for programs and services.

Website: For more information, visit <http://tae.portchesterschools.org/>.

Closing the Gap, the United Way of Buffalo and Erie County

Description: Closing the Gap (CTG) is a school–community collaboration based in six Buffalo Public Schools serving 3,247 children and families. CTG integrates health, human, and social services to enhance conditions for learning. The goal is to close the achievement gap by addressing the non-academic barriers that prevent kids from learning. CTG supports Buffalo Public Schools efforts to improve academic achievement and attendance, decrease disciplinary referrals and formal/informal suspensions, and increase parental involvement.

Results: Improvements are visible in student achievement and eighth-grade promotion rates while the schools provided students with summer extended-learning opportunities. CTG helped schools link over 15,000 students and 3,000 families with services, including anger management and grief and loss counseling.

Partners/Funding: Site facilitators coordinate services for children and their families. CTG partners and service providers include United Way of Buffalo and Erie County, Buffalo Public School District, Erie County Department of Mental Health, Erie County Department of Social Services, Kaleida Health System, Catholic Health System and Catholic Charities, ABC Program (University at Buffalo, Center for Children and Families), Erie County Family Court (Attendance Court), Big Brother/Big Sister, and Boys and Girls Club. In addition to funding, partners provide critical guidance and oversight as members of the Leadership Team, ensuring that efforts are integrated and systematically measured.

Website: For more information, visit <http://www.uwbec.org/content/pages/CTG.php/>.



Communities in Schools (CIS) of North Carolina

Description: CIS helps students stay in school and make right choices by connecting schools with needed community resources. By bringing resources, services, parents, and volunteers into schools, they create a community of caring adults who work hand-in-hand with educators. CIS of North Carolina allows 439 communities to assess the needs of their youth and design plans for meeting those needs using existing resources. CIS links organizations to schools and makes accessing services easier for 112,786 families by providing on-site access. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: CIS North Carolina reports improvement in student achievement and school attendance rates, with fewer suspensions. Over 90 percent of students at risk of not being promoted were promoted to the next grade, while 93 percent of the CIS seniors graduated.

Website: For more information, visit www.cisnc.org.



21st Century Community Learning Centers (CCLC), North Dakota

Description: North Dakota’s 21st CCLC Program aims to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement students’ regular academic program. Currently, eight community learning centers offer approximately 16,000 families and students literacy and related educational development. Centers provide a range of high-quality services, including tutoring and mentoring, homework help, academic enrichment, and community service opportunities, as well as music, arts, sports, and cultural activities. Centers provide academic enrichment activities to students that attend high-poverty schools to help them meet state and local standards in core subjects, especially reading and mathematics. In addition, centers help working parents by providing a safe environment for students when school is not in session.

Results: Improvements in deterred delinquency and academic performance have been recorded.

Website: For more information, visit <http://www.dpi.state.nd.us/21stCent/index.shtm>.



OHIO

Cincinnati Public Schools Community Learning Centers

Description: Cincinnati Public Schools created Community Learning Centers (CLC) in 52 sites to provide access for over 33,000 students and families to health and social services and recreational, educational, and cultural opportunities. The goal of Community Learning Centers is to support student achievement, revitalize neighborhoods, and maximize the community's return on financial investment. Each community develops a shared vision of academic programs, enrichment activities, and support services that operate before and after school, on weekends, as well as during the school year and summer months. A School Planning Team identifies services and programs that will enhance students' success. Programs and services include arts, physical and mental health, college guidance, adult education, eye and dental care services, and safety programs. Parents and community members are actively involved in activities designed to improve student academic and nonacademic performance.

Results: CLCs report improved academic performance, higher attendance rates, greater parent involvement, decreased discipline incidents, and an increased immunization rate at elementary schools—from 73.4 percent in October 2006 to 93.5 percent in January 2008. In addition, access to family activities, adult programs, and recreation has increased, as has coordination of community resources to meet the social and economic needs of residents. There is now a heightened sense of community.

Partners/Funding: Each CLC has a broad base of community partnerships with organizations such as the local YMCA, the Urban League, Boys and Girls Club, Cincinnati Health Department, and Recreation Department. Funding support comes from local and regional foundations, the United Way of Greater Cincinnati, and Ohio Department of Education's 21st Century Learning Center grants.

Website: For more information, visit <http://www.cps-k12.org/facilities/CLC/CLC.htm>.

Fitz Center for Leadership in Community Neighborhood School Centers

Description: The mission of the Fitz Center for Leadership in Community at the University of Dayton is to initiate and sustain partnerships with urban neighborhoods as a context for connected learning and scholarship. The Center works to create partnerships between schools, organizations, and the community. The Fitz Center collaborates with Dayton Public Schools in five Neighborhood School Center sites. The goals of Neighborhood Schools are to increase parent and neighborhood participation in learning, increase program resources through community partnerships, and improve the neighborhoods surrounding the schools. The schools offer after-school, weekend, and summer programs for children and adults ranging from homework clubs to community gardening and family wellness classes. Services offered include both academic and social services and vary according to the needs of each community.

Results: Improved safety in schools and surrounding neighborhood, stronger community pride, increased community engagement, improved student grades, higher proficiency in test scores, and improved attendance and behavior. Also, reduced discipline problems are among the results recorded.

Partners/Funding: The Fitz Center works to secure long-term relationships among public and private organizations for each neighborhood school center in order to ensure the continuation of the project. Community partners include the YMCA, Dayton Urban League, East End Community Services, local and regional foundations, and individual donors. University student interns, parents, and community volunteers assist with program operations.

Website: For more information, visit http://artssciences.udayton.edu/Institutes_Centers/Fitz_Center/.



OKLAHOMA

Tulsa Area Community Schools Initiative

Description: The Tulsa Area Community Schools Initiative (TACSI) is a partnership that organizes and supports community schools. TACSI is active at the 18 Schools Uniting Neighborhoods for Student Success (SUNS) sites, serving 9,000 students and families in neighborhood elementary schools in the Tulsa and Union districts. Tulsa's schools serve as centers of community life, offering comprehensive programs, services, and opportunities. The goal is for each student to graduate from high school with a complete education, equipped with the academic, physical, social, and emotional skills needed to achieve success as active citizens. The wide range of services and programs offered at SUNS sites include early childhood care and development, physical and mental health care, social services, out-of-school enrichment opportunities, family and community engagement activities, neighborhood development, and adult education.

Partners/Funding: TACSI is supported and coordinated by the Community Service Council of Greater Tulsa.

Website: For more information, visit http://www.csctulsa.org/community_schools.htm and <http://www.tacsi.org>.



OREGON

Schools United Neighborhoods (SUN) Community Schools

Description: Located in 54 neighborhood schools serving over 17,000 students and families in six districts across Multnomah County, SUN Community Schools coordinate and provide educational, recreational, social, and health services to students and community members before and after school, evenings, and weekends. Activities include extended-day programs and enrichment programs, family involvement and strengthening programs, community events, adult education, and health and social services. SUN Community Schools tailor their program to the local community through the use of advisory bodies. SUN Community Schools link with other institutions, such as libraries, parks, neighborhood health clinics, area churches, and businesses.

Results: Almost 3,000 adults participated in skill-building and school-related classes. More than 125,000 people participated in community and family events and activities. Results have also shown improvement in academics, especially gains in math and reading, as well as in class participation and positive attitudes toward school.

Partners/Funding: SUN Community Schools are a collaboration of Multnomah County Department of Human Services, the City of Portland Parks and Recreation, nonprofits, and local school districts. Over 350 businesses and community organizations are partnering with SUN Schools to support and/or provide services. A full-time site manager is hired at each school to coordinate services and makes sure they link to the academic school day.

Website: For more information, visit www.sunschools.org/.

George SUN Community School

Description: George Middle School is a SUN Community School serving 1,800 families by offering before- and after-school programs that include homework help, sports, drama, music, dance, gardening, keyboard, after-school meals, career and college preparatory help, free tutoring in reading and math, school counseling, and nutrition classes. Comprehensive family support services are offered through a partnership with Touchstone, a county-funded program that provides case management for families. Families are connected to social service resources, skill-building workshops, and alcohol and drug treatment referrals.

Results: Statistics speak to the success of these programs. Seventy-nine percent of students improved academic performance; 87 percent increased benchmark scores in reading; 76 percent increased benchmark scores in math; 68 percent improved their rate of getting homework in on time; and 96 percent of families served achieved permanent housing by the time their case management services concluded.

Partners/Funding: George SUN Community School partners with over 40 community organizations to provide services and programs. Cascadia and Lifeworks Northwest provide free mental health services to students and families. The Multnomah County School-Based Health Clinic provides free health care on site. A partnership between the community school and the University of Oregon has yielded a family resource center at the school.

Website: For more information, visit <http://www.george.pps.k12.or.us/> and <http://www.communityschools.org/CCSDocuments/Awards/GeorgeSUN.pdf>.



PENNSYLVANIA

Netter Center for Community Partnerships, West Philadelphia

Description: The Barbara and Edward Netter Center for Community Partnerships is the University of Pennsylvania's primary vehicle for creating partnerships between universities and their communities. Through collaboration with local schools and community organizations, university resources are utilized to assist schools by opening them up for extended hours to the entire community; providing after-school programs; and developing community-focused, hands-on curricula that engage young people in addressing the needs of their own neighborhoods. Currently, the University Assisted Community School model exists within six West Philadelphia schools and involves approximately 5,000 children, families, and community members. Additional programming reaches several thousand more individuals each year. University-assisted community schools are designed to create healthy and sustainable urban environments.

Results: Improved academic performance, increased school attendance, and decreased suspensions have been recorded. Additionally, a majority of families report they are eating healthier and exercising more.

Partners/Funding: Several community partners are involved with the University of Pennsylvania community schools initiative, including local churches and communities of faith, Sayre Health Center, neighborhood civic associations, local City Council members, a local community development corporation, arts and literacy programs, and recreation programs. Funding comes from a variety of sources including University of Pennsylvania (university dollars and alumni gifts), contracts such as 21st Century Community Learning Center, City of Philadelphia (After School Initiatives and Beacon programs), and private foundation support.

Website: For more information, visit <http://www.upenn.edu/ccp/>.

Sayre High School

Description: Sayre students are learning through active service to their community. The principal of Sayre School responded to issues that plagued his students—violence, gangs, drugs and a lack of access to basic health and dental care—by approaching Penn's Center for Community Partnerships (CCP) in 2002 with a proposal for an on-site health center. The result is a school curriculum designed not only to teach students about health, but to prepare them to educate the public. At the health center, which opened in 2006, Sayre's 700 students study prominent health problems in their community and then apply their learning to assist Penn doctors and health professional students in the Center's intake services. Sayre extends its health focus into after-school hours through a variety of academic, enrichment, and fitness programs for youth of all ages. On Saturdays, Penn uses Sayre's gym to hold youth basketball league games. On weekdays, Penn volunteers conduct after-school practices and tutoring sessions for students in the league. Additionally, every other Saturday morning, Sayre offers a reading and math program for students needing improvement. After-school tutoring programs are also provided in reading, math, biology, science, history, or English.

Results: School attendance increased by 10 percent, while suspensions decreased by 50 percent. Students have expressed greater interest in careers in medicine due to the health-field pipeline program. Ninety percent of Family Fitness Night participants say they are eating

healthier and exercising more; and both parents and students have been more involved in school life.

Partners/Funding: The Sayre health center is a city-funded Beacon Center site. The university faculty and students in medicine, nursing, dentistry, social work, education, law, and arts and sciences work at Sayre through internships, courses, and research projects.

Website: For more information, visit <http://webgui.phila.k12.pa.us/schools/s/sayre> and http://communityschools.org/CCSDocuments/Awards/2007/awards_final.pdf.

Phoenix Academy School and Community Network

Description: The School and Community Network (SCN) located at the Phoenix Academy in Lancaster, PA, coordinates community resources to aid the integration of services in schools. Through professional development, education, awareness, and other technical support, SCN builds capacity within and among schools and community organizations in an effort to realize the vision of full-service community schools. The Network promotes school readiness through early childhood development, quality education for all students, youth and character development, family supports and basic needs, meaningful community engagement and collaboration, and safe schools and neighborhoods. Schools become centers of community life and are open to everyone—all day, every day, evenings, and weekends.

Results: SCN has seen results in improved child readiness to learn upon entrance to school, improvement in student achievement, and youth preparedness for adult roles in the workplace. Parents are more involved in school activities and as parents and citizens.

Partners/Funding: A Community School Director is hired to identify and coordinate all non-academic needs of students and their families with the resources available in the community. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities.

Website: For more information, visit <http://www.lfee.org/children.html> and <http://www.lancaster.k12.pa.us/alternative/phoenix/>.

United Way of the Greater Lehigh Valley COMPASS Community Schools

Description: The United Way of Greater Lehigh Valley works for community investment through its Community Partners for Student Success (COMPASS) initiative. The United Way brings the community together to serve citizens in need. Its aims are healthy, school-ready children, academically successful youth, and strong families in vital neighborhoods. Five COMPASS Community Schools, located across several districts, serve over 300 families. COMPASS provides after-school academic programs in reading, math, and science; sports; arts; nutrition programs; services; and summer camp. Parents are recruited as volunteers and serve to strengthen the bond between home and school.

Results: COMPASS reports improved academic performance, with an increase in the percentage of students scoring above proficiency on state math and reading tests. The nearly 300 students served by support teams doubled their involvement in positive activity during non-school hours, with a corresponding decrease in behavior problems. Additionally, families have become more involved in schools.

Partners/Funding: COMPASS forms partnerships with community-based organizations, local businesses, and governmental entities to provide its services and programs.

Website: For more information, visit <http://www.unitedwayglv.org>.



Office for Family, Youth and Student Success, Rhode Island Departments of Education and Health

Description: The Office for Family, Youth and School Success administers school-based health centers, Child Opportunity Zones (COZs), Thrive, and out-of-school time programs, all of which aim to reduce barriers to learning. The programs work collectively to develop family-centered systems of care that: 1) support positive early childhood development and school readiness by strengthening community capacity for quality early care and education; 2) use community partnerships to connect families and communities with the information and health resources they need to develop healthy, educated children; and 3) protect school-age children and adolescents from poor health outcomes by enhancing the strengths and resources of communities and schools.

School-based health centers offer a range of physical, behavioral, and oral health services to students in schools. There are currently eight school-based health centers in urban communities in Rhode Island with over 5,000 students enrolled. COZs bring schools, families, and communities together to promote success in school for all children. COZs are welcoming places in or near schools where families can receive information, support, services or referrals. They develop state and local partnerships to coordinate resources and services. Thrive helps schools find coordinated resources on health education, social services, health services, family involvement, nutrition, and school environment. Thrive is designed to prevent serious health problems and to improve educational outcomes. As partners in Thrive, the Rhode Island Departments of Education and Health work to build infrastructure supports with state, school, and community partners to help create safe, healthy, and nurturing schools that reduce barriers to learning. Out-of-school time programs are offered before and/or after school and during school vacation times. These programs may be run by the school, local agencies, or school-agency partnerships.

Results: Metrics show that students come to school healthier and better prepared to learn, while school attendance has increased. Health care is more accessible to students.

Partners/Funding: The coordinated school health program is a collaboration between the Rhode Island Departments of Health and Education. The Center for Disease Control and Prevention funds Thrive. Rite Start helps parents pay for out-of-school time programs.

Website: For more information, visit <http://www.health.ri.gov/family/ofyss/index.php> and <http://www.thriveri.org/>.

Olneyville Community Schools

Description: Olneyville Community School (OCS), an initiative of the Education Partnership located at William D'Abate Elementary School, serves 220 students and families. OCS creates collaborations between community agencies, professionals, educators, and parents to offer a diverse menu of innovative, high-quality, and engaging learning experiences for students and families. With the support of OCS, the school remains open mornings and evenings, weekends, and in the summer. OCS is currently serving approximately 51 percent of the total student body at D'Abate School and seeks to expand in the near future. OCS aims to provide a wide array of opportunities that

build on community assets. During before- and after-school programming, students augment their classroom learning, expand horizons, and have fun. The evening programs for adults provide parents with educational and skill-building lessons as well as a social outlet. Programs span six key categories: literacy, math and science, the arts, youth leadership and development, fitness and creative movement, and adults and family.

Partners/Funding: OCS partners with 15 community-based organizations. It receives funds from the Public Education Network and the Rhode Island Department of Education/21st Century Community Learning Centers and various other organizations.

Website: For more information, visit <http://www.providenceschools.org/es/dabate/ocs.html>.



21st Century Community Learning Centers (CCLC), South Carolina

Description: South Carolina's 21st CCLCs provide after-school programming to 185 students and families in several school buildings and other neighborhood sites. Centers offer academic enrichment in art, music, recreation, sports, drug and violence prevention, and youth development during non-school hours. The program offers opportunities to help students improve in reading, language art, mathematics, and other academic subjects. It provides resources that compliment the regular academic program of students while serving their families and communities.

Results: 21st CCLCs have shown improved academic performance and reduced delinquency for students.

Partners/Funding: Funding is made possible through a federal allocation to states under the 21st Century Community Learning Centers program.

Website: For more information, visit <http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/21st-Century-Community-Learning-Program/Index.html>.

Communities In Schools (CIS) of South Carolina

Description: CIS helps students make right choices by connecting schools with needed community resources. By bringing resources, services, parents, and volunteers into 98 schools serving 11,402 families, they create a community of caring adults who work hand-in-hand with educators. CIS helps communities assess the needs of their youth and design plans for meeting those needs. CIS links organizations to schools and eases access to services by providing them on site. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: Nearly 100 percent of CIS students remained in school at the end of the 2006–07 school year. Over 90 percent of eligible seniors graduated. Students showed improvement in attendance and behavior. Over 76 percent of students showed improvement in achievement.

Partners/Funding: CIS leverages support from businesses, organizations and government, social service providers, and volunteer groups. It works in partnership with public schools—principals, superintendents, teachers, and administrators. CIS receives funding both from government agencies and private organizations

Website: For more information, visit www.cissc.org.



21st Century Community Learning Centers (CCLC), South Dakota

Description: South Dakota's 21st CCLCs provide after-school programming to students and families, usually in school buildings, at over 100 sites. The Centers are designed to enrich academic opportunities, offering homework help, art, music, recreation, sports, drug and violence prevention, and youth development during non-school hours. The program helps students improve their reading, language arts, mathematics, and other academic skills. It also offers activities and services to complement the regular academic program of students. 21st CCLC programs are not only available to students, but offer family services and literacy programs.

Results: Improved academic performance.

Partners/Funding: Funding is made possible through a federal allocation to states under the 21st CCLC program.

Website: For more information, visit <http://doe.sd.gov/oess/21cent/index.asp>.



Tennessee Family Resource Centers

Description: Across the state, 104 Family Resource Centers (FRCs) each serve 50 to 1,000 students and families. FRCs are usually located within a school building and provide services to students and community members. The physical proximity helps to enhance communication between faculty and resource center staff. An advisory council made up of 50 percent of community parents guides each center. Each center employs a full-time director. The FRCs share a unified mission—to assist families through information and training and to provide families with educational, medical, psychological, business, and social services. Centers offer organized programs for life, parenting, and job skills development, as well as individualized services for acute problems.

Results: Tennessee FRCs report better school attendance, improved student performance due to tutoring and mentoring programs, more parents working because of help in job training programs, and a decreased dropout rate.

Partners/Funding: FRCs work in partnerships with various organizations and businesses. Funding for the FRCs is provided through grants awarded to school systems by the state.

Website: For more information, visit <http://www.state.tn.us/education/prek/schbasedsupportsvcs.shtml>. A directory of Tennessee Family Resource Centers is available at: <http://www.state.tn.us/education/prek/documents/FRCDirectoryfor2007-08.xls>.

Office of Coordinated School Health, Tennessee Department of Education

Description: OCSH runs a statewide initiative in 1,600 sites serving one million students. The Office was established to improve student health outcomes as well as to support the connection between good health and academic achievement. This coordinated approach improves children's health and their capacity to learn through the support of families and communities. It encourages healthy lifestyles, provides needed support to at-risk students, and helps reduce the prevalence of health problems that impair academic success. The CSH approach consists of eight major components that work together to improve the lives of students and their families: 1) health education, 2) physical education/physical activity, 3) health services, 4) nutrition services, 5) health promotion for staff, 6) counseling and psychological services, 7) healthy school environment, and 8) student/parent/community involvement. The CHS system began with ten pilot sites in 2000. All Tennessee public school systems will begin coordinated school health for the 2007–08 school year.

Results: Results include reduced student absenteeism, increased class time, increased access to health care services, expanded health education, and improved academics due to better health.

Partners/Funding: Initial funding came from the Centers for Disease Control and Prevention (CDC). State funding was provided through the Coordinated School Health Improvement Act of 2000, which established CSH in Tennessee, and provides support for ten pilot sites. In 2006, the Coordinated School Health Expansion and Physical Activity Law established authority and funding (\$15 million) to expand CSH statewide. The law created a Physical Education Specialist and a Coordinator of School Health position within the Tennessee Department of Education and mandated 90 minutes of physical activity **per week** in K–12. Additional funding has been provided to the Office of Coordinated School Health by a CDC grant. Schools work in partnership with health agencies, community institutions, and families to create a seamless web of education and services.

Website: For more information, visit: <http://tn.gov/education/schoolhealth/>.



Communities In Schools (CIS) of Texas

Description: The Texas branch of CIS represents a statewide initiative across 722 sites that serve over 600,000 students. By bringing resources, services, parents, and volunteers into schools, CISs create an environment of caring adults who work hand-in-hand with educators. CIS helps communities assess the needs of their youth and then design plans to meet those needs. CIS links organizations to schools and makes accessing services easier for families by providing them right in their children's school. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, community service opportunities, and help for teen parents.

Results: In addition to improved attendance and behavior, over 80 percent showed improvement in academic achievement. Nearly 100 percent of students tracked as potential dropouts remained in school at the end of the 2006–07 school year, and 73 percent of eligible seniors graduated.

Partners/Funding: CIS garners support from businesses, organizations and government, social service providers, and volunteer groups. It works in partnership with public schools—principals, superintendents, teachers, and administrators. CIS receives funding both from government agencies and private organizations.

Website: For more information, visit www.cistexas.org/.

Dallas Youth and Family Centers Program

Description: The Centers provide school-based health care to students in collaboration with the medical community. The Dallas Independent School District and Parkland Health and Hospital System combine resources to provide quality physical and mental health care. Youth and Family Centers were created through the partnership to promote and ensure health services to children and their families. The partnership utilizes an integrated approach to help students achieve optimal health and maximize school performance. There are currently ten centers, all of which offer school-based physical and mental health care and referral services to Dallas Independent School District students and their families. The centers promote the wholeness of the family, engaging parents in their children's health and education while reducing barriers to academic success. Specialized services are also provided to refugee students and their families, including orientation to public education, family involvement activities, summer enrichment programs, mental health care, and translation/interpreting services.

Website: For more information, visit http://www.dallasisd.org/inside_disd/depts/yafc/.

School-Based Health Center Program

Description: This program operates through the Department of State Health Services based in Austin, TX. The initiative's staff serves 100 sites, helping communities assess and meet the health care needs of their children through on-site technical assistance visits. School-based health centers are located in easily accessible locations on campus where students can go for comprehensive preventive and primary health care services. Each school's health center is staffed by a multi-disciplinary team of physical and mental health care professionals. Centers partner with hospitals or other providers to treat complex health problems and to provide after-hour care. Most visits include diagnosis and treatment of a simple illness or minor injury, immunizations, physical examinations, preventive health visits, dental screening and referral, pregnancy counseling, child care, and mental health and psychosocial counseling. Some communities choose to provide health care services to families and other community members in addition to students.

Results: Results include a reported increase in student daily attendance. Children are healthier; illness is prevented, not just treated; and students improved their academic performance through higher graduation rates and performance on the state standardized test.

Partners/Funding: State general funds and the Maternal and Child Health Block Grant under Title V of the Social Security Act have historically been the primary funding sources for school-based health centers. The state has also tapped other resources such as tobacco taxes and funds from tobacco settlement dollars to fund school-based health centers. School-based health center programs are planned and organized by local community advisory groups to address the specific health problems of the children in the community. The advisory group makes decisions related to operation of the program, identifies services to be provided, oversees the budget, and evaluates the effectiveness of the services.

Website: For more information, visit <http://www.dshs.state.tx.us/schoolhealth/healctr.shtml/>.

The Texas Association of School-Based Health Centers

Description: The Association advocates and supports state policies, programs, and funding to integrate school-based health care in Texas' health care and education systems. It provides leadership, resources, and technical assistance. Once established, school-based health center may offer comprehensive primary and preventive physical health, dental health, mental health, and health education services to children and adolescents within the context of their family, social /emotional, cultural, physical, and educational environment. The centers are building a state membership organization to advocate and secure funding for school-based health centers. In addition to community health, the centers also serve as hubs for interdisciplinary professionals working in school-based and school-linked health care.

Website: For more information, visit <http://www.tasbhc.org/>.



Rose Park Elementary Community Learning Center

Description: Based in Salt Lake City, Rose Park is a single community school serving 550 students. The Center works in partnership with local organizations to provide programming and services to students, families, and community members after school and on Saturdays. Parents are involved by serving on the school–community council and by volunteering to help in classrooms. Programs offered through the Center include family counseling; an on-site health clinic that offers immunizations, check-ups, and adult health care; adult evening classes; and computer classes. Other offerings include nutrition and gardening classes, homework help, a language arts and math academy, science programs, English as a Second Language training, sports and recreation, arts and crafts, technology and video production, and financial literacy and management classes.

Results: Children are ready to learn when they enter school and every day thereafter. All students learn and achieve high standards. Young people are prepared for adult roles in the workplace, as parents and as citizens. Families and neighborhoods are safe, supportive, and engaged. Parents and community members are involved with the school and their own learning.

Website: For more information, visit <http://rosepark.slc.k12.ut.us/>.



Molly Stark Elementary School

Description: Molly Stark is a full-service school that exemplifies the spirit of community involvement. People of all ages, backgrounds, and experiences come together at the school to learn and work to improve learning for 440 children. The community school offers programs and services on evenings, weekends, and during the summer, providing pediatric, psychological, dental, pre-school, outreach, nutrition, and counseling services for students. An on-site Family Center offers before- and after-school care, summer and vacation child care, playgroups for parents with infants and toddlers, GED courses, literacy programs, cooking activities, and parental involvement guidance—for example, through programs for dads and their children. The school's after-school programs include a homework club, acting, sports and recreation, arts, science, games, cooking, and learning games for students. During the summer the school runs math, reading, and writing programs for all elementary school ages.

Results: Results include a significant increase in student achievement on standardized tests and a drop in absenteeism, from 6.5 percent in 1998 to 5.3 percent in 2000—after becoming a community school. The school consistently makes AYP.

Partners/Funding: Local organizations provide services and volunteers. Funding has come from a community development block grant, the Office of Juvenile Justice and Delinquency Prevention, and several private philanthropic organizations.

Website: For more information on Molly Stark Elementary School, visit <http://southwestvermont.vt.schoolwebpages.com/education/school/school.php?sectionid=3>.



Carlin Springs Community School

Description: Carlin Springs in Arlington, VA, serves over 250 students as a full-service community school. The school facility is used as a base to support students and their families by addressing academic needs as well as social, emotional, and health needs through linkages to community partners. Academic, artistic, recreational, and social services programs are provided through partnerships with community organizations. Most of the opportunities associated with the community school model occur at non-school times. Programs and services include after-school enrichment activities designed to reinforce and enhance what is learned during the school day, such as parenting workshops, family library nights and curriculum nights, weekly developmental playgroups for toddlers and their parents or caregivers, computer classes for parents, enrichment activities for children while parents are in class, ESL classes for parents, workshops on education-related topics, community health fairs, health-related workshops for families, a student-run savings branch of the Arlington, VA, Federal Credit Union, and additional resources for families who need mental health, health, and dental services.

Results: Carlin Springs made AYP in all areas in 2006 and 2008. The number of students staying after school for enrichment programs increased, jumping from 60 to 250. Eighty percent of students in after-school enrichment programs showed academic improvements in the last three years. Among parents attending ESL classes focused on understanding the school system, 95 percent attended their parent-teacher conferences.

Partners/Funding: A full-time Community School Coordinator is supported through a combination of school district funds and grants, particularly 21st Century funding. The school partners with over 30 organizations, such as the Arlington County Parks and Recreation, local banks, USDA, Department of Health and Human Services, and private non-profit organizations. Additionally, parent and other community volunteers play an important role in school's operations.

Website: For more information, visit <http://www.apsva.us/carlingsprings/>.



Community Schools Collaboration

Description: The Community Schools Collaboration is a multiple school district/community initiative serving five sites and over 2,000 students. The Collaboration started in Tukwila, WA, and has since expanded to include other South King County communities. Using public schools as hubs, the community schools bring together many partners to offer a range of support and opportunities to children, youth, and families. Its integrated focus on academics, health, and social services leads to improved student learning, stronger families, and healthier communities. Tukwila Community Schools Collaboration offers programs that serve students and family members both before and after school, on weekends, and in the summer. It works to involve community volunteers as well as parents in schools. Activities offered include a homework club, book club, enrichment activities, after-school study tables, anti-drug programs, recreational and sports activities, computer technology classes, dance, art, math, reading, science, cooking, photography, adult English language learning classes, and programs for parents.

Results: Results include a decrease in absentee rates, lower drop-out rates for middle and high school students, better classroom behavior, and above average reading, math, and writing scores for middle and high school students as compared with neighboring districts. The Collaboration reports a mobility rate of 5 percent for families in its programs compared with district average of 23 percent. All community schools made AYP and families are more involved in their children's education.

Partners/Funding: Tukwila Community Schools Collaboration has formed partnerships with state and local nonprofit organizations, governmental entities, colleges, local businesses, and national youth servicing and service groups to fund and support its community schools. Partners include America's Promise, Boeing, City of SeaTac, City of Tukwila, Boys & Girls Club, Gates Foundation, Highline Community College, King County Parks and Recreation, the Seattle Foundation, and the United Way.

Website: For more information, visit www.cscwa.org.

Washington Readiness to Learn (RTL)

Description: RTL is a statewide initiative serving over 5,000 students. The Office of Superintendent of Public Instruction in Olympia administers the RTL program, which works to reduce barriers to learning and to link education with human service providers in an effort to assist in the removal of non-academic barriers, ensuring that all children are able to attend school prepared to learn. RTL aims to create a committed partnership among schools, families, and communities that will provide opportunities for all young people to achieve and grow. There are 24 RTL Consortia ranging from small and rural to large and urban and from individual school districts to multi-district collaborations. Families are linked with available services and, when gaps are identified, the community is engaged to secure additional resources. RTL services include family services, education programs for children, employment services, adult education, physical and mental health, parent involvement, basic needs, and family functioning.

Results: RTL reports that classroom performance improved for 45 percent of those students referred to RTL for academic problems. Attendance increased for 31 percent of students referred for attendance problems; and school behavior improved for 38 percent of students referred for behavioral problems. Additionally, the program lowered detention and suspension rates, increased family involvement and preparedness, while 67 percent of families reported that their child improved in school after RTL.

Partners/Funding: Each of RTL's 24 consortia is required to have active partnerships with local offices representing the Department of Health, Employment Security, the Department of Social and Health Services, the Department of Community Trade and Economic Development, and businesses along with other community agencies representing the local community.

Website: For more information, visit <http://www.k12.wa.us/ReadinessToLearn/default.aspx>.



Communities In Schools (CIS) of West Virginia

Description: CIS of West Virginia is a state-wide, multi-site initiative serving close to 6,000 students. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: Reported results include improved attendance and behavior, fewer suspensions, and improved academic achievement. Additionally, 96 percent of the 179 students tracked due to promotion risk were promoted to the next grade.

Partners/Funding: CIS brings together businesses, organizations and government, social service providers, and volunteer groups to support and provide programs and services. CIS receives funding both from government agencies and private organizations.

Website: For more information, visit <http://www.cisnet.org/about/where.asp?=:WV>.

Communities In Schools (CIS) of Greenbrier County

Description: Serving four sites across the state, CIS helps students make right choices by connecting schools with needed resources. By bringing services, parents, and volunteers into schools, CISs create an environment of caring adults who work hand in hand with educators. CIS helps communities assess the needs of their youth and then design plans for meeting those needs. It links organizations to schools and makes accessing services easier for families. CIS connects students and families to mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care, immunizations, technology training, career counseling, employment skills, college preparation, tutoring, parent involvement activities, after-school programs, literacy programs, community service opportunities, and help for teen parents.

Results: Reported results include improved attendance, fewer incidents of discipline, improved academic performance, increased number of students promoted to the next grade, and increased senior graduation rates.

Partners/Funding: CIS of Greenbrier County has partnerships with area businesses, government, social service agencies, faith-based groups, non-profit organizations, and volunteer groups. Services and programs are provided and supported through these partnerships. CIS also receives funding from government agencies and private organizations.

Website: For more information, visit www.cisgreenbriercounty.org.



The Wisconsin Department of Public Instruction (DPI) Community Learning and Partnerships team

Description: The team brings together staff and programs that focus on building strong communities and schools through a statewide initiative involving 50 sites. It works with communities to ensure student academic success and stronger communities through family, school, and community partnerships. School districts that adopt the community education philosophy view schools as centers of learning for entire families and for community members of all ages. The partnership teams bring community members together to identify and link needs and resources to help improve quality of life. The school district staff often provides the leadership to initiate programs. At other times, committed individuals also work together to create partnerships with other organizations. Using school facilities as full-service centers year round saves money and helps build partnership between community, families, and schools.

Results: Students are achieving higher grades and test scores, demonstrating better attendance, higher graduation rates, and greater enrollment in postsecondary education. Students have more positive attitudes and behavior. Teachers have higher morale and higher ratings from parents. Families and communities provide the school with more support, and schools partner with local organizations to offer programming.

Partners/Funding: DPI provides grants for districts to operate after-school programs and community education. DPI, as part of No Child Left Behind, provides grants to extend the school day in high poverty schools.

Website: For more information, visit <http://dpi.wi.gov/fscp/>.



21st Century Community Learning Centers (CCLC) of Wyoming

Description: The Wyoming 21st CCLC programs provide after-school programming to students and families across the state in 26 sites. 21st CCLC programs provide academic enrichment opportunities, homework help, art, music, recreation, sports, drug and violence prevention, and youth development activities to youth during non-school hours. They offer opportunities to help students improve in reading, language art, mathematics, and other academic subjects. Student enrichment activities, along with family services and literacy programs are also available.

Results: 21st CCLCs helps prevent alcohol, tobacco, and other drug use by youth ages 12 to 17. They note a reduction of known risk factors and an increase in known protective factors. There has been improvement in academic achievement through before- and after-school activities, including summer recess periods. An expansion by the state educational agency of services to dropouts and youth in detention centers has also influenced improvements.

Partners/Funding: Funding is made possible through a federal allocation to states. The 21st Century State Incentive Grant combines four funding streams: 1) Wyoming State Incentive Grant (funded by the Center for Substance Abuse Prevention), 2) 21st CCLC Funds (funded by U.S. Department of Education), 3) Tobacco Settlement Trust Funds: Tobacco-Free Schools of Excellence Portion (administered by Wyoming Department of Health Substance Abuse Division), and 4) the Governor's Portion of Safe and Drug Free School Funds (funded by U.S. Department of Education).

Website: For more information, visit <http://sad.state.wy.us/21SIG/>.



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Associate Vice-President and Director
Netter Center for Community Partnerships
University of Pennsylvania

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Find out about becoming a community school at: www.communityschools.org

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Coalition Partners

Community Development/Community Building

Center for Community Change
Development Training Institute
National Community Building Network
National Congress for Community Economic Development
National Council of La Raza
National Neighborhood Coalition
National Trust for Historic Preservation
National Urban League
Police Executive Research Forum
The Harwood Institute

Education

American Association for Higher Education
American Association of School Administrators
American Federation of Teachers
American School Counselor Association
Association for Supervision and Curriculum Development
Center for Social and Emotional Education
Collaborative for Academic Social and Emotional Learning (CASEL), U. of Illinois at Chicago
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 Education Association
National PTA
National School Boards Association
Pacific Oaks College, CA

Family Support/Human Services

Alliance for Children and Families
American Public Human Services Association
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
US Conference of Mayors

Federal Government

Learn and Serve America
21st Century Learning Centers
Centers for Disease Control and Prevention

Health and Mental Health

American Public Health Association
American School Health Association
Centers for Mental Health Services, UMD
National Assembly on School-Based Health Care
National Mental Health Association
Society of State Directors of Health, Physical Education, and Recreation
The Center for Health and Health Care in Schools
UCLA Center for Mental Health in Schools

Local Community School Networks

Achievement Plus Community Learning Centers, St. Paul, MN
Alliance for Families & Children, Hennepin County, MN
Baltimore Coalition for Community Schools, MD
Bates College/Lewiston Public Schools, ME

Birmingham Public Schools, AL
Boston Excels, MA
Boston Full Service Schools Roundtable, MA
Bridges to Success, United Way of Central Indiana, Indianapolis, IN
Bridges to the Future, United Way of Genesee County, Flint, MI
Bridges to Success, United Way of Greater Greensboro, Greensboro, NC
Bridges to Success, United Way of Greater High Point, High Point, NC
Chatham-Savannah Youth Futures Authority, GA
Chelsea Community Schools, MA
Chicago Coalition for Community Schools, IL
Chicago Public Schools: The Campaign to Expand Community Schools in Chicago
Community Agencies Corporation of New Jersey
Community College of Aurora/Aurora Public Schools, CO
Community-School Connections, NY
Community Schools Rhode Island, RI
Evansville-Vanderburgh Corporation School Community Council, IN
Jacksonville Children's Commission, FL
KidsCAN!, Mesa United Way
Lehigh Valley Council for Youth/United Way of the Greater Lehigh Valley, Bethlehem, PA
Lincoln Community Learning Centers Initiative, NE
Linkages to Learning, Montgomery County, MD
Local Investment Commission, Kansas City, MO
Minneapolis Beacons Project, MN
New Paradigm Partners, Turtle Lake, WI
New Vision for Public Schools, NY
Port Chester-Rye Union Free School District, NY
Project Success, IL
Rockland 21st Century Collaborative for Children and Youth, NY
School Linked Services, Inc., Kansas City, KS
SCOPE, Central Falls, RI
St. Louis Park Schools, MN
St. Louis Public Schools, Office of Community Education, MO
Schools Uniting Neighborhoods (SUN), Portland, OR
United Way of Southeastern Pennsylvania/First Doors to the Future, Philadelphia, PA
University of Alabama-Birmingham/Birmingham Public Schools, AL
University of Dayton/Dayton Public Schools, OH
University of Denver/Denver Public Schools, CO
University of Kentucky/Lexington Public Schools, KY
University of New Mexico/United South Broadway Corp/Albuquerque Public Schools, NM
University of Rhode Island/Pawtucket Public Schools, RI
West Philadelphia Improvement Corps (WEPIC)

National Community School Networks

Beacon Schools Youth Development
Institute at the Fund for the City of New York
Children's Aid Society
Collaborative for Integrated School Services, Harvard Graduate School of Education
Communities in Schools
Center for Community School Partnerships, University of Pennsylvania
National Community Education Association
Schools of the 21st Century, Bush Center-Yale University

Policy, Training, and Advocacy

American Youth Policy Forum
Children's Defense Fund
Cross Cities Campaign for Urban School Reform
Education Development Center
Eureka Communities
Family Friendly Schools, VA
Foundations, Inc.
Institute for Responsive Education
Institute for Social and Education Policy, New York University
National Center for Community Education
National Center for Schools and Communities, Fordham University
Joy Dryfoos, Independent Researcher
National Child Labor Committee
National Coalition for Parent Involvement in Education
National Youth Employment Coalition
Parents United for Child Care, Boston, MA
Public Education Network
The Finance Project
RMC Research
The Rural School and Community Trust

Philanthropy

Carnegie Corporation
Charles Stewart Mott Foundation
Ewing Marion Kauffman Foundation
KnowledgeWorks Foundation
Milton S. Eisenhower Foundation
Polk Bros. Foundation
Rose Community Foundation
The After School Corporation
Wallace-Reader's Digest Funds

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 Department of Education
California Healthy Start Field Office,
California Center for Community-School Partnerships
Child and Family Policy Center, IA
Children First, OH
Community Schools, Rhode Island
Colorado Foundation for Families & Children
Education Leadership Beyond Excellence
Foundation Consortium, CA
Illinois Community School Partnership/Voices for Illinois Children
Nebraska Children and Families Foundation
New Jersey School-Based Youth Services/Department of Human Services
Office of Family Resource and Youth Services Center, KY
Ohio Department of Education
State Education and Environment Roundtable

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
Coalition of Community Foundations for Youth
Families of Freedom Scholarship Fund
Forum on 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
YMCA of the USA



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