Stage 2:
Broaden Community Engagement

1. Engage Broader Community
2. Develop a Shared Vision & Purpose
3. Customize a Results-Based Logic Model

Overview

In Stage 2, the focus shifts to the shared ownership of a Community Schools system. The innovators' conversations lead to learning communities with the goal to authentically expand and deepen the leadership base reflective of the community. **Together, innovators engage broader community, develop a shared vision and purpose, and customizes a results-based logic model to show how inputs interact and lead to agreed-upon results.**

Milestones

Milestone #1: Engage Broader Community

Given that adoption of the Community Schools strategy is a whole-community, system-wide undertaking, **innovators need to expand and strengthen the leadership base of their system**. Participants need time to build trusting relationships with the people they are most likely to inuence.   They need to:

- Use existing peer relationships
- Engage school leaders
- Reach out to families
- Seek out other collaborative e orts focused on improving community conditions
- Look for leaders of other key institutions
- Do not overlook the business community
- Keep trying

Building relational trust and shared understanding as the group of innovators expands is important; however, there should be a recognition that the sense of urgency and degree of optimism may not be consistent within the group. Harmony can be created by:

- Meeting frequently
- Sharing leadership
- Visiting Community Schools
- Dreaming big
- Acknowledging self-interest
- Encouraging honest, shared exploration

Milestone #2: Develop a Shared Vision and Purpose

Participants in the system have imagined together what a system of Community Schools can accomplish. Now, they need to **commit to a broad vision of the Community Schools system they will build together**, and they must express that vision in easy-to-understand words. Much more than a writing exercise, the vision embraces the ideas and commitments that fuel creation of a Community Schools system. It provides the North Star that the system must regularly revisit to make certain that it remains true to its mission while moving toward the results and indicators to be specied in this stage. S uch a vision statement might reect t he following:

- A statement of hope of an improved quality life for children, youth, families, and community
- An aspiration to require partnerships and specic actions
- A designated geography across one or more school districts and a shared tax base

With a shared vision carefully crafted, what was once an exploratory group is ready to emerge as a system. Participants become partners. The practical details of how to implement the vision will be developed as the system continues its work in subsequent stages.

Milestone #3: Customize a Results-Based Logic Model

In Stage 1, partners negotiated a broad vision for a Community Schools system. Now, they need to **specify long-term results that address children, youth, and families, schools, and communities as well as the indicators used to measure progress toward results**.

Many communities develop lists that include the following:

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

Given the long-term nature of the results, it is essential to develop indicators to measure progress toward each result. Some results related to, for example, immunization rates, test scores, or school attendance rates are probably available through schools or community partner agencies. Other results, such as service delivery or family attendance at adult education classes, are linked to other types of data collection. The idea is specifying results to be comprehensive without requiring the collection of an unwieldy mass of data. The overarching consideration is to determine which speci c results bring schools and community partners together around a shared vision.

A results-based logic model (See Table 3) can help map the strategies a community will use to achieve its desired results. A logic model specifies the work partners would accomplish. As with the previous milestone, partners should collaborate to identify the activities, supports, programs, and structural changes they want to pursue, along with the resources they can bring to the table to support new opportunities.

Table 3. A Community Schools System Results-Based Logic Model

Clarify the destination		Measure the steps to get there		Practice the fundamentals		Organize form
Vision	**Impact**	**Results**	**Indicators**	**Principles**	**Functions**	**Infrastructure**
Schools are centers for creating communities where everyone belongs, works together, and thrives	Confident, well-prepared students Transformed schools Engaged, healthy, empowered students and families Local capacity for collaborative problem solving	**SYSTEM** Organizations efficiently and equitably contribute to Community School solutions **POPULATION** Children are ready to enter school Students are healthy physically, socially, and emotionally Students live and learn in stable and supportive environments Communities are desirable places to live Families are actively engaged in their children's education Students are actively learning in their community Students succeed academically	**SYSTEM** Amount of blended/ braided funding Amount of in-kind contributions Alignment of policies and practices across organizations Social Return of Investment (SROI) **POPULATION** Early childhood education participation Students feel they belong and are competent Positive peer/adult relationships Crime rate Mobility Enrollment Attendance Chronic Absenteeism Tardiness Academic growth	Trusting relationships Inclusive decision-making Shared vision Continuous improvement	Community engagement Alignment and integration Professional learning opportunities Data and evaluation Finance and resources Policy and practice	Shared governance structures Strategic partnerships Learning opportunities Data systems Efficient & equitable contributions Actionable data

Pitfalls

There are three common pitfalls in this stage:

- Underestimating the importance of using results and related indicators to drive the work of the Community Schools system at the community and site levels
- Not developing performance measures for programmatic components
- Not being transparent about the work and seeking out additional partners

Table 4. Results Framework

Results	Indicators that Align with Each Result	
Children are ready to enter school	- Availability of early childhood education programs	- Attendance at early childhood education programs - Parents connected to their children's future school
Students succeed academically	- Attendance - Reading on grade level by third grade - Tardiness - Truancy	- Standardized test scores - Grades - Graduation rates - Dropout rates
Students are actively involved in learning and their community	- Chronic Absenteeism - Students feel they belong in school - Students feel competent - Schools are open to community	- Students connected to service learning in the school community
Students are healthy physically, socially, and emotionally	- Positive adult relationships - Positive peer relationships - Vaccinations - Student and families with health insurance	- Student families' maximizing access to meal programs - Vision, hearing, and dental status
Students live and learn in stable and supportive environments	- Student mobility - Students, staff, and families feel safe in school	- Reports of violence or weapons
Families are actively engaged in their children's education	- Enrollment - Families support students' education at home - Family attendance at school-wide events and parent-teacher conferences - Family experiences with school-wide events and classes	- Family participation in school decision-making - Trust between faculty and families - Teacher attendance and turnover - Faculty believe they are an e ective and competent team - Community-school partnerships

How You Know You Are Making Progress

STAGE 2: Broaden Community Engagement

MILESTONES (est. 6-month sprints)
1. Engage Broader Community
2. Develop a Shared Vision & Purpose
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Indicators (Action/Benchmarks) Toward Milestones

Function	Community-Wide	Intermediary	Community School (Site)
Community Engagement	Open meetings present community-wide data and invite feedback	Communication with the public occurs regularly through open meetings, social networking sites, television and radio spots, newsletters, flyers, posters, and so forth	
Alignment & Integration	A clear and inspiring vision for a system drives the initiative A convincing, evidence-based rationale for a Community Schools system is clearly articulated		Planning and implementation at every school site are aligned with the community-wide vision
Professional Learning Opportunities			

Indicators (Action/Benchmarks) Toward Milestones			
Function	**Community-Wide**	**Intermediary**	**Community School (Site)**
Data & Evaluation	A community-wide results and indicators framework is in place and used to track progress Data collection and evaluation are included as budget line items	Staff guide the development of a results and indicators framework Data-sharing agreements are negotiated to allow all partners to review school and community-wide data on agreed-upon results/indicators Evaluation strategies are designed to assess the systemic effectiveness of the initiative as well as progress toward results for children, families, schools, and communities	
Finance & Resources			
Policy & Practice			
Progress Toward a Collaborative Leadership Structure			
Collaborative Leadership	Partners continue to expand participation and develop trust and ownership in a community-wide vision Leadership levels, key roles, responsibilities, and communication methods are established	Discussions among community and site leaders to ensure buy-in to the community-wide vision, results framework, and rollout strategy	Site teams participate in planning for results frameworks and rollout strategies Lead agencies and local partners establish relationships based on a shared vision