Building Innovative Partnerships for Student Success
THE KEY TO AMERICA’S FUTURE

www.communityschools.org
The Children’s Aid Society is proud to be a founding member of the Coalition for Community Schools.

National Center
for
Community Schools

The Children’s Aid Society

We have provided technical assistance to many of the nation’s major community schools initiatives.

“The Children’s Aid Society has been a group I learned so much from over the years.”
- US Secretary of Education Arne Duncan

Let us help you bring the power of the community to your schools.

Consultation ◆ Advocacy ◆ Innovation

www.nationalcenterforcommunityschools.org
April 7, 2010

Greetings!

It is my pleasure and privilege to welcome you to Philadelphia for the Coalition for Community Schools’ 2010 National Forum.

The number of leaders who have gathered from the fields of education, social services, and youth and community development is truly remarkable. I commend your organization for acting as the catalyst between many parties to ensure that every child has a chance to succeed.

While you are in our great city, I encourage you to network and share stories with your colleagues to forge new friendships and deepen your commitment to our children, families and neighbors.

Best wishes for a successful conference and much continued success.

Sincerely,

Michael A. Nutter
Mayor
Every Child By Name...

Ensuring success for every student, in every school, in every school district

NO exceptions and NO excuses!

The Mission of the Pennsylvania Department of Education is to lead and serve the educational community, to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.

Edward G. Rendell, Governor

Dr. Gerald L. Zahorchak, Secretary of Education
April 7, 2010

Dear Friends,

It is a special privilege to welcome you to the Coalition for Community Schools’ 2010 National Forum. As many of you know, the Institute for Educational Leadership (IEL) has been the home of the Coalition for Community Schools since the Coalition’s inception in 1997. I now have the honor of serving both as the director of the Coalition and as the president of IEL.

The theme of this year’s Forum, *Building Innovative Partnerships for Student Success: The Key to America’s Future*, is one that resonates strongly with IEL’s vision and mission. IEL envisions a society that mobilizes and organizes all of its resources to support the success of all young people. IEL has long recognized that to attain better outcomes for students, leaders must have the knowledge and skills to break down silos and unite people, organizations, and communities. Our mission is to build the capacity of individuals, organizations, systems, and communities in education and related fields to cross boundaries while working together to improve outcomes for children and youth.

IEL’s work serves as the backbone of innovative efforts around the country to develop the effective policies and systems, the leadership and the community support needed for the success of young people. We focus on vulnerable youth, particularly those with disabilities, building stronger linkages between our education and workforce systems, developing strong principals who can lead across school and community, and developing leaders in all parts of the P–20 education system through the Education Policy Fellowship Program. Finally, IEL is always scanning the horizon for innovations that help realize our vision and issues that will challenge us in the future.

I hope you will come to know all of IEL’s work better in the future. On behalf of IEL’s entire board and staff, welcome to the 2010 National Community Schools Forum.

Martin J. Blank
President
The Netter Center for Community Partnerships welcomes our colleagues to the Coalition for Community Schools National Forum and to Philadelphia!

Thanks to the Coalition Staff for a job well done!! Thanks to our student interns, Ben Bodi and Amelia DeGory, and thanks to all the student volunteers!

Enjoy the Forum!
April 7, 2010

Dear Friends,

Community school leaders and advocates, welcome to the 7th National Forum of the Coalition for Community Schools! This year we gather in Philadelphia, the first capital of our nation—a symbol of the vital importance of an engaged citizenry. Philadelphia is also home to our co-host, the Netter Center for Community Partnerships at the University of Pennsylvania—a leader in university-assisted community schools. We are grateful for the warmth and support of all the local and state leaders who join us in welcoming you—Mayor Michael A. Nutter, Congressperson Chaka Fattah, Pennsylvania Secretary of Education Gerald L. Zahorchak, University of Pennsylvania President Amy Gutmann, and others.

The theme of this year’s forum is “Building Innovative Partnerships for Student Success: The Key to America’s Future.” We believe even more today than when the Coalition was formed in 1997 that partnership among all the people and organizations committed to America’s young people is essential to their success.

The lineup of outstanding presenters at this year’s Forum is a testament to how far our movement has come. We are proud to welcome U.S. Secretaries of Health, Kathleen Sebelius, and Education, Arne Duncan, who will join us via video. Each will share a message about their vision for community schools and innovative partnerships between health and education.

The Secretaries’ involvement and the participation of Jim Shelton, Assistant Deputy Secretary for Innovation and Improvement, signal the arrival of community schools as a recognized strategy within the U.S. Department of Education and across federal agencies. The kinds of partnerships that community schools work to engender locally are indeed emerging at the national level.

Participation of both national teacher union leaders—Randi Weingarten, American Federation of Teachers, and Dennis Van Roekel, National Education Association—highlights the important link between the work of community and student learning.

The 2010 National Forum offers opportunities for you to network with peers, explore the many key topics impacting community schools, and delve more deeply into some. Under the banner of innovative partnership, we’ve organized over 80 workshops and affinity groups plus more than 15 site visits—all designed to engage and enlighten. The eight major strands include communication and advocacy; community schools in action; leadership; opportunities and supports; results, evaluation, and research; scaling up and sustaining community schools; supportive policy and funding; and university-assisted community schools.

As we move forward, the Coalition encourages your continued leadership in helping us grow the community schools movement. In the next several years we will have a unique window of opportunity to get the policies and practices in place that will make community schools a permanent part of the education and community landscape. Together, we will make it happen!

Wishing you an amazing and engaging experience!

Martin J. Blank
President, IEL
Director, Coalition for Community Schools

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

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

SEPTEMBER 2010

STEERING COMMITTEE
Ira Harkavy, Chair
Netter Center for Community Partnerships,
University of Pennsylvania
Lisa Villarreal, Vice Chair
The San Francisco Foundation
Howard Adelman and Linda Taylor
UCLA Center for Mental Health in Schools
Carlos Azcoitia
National Louis University
Iris Bell
Oregon Commission on Children, Youth, and Families
Amanda Brown
Public Education Network
Nelda Brown
National Service-Learning Partnership
Daniel Cardinali
Communities In Schools
Joan Devlin
American Federation of Teachers
Joy Dryfoos
Independent Researcher
Matia Finn-Stevenson
School of the 21st Century, Yale University
Josephine Franklin
National Association of Secondary School Principals
Cathlin Gray
Evanston-Vanderburgh School Corporation
Merita Irby
Forum for Youth Investment
Tawa Jogunisimi
Mayor’s Office, Chicago, IL
Clifford Johnson
National League of Cities
Linda Juszczak
National Assembly for School-Based Health Care
Peter Kleinbard
Youth Development Institute
John Kretzmann
Asset-Based Community Development Institute
Robert Mahaffey
The Rural School and Community Trust
Karen Mapp
Harvard Graduate School of Education
Molly McCloskey
Association for the Supervision and Curriculum Development
Phil McLaurin
National Education Association
Mary Jo Pankoke
Nebraska Foundation for Children and Families
Elizabeth Partoyan
Council of Chief State School Officers
Terry Peterson
Afterschool Alliance
Jane Quinn
Children’s Aid Society
Brent Schondelmeyer
Local Investment Commission
Sharon Adams Taylor
American Association of School Administrators
Roger Weissberg
Collaborative for Academic, Social, and Emotional Learning
Martin J. Blank, President
Institute for Educational Leadership
A Word of Thanks

There were many people involved in making the 7th Community Schools National Forum—Building Innovative Partnerships for Student Success: The Key to America’s Future—a reality. The Coalition for Community Schools would like to thank the following organizations and individuals for their dedication, hard work and support.

The following sponsors helped to support this year’s forum:

- Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania
- State Farm Foundation
- Pennsylvania Department of Education
- Philadelphia Eagles
- Verizon Foundation
- American Federation of Teachers
- National Education Association
- National Center for Community Schools, Children’s Aid Society
- SUN Schools in Multnomah County
- The San Francisco Foundation
- The Educational Enrichment Initiative

The ongoing work of the Coalition would not be possible without the support of the following organizations:

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

We would like to acknowledge the Netter Center for Community Partnerships, and 2010 National Forum Local Planning Committee for their role in co-hosting and planning the Forum. Their efforts exemplify the best kind of collaboration between a national group and local people and organizations that make things happen on the ground. A special thank you also goes out to Shileste Overton-Morris and Mary Ramirez for their tireless work in helping us get things done!

A warm and hearty thank you goes out to all of the VOLUNTEERS who have given freely of their time and served others to make this forum possible.
GENERAL INFORMATION

Unless otherwise noted, all conference functions will take place at the Philadelphia Marriott Downtown, located at 1201 Market Street in Philadelphia, Pennsylvania. For all questions concerning accommodations, contact the Marriott directly at (215) 625-2900. Note that the regular Checkout time for the Philadelphia Marriott Downtown is 12:00 pm.

REGISTRATION
Registration is located in the Grand Ballroom Foyer in the Philadelphia Marriott Downtown hotel.

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

For your convenience, a message board has been placed outside of registration. Use this resource to leave notes for your team members or to contact other conference attendees.

EXHIBITS
Exhibits are located in the Grand Ballroom and Franklin Hall Foyer. See the list of exhibitors on page 19.

Exhibit Hours
- Wednesday, April 7 Open at 6:00 pm
- Thursday, April 8 8:00 am to 5:00 pm
- Friday, April 9 8:00 am to 12:00 pm

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

PRE-CONFERENCE SEMINARS AND SITE VISITS
Participation in pre-conference institutes, site visits, or the reception at the National Constitution Center is available for a fee in addition to the conference registration. If you are interested in attending a site visit, pre-conference institute, or the reception at the National Constitution Center, please check with the registration desk and listen for announcements.
Community schools have their roots in the earliest, richest traditions of public education. They offer a means to eliminate the achievement gap by educating the whole child and providing our most disadvantaged students with the supports they need to succeed.

Visit the American Federation of Teachers exhibit to learn about resources, and to talk with educators about how to improve instruction and successfully reach out to families. Educators will be on hand to talk about initiatives that:

- Improve instruction for ELLs and develop successful strategies for outreach to their families;
- Engage parents and develop strong parent-teacher relationships; and
- Ensure high-quality early childhood education that helps prepare students for success in school.

A Union of Professionals

American Federation of Teachers, AFL-CIO
555 New Jersey Ave. N.W.
Washington, DC 20001
www.aft.org
facebook.com/AFTunion

Randi Weingarten
PRESIDENT

Antonia Cortese
SECRETARY-TREASURER

Lorretta Johnson
EXECUTIVE VICE PRESIDENT
**DINING RECOMMENDATIONS**

**By Neighborhood:**

**Market East, Rittenhouse Square, and Chinatown**
- **Reading Terminal Market**
  51 North 12th Street
  Philadelphia’s historic farmer’s market features an eclectic range of grocers, restaurants, cafes, and specialty stores.
- **Palace at the Ben**
  834 Chestnut Street
  Serves a wide variety of Indian haute cuisine. $9.95 executive buffet luncheon on weekdays.
- **Fogo de Chão**
  1337 Chestnut Street
  Upscale, all-you-can-eat Brazilian steakhouse.

**South Street District**
- **Jim’s Steaks**
  400 South Street
  Jim’s is famous for their cheesesteaks, arguably the best in Philly.

**Art Museum District**
- **Figs**
  2501 Meredith Street
  Figs is a cozy Moroccan Restaurant in Fairmont, close to all the museums.
- **Rose Tattoo Café**
  1847 Callowhill Street
  American style restaurant with a Garden Room.

**CONSTITUTION CENTER TOURS**

$19.50 per person. $15 per person for groups of 20 or more (max. 40).

**Historic City Walking Tour**
Guided tours begin in Signers’ Hall and explore the city’s Historic District on and around Independence Mall. Price includes “Freedom Rising” and the main exhibition. Lasts one hour.

**“We the People” Tour**
A behind-the-scenes look at the artifacts and interactives within the main exhibition.

**Scavenger Hunt**
Learn about history in an exciting, fast-paced scavenger hunt! Cost does not include prizes nor admission to the National Constitution Center or other historic sites. Lasts two to three hours.

**SIGHTSEEING TOURS**

**Big Bus Tours and Trolley Tours**
Sightsee aboard a Victorian trolley or a double-decker Big Bus. Guides enlighten and amuse with stories of the city’s past, present, and future. Unlimited on/off privileges at 20 stops, including Constitution Center, with 24-hour pass. Departs daily from 5th and Market Streets.

**Duck Tours**
Experience Philadelphia from a unique perspective, traveling on land and water in one amazing vehicle. Departs from 6th and Market Street.

**Mural Arts Tour**
Experience Philadelphia’s outdoor art gallery. The two-hour tour reviews the mural-making process and its rich history. Pick up a map for a do-it-yourself walking or driving mural tour.

**LOCAL ATTRACTIONS**

**Philadelphia Magic Gardens**
1020 South Street
Covering half a city block, Isaiah Zagar’s installation is a garden mosaic of found objects.

**Philadelphia Museum of Art**
26th and Benjamin Franklin Pkwy
“Picasso and the Avant-Garde in Paris.” Buy tickets from website.

**Rodin Museum**
22nd and Benjamin Franklin Pkwy
One of the largest Rodin collections in the world.

**The Franklin Institute**
222 North 20th Street
“BODYWORLDS 2 and The Brain.” Buy tickets from website.
Plenary Session Speakers

OPENING PLENARY: Wednesday, April 7, 12:45 pm to 2:15 pm

Health and Education: Connecting the Dots through Community Schools

Moderator: Ira Harkavy, Chair, Coalition for Community Schools
Welcome: Michael A. Nutter, Mayor, Philadelphia, Pennsylvania
Welcome: Chaka Fattah, Congressman (D-PA)
Welcome: Gerald L. Zahorck, Secretary of Education, State of Pennsylvania
Video Address: Arne Duncan, U.S. Secretary of Education
Introduction: Amy Gutmann, President, University of Pennsylvania
Keynote Speaker: Kathleen Sebelius, U.S. Secretary of Health and Human Services

DINNER AND EVENING PLENARY: Wednesday, April 7, 2010, 7:00 pm to 9:00 pm

Local Government and School Leaders: Partners for Community Schools

Moderator: Audrey M. Hutchinson, Program Director, National League of Cities
Panelists: Sam Adams, Mayor, Portland, OR
Panelists: Lolenzo Poe, Senior Policy Advisor to the Chair, Multnomah County, OR
Panelists: Jim Hinson, Superintendent, Independence School District, Independence, MO
Panelists: Don Reimal, Mayor, Independence, MO
Panelists: Tom Brady, Superintendent, Providence Schools, Providence, RI
Panelists: Lori Shorr, Chief Education Officer, City of Philadelphia, PA
Panelists: Wayman Britt, Assistant County Administrator, Kent County, MI
Panelists: Bernard Taylor, Superintendent of Grand Rapids Public Schools, Grand Rapids, MI

Session co-sponsored by the Institute for Youth, Education, and Families, National League of Cities.

MORNING PLENARY: Thursday, April 8, 2010, 8:30 am to 10:00 am

U.S. Department of Education: Moving Community Schools Forward

Moderator: Lisa Villarreal, Program Officer, Education, The San Francisco Foundation
Presenter: James H. Shelton, III, Assistant Deputy Secretary, U.S. Department of Education
Panelists: Kristen Harper, Advisor, Office of Safe and Drug-Free Schools
Panelists: Anna Hinton, Director, Office of Parent Options and Information
Panelists: Zollie Stevenson, Jr., Director, Student Achievement and School Accountability Programs
Panelists: Sylvia Lyles, Director, 21st Century Community Learning Centers Program
Panelists: Jose Rico, Deputy Director, White House Initiative for Excellence in Hispanic Education

LUNCHEON PLENARY: Thursday, April 8, 2010, 12:00 pm to 1:45 pm

Creating Space for Effective Teachers in Community Schools

Moderator: Martin J. Blank, Director, Coalition for Community Schools and President, IEL
Presenters: Randi Weingarten, President, American Federation of Teachers
Presenters: Dennis Van Roekel, President, National Education Association

CLOSING PLENARY: Friday, April 9, 2010, 10:15 am to 11:30 am

Demystifying Philanthropy and Your Relationship with Funders

Moderator: Rhonnel Sotelo, Vice President, Program and Operations, Stuart Foundation
Panelists: Mark Rigdon, Vice President, Director of Global Philanthropic Strategy and Programs, JPMorgan Chase Foundation
Panelists: Susan Doornbos Kerbow, Associate Director, Polk Bros. Foundation
Panelists: Susan Gilmore, President, United Way of Greater Lehigh Valley
Panelists: Caroline Maillard, Senior Program Officer, The Seattle Foundation
Panelists:
# Personal Schedule

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<th>TIME</th>
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<td>2:00 pm to 5:00 pm</td>
<td>SITE VISIT:</td>
<td>Meet at 13th Street Exit</td>
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<td>PRE-CONFERENCE INSTITUTE:</td>
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<td>OPENING PLENARY</td>
<td>Grand Ballroom A–F</td>
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<td>WORKSHOP II:</td>
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<td>6:00 pm to 7:00 pm</td>
<td>Evening Reception and Exhibits</td>
<td>Grand Ballroom and Franklin Foyer</td>
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<td>DINNED AND EVENING PLENARY</td>
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<td>Continental Breakfast</td>
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<td>LUNCH AND LUNCHEON PLENARY</td>
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<td>WORKSHOP IV:</td>
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<td>5:30 pm to 8:30 pm</td>
<td>Optional—Reception at the National Constitution Center</td>
<td>Independence Mall</td>
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<td>Grand Ballroom A–F</td>
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<td>11:30 am to 12:00 pm</td>
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PHILADELPHIA MARRIOTT DOWNTOWN

1201 Market Street
Philadelphia, Pennsylvania, 19107
Phone: 215-625-2900
Toll Free: 1-800-320-5744

FIFTH FLOOR
Grand Ballroom Level

FOURTH FLOOR
Franklin Hall Meeting Space

THIRD FLOOR
Meeting Rooms
**WEDNESDAY, APRIL 7, 2010**

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<td>7:30 am to 6:00 pm</td>
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<td>Grand Ballroom Foyer</td>
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<td>9:00 am to 11:30 am</td>
<td><strong>PRE-CONFERENCE INSTITUTES</strong></td>
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<td>The University-Assisted Community Schools Model</td>
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<td>Financing Community Schools: Tapping into Title I and Other Funding Streams</td>
<td>Franklin 6/7</td>
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<td>Community Schools 101: The “Nuts and Bolts” of Community Schools</td>
<td>Franklin 8/9/10</td>
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<td>Making Your Work Count: Results-Based Accountability in Community Schools</td>
<td>Franklin 11/12</td>
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<td><strong>OPENING PLENARY:</strong></td>
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<td>Health and Education—Connecting the Dots through Community Schools</td>
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<td><strong>DINNER AND EVENING PLENARY</strong></td>
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<td>Local Government and School Leaders—Partners for Community Schools</td>
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**THURSDAY, APRIL 8, 2010**

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<td>U.S. Department of Education—Moving Community Schools Forward</td>
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<td><strong>CONCURRENT MINI-PLENARY SESSIONS</strong></td>
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<td><strong>LUNCHEON PLENARY:</strong></td>
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<td><strong>CONCURRENT WORKSHOPS IV</strong></td>
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<td>5:30 pm to 8:30 pm</td>
<td><strong>Optional Activity</strong></td>
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<td>Debunking Community School Myths: Listen and Learn as Youth from Kansas City and Philadelphia Make the Case for Community Schools</td>
<td>S25 Arch Street Independence Mall</td>
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**FRIDAY, APRIL 9, 2010**

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<td><strong>CLOSING PLENARY</strong></td>
<td>Grand Ballroom A–F</td>
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<td>Demystifying Philanthropy and Your Relationship with Funders</td>
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<tr>
<td>11:30 am to 12:00 pm</td>
<td><strong>Moving Forward</strong></td>
<td>Grand Ballroom A–F</td>
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United for Great Public Schools

The National Education Association is proud to participate in the Coalition for Community Schools’ 2010 National Forum.

From classrooms to communities to capitals—parents, teachers, education support professionals and community leaders are working side-by-side to make public schools great for every student.

The National Education Association works with the Coalition to advocate for qualified and caring teachers, smaller class sizes, greater parental involvement and increased resources for programs that improve student achievement.

To learn more about Great Public Schools for Every Student, please visit www.nea.org.
Thank You!

Local Planning Committee

The Netter Center for Community Partnerships at the University of Pennsylvania is pleased to co-host the Coalition for Community Schools National Forum, “Building Innovative Partnerships for Student Success: The Key to America’s Future.” A local planning committee worked with us from the beginning to organize the forum. The committee is comprised of leaders committed to community schools from across the greater Philadelphia region, including New Jersey and Delaware. We could not be more appreciative of the time and energy that they have devoted to the forum.

Thanks to all who served on the 2010 National Forum Local Planning Committee!

Annette Anderson
Widener Partnership School
Chester, PA

Cory Bowman
University of Pennsylvania

Eric Braxton
Philadelphia Education Fund

Richard Carter
Talley Middle School
Wilmington, DE

Ronald Cowell
The Education and Policy Leadership Center
Harrisburg, PA

Nijmie Dzurinko
Philadelphia Student Union

Charlene Gray
Pennsylvania Campus Compact
Grantham, PA

John Henderson
Foundations, Inc.
Moorrestown, NJ

Sarah Hill
University of Pennsylvania

Jerry Jordan
Philadelphia Federation of Teachers

Hillary Kane
Philadelphia Higher Education Network for Neighborhood Development

Karen Kaskey
PennSERVE—the Governor’s Office of Citizen Service
Harrisburg, PA

James Lytle
University of Pennsylvania

Kent McGuire
Temple University

Martin Nock
Communities in Schools—Philadelphia

Shileste Overton-Morris
Center for Schools and Communities
Camp Hill, PA

Sharon Pastore
MicroSociety
Philadelphia, PA

Jill Pereira
United Way of the Greater Lehigh Valley

Marcine Pickon-Davis
Widener University
Chester, PA

Mary Ramirez
Pennsylvania Dept. of Education
Harrisburg, PA

Justine Rankin
Lancaster School District

Suzanne Rocheleau
Drexel University

Lori Shorr
Mayor’s Office of Education
Philadelphia, PA

Laura Shubilla
Philadelphia Youth Network

Pam Smith
Lancaster School District

Karen Smuck
Philadelphia Health Management Corp.

Mary Strasser
Corporation for National and Community Service
Philadelphia, PA

Jeffrey Tiell
University of Pennsylvania

Kasey Thompson
United Way of Southeastern Pa.

Joann Weeks
University of Pennsylvania

Marty Young
Foundations, Inc.
Philadelphia, PA

WE WELCOME YOU TO PHILADELPHIA!

Ira Harkavy, Chair, Coalition for Community Schools and Director, Netter Center for Community Partnerships,
University of Pennsylvania
The Philadelphia Eagles are proud to support the Coalition for Community Schools 7th National Forum

www.teeiagency.org
apply@teeiagency.org

The Educational Enrichment Initiative
A Federal & State Approved Non-Profit Accreditation Agency for Community School Programs

Bringing all your community programs together under one mission & vision.

“TEEI brought all the pieces of the puzzle together, simply.”

TEEI, A Safe Place Where People Can Learn
Tuesday Site Visits and Pre-Conference Institutes

TUESDAY, APRIL 6, 2010

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

Advanced Registration Required

Please meet on the 13th Street exit at 2:00 pm and you will be given directions to board the buses, which will depart promptly at 2:45 pm. See page 33 for school site descriptions.

WEDNESDAY, APRIL 7, 2010

WEDNESDAY • 9:00 AM TO 11:30 AM
PRE-CONFERENCE INSTITUTES

The University-Assisted Community Schools Model
Location: Franklin 5

University-community school partnerships are changing the way some schools operate. In the university-assisted community schools model, a strong partnership is developed between the school and a higher-education institution. Learn how some higher education institutions have developed their university-assisted community school model, adapted to local needs, and leveraged the strengths of their campuses.

Presenters:
• Cory Bowman, Netter Center, Associate Director, Netter Center for Community Partnerships and Penn Program for Public Service, School of Arts and Sciences, University of Pennsylvania
• Dick Ferguson, Executive Director, Fitz Center for Leadership in Community, University of Dayton
• Pamela Pittman, Executive Director, Community Engagement Center, University of Oklahoma-Tulsa
• Robert Kronick, Professor, Educational Psychology and Counseling, University of Tennessee, Knoxville
• Francis Johnston, Professor Emeritus of Anthropology and Distinguished Senior Fellow of the Netter Center for Community Partnerships, University of Pennsylvania
• Reva Curry, Interim Executive Director of Community Partnerships, The Richard Stockton College of New Jersey

Financing Community Schools:
Tapping into Title I and Other Funding Streams
Location Franklin 6/7

Financing a community school is not just about dollars and cents. It's about the combined power of community partnerships, relationships, and visionary leadership to leverage, align, and coordinate new and existing resources. Join us in this session for insight and practical guidance from three leading community school systems. Learn how they started up, what challenges were overcome, and what innovative solutions fuel and sustain their initiatives.

Panelists:
• Sarah S. Pearson, Deputy Director, Coalition for Community Schools
• Cathlin Gray, Associate Superintendent for Family, School, and Community Partnerships, Evansville Vanderburgh School Corporation
• Darlene Kamine, Consultant, Cincinnati Public Schools
• Richard Long, Executive Director of Government Relations, National Title I Association
• Diana Hall, Program Supervisor, SUN Service System, Multnomah County, OR
• Lee Ann Kwiatkowski, Director of Differentiated Learning, Indiana State Department of Education
Community Schools 101: 
The “Nuts and Bolts” of Community Schools
Location: Franklin Hall 8/9/10
Join us for a “nuts and bolts” overview of the core concepts that define the community school strategy and explore the four Critical Capacities for Community Schools as articulated by the National Center for Community Schools: Comprehensiveness, Collaboration, Coherence, and Commitment. Presenters will discuss the activities related to each capacity, including the development of a needs assessment, program development, community engagement, coordination, advocacy, and strategic financing.

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

Guest Speaker:
- Lisa R. Villarreal, Program Officer, Education, The San Francisco Foundation and Vice-Chair, Coalition for Community Schools

Making Your Work Count: Results-Based Accountability in Community Schools
Location: Franklin Hall 11/12
Results-based accountability (RBA) is a disciplined way of thinking and taking action. This interactive workshop will provide an overview of how community schools can use RBA to improve the lives of children, youth, families, and the community as a whole. Explore the relationships between the Coalition for Community Schools results framework and RBA.

Moderator: Shital C. Shah, Research Associate, Coalition for Community Schools
Presenter:
- Karen Finn, Senior Consultant, Results Leadership Group, LLC

Mark your calendar now!
Community Schools Learning Lab 2011
Spring 2011 in Seattle, Washington
Join the Coalition for Community Schools and Community Schools Collaborative for an energizing, hands-on, interactive experience about Community Schools!

This is the first time a learning lab has been offered in the Northwest and you don’t want to miss it!

Hosted by:

IEL
Institute for Educational Leadership

To receive an invitation, please e-mail: shakira@cscwa.org
Full Conference Agenda

WEDNESDAY, APRIL 7, 2010

12:00 PM TO 6:00 PM
REGISTRATION

12:45 PM TO 2:15 PM
OPENING PLENARY

Location: Grand Ballroom

HEALTH AND EDUCATION: Connecting the Dots through Community Schools
Community schools are the vehicle for building partnerships between education and health institutions that touch the lives of children and their families. In this context, Secretary Kathleen Sebelius will provide an overview of health and social challenges as they relate to success in school, focusing on the importance of the health and education connection—childhood obesity, mental health, and the proven relationship between healthy students and effective learning.

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

Welcoming Remarks:
- Michael A. Nutter, Mayor, Philadelphia, PA
- Chaka Fattah, Congressman (D-PA)
- Gerald L. Zahorchak, Secretary of Education, State of Pennsylvania

Video Address:
- Arne Duncan, U.S. Secretary of Education

Introduction:
- Amy Gutmann, President, University of Pennsylvania

Keynote Speaker:
- Kathleen Sebelius, U.S. Secretary of Health and Human Services

2:15PM TO 2:45PM
BREAK

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

Advanced Registration Required

Please meet on the 13th Street exit at 2:30 pm and you will be given directions to board the buses, which will depart promptly at 2:45 pm. See page 33 for school site descriptions.

2:45 PM TO 4:00PM
CONCURRENT WORKSHOPS: SESSION I

Key to Workshops:
- Field Building Dialogue/Affinity Group Sessions
- Stage of Development
  - Starting Up/Emerging
  - Scaling Up
- Communications and Advocacy

Afterschool for All: Making the Case to Policy Makers, Your Community, and the Public

Location: Franklin 5

Walk away with strategies for effective marketing, advocacy, and sustainability efforts. Explore the latest afterschool policy and research, including new “America After 3PM” data, afterschool’s place in the reauthorization of the Elementary and Secondary Education Act, and strategies to build sustainable, community-support programs.

- Rivka Burstein-Stern, Afterschool Alliance, Washington, DC

Community Schools In Action

From Vision to Fruition: Leadership and Community Schools in the 21st Century

Location: Room 304

The community school belief runs deep in Rio School District. Join members of the Rio School District Community Schools Leadership Team to learn about their innovative and systematic approach to community school development in Oxnard, California.
• Sherianne Cotterell and Veronica Rauschenberger, Rio School District, Oxnard
• Tim Blaylock, Boys and Girls Club of Greater Oxnard and Port Hueneme and Rio School District
• Amy Mills, Neighborhood for Learning Program
• Carolyn Bernal, Rio School District, Oxnard

Journey to the Lehigh Valley, Pennsylvania: COMPASS Community Schools in Action

Location: Franklin 9
Take a virtual site visit into several COMPASS Community Schools where the local United Way serves as an intermediary. The interactive panel discussion will feature partners from Lehigh Valley’s Community School initiative. Explore COMPASS’s implementation strategies.

• Marci Ronald and Jill Pereira, United Way of the Greater Lehigh Valley, Bethlehem, PA
• Gail Mrowinski, Northampton Community College, Bethlehem, PA

Roadmap for Change: A Guide to Community School Transformation

Location: Franklin 11
Explore the community school transformation process from “soup to nuts” including practical strategies and tools that you can use to start or continue community school development in your own community.

• Greg Hall, The Federation for Community Schools, Chicago, IL

Leadership

Building Healthy Communities through Leadership and Collaboration: The Role of School Boards

Location: Room 308
Schools play an integral role in addressing children’s health and well being, but they cannot, and should not do it alone. You will explore the role and responsibilities of school board members and the critical leadership role they play in building healthy, sustainable learning environments.

• Martin Gonzalez and Betsy McNeil, California School Boards Association (CSBA)

Successful Collaborations: Alignment, Intentionality and Results

Location: Franklin 12
Learn to identify the challenges of successful collaboration and gain knowledge and tools for developing multi-sector partnerships that contribute to student success. National experts in collaborative leadership will provide participants with new insights and tools to strengthen their collaborations.

• Jolie Bain Pillsbury, Results Based Leadership Collaboration (RBLC), University of Maryland
• Victoria Goddard Truitt, RBLC, University of Maryland
• Hank Rubin, Institute for Collaborative Leadership, Washington, DC

Opportunities and Supports in Community Schools

High School/High Tech Program Providing Successful Transitions for Youth with Disabilities

Location: Room 301
High School/High Tech is a community-based enrichment program that exposes youth with disabilities to technology-related fields while preparing them for post-secondary education and careers in math, science, and technology. Learn how the program reduces the dropout rate, increases participation in postsecondary education and employment; and is critical for youth with mental health needs.

• Patricia Gill, National Collaborative on Workforce and Disability for Youth, IEL, Washington, DC
• Donna Mundy, Florida High School, High Tech, Tallahassee, FL

The Ready by 21 Approach to Insulating the Educational Pipeline

Location: Room 302
Ready by 21 is a solution to the challenge of making sure that all children and youth are ready for college, work, and life by the age of 21. Gain insight into how to develop stronger partnerships and bolder strategies for a connected approach to improving educational outcomes for children and youth.

• Sharon Adams-Taylor, American Association of School Administrators, Arlington, VA
• Merita Irby, Forum for Youth Investment, Washington, DC

College or Prison? The Male Crisis of the 21st Century: How to Keep Male Students in the Classroom and Educate Them for Success

Location: Room 307
Males are at high risk for social and academic failure. Learn the real facts and best practices for educating and keeping males out of trouble in today’s society. You will learn how to give our boys their best chance to go to college, be successful, and avoid the prison pipeline.

• Jesse W. Jackson, III, The Best Man Company, LLC, Auburn Hills, MI

Rural Community Schools Affinity Group

Location: Room 309
Join colleagues working in or interested in rural community schools to discuss unique opportunities and chal-
Challenges, effective practices in partnership development, program results, and policy and legislative opportunities.

- Robert Mahaffey, Rural School and Community Trust, Arlington, VA
- Amy Cohen, Save the Children, Washington, DC
- Judith Jerald, Save the Children, U.S. Programs, Brattleboro, VT

Creating a New Day for Learning: Putting the “School” at the Center of Community Schools

San Francisco New Day for Learning is a school district-city-community collaboration working to integrate two strands of education reform: full service community schools and relevant learning environments for the 21st century. Join our discussion of barriers to integration, successful and not-so-successful strategies, and lessons learned in building a system of shared ownership for student engagement and success in school.

- Margaret Brodkin and Jamie Harris, SF New Day for Learning, San Francisco, CA

Taking Flight: An Innovative Public School and Head Start Partnership for Student Success

Learn about collaboration history, components of the outcome-based model, and data systems that track student achievement from Pre-K through public school. Participants will create an initial road map to begin this process in their own community.

- Kathleen J. Webster, Chautauqua Opportunities, Inc., Jamestown, NY
- Judy Diem, Dunkirk City School District, Dunkirk, NY
- Laurel B. Tague, Information Resources and Associates, Varysburg, NY

Full Service Community Schools: A Platform for Successful Family Engagement

Learn the lessons from Year One of Full Service Community Schools implementation in Providence, RI, and how to successfully engage more families in school-based services. Join a lively discussion on communication strategies, evaluation of family engagement, and how community-based organizations can support districts through the community schools approach.

- Rebecca Boxx, Dorcas Place Adult and Family Learning Center, Providence, RI

Results, Evaluation, and Research

The Community Schools Evaluation Toolkit: Moving the Research Agenda Forward

Location: Room 305

Learn about and discuss current research on community schools. Coalition staff will present the new Community Schools Evaluation Toolkit, an instrument designed to help community schools evaluate their initiatives. Participants will also network with participating evaluators to brainstorm and receive feedback on their own evaluation plans.

- Reuben S. Jacobson, University of Maryland
- Shital C. Shah, Coalition for Community Schools, IEL, Washington, DC

Evaluation: A Key to Success for Community Schools

Location: Room 306

Leaders of the Evansville, Indiana community schools enterprise will present information on how to integrate the evaluation and research component of family, school, and community partnerships into the school district’s evaluation plan.

- Dan Diehl, Diehl Evaluation and Consulting Services, Evansville, IN
- Susan McDowell-Riley, Evansville Vanderburgh School Corporation, Evansville, IN

Supportive Policy and Funding

Racing to the Top: Linking Federal and State Policies to Community Schools

Location: Franklin 6

Explore the evolving state and federal policy context in which community schools will be doing their work during the next several years. Discuss how these policy developments can be seen as opportunities rather than obstacles for community schools.

- Nevin C. Brown, Achieve, Washington, DC

University-Assisted Community Schools

Reconfiguring Community Schools and Higher Ed Partners for B-16 (Cradle to Career) Pipelines

Location: Room 303

Focus on an important next phase in the university-assisted community school movement—the development of pipelines into post secondary education focusing on vulnerable, asset-rich young people and their families. Learn about the growing priority for 21st century knowledge and skills.

- Hal Lawson, State University of New York at Albany
through contract and other issues related to district policy and procedure to create an Equity School Model in three of the lowest performing schools in the district.

- Keith Gambill, Evansville Teachers Association, Evansville, IN
- David Dimmett, Evansville Vanderburgh School Corporation, Evansville, IN

**Whole School, Whole Child: An Innovative School and National Service Partnership**

*Location: Room 304*

Learn about the results of the "high impact" partnership between schools serving low income neighborhoods and City Year, an innovative national service organization that prepares students in the elementary and middle school years for high school completion. The program addresses the "whole child" through student engagement, academics, and social development.

- Sean Shirley-Davidson, Neighborhood House Charter School, Dorchester, MA
- Stephanie Wu, City Year, Boston, MA
- Wyneisha Foxworth, City Year, Philadelphia, PA

**Learning Across the Community: Using Shared Outcomes Among Partners to Revitalize "Canada's Worst Neighborhood"**

*Location: Room 307*

The Learning Across the Community model guides student learning through community revitalization focused project-based learning, service-learning, and apprenticeships with partner agencies. Learn how this model is revitalizing what has been described as "Canada’s Worst Neighborhood."

- Rod Allen and Dave Hutchinson, Regina Public Schools, Regina, Saskatchewan, Canada
- Allen Lefebvre, North Central Shared Facility, Regina, Saskatchewan, Canada

**Opportunities and Supports in Community Schools**

**Planning and Design: Integrating Schools and Our Neighborhoods**

*Location: Franklin 5*

Public places work best when they embrace a nexus of people, programs, and facilities that are in close proximity to one another, and stronger when created through community engagement with the residents and other stakeholders that use them every day. Learn about skillful combinations of public spaces that transcend the schools walls—integrating schools into the larger context of the neighborhood.

- Steven B. Bingler and Bobbie P. Hill, Concordia, LLC, New Orleans
From Diapers to Diplomas: A Model for Supporting Lifelong Success through Community Collaboration

Location: Franklin 6
Gain insight into two initiatives in the Evansville Vanderburgh School Corporation’s Center for Family, School, and Community Partnerships—early childhood education and college access.
- Valerie Bostick, Early Childhood Education, Evansville, IN
- Channelle Ragland, Southwest Indiana College Access Network/Evansville Vanderburgh School Corporation, Evansville, IN

Engaging Parents with a Focus on Achievement

Location: Franklin 7
The Center for Parent Leadership deliberately links parent engagement to student achievement. Learn to assess your school’s parent engagement efforts using a scoring guide from the Kentucky Commissioner’s Parent Advisory Council. Explore how parent leaders can help build community in their child’s school.
- Beverly N. Raimondo and Nita Rudy, Prichard Committee for Academic Excellence, Lexington, KY

School-Based Health Care 101: The Nuts and Bolts of Starting a Successful School-Based Health Center in a Community School

Location: Franklin 10
School-based health centers (SBHCs) are an effective partner in supporting community schools to improve the educational environment for students and families. Gain an overview of school-based health center characteristics across the United States; explore the nuts and bolts of starting a successful center; and discuss how centers operate within community schools.
- Laura C. Brey, National Assembly on School-Based Health Care, Washington, DC

Leveraging Mental Health Dollars Into Your School District

Location: Franklin 12
Why don’t more schools provide mental health services? Why don’t mental health providers routinely work in schools? This workshop will suggest a blueprint for how districts can leverage mental health dollars by making modifications in their practices. Based on a Robert Wood Johnson-funded school-based mental health demonstration project in Boston.
- Nechama Katz and Lisa Baron, Alliance for Inclusion and Prevention, Roslindale, MA

Results, Evaluation, and Research

Measuring Success through Asset-Based Evaluation and Cross-Agency Data Sharing

Location: Room 309
Utilizing examples from the John W. Gardner Center’s evaluation work with community schools, you will learn to apply evaluation strategies to your contexts. Focus on two strategies from the Center’s work: evaluation from an asset-based approach that focuses on positive indicators of youth development and cross-agency data sharing.
- Sebastian Castrechini and Amy Gerstein, John W. Gardner Center for Youth and Their Communities, Stanford University, CA

Evaluating University-Assisted Community Schools: Lessons from the Field

Location: Franklin 11
Learn lessons from the joint evaluation efforts of partnerships between public schools and universities being conducted by the Netter Center for Community Partnerships at the University of Pennsylvania and the University of Oklahoma.
- Gretchen E.L. Suess, Netter Center for Community Partnerships, Philadelphia, PA
- Curt Adams, University of Oklahoma, Tulsa

Scaling Up and Sustaining Community Schools Initiatives

Achieving the Every School a Community School Vision: Scaling Up and/or Sustaining Multi-School Initiatives

Location: Room 303
What does it mean to take “community schools to scale?” Scaling up and/or sustaining multi-school community school initiatives create unique opportunities and challenges for those committed to building a systemic approach. Join this multi-jurisdictional dialogue and learn how to take your community school strategy to scale.
- Peggy L. Samolinski, SUN Service System, Multnomah County, Portland, OR
- Darlene Kamine, Community Learning Center Institute, Cincinnati, OH
- Deborah Salas, Community Schools Collaboration, SeaTac, WA
Supportive Policy and Funding

The Connect Effect: Working across Groups in a Community of Practice

Location: Room 306

For 10 years, the IDEA Partnership has facilitated a new way of working across groups on persistent problems. This approach, a Community of Practice, draws decision makers, practitioners, and consumers together around a common belief that everyone has something to share and everyone has something to learn about our most challenging community issues. Learn how states and stakeholders are turning varied perspectives into strategies to change the way we approach complex problems together.

- Nancy Reder and Joanne M. Cashman, National Association of State Directors of Special Education, Alexandria, VA

University-Assisted Community Schools

Partnerships for Successful Postsecondary Transitions: High School, Community College, and YouthBuild

Location: Room 305

Learn from YouthBuild Philadelphia students, staff and the Community College of Philadelphia about how their new secondary-postsecondary partnership approach is ensuring more students successfully transition to and through credential programs leading to career pathways. Gain a national perspective on the Gates Foundation-supported initiative.

- Simran Sidhu, YouthBuild Philadelphia Charter School, Philadelphia, PA
- Sandra Gonzalez-Torres, Community College of Philadelphia, PA
- Scott Emerick, YouthBuild USA, Somerville, MA

6:00 PM TO 7:00 PM
OPENING RECEPTION AND EXHIBITS:

Location: Franklin Hall (4th Floor) and Grand Ballroom Foyer (5th Floor)

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

Entertainment:
African Drummers, Dancers and Stilt Walkers: Imhotep Institute Charter High School

7:00 PM TO 9:00 PM
DINNER AND EVENING PLENARY

Location: Grand Ballroom A-F

LOCAL GOVERNMENT AND SCHOOL LEADERS: Partners for Community Schools

Cities, counties, and their education partners are strategically scaling up community schools to eliminate achievement gaps and broaden education opportunities for children and youth. This special plenary of local government leaders and school leaders will share practical examples of ways that build new and effective student-centered systems for those not likely to succeed in traditional schools.

Moderator: Audrey M. Hutchinson, Program Director, Education and Afterschool Initiatives, Institute for Youth, Education, and Families, National League of Cities, Washington, DC

Panelists:
- Sam Adams, Mayor, Portland, OR
- Lolenzo Poe, Senior Policy Advisor to the Chair, Multnomah County, OR
- Jim Hinson, Superintendent, Independence School District, Independence, MO
- Don Reimal, Mayor, Independence, MO
- Tom Brady, Superintendent, Providence Schools, Providence, RI
- Lori Shorr, Chief Education Officer for Mayor Michael Nutter, Philadelphia, PA
- Wayman Britt, Assistant Administrator, County Administrator’s Office, Kent County, MI
- Bernard Taylor, Superintendent of Grand Rapids Public Schools, Grand Rapids, MI
THURSDAY, APRIL 8, 2010

7:30 AM TO 6:00 PM
REGISTRATION

7:30 AM TO 8:30 AM
CONTINENTAL BREAKFAST
Location: Grand Ballroom Foyer

8:30 AM TO 10:00 AM
MORNING PLENARY
Location: Grand Ballroom A-F

U.S. DEPARTMENT OF EDUCATION:
Moving Community Schools Forward
This year promises to be a banner year for community schools. We have already seen unprecedented support in speeches from and interviews with Secretary Duncan and guidelines from the U.S. Department of Education. Join us in this session to learn more about the Administration and the Department's vision for community schools.

Moderator: Lisa Villarreal, Program Officer, Education, The San Francisco Foundation

Presenter:
- James H. Shelton III, Assistant Deputy Secretary for Innovation and Improvement, Office of Innovation and Improvement, U.S. Department of Education

Panelists:
- Kristen Harper, Advisor, Safe and Drug Free Schools
- Anna Hinton, Director Office of Parent Options and Information
- Zollie Stevenson, Director, Director of Student Achievement and School Accountability Programs
- Sylvia Lyles, Director, 21st Century Community Learning Centers Program
- Jose Rico, Deputy Director, White House Initiative for Excellence in Hispanic Education

Entertainment:
Martin Luther King High School Choir

10:00 AM TO 10:15 AM
BREAK

10:15 AM TO 11:45 AM
CONCURRENT MINI-PLENARY SESSIONS

Pathway to Quality:
The Stories of Pre-K thru Secondary Community Schools in Chicago
Location: Room 305/306
Presenters will address implementation strategies for a comprehensive community school Pre-K–12. They will address the importance of parent and teacher relationships in regards to staff development and family engagement. Presenters will address the educational value of internships, and university and community partnerships. Data and results will be shared.
- Carlos M. Azcoitia, Assistant Professor, Department of Educational Leadership National-Louis University, Chicago, and Founding Principal at Jon Spry Community Links High School
- Francisco Borras, Principal, Community Links High School, Chicago, IL
- Tonya Tolbert, Principal, Roswell B. Mason School, Chicago, IL

The Role of Leadership: Moving Community Collaboration to Scale
Location: Room 401/402
This mini-plenary will feature the key principles of community collaboration, what it means to take the work of community school development to scale, and how to build capacity within a school district to support the work. A group conversation will form around these topics and the importance of leadership and vision.
- Vince Bertram, Superintendent, Evansville Vanderburgh School Corporation, Evansville, IN

Expanded Learning:
Rethinking Learning Partnerships to Support Student Success
Location: Franklin 5
Expanded learning opportunities provide substantial time for academics and enrichment and hold great promise for improving student engagement. Representatives from Boston Public Schools, Harvard University, Citizen Schools, and The After-School Corporation will discuss successes and challenges in forging effective
school and community partnerships. Participants will examine unexpected points of origin for partnership, strategies employed, and lessons learned.

- Lisa Moellman, Assistant Director, Harvard Achievement Support Initiative, smartTALK, Allston, MA
- Rita Spinola, Assistant Program Director, Department of Extended Learning Time (DELTAS), BPS, Dorchester, MA
- Moriska Selby, Senior Campus Director, Citizen Schools, Edwards Middle School, Boston, MA
- Stephanie Edmeade, Director, Expanded Learning Time, Edwards Middle School, Boston Public Schools, MA
- Saskia Traill, Director of Policy, The After-School Corporation, New York, NY

Meeting the Needs of Next Generation Learners: Delivering on Our Promise

Location: Franklin 6

Scale up through the Next Generation Learners, an initiative focused on transforming the learning experiences of students by using six critical attributes that provide the basis of powerful partnerships between a range of stakeholders. The Council of Chief State School Officers’ initiative is designed to foster partnerships that can take the innovative practices in your community schools to scale.

- Elizabeth Partoyan, Strategic Initiative Director, Next Generation Learners, Council of Chief State School Officers, Washington, DC
- Andy Calkins, Senior Program Officer, The Stupski Foundation, San Francisco, CA
- Gerald Zahorchak, Secretary of Education, Pennsylvania Department of Education

Partnering with School Based Health Centers: Their Contribution to Student Success

Location: Franklin 7

School Based Health Centers (SBHC) offer comprehensive health services in a clinic like setting in or near a school building. Evidence supporting SBHCs contribution to student success, requirements to operate a successful program, and funding sources will be explored.

- Linda Juszczak, Executive Director, NASBHC, Washington, DC
- Marilyn E. Crumpton, Director, Growing Well Cincinnati and Medical Director, Division of School and Adolescent Health, Cincinnati Health Department

From Rhetoric to Action: Strategies for Policy Change to Support Community Schools at the Local and State Levels

Location: Franklin 8

This session will feature three approaches to policy change that will be used to frame a group conversation around developing and implementing policy change agendas that support community schools. An open, facilitated dialogue will allow attendees to share their experiences and brainstorm next steps for their own communities.

- Melissa Trumbull Mitchell, Associate Director, Federation for Community Schools, Chicago, IL
- Katherine Eckstein, Director of Public Policy, Children’s Aid Society, New York, NY

Curbing Chronic Early Absenteeism: Implications for Community School Collaboratives

Location: Franklin 9

Chronic absence (missing 10 percent or more school days annually) starting in kindergarten negatively affects academic performance and can reach extremely high levels in some schools and districts. Drawing upon national research as well as the experiences of schools in New York, Baltimore, and Grand Rapids, learn about how communities and schools can work together to monitor and address high levels of chronic absence.

- Hedy N. Chang, Director, Attendance Counts, San Francisco, CA
- Margarita Cotto-Hernandez, Principal, Burton Elementary School, Grand Rapids, MI
- Abe Fernandez, Deputy Director, National Center for Community Schools, Children’s Aid Society, New York, NY
- Sue Fothergill, Coordinator, Baltimore City Student Attendance Work Group, Baltimore, MD

Creating System-Wide Family Engagement Initiatives: New Directions in Policy and Practice

Location: Franklin 10

A number of federal, state, and district policy and practice initiatives are focused on the creation of family engagement strategies that are systemic and linked to learning goals and standards. This session will feature one district’s efforts to move family engagement work from disconnected, random programs to a systemic effort that is “linked to learning.”

- Karen L. Mapp, Lecturer, Harvard Graduate School of Education, Co-author of “Beyond the Bake Sale”
- Michele Brooks, Assistant Superintendent, Boston Public Schools
Bringing Learning to Life: Students in Service with the Community
Location: Franklin 11
Learn about one school district’s journey into service-learning, including how and why it became a critical feature of community well-being and how it affected students’ academic experience. Connections will be highlighted between the indicators for strong community schools and the features that define solid service-learning programs.

- Mary Rodgers, Service Learning Facilitator, Abington Senior High School, Abington, PA
- Roberta E. Hantgan, Manager, Public Education Project, National Education Association, Washington, DC
- Christine E. Moran, Immaculata University, Immaculata, PA
- Christopher Platz, Grade 12, Firefighter/EMT/Red Cross Club
- Heather Frye, Grade 12, Eastern Center for Arts and Technology Cradles to Crayons
- Emily Crossette, Grade 11, French teacher to young children, H2O for Life, vice president Key Club
- Laquan Magruder, Grade 12, Anti Bullying leader, National Guardsman

The Early Childhood and Community School Linkages: Improving Policies, Practices and Results for Children, Families, Schools, and Communities.
Location: Franklin 12
Albuquerque, New Mexico; Multnomah County, Oregon (Portland); and Tulsa, Oklahoma, have taken the plunge in knitting a relationship between their community school efforts and the efforts of early childhood programming. Learn how these communities are implementing and evaluating flexible strategies to connect systems in ways that directly benefit children, schools, and other community stakeholders.

- Kwesi Rollins, Director, Leadership Programs, IEL, Washington, DC
- Amy Gerstein, John Gardner Center for Youth and their Communities, Stanford University, CA
- Paul Broome, ABC Community Schools Partnership, Albuquerque, NM
- May Cha, Linkage Project Coordinator, SUN Service System, Multnomah County, OR
- Stacey Mwongozi, Early Childhood Transition Specialist, Community Service Council, Tulsa, OK
- Janet McKenzie, Early Childhood Transition Specialist, Tulsa Public Schools, Tulsa, OK
2:15 PM TO 3:30 PM
CONCURRENT WORKSHOPS: SESSION III

Key to Workshops:
- Field Building Dialogue/Affinity Group Sessions
- Stage of Development
  - Starting Up/Emerging
  - Scaling Up

Community Schools in Action

Cross-Institutional Collaboration:
Create a Community of Community Schools in Chicago
- Location: Room 304
Discuss how collaboration between the School of Social Service Administration at the University of Chicago, the Chicago Public Schools Initiative, and community-rooted organizations effectively leveraged resources to create the Woodlawn Community of Community Schools. Learn how this partnership builds the organizational capacity of nine schools with the goal of sharing and mobilizing assets, sharing best practices, and addressing human capital challenges to help students succeed.
  - Adeline O. Ray, Chicago Public Schools
  - April A. Porter, Social Service Administration, University of Chicago

Green Schools Partner to Build Green Communities
- Location: Room 306
Learn the process for planning, designing, and delivering green school buildings. Consider how green schools enhance learning while conserving energy and natural resources, provide a healthy and safe environment, and engage and strengthen the surrounding community.
  - David Schrader, Schrader Group Architecture, Philadelphia, PA
  - Steven B. Bingler, Concordia, LLC, New Orleans, LA
  - Emily Knupp, U.S. Green Building Council (USGBC), Washington, DC
  - Robert K. McNamara, National Association of Realtors, Washington, DC

Community Schools in the Netherlands: Building New Opportunities
- Location: Room 309
The development of community schools in the Netherlands is booming. There are two main trends in this process: an integrated child center and a network community. This growth has many implications for the content and organization of our work. This session emphasizes how to teach new professionals and discusses research on community schools.
  - Tonny van den Berg, Dutch Institute for Community Schools, The Netherlands

Saddle Up Partner: Innovative Integrations from Oklahoma
- Location: Franklin 7
Learn how one Oklahoma school has integrated community partnerships, service learning, and the fine arts to make a successful neighborhood school. Explore how to round up partners and fill a wagon with resources.
  - Diane Hensley, Sheri Carpenter, and Beth Howard, Tulsa Area Community Schools Initiative, Tulsa, OK

The Brothers and Sisters Project:
Innovative Partnerships that Meet Community Needs
- Location: Franklin 8
The Brothers and Sisters Project is a collaboration between four agencies that train teens on providing safe, educational childcare for their young siblings. It empowers students through career exploration and community leadership opportunities. Explore the development and implementation of the partnerships that sustain the Project.
  - Laurie Bohm, Community Schools Collaboration, SeaTac, WA
  - Angelica Cardenas, Child Care Resources, Seattle, WA
  - Youssouf Diallo, Tyee Educational Complex, SeaTac, WA

Empowering Creative Collaboration: Successful Strategies of the San Fernando Neighborhood Partnership
- Location: Franklin 9
Focus on the process of building a community schools collaborative that is developing proactive strategies to encourage student academic achievement. A school coordinator, an academic supports provider, and a student will describe the implementation steps of this large-scale project and outline how collaborations that mobilize a spectrum of resources can organically solve problems at the school and ultimately see students thrive.
  - Stephanie Marron, Los Angeles Education Partnership, Los Angeles, CA
  - Gabriela Ramos and Elizabeth Cerda, San Fernando High School, San Fernando, CA

- Location: Room Franklin 11
Discover how students are empowered through MicroSociety®, a student-centered community school framework designed to motivate learners, create unique and meaningful partnerships, and improve indicators for student success using a real-world context. Students from two Philadelphia after-school programs share lessons learned and propose innovative solutions to real problems within their school community.
  - Robert Kutzik, MicroSociety, Philadelphia, PA
  - Jennifer Williams, CORA Neumann Center, Philadelphia, PA
Leadership

Building Pathways to Community Schools: Aligning and Integrating Local Systems

Location: Room 302

The School Health Services Coalition of Alameda County, California, will demonstrate how to develop effective county-city-school partnerships to support the development of community schools. Participate in a discussion of lessons learned, challenges, and effective tools gained from its Full Service Community Schools and Neighborhoods Initiative supported by The California Endowment.

- Tracey Schear, Alameda County Health Care Service Agency, School Health Services, San Leandro, CA
- Ammar Saheli, San Lorenzo Unified School District, San Lorenzo, CA
- Ellen Muir, Alameda County Health Care Service Agency, Behavioral Health Care Services, Oakland, CA

Strategic State Alliances: Finding the Intersect and Taking Action

Location: Room 307

Join in a discussion among three statewide organizations with different target audiences (communities, businesses, and schools) that have partnered to tackle education issues in Georgia. Explore how they formed their alliance, how they reinforce each other’s work, and their results to date.

- Gaye M. Smith, Georgia Family Connection Partnership, Atlanta, GA
- Stephen D. Dollinger, Georgia Partnership for Excellence in Education, Atlanta, GA

Developing and Sustaining Community Schools To Build a Systemic Initiative

Location: Franklin 6

There are a range of community school models with variations in practice. Learn the core concepts, beliefs, and practices essential to the development of a community schools initiative. Examine the five elements for creating a systemic community schools initiative.

- Janice Chu-Zhu, National Center for Community Schools, Children’s Aid Society, New York, NY

Opportunities and Supports in Community Schools

Beyond the Classroom: Addressing the Unmet Needs of Immigrant and Refugee Students

Location: Room 305

Immigrant and refugee students have different needs and teachers and programmers must be innovative in engaging them in academics and supporting activities. A typical response is to focus primarily on language acquisition, often overlooking challenges such as post-traumatic stress disorder, depression, family circumstances and cultural norms. Explore the statistics, case studies of student behavior and ways to help them overcome these challenges.

- Eileen G. Kugler, Embrace Diverse Schools, Springfield, VA
- Lua Masumi, Kate Gigler, and Mandy Hurley, Immigrant and Refugee Community Organization (IRCO), Portland, OR

Developing Partnerships Between Public Health, Schools, and Communities To Support Student Success: A Case Study from King County, WA

Location: Franklin 12

Coordinated School Health (CSH) and Community Schools movements were “born” in the early 1980s. Both seek to improve the well-being of youth in schools. Become familiar with CSH, reasons and methods for integrating it into community schools, and results and lessons learned from two projects in King County, Washington.

- Carolyn J. Kramer, Full Service Community Schools, Seattle Public Schools, Seattle, WA
- Meagan M. Darrow, Community Schools Collaboration, SeaTac, WA

Research, Evaluation, and Research

The Perfectly Punctual Campaign and Other Innovative Approaches to School-Based Family Engagement

Location: Franklin 5

Honoring parents for getting their children to school on time is one of several strategies to promote family engagement at the preschool and early elementary levels. Explore research-based practical innovations for school practice.

- Louise W. Wiener and Elizabeth Andrate, Learning and Leadership in Families, Washington, DC
- Edwin Darden, Appleseed Foundation, Washington, DC

Supportive Policy and Funding

Digging for Data: Union Public Schools

Location: Room 301

Unlock the process of identifying community needs and potential partnerships, developing working relationships with all entities, implementing an interdisciplinary team, and the success stories of our community based school. Discuss the results that underline the importance of total collaboration and partnerships in building a successful and fully integrated community school program.

- Theresa E. Kiger, Union Public Schools, Tulsa, OK
- John Gaudet, Bedlam Community Health Partnerships, University of Oklahoma, Tulsa, OK
HB 684: How a Community School Bill Became a Law in Illinois—An Analysis of Program-Driven Policy Change

Location: Room 308

Uncover the advocacy strategy and activities implemented by Illinois as they moved their community school legislation from bill to law. Using a case study of HB 684’s journey, you will leave with tools to support community school legislation in your state.

• Anita Banerji and Melissa Trumbull Mitchell, The Federation for Community Schools, Chicago, IL

University-Assisted Community Schools

Atlantic City and Knoxville: Case Studies in Management and Development of University-Assisted Full Service Community Schools

Location: Room 303

Compare and contrast the university-assisted approach at Richard Stockton College, a small liberal arts college working with a small urban school district in Atlantic City, and University of Tennessee-Knoxville, a large university working with an urban school district in Knoxville. You will engage in a discussion that applies the lessons learned to starting or improving your own partnerships.

• Reva Curry, Richard Stockton College of New Jersey
• Gavin Luter, Howard H. Baker, Jr., Center for Public Policy, Knoxville, TN
• Joseph Rubenstein, Richard Stockton College of New Jersey
• Robert Kronick, University of Tennessee-Knoxville
• Donna Haye, Atlantic City Schools, Atlantic City, NJ

Social Justice Youth Development Advocacy and University-Assisted Community School Partnerships: Addressing Issues of Race, Ethnicity, Culture, and Class in High-Need Communities

Location: Franklin 10

Examine how older low-income youth of color have largely been ignored by mainstream youth development literature and curricula. Learn about the unique prevention and community programming needs of marginalized youth, with respect to race, ethnicity, culture, and class and learn successful strategies that connect university-assisted community school partnerships with social justice youth development.

• Kindra Montgomery-Block and Vajra Watson, Center for Community School Partnerships, UC Davis
• bel Reyes, Community Schools Program Coordinator, Center for Community School Partnerships, CRESS Center of the School of Education, UC Davis

3:30 PM TO 3:45 PM

BREAK

3:45 PM TO 5:00 PM

CONCURRENT WORKSHOPS: SESSION IV

Key to Workshops:

- Field Building Dialogue/Affinity Group Sessions
- Stage of Development
- Scaling Up

Communications and Advocacy

Inspiring Greatness, Creating Hope: A Community’s Initiative for Quality Education

Location: Room 301

In 2008, the Independence School District successfully annexed seven schools into their district culminating in an Extreme School Makeover with over 3000 volunteers. Learn how to tear down silos, open up dialogue, build community bridges, and leverage talents to create momentum for positive change in districts and communities.

• Jim L. Hinson, Superintendent, Independence School District, Independence, MO

Community Schools in Action

Putting the “Community” Back into Community Schools: Lessons from Philadelphia

Location: Room 303

What is the meaning of “community” and who gets to define it? How can the knowledge, history, and experiences of community-based organizations be brought to bear for the benefit of community schools? Explore the opportunities and challenges posed by grassroots community organizations that have been engaging with schools in the community.

• Nijmie Dzurinko, Philadelphia Student Union
• Vernard Johnson, Healthy Family, Healthy Life, Inc., Philadelphia, PA
• Gail Clouden, Community Education Network, Philadelphia, PA

Rural School Innovation Network: Helping Rural Community Schools Benefit Through Partnerships with Community Foundations

Location: Room 306

Discover how the Rural Trust established a unique membership network providing benefits that are improving communities, schools, and student learn-
ing with support from community foundations servicing rural populations. Community schools have a tremendous opportunity to benefit from this type of partnership.

- Robert Mahaffey, Rural School and Community Trust, Arlington, VA

**The Hub of It All: Successful Innovations for School/Community Engagement**

**Location:** Room 308

Gain insight into three proven strategies for building and maintaining partnerships for student, family, and neighborhood success: effective roles for community school coordinators; engaging diverse parent leadership; and university-assisted partnerships. A panel of experienced community school collaborators in Indianapolis, Indiana, shares their knowledge.

- Jim Grim, George Washington Community High School, Mary Rigg Neighborhood Center
- Jackie Garvey, Indiana Partnerships Center, Parent Information Resource Center
- Mashariki Jywanza, Bridges to Success, Indianapolis Public Schools
- Starla Officer, Indiana University-Purdue University, Indianapolis (IUPUI)

**No Community Left Behind: Community Learning Centers North of the Border**

**Location:** Franklin 8

Explore two community learning centers in the Chateauguay Valley of Quebec, Canada. Learn about their experience with implementation and development and hear an overview of the Community Schools Movement in the Valley, including district wide implementation.

- Bonnie Mitchell, St. Willibrord School and Community Learning Centre, Chateauguay, Quebec
- Rob Buttars and Chuck Halliday, New Frontiers School Board, Chateauguay, Quebec

**“Going Green to Change the Scene” in a Community School: Welcome to Baltimore’s Hoop Village**

**Location:** Franklin 11

Increase academic performance, make money, and discover an innovative way to bring healthy lifestyles to students, community, and families by going green! Listen to the story of how three collocated schools and a Pre-K campus implemented this green program featured on ABC World News and watch the documentary created by students in Baltimore, Maryland.

- Nzinga Onferua-El, SAFE Healing Foundation Inc., Entrepreneur Training University (ETU) Community School, Baltimore, MD
- Karen Lawrence, Baltimore City Schools
- Manami Brown, University of Maryland Extension, Baltimore, MD
- Thelma Thompson and Tom Handwerker, University of Maryland Eastern Shore, Princess Anne
- Naima Jenkins-El and Noreen Smith, Safe Healing Foundation, Inc.
- Hathaway Perebee, Baltimore’s Safe and Sound Campaign
- Marquise Nesbit, Heritage High School

**Leadership**

**Principal Leadership: Collaboration is the Key to Success**

**Location:** Room 304

Learn how a trio of community school principals from three initiatives across the United States used their leadership and creative collaboration skills to create conditions for success in a community school.

- John Koch, Principal, Clear Creek Middle School, Multnomah County, Portland, OR
- Judy Feary, Principal, Kendall Whittier, Tulsa, OK
- Kim Johnson, Principal, Lincoln Elementary School, Evansville, IN

**Building Capacity to Implement Community Schools: Innovative Local and National Approaches**

**Location:** Room 307

As the field has matured over the past decade, community school leaders have developed innovative methods to build on-the-ground capacity to implement high quality practice at both the building and systems level. Consider capacity-building strategies that have proven effective locally and nationally.

- Jane Quinn, National Center for Community Schools, Children’s Aid Society, New York, NY
- Darlene Kamine, Cincinnati Public Schools, OH

**Youth Leadership Development and Community Building through Social Group Work**

**Location:** 310

The Center for Family Life Beacon partners with young people, offering them important roles and responsibilities as they progress from participants to staff members. Learn about youth development as young people examine the progression of their youth leadership as a result of participating in Beacon programs.

- Helene Onserud and David Garcia, Center for Family Life, Brooklyn, NY
- Brenda Villa Toro, Dante Alford, Leslie Espinoza, Center for Family Life, Brooklyn, NY
DON’T MISS THIS ONE-OF-A-KIND EVENT!

National Constitution Center
April 8, 2010, from 5:30 pm to 8:30 pm

Kansas City and Philadelphia Youth Face Off
To Debunk Community School Myths!

Join the Coalition in welcoming youth from Kansas City’s Central High School and Philadelphia’s Bodine High School as they duke it out at the National Constitution Center! Learn how to debunk community schools myths! Watch these talented youth engage in a healthy debate about the benefits of community schools. Which team will make the best case for community schools?

Buy your tickets at the registration desk. The fee is $25.00 and includes a tour of Signer’s Hall and the DeVos Hall exhibit.

This event is sponsored by the Verizon Foundation

The most advanced communications network ever. Built by Pennsylvanians, for Pennsylvanians.

Verizon has invested hundreds of millions of dollars to create new networks and services for you — built by Pennsylvanians, for Pennsylvanians. These investments mean faster, more advanced Internet services, more reliable phone and wireless networks and — finally — an alternative to cable TV.

But our investment in the Keystone State goes even deeper. Last year, we contributed more than $3 million to schools and to organizations that promote literacy, technology education, and domestic violence prevention.

At Verizon, we’re not just building the most advanced networks ever — we’re helping to build a better future for the communities where we live and work.

www.verizon.com/pa
Leave No Stakeholder Behind: A Community School’s Journey to City, Family, and Community Partnerships—San Francisco, CA

Location: Franklin 7

Imagine a school accountable for the education of its entire community, communities taking responsibility for children's success, and cities committing to this shared vision. This is what is emerging in the community school effort in the San Francisco Bay Area. Explore strategies and lessons learned at both a regional and school site level.

- Jamie Harris, Community Schools Project, Center for Strategic Community Innovation
- LaZena Jones, Walter T. Helms Community School
- Dina Hatchuel, Center for Strategic Community Innovation

Opportunities and Supports in Community Schools

Community Collaboration for Student Success

Location: Room 302

The Sustainable Communities Initiative in West Philadelphia uses community development corporations as a resource for public schools, echoing the Coalition for Community Schools Forum’s goal of “building innovative partnerships for student success.” Learn about this education collaborative and gain essential tools for community collaboration.

- Aleea S. Slappy and Nandini Jayarajan, The Enterprise Center Community Development Corporation
- Iola Harper, Sustainable Communities Initiative

International Quality Standards for Community Schools

Location: Room 309

Several countries use International Quality Standards set into a self-assessment framework to help schools capture best practice, build partnerships, and sharpen their focus on school improvement. Learn about the standards and how they introduce quality and rigor into community schools positively and productively.

- Chris Jones, International Centre of Excellence for Community Schools, United Kingdom

Early Childhood Programs Building Community Schools

Location: Franklin 5

Save the Children provides school and community based services for children birth to age twelve in resource-poor rural areas of the U.S. Explore implementation and evaluation of the pre-birth to age five early childhood home visiting, school-based language development, and literacy program.

- Amy B. Cohen, Save the Children, Washington, DC
- Judith Jerald, Save the Children, U.S. Programs, Battleboro, VT
- Deborah Brown, Brown and Tucker Consultants, Battleboro, VT

Moving From Parts to a Whole: Tools That Unite Partners Around A Whole Child Vision

Location: Franklin 6

Do your “community school” services operate separately from “regular school?” Are you committed to building innovative partnerships that unite all school constituents toward a common vision? Discover practical tools and techniques for uniting members of the school community around the common goal of supporting the whole child.

- Jessica D. Cameron, Whole Child Initiative at ASCD, Alexandria, VA
- Christina M. O’Guinn, Youth in the Middle, John W. Gardner Center for Youth and Their Communities, Stanford University, Stanford, CA

Lessons Learned from Year 1: Full Service Community Schools Grantee Conversation

Location: Franklin 12

In 2008, the U.S. Department of Education awarded funding for five years to implement the Full Service Community Schools (FSCS) Program. Join FSCS grantees as they share project updates and discuss the barriers they faced and lessons learned from Year 1.

- Carolyn Kramer, Full Service Community Schools, Seattle Public Schools, Seattle, WA

Supportive Policy and Funding

Medicaid in the Schools: An Innovative Partnership

Location: Franklin 10

Many people are unaware that Medicaid partially reimburses some health care and outreach services provided in public schools across the country through the Medicaid School-Based Services Programs. Learn about its background and how it works. Gain insight into how the unique partnership between Medicaid, education, and families helps low-income students with disabilities, while defraying the costs of health care delivered in schools.

- Elaine Lerner, National Alliance for Medicaid in Education, NJ
- Larry Charny, The Charny Group, LLC

University-Assisted Community Schools

Building a Community Classroom: Forging University, School, and Afterschool Partnerships to Promote Student Success.

Location: Room 305

After-school intermediaries in New York City, Providence, and Baltimore are supporting efforts to develop mutually beneficial partnerships among institutions of higher education and after-school providers to improve program quality, and ultimately, student success. Examine the lessons learned and strategies used to involve
college students in after-school programs through three university-assisted community school partnerships, from the start up phase through the launch of a new course to a comprehensive institutionalized partnership.

- Jessica Donner and Chymeka Olfonse, The After-School Corporation, New York, NY
- Frances Rofrano, Lehman College, City University of New York, NY
- Joseph Cammarano, Providence College, RI
- Katrina Brooks, Violetville Elementary Middle School, Baltimore, MD
- Alex Molina, Providence Afterschool Alliance, RI

Linking Higher Education with High Schools for a Better Community: A Tulsa Case Study:

Location: Franklin 9

This workshop features a case study from Tulsa presented at the 2009 OU-Tulsa Community Engagement Center Regional Conference. Discuss how key players in the district and higher education collaborated to implement a successful model. The Northeastern Oklahoma Higher Education Forum’s vision is to link high schools to colleges through experiential learning projects, internships, and career readiness.

- Pamela S. Pittman, OU Community Engagement Center (OUCEC), University of Oklahoma-Tulsa
- Keith E. Ballard, Superintendent, Tulsa Public Schools
- Kevin E. Burr, Area Superintendent for Secondary Schools, Tulsa Public Schools
- Lyda Wilbur, Principal, Will Rogers High School, Tulsa Public Schools
- Melissa Venable, Will Rogers High School, Tulsa Public Schools

5:30 PM TO 8:30 PM

RECEPTION: NATIONAL CONSTITUTION CENTER

Advanced Registrations Required

Location: 525 Arch Street, Independence Mall

DEBUNKING COMMUNITY SCHOOL MYTHS:
Listen and Learn as Youth from Kansas City and Philadelphia Make the Case for Community Schools

Visit Our Computer Kiosk Station

This Year’s National Forum Is Going Green!

In an effort to achieve this, ALL participants will receive a complimentary 2GB USB flash drive!

These flash drives are packed with vital community schools info (e.g., publications, research, and tools). Just imagine—you can take your favorite presentations home to share without having to check an extra bag at the airport!

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

The Coalition for Community Schools would like to thank the American Federation of Teachers for their generosity in sponsoring this year’s conference flash drives.
FRIDAY, APRIL 9, 2010

7:30 AM TO 12:00 PM
REGISTRATION

7:30 AM TO 8:30 AM
CONTINENTAL BREAKFAST
Location: Grand Ballroom Foyer

8:30 AM TO 10:00 AM
CONCURRENT WORKSHOPS: SESSION V

Key to Workshops:
- Field Building Dialogue/Affinity Group Sessions
- Stage of Development
  - Starting Up/Emerging
  - Scaling Up
- Communications and Advocacy

How the Professional Development School/Community School Model Impacts Teacher Effectiveness and Student Improvement

Location: Room 305
Gain insight from a professional development school located within a full-service community school. Learn strategies for implementation, funding, and improving outcomes for K–5 students, pre-service teachers, in-service teachers, and college faculty.

- JoAnne Ferrara, Manhattanville College, Purchase, NY
- Maria Flores, Thomas A. Edison School, Port Chester, NY

The Community School Approach from a Lead Agency Administrators’ Perspective

Location: Room 309
Join experienced community schools leaders to learn about the nuts and bolts, and challenges and opportunities of building lasting community-school partnerships. Discover the importance of building relationships at every level, including program and service integration, and gain tips on ensuring lasting support for the community school director.

- Richard Negrón, Hersilia Mendez, and Myrna Torres, National Center for Community Schools, Children’s Aid Society, New York, NY

Healthy Outlook Model: Using Components of Coordinated School Health Model with Community Partnerships To Make Students Healthier

Location: Franklin 12
Learn about the Evansville Vanderburgh (Indiana) School Corporation Coordinated School Health (CSH) model and how the relationship between families, schools, and community partners makes this initiative a success.

- Dale Naylor, Evansville Vanderburgh School Corporation, Evansville, IL
- Rhonda Meade, Welborn Baptist Foundation

Opportunities and Supports in Community Schools

KaBOOM! Using Asset-Based Community Development To Build Play Spaces and Promote Play

Location: Room 304
The opportunity for play is essential for the physical, social, emotional and educational development of our children and for the health and well-being of our communities. Yet play is disappearing from children’s lives. Learn how KaBOOM! activates communities through

Location: Room 303
Deepening Community School Collaborations: Best Practices and Lessons Learned

- Diana Hall, SUN Community Schools/Multnomah County, Portland, OR
- Lolenzo T. Poe, Senior Policy Advisor to the Chair, Multnomah County, OR

Location: Franklin 10
The federal Safe Schools/Healthy Students (SS/HS) initiative serves as a foundation for community schools. Learn how to leverage the work of SS/HS while focusing on the value of developing a cadre of leaders within a state to promote community schools.

- Jack Campana and Nancy Kelly, Education Development Center, San Diego, CA

Community Schools in Action

Sustainable Approaches through Integration of the Federal Safe Schools/Healthy Students Initiative

Location: Room 305
Gain insight from a professional development school located within a full-service community school. Learn strategies for implementation, funding, and improving outcomes for K–5 students, pre-service teachers, in-service teachers, and college faculty.

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The opportunity for play is essential for the physical, social, emotional and educational development of our children and for the health and well-being of our communities. Yet play is disappearing from children’s lives. Learn how KaBOOM! activates communities through
playground building using an asset-based community development model.

- Kiva R. Wilson and Danielle Marshall, KaBOOM!, Washington, DC

**Keep them Coming! Promising Practices that Improve Attendance Among Adolescents in Community Schools**

**Location: Room 307**

Impressive results have occurred when intermediaries in three cities have paired up with Beacon sites to focus on increasing the participation, retention and engagement of adolescents. In New York City, sites increased their enrollment rates by 18 percent in one year as well as the amount of hours that youth attended programming by 86 percent. Learn about promising strategies that have emerged as youth assume important roles and responsibilities in their Beacons, communities, and Beacon initiatives.

- Sarah M. Zeller-Berkman, The Youth Development Initiative, New York, NY
- Asha Mehta, San Francisco Beacons Initiative
- Jenny Wright Collins, YMCA Minneapolis Beacons Network, Minneapolis, MN
- Greg Robertson, University Settlement Beacon, New York, NY
- Marlena Starace, Queens Community House, New York, NY

**Involving Parents, Schools, and Community Organizations in Creating a System of Care for Children**

**Location: Room 308**

Discover how a family-based model program can create a system of care by bringing parents, schools, and community agencies together to create a supportive environment. Learn how to enhance efforts to improve health, academic achievement and create a sense of community belonging.

- Pat Davenport, Families and Schools Together Inc., Madison, WI

**Collaborate to Innovate: Building Effective School-Community Partnerships for Service-Learning**

**Location: Franklin 6**

How can educators inspire and support the emergence of community-based organizations as effective and sustainable partners in service and learning? Discover how to build a successful school-community partnership to enhance both the quality of education and the quality of life in a community.

- Susan A. Abravanel, Youth Service America, Washington, DC
- Brooke Tuveson, Metropolitan Family Service, Portland, OR

**Toward an Online Service-Learning Community**

**Location: Franklin 9**

The National Youth Leadership Council (NYLC) is building a community of schools that are committed to best practices in service-learning and to the vision of high quality service-learning for student. Learn about service-learning, how it engages students, and how your school can be part of the NYLC’s innovative online community.

- Libby Rau, National Youth Leadership Council, St. Paul, MN

**Student Empowerment as an Effective School Reform Strategy: Youth Organizing and the Community School Model**

**Location: Franklin 11**

Interact with students as they discuss youth organizing as part of the community schools concept. Examine youth organizing frameworks and learn about the concrete gains made by youth organizers in Philadelphia’s community schools.

- Azeem Hill, Keydessie Stanback, and Jaileah Gibson, Philadelphia Student Union

**Results, Evaluation and Research**


**Location: Room 302**

In the Expanded Learning Time/New York City (ELT/NYC) initiative participating schools partner with a lead community organization to plan for and staff expanded learning activities. Examine the ELT/NYC evaluation including its logic model and approach to measuring the collaboration between school and community partners.

- Christina Russell and Tandra Turner, Policy Studies Associates, Washington, DC
- Saskia Traill, The After-School Corporation, New York

**The Nature and Function of Cross-Boundary Leadership: Evidence from a Multi-Site Evaluation**

**Location: Room 306**

Take the challenge to be mindful of how cross-boundary leadership can be exercised and sustained in the school communities. Learn the importance of centering content and pedagogy on understanding and explaining the nature and function of cross-boundary leadership, as opposed to presenting a “how to guide” for school, district, and community leaders.

- Curt Adams, University of Oklahoma, Tulsa, OK
Supportive Policy and Funding

Strategies for Financing and Sustaining Critical Services in Community Schools

Location: Room 310

Community schools’ success depends, in part, on the ability to sustain critical in- and out-of-school services. Learn about the key steps to creating a strategic financing plan and key financing strategies and how to ensure positive (and prosperous!) funder relationships.

- Jenifer Gager and Torey Silloway, The Finance Project, Washington, DC

Imagining a New Social Contract for Using Public School Buildings

Location: Franklin 5

Discover the role of PK–12th grade school facilities—the buildings and the grounds—in the school-community relationship. Building on work from the 21st Century School Fund and Center for Cities and Schools, explore new definitions and models for school joint use, analyze current policies and practices, and discuss how local communities can approach this challenging issue.

- Mary Filardo, 21st Century School Fund, Washington, DC
- Jeff Vincent, Center for Cities and Schools, University of California, Berkeley, CA

University-Assisted Community Schools

University of Dayton Drives Dayton’s Neighborhood School Centers: A Winning Partnership for the University and the Dayton Community

Location: Room 301

The University of Dayton is playing a crucial role in the success of Dayton’s Neighborhood School Centers—through funding, leadership, connecting resources, student and faculty involvement. Learn how thoughtful planning and effort can enable universities to build capacity in the local schools and community to achieve student success and strengthen communities.

- Dick Ferguson, Fitz Center for Leadership in Community, Dayton, OH
- Lori Ward, Deputy to the Superintendent, Dayton Public Schools, Dayton, OH
- Roberta Weaver, Associate Dean for Community Outreach, School of Education and Allied Professions, University of Dayton, Dayton, OH
- Amber Rose, Education Center Director, Salvation Army Kroc Center, Dayton, OH
- Charles Bull, University of Dayton Student Intern at Kiser Neighborhood School Center, Dayton, OH

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

Location: Franklin 7

Explore how to engage higher education resources—faculty, staff, students—in helping to develop, implement and sustain a community school. Learn how the work is developed on campus and with school and community partners.

Moderators:

- Ira Harkavy, Netter Center, University of Pennsylvania
- Charlene Gray, Pennsylvania Campus Compact, Grantham, PA

Panelists:

- Robert Kronick, University of Tennessee, Knoxville
- Dick Ferguson, University of Dayton
- Henry L. Taylor, Jr., University at Buffalo
- Reva Curry, Richard Stockton College of NJ
- Pamela Pittman, OU Community Engagement Center (OUC), University of Oklahoma-Tulsa
- Starla Officer, Indiana University-Purdue University, Indianapolis (IUPUI)

The Sayre High School Health Science Pipeline: A Comprehensive Learning Tool for University-Assisted Community Schools

Location: Franklin 8

Learn how the Health Science Pipeline (Neuroscience, Cardiology, Infectious Disease and Endocrine) is a comprehensive learning tool for high school and university students alike. Engage in small group activities, view a slide show, and witness a pipeline lesson plan in action. High school and university students, partner teachers, university faculty, and Netter Center staff will join presenters as they highlight the evolutionary history, day-to-day execution, and practical replication strategies of the Pipeline program.

- Ty F. Holmberg, Netter Center for Community Partnerships, Philadelphia, PA
- Karen Hamilton, University of Pennsylvania, School of Medicine, Philadelphia, PA
- Terri H. Lipman, University of Pennsylvania, School of Nursing, Philadelphia, PA

10:00 AM to 10:15 AM
BREAKEE
10:15 AM to 11:30 AM
CLOSING PLENARY:

Location: Grand Ballroom

DEMYSTIFYING PHILANTHROPY
AND YOUR RELATIONSHIP WITH FUNDERS

Private philanthropy can provide great support to those starting or growing a community schools initiative. However, it’s not always clear how these funders view community schools. Please join us to hear funders share their views on why they choose to fund community schools efforts locally, in states, and nationally. Panelists will offer tips and suggestions to grant seekers and stress the need for more research-based evidence and demonstrated results.

Moderator: Rhonnel Sotelo, Vice President, Program and Operations, Stuart Foundation

Panelists:
- Mark Rigdon, Vice President, Director of Global Philanthropic Strategy and Programs, JPMorgan Chase Foundation
- Susan Doornbos Kerbow, Associate Director, Polk Bros. Foundation
- Susan Gilmore, President, United Way of Greater Lehigh Valley
- Caroline Maillard, Senior Program Officer, The Seattle Foundation

MOVING FORWARD:
Dialogue with Forum participants and Coalition leadership.
Moderators: Ira Harkavy, Chair, Lisa Villarreal, Vice Chair, and Martin Blank, Director, Coalition for Community Schools

12:00 PM
ADJOURN
After-School Program at Thurgood Marshall Elementary School

CORA Services has worked with children and their families for over 35 years. We currently run a successful community center at Thurgood Marshall Elementary School in partnership with the Philadelphia Public Schools. One of the highlights during afterschool and summer over the past four years has been implementing the MicroSociety® AfterSchool framework and curriculum. With staff facilitators and community partners, students create a “community in miniature.” They design and run their own business ventures and are citizens who have a voice in how their out-of-school time community is run—they vote, pay taxes, and even have town hall meetings! And, they all have jobs that reflect their own personal and career interests. Some businesses include Micro City News, Playcade, a bank, and a restaurant.

School Demographic Description:
Grade Levels: K to 8th
Student Enrollment: 672
(125 average enrollment in afterschool program)
Racial Breakdown: 75% African American,
15% Hispanic, 10% Asian/Pacific Islander, 5% other
For Afterschool Program: 92 African American,
4 Asian/Pacific Islander, 3 African, 8 Latino, and
2 multiethnic
Free/Reduced Lunch: 80%
ESL: 12%

Community School Partners:
Home and School Association, EPIC Stakeholders Groups, Parent Embuzzment, Mayor’s Office, Councilwoman Tasco’s Office, Citibank, Community College of Philadelphia, Pennsylvania Department of Labor and Industry, United Way, Philadelphia Police Department, Graduate Philadelphia, and Consumer Counseling Credit Services

Alexander Wilson Elementary School

Wilson Community School (WCS) is a partnership between Alexander Wilson Elementary School and the Netter Center for Community Partnerships at the University of Pennsylvania. WSC is responsible for developing and operating all out-of-school-time (OST) programming at Alexander Wilson Elementary, including the after-school program, summer program (Wilson Freedom School, in partnership with Philadelphia Freedom Schools), and the socialized recess program (in partnership with the West Philadelphia Recess Initiative). In only its second year of existence, WCS has quickly developed into a dynamic community school that provides quality programs that address the academic and social needs and interests of our scholars and families, and which is intricately integrated into Wilson Elementary School and the surrounding community.

School Demographic Description:
Grade Levels: K to 6th
Student Enrollment: 264
Racial Breakdown: 98.0% African American, 1.2% Asian, 0.8% Latino
Free/Reduced Lunch: 85%
ESL: 4.0%

Community School Partners:
Netter Center for Community Partnerships, Philadelphia Freedom Schools, West Philadelphia Recess Initiative, University of Pennsylvania Graduate School of Education

Supports Offered in the School:
Site coordinator, after school, community programming, service learning, community-based learning, experiential learning, academic support program, parent involvement

Community Partnership School

Community Partnership School (CPS) was founded in 2006 by Germantown Academy, the nation’s oldest nonsectarian day school, and Project H.O.M.E., the fastest-growing, social service nonprofit in Philadelphia, to address achievement gap concerns in North Philadelphia. CPS is a private, independent school serving pre-kindergarten through fourth grade (next year, through fifth grade). CPS offers low-wealth, low-income caregivers a high-quality, affordable elementary school alternative for their children. CPS students are developing a strong foundation in reading, writing, math and science, but that’s only part of our work. They also learn how to peacefully relate to their peers, artistically express themselves, and creatively solve problems. Our after-school program broadens students’ horizons by exposing them to activities like chess, piano, swimming, tennis, martial arts, and African drumming and dance.

School Demographic Description
Grade Level (2009-10): Pre-K to 4th
Student Enrollment: 75%
Racial Breakdown: 100% African American/multiracial
Free/Reduced Meals: 75%
Student/Teacher Ratio: 7 to 1
Community Partners
Project HOME, Germantown Academy, Martin Luther King Recreation Center, Abington Friends School, Council for Relationships (CFR), Wagner Free Institute of Science, Mann Center for the Performing Arts, Althea Gibson Community Education and Tennis Center, Columbia North YMCA

CIS Performance Learning Center, Southwest
The CIS Performance Learning Center (PLC), Southwest, program started September 8, 2009, and can serve up to 150 students in grades nine to twelve referred from designated School District of Philadelphia high schools. Teachers make literacy and math the focus of instruction and everyone works toward having students meet the Pennsylvania state standards. Students are asked to write more, explain their thinking, and analyze and interpret reading, writing, and math assignments. After-school programs supplement classroom instruction to help students make significant gains in targeted areas. The classroom organizational structure promotes individual student success through project-based learning and a rigorous computer-based curriculum. Dedicated staff and faculty take immense pride in working with parents, charting student success, and creating an environment in which students feel safe and secure.

School Demographic Description:
Grade Levels: 9th thru 12th
Student Enrollment: 100 (maximum enrollment is 150)
Racial Breakdown: 96% African American, 4% other

Community School Partner:
School District of Philadelphia and PLC Southwest

Supports Offered in the School:
Site coordinator, social services, family support services, after school, service learning, community-based learning, experiential learning, academic support program, early childhood programs, adult education

Community Education Alliance of West Philadelphia
The Community Education Alliance of West Philadelphia (CEAWP) is a 501(c)(3) nonprofit acting as the umbrella organization to Belmont Charter School (BCS), providing social service related programming to its students and their families, including all out-of-school-time programming. CEAWP was created specifically in response to the dramatic needs of the students and residents of Belmont due to the high levels of poverty in the neighborhood. In addition, CEAWP also serves the students of the Belmont Academy Charter School (BACS), which houses our early childhood program and is a feeder school to BCS. Both Title I schools serve approximately 600 pre-kindergarten to eighth grade students of which almost 100 percent are African American. We also have a partnership with the Philadelphia School District to provide Head Start Programming (beginning at age three) to 91 students and the Belmont out-of-school-time program through a partnership with Philadelphia Health Management Corporation, which provides year round out-of-school-time programming to 250 community students in first through eighth grades.

2010 – Celebrating the 10th Anniversary of SUN Community Schools in Oregon
SUN Community Schools are a collaboration of Multnomah County, City of Portland, non profits and local school districts.

The San Francisco Foundation’s Education Program invests locally in full-service community schools.
We are a proud partner of the Coalition for Community Schools.

THE SAN FRANCISCO FOUNDATION
The Community Foundation of the Bay Area
Building Innovative Partnerships for Student Success: The Key to America’s Future

School Demographic Description:
Racial Breakdown: 98% African American
Free/Reduced Lunch: 100%
Special Education: 22%

Community School Partners:

Supports Offered in the School:
Site coordinator, social services, health services, family support services, after school, service learning, community-based learning, experiential learning, early childhood programs, mentoring

CORA After-School Program at Grover Washington, Jr., Middle School
CORA Services has worked with children and their families for over 35 years. We currently run a successful community center at Grover Washington, Jr., Middle School in partnership with the Philadelphia Public Schools. One of the highlights during afterschool and summer over the past four years has been implementing the MicroSociety® AfterSchool framework and curriculum. “Grover” is now truly a community within a community school. With staff facilitators and community partners, students create a "community in miniature." They design and run their own business ventures and are citizens who have a voice in how their out-of-school-time community is run—they vote, pay taxes, and even have town hall meetings! And, they all have jobs that reflect their own personal and career interests. Some businesses include Micro City News, Playcade, a bank, and a restaurant. The MicroSociety® framework also helps staff facilitators easily integrate the District’s curriculum into the academic skills that students learn naturally during MicroSociety® time on their jobs. Students have improved both academically and socially, while also impacting their families. Imagine—our parents come to pick their children up from work!

School Demographic Description:
Grade Levels: 5th to 8th
Student Enrollment: 1,125
(125 average enrollment in after-school program)
Racial Breakdown: 68% Black, 15% Asian/Pacific Islander, 14% Hispanic, 2% White
For Afterschool Program: 92 African American, 3 Asian/Pacific Islander, 3 African, 8 Latino, and 2 multiethnic
Free/Reduced Lunch: 80%
ESL: 10%

Community School Partners
CORA Services, Home and School Association, EPIC Stakeholders Groups, Parent Embuzzment, Mayor’s Office, Councilwoman Tasco’s Office, Citibank, Community College of Philadelphia, The PA Department of Labor and Industry, United Way, Philadelphia Police Department, Graduate Philadelphia, and Consumer Counseling Credit Services

Edward W. Bok Technical High School
In 1998 Bok Technical High School was declared a community school with the non-profit organization Sunrise at the helm. Sunrise is housed in a high school, but enrolls students from all the feeder elementary schools into after-school programs and solicit high school students in the building for enrollment in our high school programs. Student clubs form and their activities spill out into the community—such as the cosmetology students who visit the neighborhood nursing home to care for the elderly with haircuts, shampoos, manicures, and upper body massages. Bok Technical High School has accomplished Annual Yearly Progress under NCLB for four consecutive years. Dr. Melton, the sitting principal believes that Sunrise offers an overall “solution” that creates the main difference between our school and others in the same area of the city. No student enrolled in after-school in high school has dropped out since we formed our operation in 1999. Attendance is between 85 and 88 percent daily.

School Demographic Description:
Grade Levels: 9th to 12th
Student Enrollment: 1,011
Racial Breakdown: 33 Caucasian, 651 African American, 5 American Indians, 122 Asian, 5 other
Free/Reduced Lunch: All students
ESL: 46
Special Education: 123
Mentally Gifted: 23

Community School Partners
United Communities, the Variety Club of Philadelphia, Sunrise of Philadelphia, Inc., and the Southeast Philadelphia Youth Collaborative

Supports Offered in the School:
Site coordinator, social services, family support services, after school, Community programming, service learning, community-based learning, experiential learning, academic support program, early childhood programs, parent involvement, parenting classes, Variety Club of Philadelphia focuses on severely handicapped children

Folk Arts Cultural Treasures (FACT) Charter School
The founders of FACT believe the quality of life in urban communities is directly related to the persistence, diversity, and vitality of vernacular folk cultures. There-
fore, founders of FACT committed to incorporating folk arts—and in particular the folk arts and heritage cultures of the communities whose children are in our classrooms—into the curriculum of the school. FACT chose to focus on folk arts because they represent collective action and shared values, and because use of these arts embeds the things that are most meaningful to the communities themselves into the life and culture of the school. For diverse populations such as the students at FACT, folk arts serve as vehicles to bring children to elders, school to community, and school community members to each other. Folk Arts education does not merely seek to teach students heritage or traditions, either of their own or others. Folk Arts education teaches students skills and concepts to explore cultural participation, both in their own lives and in the lives of others.

School Demographic Description:
Racial Breakdown: 70% Asian American (Chinese, Indonesian, Vietnamese, Cambodian are primary ethnicities), 20% African American, 10% other (Latino, Caucasian, mixed race, and immigrant African)
Free/Reduced Lunch: 86%
ESL: 30%

Community School Partners:
Asian Americans United, Philadelphia Folklore Project, Southeast Asian Mutual Assistance Association Coalition, ESL Department

Community School Partners:
Big Brothers and Big Sisters, International Visitors Council, Mazzoni Center, Amachi, WOAR, the Welcoming Center, the Painted Bride, Philadelphia Cares, PENN National Resource Centers

Martin Luther King High School
At Martin Luther King High School we attempt to bring together our entire internal school community along with our surrounding community to help drive our decision making and focus our efforts around creating the best and most supportive environment for student achievement. By doing this we have been able to drastically improve our school climate while creating an atmosphere of accountability from all stakeholders. In an effort to create a more inclusive environment, we have begun to focus on all of the needs of our students, not just educational needs. We have engaged with families and the wider community and try to pair informal with formal education in an effort to reach our diverse learners. Our integrated management approach also strives to bring more school community members into the decision making process. We are committed to various levels of leadership development along with multi disciplinary professional development.

Community School Partners:
Foundations, INC

Supports Offered in the School:
Site coordinator, social services, health services (medical, dental, mental health), after school, community programming, academic support program, parent involvement, parenting classes

Parkway West High School
Parkway West is a small high school of only 320 students with a focus on college preparation, urban teaching, and a growing focus on technology. The small school community is enhanced by various partnerships with Philadelphia Academies, which runs the Urban Teaching Academy, providing high school seniors with the chance to serve as student interns in neighboring elementary and middle schools. Through a district-sponsored job guarantee, any student who graduates from Parkway and becomes certified to teach is guaranteed a job with the School District of Philadelphia. Parkway is in its second year of a partnership with Bryn Mawr College, specifically its education program, to offer a variety of reciprocal learning experiences for students from both schools. This year that partnership has grown through a grant from AmeriCorps VISTA to create a full-time staff position dedicated to building the partnership. Additional partnerships with UPenn and Lincoln University provide support and creative engagement for Parkway students in interacting with the community surrounding them. The 2009–10 school year is Parkway’s third as one of nine district schools receiving additional support for seniors on their yearlong Senior Project, which has become a model for other schools.

School Demographic Description:
Grade Levels: 9th to 12th
Student Enrollment: 322
Racial Breakdown: 98.8% African American, 0.6% Caucasian, 0.3% Asian, and 0.3% Latino
Free/Reduced Lunch: 74%

Community School Partners
Philadelphia Academies, Lincoln University, Bryn Mawr College, Haverford College, University of Pennsylvania

Sayre High School
The Penn-Sayre High School partnership, coordinated by the Netter Center for Community Partnerships, is the most comprehensive model of a university-assisted community school. Taken together, the integrated initiatives at Sayre serve the educational, social service, health, and recreational needs of the entire community. Sayre youth and community residents, in partnership with Penn staff and students, are engaged and empowered in their own education through learning activities that improve the quality of life for the entire community.
School Demographic Description:  
*Racial Breakdown:* 99% African American

**Community School Partners:**  
Access Science, Educational Pipelines (Neuroscience, Cardiology, ID, and Endocrine), ABCS, Agaston Urban Nutrition Initiative

**Shaw Beacon Center at Shaw Middle School**  
The Shaw Beacon Center has employed the community school approach since its inception in January of 2008. In less than two years, the Beacon has joined with the host school to create a partnership that provides students with consistent standards and expectations that flow fluidly from the school day and into after school. The Beacon has worked with community members, small businesses, and other community partners to provide various youth programs and services, including dance, art, chess, basketball, ice skating, debate, and much more, plus literacy, Middle School t-shirt company, and garden efforts enacted this year.

School Demographic Description:  
*Grade Levels:* K to 8th  
*Student Enrollment:* 132  
*Racial Breakdown:* 99.2% African American/Black, 0.8% other  
*Free/Reduced Lunch:* 100%

**Community School Partners:**  

**Supports Offered in the School:**  
Site coordinator, after school, community programming, service learning, community-based learning, experiential learning, academic support programs, parent involvement

**West Philadelphia High School (WPHS)**  
The West Philadelphia High Community School is fully integrated into the school infrastructure at WPHS. Our experientially based programs and activities are directly linked with the core initiatives of the WPHS Academies (Ninth, Automotive, Business and Technology, and Urban Leadership), and have adapted to the changing needs of the WPHS community. When the community school first opened in December 2007, our programs focused primarily on school climate issues such as alternative disciplinary measures and service opportunities, including Community Service Corps and Youth Mentoring. The WPHS principal publically attributes the advent of our programs as a key contributing factor in the school’s 52 percent decrease in serious incidents during the 2007–08 school year.

School Demographic Description:  
*Grade Levels:* 9th to 12th  
*Student Enrollment:* 1,217  
*Racial Breakdown:* 98.6% African American  
*Free/Reduced Lunch:* 80.6%  
*Special Education:* 16%

**Community School Partners:**  
Partners of WPHS, Spruce Hill, Walnut Hill, Garden Court, Enterprise Center, CDC, Intercultural Family Services, Inc., Communities of Faith (Antioch Baptist), University City Arts League, West Philadelphia High School Alumni Association

**Supports Offered in the School:**  
Site coordinator, social services, family support services, after school, community programming, service learning, community-based learning, experiential learning, academic support program, parent involvement

**William Dick Elementary School**  
The William Dick Elementary School, located in lower North Philadelphia, has housed Communities in Schools of Philadelphia's Philly After Three, After-School Enrichment Academy, and Summer Recreational Camp since 2003. The program annually serves over 125 students in kindergarten through eighth grades and maintains an average daily program attendance rate of over 40 percent. The Pennsylvania Department of Public Welfare, Office of Child Development and Early Learning, awarded the program an after-school child care license in 2009.

School Demographic Description:  
*Grade Levels:* K to 8th  
*Student Enrollment:* 300  
*Racial Breakdown:* 99% African American, 1% Latino  
*Free/Reduced Lunch:* 100%

**Community School Partners:**  
Public Private Ventures, Philadelphia Health Management/DHS, Hank Gathers Recreation Center, Black Women in Sports Foundation, Center for Literacy (GED), Temple University (tutors), Philadelphia Cares

**Supports Offered in the School:**  
Family support services, after school, service learning, community-based learning, experiential learning, academic support program, parent involvement, parenting classes, creative and performing arts, cultural/community exposures, project-based learning.
Speaker Biographies

Sam Adams
Sam Adams was elected Mayor of Portland, Oregon in May 2008 with 58 percent of the vote. Prior to his mayoral election, Adams served as a commissioner on the city council for four years earning a reputation as a policy-driven advocate for sustainability, public transit, transportation planning, the arts, and gay rights. He is proud that Portland earned the title of America’s most sustainable city, and he wants to see Portland earn the title of the world’s most sustainable city in the future.

Adams gravitated to politics during a University of Oregon internship in the office of Congressman Peter DeFazio, where he stayed on staff until 1987. He then went to work for the Oregon House Democratic Campaign Committee and the Democratic Majority Leader at that time, Carl Hosticka. Adams turned his focus to Portland in 1991, where he successfully managed Vera Katz's first campaign for mayor. At age 29, he began the first of 11 years as the youngest mayoral chief of staff in the city’s history.

Vince M. Bertram
Vince M. Bertram was appointed superintendent of the Evansville Vanderburgh School Corporation on May 12, 2007. Immediately upon his arrival in Evansville, Dr. Bertram initiated a community conversation about the importance of education and ways to improve the public schools. Following over 250 forums and individual and group meetings, he presented a strategic plan—characterized by the Evansville Courier-Press as “bold and sweeping”—that was unanimously adopted by the EVSC Board of School Trustees on March 17, 2008.

Dr. Bertram has served as a college and high school teacher and coach, principal, assistant superintendent, and superintendent. He earned doctorate, specialist, master’s, and bachelor’s degrees from Ball State University, and a master's degree in education policy and management from Harvard University. He is an alumnus of the Chicago Management Institute at the University of Chicago Booth School of Business and of the Redesigning American High Schools and National Urban School Leaders Institutes at Harvard. His Harvard peers and faculty members honored him with the Intellectual Contributions/Faculty Tribute Award, recognizing his dedication to scholarship and his contributions to the intellectual life at the Harvard Graduate School of Education. In 2009, Leadership Evansville awarded him the Community Collaboration Award; the Indiana Federation of Parents honored him with the Lifetime Membership award; and in 2008, Evansville Mayor Jonathan Weinzapfel and the City-County Human Rights Commission awarded him the Community Leadership Award.

Cory Bowman
Cory Bowman has been working for Penn Program for Public Service since 1991 and for Penn’s Netter Center for Community Partnerships since its inception in 1992. He coordinates core functions of the Center, including developing academic partnerships with schools, non-profits, and communities of faith. These partnerships emphasize the integration of the teaching, research, and service missions of the university and engage Penn students, faculty, staff, and alumni.

He also supports the Center’s local and national replication and adaptation efforts of its university-assisted community school programs. University-assisted community schools are designed to function as centers of education, services, engagement, and activity for all members of the community—students, their parents, and other community members within a specified geographic area.

In particular, Bowman develops partnership programs with university-assisted community schools as well as partnerships with local non-profits and communities of faith. Anchored by academically based community service (ABCS) courses, these partnerships work with grades K–16+ and incorporate Penn interns and work-study students as well as faculty, staff, alumni, and student volunteers. Bowman supports Penn’s approximately 160 academically based community service courses; most are focused on the West Philadelphia public schools and approximately 60 are offered each year. Bowman is also a Penn liaison to the Innovation Fund project funded by the AFT to the Philadelphia Federation of Teachers and operated in partnership with the School District of Philadelphia, Penn, and community and institutional partners.

Thomas M. Brady
In March 2008, Thomas Brady was appointed superintendent for Providence Public Schools, the largest district in Rhode Island, serving approximately 24,000 students in 45 schools. Prior to this, Brady served as interim chief executive officer (CEO) for the School District of Philadelphia and as its chief operating officer (COO). Brady has also served as the COO for the District of Columbia Public Schools and the Fairfax County Public Schools.
Prior to nearly 10 years of service in public education administration, Brady had a distinguished 25-year career in the United States Army. Before his Army career, Brady taught the social sciences in Niagara Falls, New York. Brady holds a master’s degree in human resource management from Pepperdine University and a bachelor’s degree in education and social sciences from Niagara University.

Wayman Britt
Wayman Britt is an assistant county administrator for Kent County, Michigan, responsible for overseeing core human service functions such as community development, the health department, and veterans’ affairs. He also works with other county departments in leading the organization’s performance management system. Britt’s leadership was instrumental in the creation of the Kent School Services Network, a $2.1 million community school initiative in eight schools within three school districts. He is also the county’s point person for coordination of child welfare programming with the state’s department of human services. Additionally, Britt spends a great deal of time connecting with the broader community in a leadership role—as vice-chair of the West Michigan Sports Commission, a trustee on the Grand Rapids Community Foundation Board, a member of the Grand Rapids University Preparatory Academy Board, and a member of the Mel Trotter Ministries Board. Britt also leads the ScoutReach efforts for the Gerald R. Ford Boy Scouts Council. Previous to his role with Kent County, Britt worked for over 20 years with Steelcase, Inc., a Fortune 500 company, in a number of professional capacities.

Reva Curry
Dr. Reva Curry is the interim executive director of community partnerships at the Richard Stockton College of New Jersey. She also directs the Stockton Center for Community Schools in the School of Education. In this role, Dr. Curry works closely with Dr. Joseph Rubenstein, a professor of anthropology and the coordinator of faculty and community partnerships, in implementing the university-assisted, community-school model at Stockton. Dr. Curry has over 27 years experience in higher education as a faculty member and in various administrative positions in academic affairs and student services. She received a Ph.D. from the University of Pennsylvania and did her doctoral thesis work at the Netter Center.

Chaka Fattah
Chaka Fattah was elected to the Pennsylvania House of Representatives in 1982 at age 25. He served 12 years in the Pennsylvania legislature, six years in the house and six years in the state senate. He was elected to the U.S. Congress in November 1994. Currently, he is serving his eighth term in the U.S. House of Representatives where he represents the Second Congressional District of Pennsylvania, which includes parts of Philadelphia and Cheltenham Township. A member of the powerful Appropriations Committee, Congressman Fattah holds a seat on the following subcommittees: Commerce, Justice, Science, and Related Agencies; Financial Services; and Energy and Water Development.

A life-long resident of Philadelphia, Congressman Fattah attended city public schools, the Community College of Philadelphia, the University of Pennsylvania Wharton School, and the University of Pennsylvania Fels School of State and Local Government where he earned a master’s degree in government administration. He also completed the Senior Executive Program for State Officials at Harvard University’s John F. Kennedy School of Government.

Dick Ferguson
In addition to teaching, Dick Ferguson has held several major administrative positions in his 30-year career at the University of Dayton. He began his professional life in 1973 on the undergraduate admissions staff, holding various positions including the Associate Director of Undergraduate Admission. He currently teaches for the Department of Political Science. In the Dayton community, Dick serves on a wide variety of boards and committees, including the following: the City of Dayton’s Rubicon Park Master Plan Land Use Committee, the Leadership Dayton Curriculum Review Committee, United Way Public Policy Committee, East End Community Services Board of Trustees, Advisory Board of the Montgomery County Community Action Program, Genesis Investment Board, League of Women Voters Community Advisory Board, Out-of-School Youth Fast Forward Center Advisory Board, Daybreak Runaway Shelter Board of Trustees, Emergency Food Bank Transition Committee, Salem Avenue Corridor Committee, World of Wonder Accelerated Learning Community School Governing Board, Dayton Dialogue on Race Steering Committee, Artemis Center Peacekeepers Committee, the Catholic Fund for Urban Children and Schools Board of Directors, and Good Samaritan Hospital and Samaritan Health Partners Boards of Trustees. Dick is a 1973 graduate of the University of Dayton and a 1993 graduate of the Ohio State University School of Public Policy and Management.

Abelardo (Abe) Fernández
Abe Fernández the deputy director for the National Center for Community Schools at the Children’s Aid Society. He is a community schools consultant who brings over a dozen years of experience in education, community development, and nonprofit management.
Karen Finn
Karen Finn has extensive experience in using results accountability, particularly in the areas of children, youth and family policy. She was the chief of programs and policy for the Maryland Governor’s Office for Children (GOC) from 2005 until 2008. This office supports the Governor’s Children's Cabinet in its mission to improve the well being of all the children and families of Maryland through interagency collaboration and state/local community partnerships. Finn had specific responsibility for building capacity throughout Maryland’s child-serving agencies and communities on both the state and local level to use the Results Accountability approach in developing strategic action plans and budgets to improve child and family well-being.

In addition, Finn has extensive experience in consulting with national, state, and local public agencies, including the Coalition for Community Schools; Epilepsy Foundation of America; Council on Quality and Leadership; National Alliance of Children’s Trust and Prevention Funds; Child Welfare League of America; Maryland’s Departments of Human Resources, Health and Mental Hygiene, Education, and Juvenile Services; Maryland’s local management boards; county health departments; county departments of social services; and mental health core service agencies.

Finn has over 25 years experience in human services, including direct service, case management, training and development, supervision, organizational administration, local and state-level policy development, and board development. She has provided consultation nationally on results-based strategic planning, organizational change, achieving results with nonprofit governance boards, cultural competency, outcome-based quality standards for health and human services programs, team building, and board development. Ms. Finn has a master’s of education in counseling and human services and has completed post-graduate work in leadership development, multi-cultural diversity, mutual gains negotiation and results-based accountability. She is also a qualified trainer and administrator of the Myers Briggs Type Indicator.

Susan Gilmore
Susan Gilmore became President and CEO of United Way of the Greater Lehigh Valley in October of 2005, and is now ushering the organization through a five-year strategic plan process that will enable United Way to serve our community better than ever before. Under Gilmore’s leadership in the Lehigh Valley, United Way has been able to establish its commitment to the people who need United Way most—those families living on low incomes, children whose circumstances make school success a challenge, and older adults living independently but needing supports.

Since 2005, our United Way has strengthened or established significant community-building partnerships, including the Women’s Leadership Initiative, TeenWorks, FamilyWize, Project Blueprint, the Harvard Business School Fellowship Program, COMPASS Community Schools, and the Allentown Youth Success Zone. Prior to coming to our United Way, Gilmore spent seven years at United Way of America where she served as vice president of membership accountability in the office of the president, implementing a rigorous new annual membership certification process for all 1,350 United Ways. She also served on the team that developed the new "Standards of Excellence" for United Ways interested in maximizing their community impact work.

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

In 2007, under the leadership of the superintendent, Dr. Vince Bertram, the Evansville Vanderburgh School
Building Innovative Partnerships for Student Success: The Key to America’s Future

Amy Gutmann
Dr. Amy Gutmann is the eighth president of the University of Pennsylvania. An eminent political scientist and philosopher, she is the Christopher H. Browne Distinguished Professor of Political Science in the School of Arts and Sciences, with secondary faculty appointments in the Philosophy Department in the School of Arts and Sciences, at the Annenberg School for Communication, and at the Graduate School of Education.

In 2004, Gutmann launched the Penn Compact. The Compact has propelled Penn forward in three strategic areas: increasing access to education, integrating knowledge across disciplinary boundaries, and engaging locally and globally.

Under Gutmann’s leadership, Penn has implemented a financial aid policy that replaces loans with grants for all aid-eligible undergraduate students; increased support for eminent teacher-scholars who integrate knowledge across disciplines; and expanded local and global partnerships. In 2009, Penn was named the “best neighbor” among American colleges and universities for its model partnership programs with the Philadelphia community and region.

In 2009, President Barack Obama appointed Gutmann chair of the Presidential Commission for the Study of Bioethical Issues. She also serves on the Boards of Directors of the Carnegie Corporation and the Vanguard Corporation, and is a member of the Board of Trustees of the National Constitution Center and the Executive Committee of the Greater Philadelphia Chamber of Commerce. Gutmann is also a member of the Asia Society’s Task Force on U.S. policy toward India, the Global University Leaders Forum (GULF), and the Global Colloquium of University Presidents.

Prior to her appointment as Penn’s President, Gutmann served as Provost and Dean of the Faculty of Princeton University, where she was also the Laurance S. Rockefeller University Professor of Politics and the Founding Director of the University Center for Human Values.

Diana Hall
Diana Hall is the program supervisor in the SUN Service System, a division within Multnomah County’s Department of County Human Services. In that position, she provides oversight for the System’s program development staff, supports policy development, and serves as technical assistance and program development coordinator for the SUN Community Schools. Ms. Hall has worked in the nonprofit and public sectors for 17 years. Ten of those have been spent working with a broad array of stakeholders to support the development of community schools. She also provides training and technical assistance to other communities, both locally and nationally. Ms. Hall holds a master’s in education from Portland State University and received her undergraduate degree from Reed College.

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

Kristen Harper
Kristen Harper is the research and policy assistant to Assistant Deputy Secretary Kevin Jennings, head of the Office of Safe and Drug-Free Schools. A graduate of the Harvard School of Education, Kristen joined the U.S. Department of Education in September 2009 and has worked since fall to further the OSDFS School Climate Initiative.

Jim Hinson
Dr. Jim Hinson began his educational career in 1984 after receiving his B.S. from Missouri Southern State College. He received his M.S. Ed. and Ed.S. from Southwest Missouri State University and his Ed.D. from St. Louis, Missouri University. He has served as a teacher, principal, deputy superintendent, and superintendent. He came to Missouri’s Independence School District in 2001 and became its superintendent in 2002. Dr. Hinson is active with local, state, and national organizations that are working to improve education and the quality of life for children and families.

Anna Hinton
Anna Hinton is the director for Parental Options and Information, housed in the Office of Innovation and Improvement at the U.S. Department of Education. She manages a portfolio that includes the Department’s Par-
ent Information and Resource Centers Program, Magnet Schools Assistance Program, Voluntary Public School Choice Program, Full-Service Community Schools Program, and High-Quality Supplemental Educational Services and After-School Partnership Demonstration.

Previously, she served for seven years as special assistant to the director of the Student Achievement and School Accountability Program, responsible for overseeing the day-to-day program operations for the Title I, Part A program. In this position, Anna also wrote Title I program regulations and non-regulatory guidance and conducted Title I, Part A monitoring site visits to review SEAs’ compliance with the Title I choice options and parent information policies under Title I, Part A of NCLB. Prior to coming to the U.S. Department of Education, Anna spent over five years at the National Institute of Justice where she was responsible for managing multi-year program evaluations of national family violence prevention programs.

Anna holds a bachelor’s degree in speech communications from the University of North Carolina at Chapel Hill; a master’s degree in criminal justice from North Carolina Central University; and doctorate in sociology, with a concentration in race, gender, and social justice from American University.

Audrey M. Hutchinson
Audrey M. Hutchinson is the program director of education and afterschool initiatives at the National League of Cities (NLC) Institute for Youth, Education, and Families. In this capacity, she directs a multimillion-dollar national education initiative—funded by the Bill and Melinda Gates Foundation, the Charles Stewart Mott Foundation, and the Wallace Foundation—to help mayors and city council members use their leadership to improve the quality of K–12 education in urban districts.

Prior to joining the NLC, Hutchinson served in the Clinton administration for eight years. During this time, she held several senior positions at the White House and U.S. Department of Education and worked on key initiatives regarding school-to-work transition, higher education, and international education. Hutchinson also served as chief of staff for President Clinton’s Initiative on Race and contributed to the published report, One America in the 21st Century: Forging a New Future.

Hutchinson holds a bachelor’s degree in sociology from the State University of New York at Purchase and two master’s degrees from Columbia University, one in social work and the other in public health.

Francis E. Johnston
Francis E. Johnston is Professor Emeritus of Anthropology and Distinguished Senior Fellow of the Netter Center for Community Partnerships at the University of Pennsylvania. He received B.A. and M.Sc. degrees from the University of Kentucky and his Ph.D. from the University of Pennsylvania. In addition to teaching at Penn, he has served on the faculty of Temple University and the University of Texas-Austin. He has been a post-doctoral fellow at the Institute of Child Health, University of London, and at the Institute of Cancer Research (Philadelphia). Additionally, he was a visiting professor at the University of Cape Town (South Africa) and an Overseas Fellow at Churchill College, Cambridge University. In 1998, he received Honorable Mention for the Ernest A. Lynton Award for Faculty Professional Service. In 2003, he received the Charles Darwin Lifetime Achievement Award of the American Association of Physical Anthropologists. In 2005, he was honored when Penn’s School of Arts and Science established a position in his name, the Francis E. Johnston Assistant Professorship of Anthropology.

I’m a big believer in Community Schools—keeping school buildings open for 12 hours a day and opening up the computer lab, the library, and the gym on weekends for our children and their families.

Give the community the key to the school and you give our children the key to so much more—exploration and enrichment, safety, opportunity, and hope. It becomes the center of their lives.

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

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

Darlene Green Kamine
Darlene Green Kamine has been working with Cincinnati Public Schools since 2001 to transform all of the district’s schools into community learning centers. Currently, she is serving as the director of a district-wide initiative that was recognized by the Coalition of Community Schools, the National Governors Association Center for Best Practices, and the American Federation of Teachers as one of the national models for community learning centers. She recently formed a new non profit, the Community Learning Center Institute, to continue to expand community learning centers throughout the region. Kamine was recognized by Cincinnati Magazine as one of the top five power players in education in 2008 for her work in developing the Cincinnati Public Schools’ community learning centers.

Prior to her work with Cincinnati Public Schools, Kamine served for seventeen years as Magistrate of Hamilton County Juvenile Court where she organized the first dependency, neglect, and abuse unit in the court. As a result of her work in the courts, Kamine founded ProKids, a nationally recognized child advocacy organization that provides volunteer guardians ad litem for abused, neglected, and dependent children in the court system. She is the author or editor of numerous publications and articles about the juvenile justice system and was an adjunct professor at the University of Cincinnati College of Law and the Northern Kentucky University Chase College of Law. Kamine’s work in the reform of the juvenile justice system earned her the Gold Medal Award from the Foundation for the Improvement of Justice.

Suzanne Kerbow
Suzanne Kerbow has been associate director of the Polk Bros. Foundation since 1989. The foundation awards $17 million annually in grants to nonprofit organizations in Chicago that work with economically disadvantaged children and families. Kerbow has primary responsibility for the foundation’s involvement in community school efforts. She oversaw the foundation’s Full Service Schools Initiative (1996–2000) and was a founding co-chair of the Chicago Campaign to Expand Community Schools (2002–07), a partnership between Chicago Public Schools and foundations that helped launch more than 100 community schools.

Suzanne is currently a member of the board of the Federation for Community Schools, which seeks sustainable funding for full-service community schools in Illinois, serves as a clearinghouse for best practices, and facilitates networking of community school practitioners. Kerbow’s past leadership roles include chairing the board of Chicago Women in Philanthropy and the Donors Forum’s Poverty Task Force, and serving on the Illinois Secretary of State’s Literacy Advisory Board and the board of Chicago Arts Partnerships in Education. Kerbow is a graduate of the Institute for Educational Leadership’s Collaborative Leaders Program at Roosevelt University. Her bachelor’s and master’s degrees are in religious studies.

Bob Kronick
Dr. Bob Kronick is a professor at the University of Tennessee, Department of Educational Psychology and Counseling; a faculty associate of Howard H. Baker Center for Public Policy; and a teaching fellow with the Tennessee Teaching and Learning Center. He is the founder of the Department of Human Services, College of Liberal Arts, and of the first group home for delinquent boys in Tennessee. As a consultant, Dr. Kronick offers expertise in corrections and mental health as well as education. He has authored seven books, the most recent being Full-Service Community Schools published by Charles C. Thomas Publishers in 2005. His most recent article, published in The Educational Forum, is entitled “Probation and Head Lice: The Intersection of Education and Corrections.” He has won teaching and service awards from the alumni association; his research was cited in university publications as exemplary; and he coordinated this semester’s lecture series on community service and civic engagement.

Dr. Kronick received a bachelor’s in psychology from the University of Tampa, a master’s in social psychology from Appalachian State University, and his Ph.D. in sociology with emphasis in social psychology and criminology from the University of Tennessee. His research interests include full-service schools, at-risk children and youth, and social justice.
Lee Ann Kwiatkowski
Lee Ann Kwiatkowski is the director of differentiated learning for the Indiana State Department of Education. Previously she worked with the Indianapolis Public Schools (IPS) as a regular classroom teacher, Title I teacher, facilitator, and supplemental educational services coordinator. She also worked within the Arlington Region of IPS, monitoring, planning, and assisting with Title I. Additionally, she helped supervise the IPS Reading First grant.

Richard Long
Dr. Rich Long is the executive director of the State Title I Directors Association and director of government relations for the International Reading Association. Before that, Dr. Long served on the staff of Congressman James W. Symington and worked as coordinator of multidisciplinary interventions at the George Washington University (GWU) Reading Center. He has also served as a consultant for USA TODAY, the World Health Organization, and several U.S. government agencies and education groups. Currently, he writes on education policy and speaks before groups on trends in education policy and how to adapt to an ever-changing policy environment. Dr. Long received his doctorate from GWU.

Sylvia Lyles
As program director for Academic Improvement Programs, Office of Secondary and Elementary Education (OSEE), U.S. Department of Education, Dr. Sylvia Lyles has managerial oversight for the 21st Century Community Learning Centers program and several other discretionary programs. Prior to working with OSEE, Dr. Lyles worked in the Office of Career and Technical Education where she was deputy director of the Programs Administration Branch, overseeing adult education and career programs administered by the states and local entities.

Dr. Lyles has worked in federal service for over 27 years in education and training. She served in the position of program director for several civilian postsecondary and literacy programs for the U.S. Department of Defense, ensuring that service members and their families were afforded the same educational opportunities as their civilian counterparts, regardless of where they were stationed. She conducted feasibility studies to determine the types of educational services, programs, and university instructors and personnel to be deployed into hostile areas or overseas countries in locations such as Egypt, Jordan, Pakistan, Saudi Arabia, Somalia, Kuwait, Korea, and Afghanistan. Dr. Lyles spent many hours in the Pentagon working with officials to identify funding and personnel in support of service members’ civilian education programs and services. Many of the civilian education programs established in hostile or occupied areas today exist as a result of the work performed by Dr. Lyles and her staffs.

Dr. Lyles holds a bachelor’s degree in secondary education from Old Dominion University, a master’s degree in education-counseling from Boston University, and a Ph.D. in education (training and professional development) from Capella University.

Caroline Maillard
Caroline Maillard is a senior program officer at The Seattle Foundation where she manages grantmaking portfolios in education and the arts. Before joining the community foundation, she administered career exploration and job training programs for low-income youth at the Workforce Development Council of Seattle-King County. Prior to making the leap to the nonprofit sector, Caroline worked in higher education for fourteen years. Most of that time was spent at the University of Washington, where she managed student services as assistant dean of the Evans School of Public Affairs and oversaw community outreach initiatives as a director in the university’s Office of Educational Partnerships and Learning Technologies.

Caroline has a B.A. in political science from the University of California-San Diego, and an M.P.A. from the University of Washington.

Michael A. Nutter
Since taking office in January 2008, Mayor Michael A. Nutter has set an aggressive agenda for America’s sixth largest city—implementing a crime-fighting plan that has sharply reduced the homicide rate, an education strategy to increase the high school graduation rate by 50 percent, and a sustainability plan that will reduce the city’s energy consumption in the years to come.

He has vigorously managed city government through a deep recession, taken advantage of federal recovery funding to create new green-collar jobs, and established a customer friendly 311 system.

Born in Philadelphia and educated at the Wharton School at the University of Pennsylvania, Michael Nutter has been committed to public service since his youth in West Philadelphia. He served almost 15 years on the Philadelphia City Council, earning the reputation of a reformer, before his election as Mayor of Philadelphia.

Caroline Maillard
Caroline Maillard is a senior program officer at The Seattle Foundation where she manages grantmaking portfolios in education and the arts. Before joining the community foundation, she administered career exploration and job training programs for low-income youth at the Workforce Development Council of Seattle-King County. Prior to making the leap to the nonprofit sector, Caroline worked in higher education for fourteen years. Most of that time was spent at the University of Washington, where she managed student services as assistant dean of the Evans School of Public Affairs and oversaw community outreach initiatives as a director in the university’s Office of Educational Partnerships and Learning Technologies.

Caroline has a B.A. in political science from the University of California-San Diego, and an M.P.A. from the University of Washington.

Pamela S. Pittman
Pam Pittman is executive director for the University of Oklahoma (OU)-Tulsa Community Engagement Center (OUCEC)—a community outreach partnership center established to coordinate local, state, and national outreach. Initial three-year funding (2005–08) came from a U.S. Department of Housing and Urban Development, Office of University Partnerships Award, for which Pam
co-wrote the application with three university departments. OU-Tulsa was one of 11 university grants sites awarded from over 200 submissions.

In November 2008, the new center received an inaugural replication award and was established as the Five-State Southwest Regional Training Center through the Barbara and Ed Netter Center for Community Partnerships, University of Pennsylvania. Among other areas of focus, OUCEC facilitates the nine-institution Higher Ed Forum of Northeast Oklahoma to promote and sustain the forum’s mission of linking higher education to area high schools through experiential learning internships and career pipelines. The Five-State Inaugural OUCEC Conference, “Community Schools 101: Linking Higher Education to High Schools to Better the Community,” was hosted in November 2009, with over 20 universities attending along with high school principals, district and higher ed administrators and faculty, and community-based organizations.

Pam received a bachelor’s of science from OU and is an Oklahoma board-certified registered nurse (RN). After years of practicing in hospital settings, chairing non-profit fundraisers, and developing programs for social services, Pam completed a master’s in human relations with a concentration in applied behavioral research. Currently, she is pursuing a doctorate in education.

**Lolenzo T. Poe, Jr.**

Lolenzo Poe is senior policy advisor to the county chair for Multnomah County, Oregon, where he leads a number of the chair’s major policy initiatives, such as health equity, over-representation of minorities in the juvenile justice system, educational policy (including the SUN service system), anti-poverty strategies, and prevention service strategies. Utilizing his many years of community engagement experience, Lolenzo also leads—in tandem with the chair’s staff and public affairs office—the chair’s community engagement strategy.

A Portland native, Lolenzo graduated from Jefferson High school, where he is proud to be mentioned on the “hall of champions”. Lolenzo was most recently the director of Multnomah County’s Department of School and Community Partnerships (DSCP) for 14 years prior to joining Chair Wheeler’s staff. He managed programs and services aimed at individuals, children and families in partnership with public schools, local and state governments, businesses, nonprofit service providers, foundations, and community members. Mr. Poe also served eight years as director of Multnomah County’s Community and Family Services Department. Lolenzo was elected to the Portland Public Schools Board of Education in 2001, where he served for four years. In April 2005, he was appointed by the Governor to the Oregon State Quality Education Commission and, in February 2006, by the Senate to its newly created Senate Commission on Educational Excellence.

Mr. Poe is very active in the community as founder and past president of Portland’s House of Umoja, a residential facility for high-risk juvenile gang members. He is founder of the Coalition of Black Men, which provides an infrastructure for community support and advocacy in the North/Northeast community, and is also founder of the Youth Employment and Empowerment Coalition, a community organization that secures employment opportunities for high-risk, juvenile, gang members. In addition, Mr. Poe was among leaders on the Oregon Juvenile Justice and Delinquency Prevention Act Statewide Advisory Group, Governor’s Juvenile Crime Prevention Advisory Committee, Oregon’s Delegation to President Clinton’s Summit for America’s Future, and the Governor’s Summit on Over-Representation of Minorities in the Juvenile Justice System.

**Don Bartley Reimal**

Don Bartley Reimal is the mayor of the city of Independence, Missouri, of which he has been a resident since 1942. Before becoming mayor, he served as a city councilman for 11 years and has been active in community service throughout his life—as a trustee for Maywood Baptist Church, past president of Optimist Clubs, and volunteer with Pop Warner Football. Reimal also has been a leader in city preservation projects and a member of many community betterment committees and organizations. He worked for Fifield Lithography for 14 years and in commercial construction for 30 years. He attended Central Missouri State College.

**Jose Rico**

José Antonio Rico is the deputy director of the White House Initiative on Educational Excellence for Hispanic Americans. Named to his post on Feb. 1, 2010, Rico helps carry out President Obama’s efforts to improve the academic achievement of Hispanic students. He came to the department as a senior adviser in the Office of Elementary and Secondary Education on April 29, 2009.

In 1997, he went to work for the Illinois Coalition for Immigrant Rights, organizing its “Removing Barriers to Education” campaign, working with parents around the state to see that their children were not denied access to education. Two years later, he was hired by the University of Illinois (UI)–Chicago’s Small Schools Workshop to help develop small, innovative learning communities in public schools. During this time, he worked as a school improvement coach and on charter school projects with the Knowledge Works Foundation and the National Council of La Raza. While at UI–Chicago, he also completed a master’s degree in curriculum instruction in 2003. In 2004, while still working for UI–Chicago, Rico
completed a second master’s, this time in administration, at National-Louis University as a principal resident in the New Leaders for New Schools program.

As Chicago’s Multicultural Arts High School opened in 2005, Chicago Public Schools’ CEO Arne Duncan named Rico its first principal. It was quite an achievement, considering that Rico and 13 other members of the Lawndale–Little Village neighborhood had gone on a 19-day hunger strike starting on Mother’s Day weekend in 2001 to call attention to repeated delays by previous administrators in approving the school. Rico served as the founding principal of the school, which has 24 teachers and an enrollment of 350, until 2009.

Mark Rigdon
Mark Rigdon joined the JPMorganChase Foundation in October 2006 as the director of philanthropic strategy and programs. Prior to joining the bank, he directed the Chicago Community Trust’s Education Initiative, which invested over $50 million in the improvement of Chicago’s public schools from 2001 to 2006. His professional experience includes managing the evaluation of the nation’s first public school voucher program in Milwaukee, Wisconsin; working as a senior policy analyst at the National Governor’s Association; and directing education research programs at the Spencer Foundation. Rigdon graduated from Oberlin College in 1987, completed his master’s degree and Ph.D. in political science at the University of Wisconsin–Madison in 1995, and earned his M.B.A. from the Kellogg School of Management in 2003.

Kathleen Sebelius
Kathleen Sebelius was sworn in as the 21st Secretary of the U.S. Department of Health and Human Services (HHS) on April 28, 2009. As HHS Secretary, she leads the principal agency charged with keeping Americans healthy, ensuring they get the health care they need, and providing children, families, and seniors with the essential human services they depend on. She also oversees one of the largest civilian departments in the federal government, with nearly 80,000 employees. As the country’s highest-ranking health official, she has been a powerful voice for reforming our health insurance system.

Secretary Sebelius has been a leader on health care, family, and senior issues for over 20 years. As Governor of Kansas from 2003 to 2009, she fought to create jobs, improve access to affordable health care, and give every Kansas child a quality education. In 2005, *Time Magazine* recognized her achievements by naming her one of “America’s Top Five Governors.”

Before being elected governor, she served from 1995 to 2003 as the first Democrat to be elected Kansas Insurance Commissioner. *Governing Magazine* selected her as their “Public Official of the Year for 2000.” Prior to her service as insurance commissioner, she was a member of the Kansas House of Representatives from 1987 to 1995.

Secretary Sebelius is the first daughter of a governor to be elected governor in American history. Her father Jack Gilligan, the former Governor of Ohio, was instrumental in getting the Cincinnati Community Learning Centers Initiative off the ground. She holds a master of public administration degree from the University of Kansas and a bachelor of arts degree from Trinity Washington University.

James H. Shelton, III
Jim Shelton is the assistant deputy secretary for innovation and improvement, managing a portfolio that includes most of the U.S. Department of Education’s competitive teacher quality, school choice, and learning technology programs, housed in the Office of Innovation and Improvement.

Previously, he served as a program director for the education division of the Bill & Melinda Gates Foundation, managing the foundation’s national programs and work in the northeast region of the United States. Additionally, Shelton was a partner and the east coast lead for the NewSchools Venture Fund; and he co-founded LearnNow, a school management company that later was acquired by Edison Schools. He spent over four years as a senior management consultant with McKinsey & Company in Atlanta, Georgia, where he advised CEOs and other executives on issues related to corporate strategy, business development, organizational design, and operational effectiveness. Upon leaving McKinsey, he joined Knowledge Universe, Inc., where he launched, acquired, and operated education-related businesses. Shelton holds a bachelor's degree in computer science from Atlanta’s Morehouse College as well as master’s degrees in business administration and education from Stanford University.

Rhonnel Sotelo
Rhonnel Sotelo joined the Stuart Foundation as senior program officer in youth and communities in 2004 and was appointed vice president for program and preparations in 2007. Prior to joining the foundation, his experience included directing The San Francisco Foundation’s West Oakland Initiative and Multicultural Fellowship Program and owning and operating Urban Works, a community planning and design consulting firm focused on livable communities issues in Seattle, the Pacific Northwest, and California. Sotelo received a master of arts degree in urban planning and a bachelor of arts degree in English, both from the University of California, Los Angeles.
Lori Shorr
Lori Shorr is chief education officer in the administration of Philadelphia Mayor, Michael Nutter, and fills the newly created city post of director of the Office of the Public School Family and Child Advocate. She is a member of Nutter’s cabinet, charged with shepherding the mayor’s ambitious effort to halve the school dropout rate over the next five to seven years, double the number of adults with college degrees within the next decade, and improve adult literacy. Prior to this appointment, Shorr tackled some of the same issues at the Philadelphia Youth Network, where she was vice president of policy and planning, and as a special assistant to state’s Secretary of Education, Gerald Zahorchak, where she analyzed state policies designed to increase high school graduation rates and college attendance. Prior to that, she directed the Office of School and Community Partnerships at Temple University and did research on educational issues including literacy and the alignment of curricula among schools and grade levels.

Zollie Stevenson, Jr.
Dr. Zollie Stevenson, Jr., is the director of student achievement and school accountability (SASA) programs, formerly compensatory education programs, in the Office of Elementary and Secondary Education at the U.S. Department of Education. The SASA programs office is responsible for the administration of over $15 billion annually in Title I and Title III formula grants to promote improved achievement in schools that serve low-income children and English language learners. Dr. Stevenson has published several articles in refereed journals, has authored over 50 evaluation studies, and has been active in educational and research-focused professional organizations. Zollie earned a B.A. degree from the University of North Carolina at Asheville, an M.S. Ed. degree from North Carolina A&T State University (Greensboro), and the Ph.D. from the University of North Carolina at Chapel Hill.

Bernard Taylor, Jr.
Dr. Bernard Taylor, Jr., is in his fourth year as superintendent of the Grand Rapids Public Schools (GRPS), Michigan’s third largest public school district and the second largest employer in the city of Grand Rapids. Dr. Taylor has worked aggressively to implement academic and instructional reforms to increase student achievement and high school graduation rates. In November 2008, GRPS was recognized in a Detroit News editorial opinion as a “model” urban school district due to its “persistent, strategic, disciplined work.” Since Dr. Taylor was appointed superintendent, the district has seen a dramatic increase in academic achievement. The number of schools meeting adequate yearly progress (AYP) has increased from 26 in 2006 to 45 today. Dr. Taylor’s management philosophy is one that recognizes the need to establish meaningful relationships, maintain open lines of communication, encourage collaboration between and among internal and external stakeholders, and focus the collective effort of the organization in the best interest of all students. His management style dictates developing measured responses to the pressures of the superintendent so that the myriad of issues confronting school districts are addressed purposefully and successfully.

Dr. Taylor previously served as superintendent of schools in the Kansas City (Missouri) School District, which serves a student population similar to GRPS’ students. He also served as executive director for school leadership with the Kansas City School District and as a principal and teacher for the Pittsburgh Public Schools. Dr. Taylor earned his Ed.D., M.P.A., and B.A. degrees at the University of Pittsburgh.

Dennis Van Roekel
A 23-year teaching veteran and longtime activist for children and public education, Dennis Van Roekel serves as president of the 3.2 million-member National Education Association (NEA), leading the nation’s largest labor union and advocate for quality public schools. Formerly a high school math teacher from Paradise Valley High School in Phoenix, Arizona, Van Roekel served two terms as NEAs Vice President and Secretary-Treasurer and has held key positions at all levels of the association, including president of the Arizona Education Association and of the Paradise Valley Education Association. His accomplishments include dramatic increases in membership among teachers and education-support professionals while president of the Arizona Education Association and a notable rise in voluntary political action committee contributions during his term.

Van Roekel’s commitment to improving student learning and enhancing the professionalism of education employees is guided by his belief in the NEA mission and vision. Consistent with the mission, he is inspired to fulfill the promise of public education, ensuring that every child in America—regardless of family income or place of residence—receives a quality education. Van Roekel earned a bachelor’s of arts degree from the University of Iowa in Iowa City and a master’s in math education from Northern Arizona University in Flagstaff.

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

**Randi Weingarten**

Randi Weingarten is president of the 1.4-million-member American Federation of Teachers (AFT), AFL-CIO, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; local, state and federal employees; and early childhood educators. A member of the AFT executive council since 1997, she has been involved in every major AFT policy initiative of the last decade. She was elected President in July 2008, following 11 years of service as an AFT vice president. In September 2008, Weingarten led the development of the AFT Innovation Fund, a groundbreaking initiative to support sustainable, innovative, and collaborative reform projects developed by members and their local unions to strengthen public schools. Weingarten is known as a reform-minded leader who has demonstrated her commitment to improving schools, hospitals, and public institutions for children, families and their communities.

Weingarten served for 12 years as president of the United Federation of Teachers (UFT) and, prior to that, chaired New York City’s Municipal Labor Committee (MLC), an umbrella organization for the city’s 100-plus, public-sector unions, including those representing higher education and other public service employees. She worked as a lawyer for the Wall Street firm of Stroock & Stroock-Lavan from 1983 to 1986. She is an active member of the Democratic National Committee and numerous professional, civic, and philanthropic organizations. She holds degrees from Cornell University’s School of Industrial and Labor Relations and the Cardozo School of Law.

**Dr. Gerald L. Zahorchak**

Dr. Gerald L. Zahorchak was nominated by the Pennsylvania Governor, Edward G. Rendell, to serve as the state’s Secretary of Education on October 5, 2005, and was unanimously confirmed by the Senate of Pennsylvania on February 7, 2006. Prior to his nomination, Dr. Zahorchak served as deputy secretary for elementary and secondary education, responsible for the education of more than 1.8 million school children in the Commonwealth. As deputy secretary, he worked diligently on the development and implementation of support systems for public schools that are working to meet the high demands set by Pennsylvania and “No Child Left Behind” targets.

Dr. Zahorchak has worked with students at almost every level of education—as a superintendent, principal, teacher, and football coach. As a devoted member of the Johnstown community, Dr. Zahorchak served as president of the Johnstown Rotary in 2003. He also served as an elected member of the school board of the Greater Johnstown School District, was elected to the Johnstown City Council, and was elected to serve as deputy mayor of Johnstown. In 1996 Dr. Zahorchak was a recipient of the “Pennsylvania Outstanding Research and Publication Award” by the Pennsylvania Association of Supervision and Curriculum Development. He was twice named “Pennsylvania’s Outstanding Young Citizen” by the Pennsylvania Jaycees—in 1996 and 1991. Dr. Zahorchak holds a bachelor’s degree from St. Francis University, a master’s degree from Indiana University of Pennsylvania, and received his doctorate from Pennsylvania State University.

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Martin J. Blank, President  
Institute for Educational Leadership
Coalition Staff Biographies

**Martin J. Blank**

Martin Blank stepped up as president of the Institute for Educational Leadership (IEL) in April 2009. For over 40 years, IEL has served as a national leader in developing leaders in education and building capacity among organizations to network and collaborate to improve outcomes for children, youth, and families. Education is more than schooling, and IEL’s work historically emphasizes the development of culturally competent and cross-boundary leadership.

Marty will continue on as the director of the Coalition for Community Schools, which is housed at IEL. The Coalition convenes leaders and networks in education, family support, youth development, community development, government, and philanthropy behind a shared vision of community schools. The Coalition’s work through community schools is to improve student learning and development, strengthen families, and build stronger communities.

The vision of improved student learning and development through schools connected to and supported by families and communities aligns with IEL’s mission—to build the capacity of individuals and organizations in education and related fields to work together—across policies, programs, and sectors.

Along with Coalition staff, Marty provides technical assistance to local communities on school and community relationships, working particularly through national alliances such as the United Way of America, the Children’s Aid Society, and the Public Education Network. In Washington, DC, Marty serves on the Executive Committee of D.C. VOICE, a citizen-driven education reform collaborative. He is also chair of the management team of the Early Childhood Collaborative. In the past, he has served as a VISTA volunteer in the Missouri Bootheel.

**Sarah S. Pearson**

Sarah Pearson serves as deputy director for the Coalition for Community Schools where she works to bring together leaders and networks in education, family support, youth development, community development, government, and philanthropy to support a shared vision of community schools. Community schools serve as the hub of their neighborhoods to improve student learning and development, strengthen families, and build stronger communities.

Before coming to the Coalition and IEL, Sarah worked at the American Youth Policy Forum where she led national-level discussions, conducted site visits, and served as the principle investigator on research on education-reform efforts, juvenile justice, tribal youth, youth with disability, and other youth policy issues. Sarah is a published author of numerous policy briefs and reports.

A convener of professionals in policy, practice, and research, Sarah was nominated to serve as president of the National and Community Service Coalition from 2003 to 2005 to lead an effort of nonprofits across the nation to save AmeriCorps program funding (through 100 hours of testimony to Congress). Sarah’s work with the National Center on Education and the Economy in the late 1990s introduced her to the concepts of comprehensive school reform models, academic standards, reference exams, and school-to-work. Her background and interests include youth development; community schools; innovative school-reform models; juvenile justice, diversion, and crime prevention; national and community service; civic engagement; service-learning; tribal youth programs; youth with disabilities; after-school and out-of-school time; extended-day learning; youth in foster care; health; early childhood; and other youth policy and youth rights issues.

**Kwesi Rollins**

Kwesi Rollins coordinates IEL’s portfolio of programs designed to develop and support leaders including the Education Policy Fellowship Program, which operates in 13 states and the District of Columbia; The Cleveland First Ring Superintendent’s project, which entails development and implementation of a professional development curriculum for school leaders in 15 school districts; and the Leadership Learning Community DC Learning Circle Initiative.

Additionally, Kwesi directs the Early Childhood Community Schools Linkages Project. Funded by the W.K. Kellogg Foundation, the Linkages Project is designed to demonstrate strategic linkages between quality comprehensive early childhood opportunities and effective community schools that lead to better results for vulnerable children and lay a foundation for success in school and life. Linkages Project pilot sites include Tulsa, Oklahoma; Portland, Oregon; and Albuquerque, New Mexico. Prior to the Linkages
Project, Kwesi supported the Kellogg Foundation’s early childhood initiative—Supporting Partnerships to Assure Ready Kids (SPARK), providing assistance in leadership development, parent involvement, and community capacity building. Before SPARK, Kwesi supported the Kellogg Leadership for Community Change initiative, an effort designed to develop diverse community leadership that works across boundaries—geographic, racial, cultural, class, or faith—by mobilizing collective action to improve local conditions and the quality of life.

Working with young people is also a personal passion—Kwesi has special expertise in resiliency and youth development. He is President of the Parklands Community Center Board of Directors; he has been recognized as the Big Brother of the Year in the District of Columbia; and is a member of the Board of Directors of Big Brothers/Big Sisters of the National Capitol Area.

Shital C. Shah
Shital Shah is the Research Associate for the Coalition for Community Schools. She joined the Coalition in 2008. She is responsible for planning, researching, writing, and implementing a broad array of activities that support the Coalition’s mission.

Prior to joining IEL, Shital worked at Innovation Network, Inc., where she was on the Consulting and Evaluation Team. She worked with the team to provide foundations and nonprofit organizations with evaluation support and training. Before joining Innovation Network, she was the director of an East Harlem Out-of-School-Time program with the New York Road Runners Foundation.

Shital holds a Master’s degree in nonprofit management and social policy from Milano the New School for Management and Urban Policy, in New York City. She obtained a B.S. in environmental studies and a B.A. in religion at the George Washington University in Washington, DC.

Maame Ameyaw
Maame Ameyaw joined IEL’s staff in January of 2007. Currently, she is the Program Associate for the Coalition for Community Schools. Her primary responsibilities include providing administrative, logistical, and programmatic support for research, publications, meetings, the website, and other work of the Coalition.

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

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

Chelsea Lee
Chelsea Lee joined the Coalition for Community Schools staff in January 2010 as a winter-quarter intern. Chelsea is a senior at the University of California, Davis, and will graduate with a degree in anthropology and minors in education, English, and history. Previously, as a camp counselor, assistant camp director, and teacher’s aide, she helped promote student well-being and civic engagement by facilitating positive learning experiences, socially and ecologically, in nature and the classroom. She plans to pursue a career in environmental education and reform advocacy.

Paloma Saez
Originally from New York City, Paloma Saez is a junior at the University of Pennsylvania, majoring in political science with an urban education minor. Paloma joined the Coalition for Community Schools as a spring intern in January 2010. In Philadelphia, Paloma worked with students who attended university-assisted community schools. During her summers, she worked as a camp counselor and division leader in an upstate New York sleep-away camp. She plans to obtain a masters in education policy and management.

Sam Silsbee
Sam Silsbee, a graduating senior from the University of Maryland-College Park, is a spring 2010 intern with the Coalition for Community Schools. He is a government and politics major, with a focus on American politics and education. Before coming to the Coalition, Mr. Silsbee worked as a personal tutor in DC and as an intern at the Alexandria Seaport Foundation. A DC-area native, Mr. Silsbee plans to pursue a masters degree in secondary social studies education.
ActKnowledge
ActKnowledge is an action research organization dedicated to connecting social change practice with rigorous study of how and why initiatives work. Recognized as leaders in outcomes-based evaluation, we have extensive experience in working with community-based school initiatives and are renowned for our development and practice of the Theory of Change (TOC) methodology.
Web links: www.actknowledge.org and www.theoryofchange.org

American Federation of Teachers (AFT)
The AFT represents more than 1.4 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty; public employees; nurses and healthcare workers; and early childhood educators. Stop by our exhibit area to talk with educators about initiatives to improve instruction for English language learners, engage parents, and ensure high-quality early childhood education programs.
Web link: www.aft.org

Afterschool Alliance
The Afterschool Alliance is working to ensure that all children have access to affordable, quality afterschool programs. We offer free tools and resources to help providers with advocacy, marketing, public awareness and sustainability. These resources include outreach tools for media and policy makers, the latest research on the need, demand and benefits of afterschool, and opportunities, tips, and ideas to build community support and awareness.
Web link: www.afterschoolalliance.org

California School Boards Association
California School Boards Association (CSBA) is a collaborative group of virtually all of California’s more than 1,000 school districts and county offices of education. CSBA supports school-board members and superintendents in their complex leadership role. CSBA envisions a state where the futures of all children are driven by their aspirations, not bounded by their circumstances. By supporting school leaders in addressing these binding circumstances—such as the physical, mental, and environmental health of each child, CSBA seeks to build sustainable healthy learning environments that positively impact student learning and achievement.
Web link: www.csba.org

Cayen AfterSchool
Cayen AfterSchool is the most comprehensive, easy-to-use, online software available for managing Community Schools, 21st CCLCs, and After School programs. Streamline program administration, track attendance, manage partners and funding information, monitor student progress, and generate needed reports for evaluation. Ask us about our GEAR UP software and Biometric Attendance System too!
Website: www.cayen.net
**Center for Afterschool Education**
Foundations, Inc., is a nonprofit organization committed to transforming the quality of education and learning in school, out-of-school, and communities across the day and across the year—turning the best in research into the best in practice and partnerships for children’s success. Working with school districts, communities, after-school organizations, and leaders and staff across the country, Foundations and its Center for Afterschool Education provide capacity-building professional development, tools, and technical assistance on site and online.
Web link: [www.afterschooled.org](http://www.afterschooled.org)

**Community Partnership of the Ozarks’ Cafeprevention.com**
For over 15 years, Community Partnership of the Ozarks has been developing high-quality, innovative, hard-hitting, and affordable prevention materials for use in southwest Missouri. For the last two years, we have been sharing these materials with you through CafePrevention.com, helping to improve the health and well-being of your community’s youth. In response to youth, parent, and community focus groups and input, we discovered that so much of the prevention materials out there didn’t capture the audience nor have the desired effect. So, using their input, we designed our own materials and continue to create new products regularly. They use eye-catching images, pointed yet easy-to-understand language, and various formats that folks in the prevention, health, and law enforcement fields have asked for. Topics range from underage drinking to prescription drug abuse and from homelessness to teen dating violence. Whatever the need in your community, our “menu” will certainly have something to your taste.
Web link: [www.cafeprevention.com](http://www.cafeprevention.com)

**EdSteps**
EdSteps is a grassroots effort to create a free resource for the teaching and assessment of key skills. Its centerpiece will be a large, Web-based public library of work samples from students of all ages from around the country demonstrating multiple skill areas. The student work will be presented in continuums—gradual progressions—from emerging to accomplished work. The continuums will help teachers, parents, and students answer a central question for student growth, “Where is a particular student now, and what should he or she do to improve?”
Web link: [www.edsteps.org](http://www.edsteps.org)

**EDTEC**
EDTEC has been a leader in youth entrepreneurship education for over 30 years. EDTEC can help you start your own entrepreneurship program. Visit our website to learn how to get started.
Web link: [www.edtecinc.com](http://www.edtecinc.com)

**Institute for Global Education and Service Learning**
The Institute for Global Education and Service Learning (IGESL) is a non-profit training organization that works with schools and organizations across the country that are interested in establishing, improving, or expanding a service-learning initiative. Training is available to teachers, youth, administrators, community-based organizations, school districts, and national-service programs. In addition to training, the IGESL provides consultation services to support the development of service-learning programs, assist adults and youth in assessing the effectiveness of service-learning initiatives, and create resources to meet the specific needs of schools or organizations. Publications related to service-learning implementation are available for purchase online.
Web link: [www.igesl.org](http://www.igesl.org)
Microsociety, Inc.
Microsociety, Inc., is a national non-profit organization that specializes in building motivating learning environments for students in grades K-8 by bringing real life to learning. Since 1967, more than 300 schools of all sizes and populations have implemented the complete school transformation model or the supplementary after-school program. We provide extensive training and professional development, curriculum, coaching, technical assistance and a network of thousands of educators who believe in real-world learning. We invite you to visit our afterschool sites at CORA Services at Thurgood Marshall Elementary and Grover Washington, Jr. Middle School, as well as join us for our presentation on Thursday, April 8, 2010, from 2:00 pm to 3:15 pm.
Website: www.microsociety.org

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

National Community Education Association
The National Community Education Association (NCEA) has been representing the interests of community educators for over 40 years. The mission of NCEA is to “inspire and engage” its members to develop the skill, passion and commitment necessary to be leaders and advocates for improving the quality of education and the development of communities throughout the United States.
Web link: www.ncea.com

National Environmental Education Foundation
The National Environmental Education Foundation (NEEF) provides knowledge to trusted professionals who, because of their credibility, can amplify messages aimed at national audiences to solve everyday environmental problems. Together, we generate lasting positive change. NEEF works with professionals in health, education, public lands, and the media to connect the environment to everyday choices and actions so that the public can live well while protecting and enjoying the environment. We offer Americans knowledge to live by through programs such as Classroom Earth, National Public Lands Day, National Environmental Education Week, Earth Gauge, and our Pediatric Environmental History Initiative.
Web link: www.neefusa.org

Penn Museum of Archaeology and Anthropology
The Penn Museum houses an acclaimed collection sure to interest and inspire. Scientists from the museum have been collecting artifacts and learning about world cultures for more than 100 years. Children and adults enjoy the spectacular galleries and beautiful materials from Egypt, Mesopotamia, and more.
Web link: www.penn.museum
TeamChildren

TeamChildren is transforming how we raise babies and children by promoting the benefits of massage for babies and children, ending the digital divide, transforming preschool education, training teachers in brain development, and developing teens to make a difference. We have distributed over 9,000 low-cost computers to families schools and organizations, reaching more than 40,000 children.

Web link: www.teamchildren.com

The Aniyah Series

See the world through the eyes of a child. The Aniyah series relives childhood again and again with each wonderful adventure. "Maybe," book one, introduces Aniyah. The upcoming books of the Aniyah series will reveal that Aniyah has many friends of every ethnic background. Each book has an inspirational message of morality. Many children are trying to grow up too fast while many adults are busy seeking ways to relive their youth. Childhood is a time of endless possibilities. It is during this time that we take our greatest leaps of faith, speak our first words, and take our first steps. We see with our hearts and are not influenced by learned prejudices. This is the most influential time of our lives. Our children need positive role models that will influence and inspire them. You can also experience Aniyah’s sound effect-enhanced audio CDs. It’s just like being there! She even has her own theme song. Enjoy!

Web link: www.steffimedia.com

The Educational Enrichment Initiative

The Educational Enrichment Initiative (TEEI) is a federal- and state-approved 501c-3 nonprofit agency that accredits out-of-school and community programs. TEEI strives for excellence by focusing on 18 elements in six core areas—philosophy, staff, students, facility, curriculum, and finance. Community staff and TEEI work together to identify program strengths and weaknesses, then draft an individual improvement plan to provide "A Safe Place where Kids Can Learn." TEEI brings all of your community programs together simply while significantly increasing staff accountability, motivation, creativity, and performance.

Web link: www.teeagency.org

The United States Department of Education

The U.S. Department of Education promotes student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Web link: www.ed.gov

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COALITION FOR COMMUNITY SCHOOLS

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

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

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

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

Strategies:
- Foster Local Action
- Build Capacity of Local Leaders and Communities
- Create a Supportive Policy Environment
- Demonstrate the Effectiveness of Community Schools
- Develop a Stronger Communications Plan
Coalition Partners

Community Development/Community Building
Center for Community Change
Community Agencies Corporation of NJ
Development Training Institute
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 Community Partnerships, University of Pennsylvania
Council of Chief State School Officers
Council of the Great City Schools
Developmental Studies Center
Learning First Alliance
National Association for Bilingual Education
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals
National Association of State Boards of Education
National Association of State Directors of Special Education
National Center for Education
National Education Association
National Parent Teacher Association
National School Boards Association
Pacific Oaks College, CA

Family Support/Human Services
Alliance for Children and Families
American Public Human Services Association
Collaborative for Academic Social and Emotional Learning (CASEL),
American Public Human Services Association
Alliance for Children and Families
Family Support/Human Services

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

Federal Government
Learn and Serve America
21st Century Community Learning Center Program
Centers for Disease Control and Prevention

Health and Mental Health
American Public Health Association
American School Health Association
National Assembly on School-Based Health Care
National Mental Health Association
Society of State Directors of Health, Physical Education, & Recreation
The Center for Health and Health Care in Schools, George Washington University
UCLA Center for Mental Health in Schools

Local Community School Networks
Achievement Plus Community Learning Centers, St. Paul, MN
Alliance for Families and Children, Herenon County, MN
Baltimore Connection, MD
Bates College/Lewiston Public Schools, ME
Bay Area Partnership for Children and Youth
Birmingham Public Schools, AL
Boston Connects, MA
Boston Schools, MA
Boston Full Service Schools Roundtable, MA
Bridges to the Future, United Way of Genesee County, Flint, MI
Bridges to Success, United Way of Central Indiana, Indianapolis, IN
Bridges to Success, United Way of Greater Greensboro, Greensboro, NC
Bridges to Success, United Way of Greater High Point, High Point, NC
Center for Community School Partnerships, University of California, Davis
Chatham-Savannah Youth Futures Authority, GA
Chelsea Community Schools, MA
Chicago Coalition for Community Schools, IL
Chicago Public Schools: The Campaign to Expand Community Schools in Chicago
Community Agencies Corporation of New Jersey, NJ
Community College of Aurora/Aurora Public Schools, CO
Community–School Connections, NY
Community Schools Collaboration of King County, WA
Community Schools Rhode Island, RI
Dorcas Place Adult and Family Learning Center
Evanston-Vanderburg School Corporation
Hanford Community Schools
Independence School District, Independence, MO
Jacksonville Partnership for Children, FL
Kent County Family and Children's Coordinating Council
KidsCAN, Mesa, AZ
L.A. Urban Education Partnership
Lincoln Community Learning Centers Initiative, NE
Local Investment Commission (ILINC), Kansas City, MO
Long Beach YMCA Community Development Branch
Minneapolis Beechans Project, MN
Montgomery County Public Schools, Linkages to Learning, MD
New Paradigm Partners, Turtle Lake, WI
New Vision for Public Schools, NY
Project Success, IL
Rockland 21st Century Collaborative for Children and Youth, NY
School Unified Services, Inc., Kansas City, KS
School and Community Organized to Provide Excellence (SCOPE), Central Falls, RI
St. Louis Park Schools, MN
St. Louis Public Schools, Office of Community Education, MO
Schools Uniting Neighboards (SUN), Portland, OR
Tennessee Consortium for the Development of Full Service Schools
Tulsa Area Community Schools Initiative
United Way of Buffalo and Erie County
United Way of Central Indiana
United Way of the Greater Lehigh Valley
University of Alabama–Birmingham/Birmingham Public Schools, 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 Corps/Albuquerque Public Schools, NM
University of Rhode Island/Pawtucket Public Schools, RI
West Philadelphia Improvement Corp (WPIC)

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

Philanthropy
Carnegie Corporation
Charles Stewart Mott Foundation
Families of Freedom Scholarship Fund
Ewing Marion Kauffman Foundation
KnowledgeWorks Foundation
Milton S. Eisenhower Foundation
Polk Bros. Foundation
Rose Community Foundation

The After-School Corporation
The Wallace Foundation

Policy, Training, and Advocacy
After School and Community Education Resource Network
American Youth Policy Forum
Children's Defense Fund
Coalition of Community Foundations for Youth
Coalition for Our Children's Schools
Collaborative for Integrated School Services, Harvard Graduate School of Education
Cross-City Campaign for Urban School Reform
Education Development Center
Eureka Communities
Family Friendly Schools, VA
Foundations, Inc.
Illinois Federation of Community Schools
Institute for Educational Leadership
Institute for Responsive Education
Institute for Social and Economic Policy, New York University
National Center for Schools and Communities, Fordham University
Joy D mixed, Independent Researcher
National Center for Community Schools, Children's Aid Society
National Child Labor Committee
National Coalition for Parent Involvement in Education
National Summer Learning Association
National Youth Employment Coalition
Parents United for Child Care, Boston, MA
Public Education Network
The Finance Project
RMC Research
The Rural School and Community Trust

School Facilities Planning
Concordia, LLC
Council of Education Facilities Planners International
National Clearinghouse for Educational Facilities
New Schools/Better Neighborhoods
Smart Growth America

21st Century School Fund

State Entities
California Center for Community-School Partnership/Healthy Start Field Office
California Department of Education
Child and Family Policy Center, IA
Community Schools, IN
Colorado Foundation for Families and Children
Education Leadership Beyond Excellence Foundation Consortium, CA
Illinois Community School Partnership/Waces 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, Frankfort, KY
Ohio Department of Education
State Education and Environment Roundtable
Tennessee Consortium of Full Service Schools
Washington State Readiness-to-Learn Initiative

Youth Development
Academy for Educational Development
AEU Center for Youth Development and Policy Research
AmeriCorps Promise
Association of New York State Youth Bureaus
Big Brothers Big Sisters of America
Boys and Girls Clubs of America
California AfterSchool Partnership/Center for Collaborative Solutions
Camp Fire USA
Families of Freedom Scholarship Fund
The Forum for Youth Investment
National Collaboration for Youth
National Institute for Out-of-School Time
National School-Age Care Alliance
After School Resource Network
Partnership for After-School Education
YMCA of the USA

Building Innovative Partnerships for Student Success: The Key to America's Future
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