Partners in Time: Building School-Community Models
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Contributing writer, *Education Week*

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Partners in Time: Building School-Community Models

Expert Presenters:

Martin J. Blank, president, Institute for Educational Leadership, and director, Coalition for Community Schools

Bolgen Vargas, superintendent, Rochester city school district, N.Y.

Related Articles:
• As School Day Grows, Ties Deepen Between Schools, Providers
• Baltimore Sweeps Awards for Top Community Schools
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
COMMUNITY SCHOOLS: A PARTNERSHIP-DRIVEN EQUITY STRATEGY

Martin J. Blank
President, Institute for Educational Leadership &
Director, Coalition for Community Schools
June 24, 2015
ABOUT THE COALITION

- Established in 1997
- Housed at the Institute for Educational Leadership
- Alliance of over 200 national, state and local organizations
- Our partners span the sectors of 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

www.communityschools.org
MANY PARTNERS, ONE VISION
COMMUNITY SCHOOLS VIDEO

Oakland Unified School District
A full service community school district

Click here to watch this video on the role of community schools in uplifting children and neighborhoods.

This video is made by students in OUSD.

http://www.communityschools.org/aboutschools/video_what_is_a_community_school.aspx
A STRATEGY, NOT A PROGRAM

- Integrated focus on academics, health and social services, youth and community development and family and community engagement.
- Aligns resources of school and community to enable young people, families and communities to thrive.
- Offers a personalized curriculum that emphasizes real-world learning and community problem-solving.
- Vehicle for educational equity and an instrument for social justice
- Community schools, community learning centers and other names
OUR CHALLENGES

- Chronic absence
- Discipline, suspension & expulsion rates
- Family stress
- Grade level reading
- Health disparities
- Poverty
- Rebuilding social capital
- Student motivation & engagement
- Trauma
VISION/MISSION:
COMMUNITY SCHOOLS 2020

**Vision**
Schools are centers of flourishing communities where everyone belongs, works together, and thrives.

**Mission**
To unite school, community and family for young people’s success.

**Principles**
- Foster strong partnerships
- Share accountability for results
- High expectations
- Build on community’s strengths
- Embrace diversity
- Local ownership
Community Schools Framework

Opportunities & Supports

Expanded Learning

Family & Community Engagement

Results-focused Partnerships
CONDITIONS FOR LEARNING

• Access to early childhood development opportunities
• Core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations
• Students are motivated and engaged in learning -- in school and in community settings, during and after school and in summer
• Basic physical, social, emotional, and economic needs of young people and their families are met
• Mutual respect and effective collaboration between families and school staff
• Community engagement promotes a supportive and respectful school climate and connects students to a broader learning community.
A 2014 report by Child Trends, a nonprofit, nonpartisan research center, synthesized rigorous evaluations of community school initiatives, particularly integrated student supports, and concluded that there is growing evidence that community schools reduce grade retention and dropout rates, while increasing attendance, math achievement, and grade point average.
KEY INGREDIENTS OF A COMMUNITY SCHOOL

- Supportive Principal and Engaged Teachers
- Sustained Partnerships
- Community School Coordinator
- School Site Leadership Team
- Results Focus
SCHOOL LEADERSHIP TEAMS

SCHOOL-SITE LEADERSHIP
Key Roles: Planning and Implementation

- Teachers and School Staff
- Students, Families, and Residents
- Unions
- Principal
- Site Coordinator
- Community Partners
- Lead Agency
THEORY OF ACTION

A Collaborative Leadership Structure for Community Schools

COMMUNITY-WIDE LEADERSHIP
Key Roles: Vision, Policy, Resource Alignment

SCHOOL-SITE LEADERSHIP
Key Roles: Planning and Implementation

INTERMEDIARY LEADERSHIP
Key Roles: Planning, Coordination, and Management

Key System Functions
- Results-Based Vision
- Data and Evaluation
- Finance and Resource Development
- Alignment and Integration
- Supportive Policy and Practice
- Professional Development and Technical Assistance
- Community Engagement
GETTING STARTED AT THE SCHOOL SITE

- Conversations with Principal and Teachers
- Talk with partners
- Explore with parents and families
- Convene working group (and sustain)
- Reviews data, needs and assets
- Decide on key results/indicators
- Focus on quality practices
- Measure progress
- Continuous improvement
THE SCALE UP SPIRAL

Scaling Up School and Community Partnerships: The Community Schools Strategy

http://www.communityschools.org/scalingup/
2015 NATIONAL AWARD FOR EXCELLENCE WINNERS

School Winners

- Ben Franklin High School at Masonville Cove, Baltimore, MD
- The Historic Samuel Coleridge-Taylor Elementary School, Baltimore, MD
- John Hancock College Preparatory High School, Chicago, IL
- Social Justice Humanitas, Los Angeles, CA
- Wolfe Street Academy, Baltimore, MD

Initiative Winners

- Family League of Baltimore
- United Way of Salt Lake

Read about the Award winners:
http://www.communityschools.org//2015awardprofiles/
THANK YOU!

Martin Blank
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Coalition for Community Schools
ccs@iel.org | www.communityschools.org
Together, We Will Treat Every Child Like One of Our Own

Building School-Community Partnerships in Rochester, New York

Dr. Bolgen Vargas
Superintendent of Schools
Rochester City School District

- 29,000 PreK-12 students in 54 schools
- 86% free or reduced-price lunch

Student Population
- 60.1% African American/Black
- 25.6% Hispanic
- 10.2% White
- 4.1% Asian/Native American/East Indian/Other

- 16% special needs
- 11% limited English proficiency
All Children Can Succeed If We Give Them The Time and Support They Need

A Focused Theory of Action for Student Success

<table>
<thead>
<tr>
<th>Close opportunity gap</th>
<th>Provide middle-class opportunities</th>
<th>Prevent interventions</th>
<th>Improve outcomes</th>
<th>Stabilize finances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality early education</td>
<td>Rigorous curriculum</td>
<td>More and better learning time</td>
<td>Achievement scores</td>
<td>Stem enrollment loss</td>
</tr>
<tr>
<td>More instructional time</td>
<td>Broader access to textbooks and reading material</td>
<td>Positive engagement activities</td>
<td>Graduation rates</td>
<td>Improve quality so that parents choose RCSD schools</td>
</tr>
<tr>
<td>Social-emotional supports in multiple places</td>
<td>Excellent instruction</td>
<td>AP courses</td>
<td>College and career readiness</td>
<td>Attract new families</td>
</tr>
<tr>
<td>Better technology in classrooms</td>
<td>Industry-certified CTE programs</td>
<td>Extra-curricular activities</td>
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<tr>
<td>Additional support through community partners and families</td>
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</table>

We must use our resources to mitigate the impacts of poverty and provide our students the opportunities that middle-class families take for granted.
Our District’s Top Priorities

- Reading by 3rd grade
- Instructional Excellence
- More & Better Learning Time
  - Early dismissal Wednesdays eliminated
  - 13 Expanded Learning Schools
  - 95% Full Day PreK (with the support of Community Based Organizations)
  - 12,500 students in summer learning
    https://www.youtube.com/watch?v=N7uKx_HRZ0s
A proven, structured model for Expanded Learning Time:

- Minimum 300 hours for additional instruction and support
- Each school redesigns its school day and year based on student, staff, and community needs
  - School application process and readiness assessment
- Year-long planning process involves all stakeholders
- Designed to improve instruction, engage students, and increase support
- An ideal choice for Rochester to give our children access to the same opportunities as middle-class students
- Community partners help us to provide arts, cultural, recreational, social-emotional and academic supports
# NCTL Framework for Expanded Learning

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>1. Focused School-wide Priorities</td>
<td>One instructional priority, three total</td>
</tr>
<tr>
<td>2. Rigorous Academics</td>
<td>Instruction time matched to student need</td>
</tr>
<tr>
<td>3. Differentiated Supports</td>
<td>Enrichment, intervention, acceleration</td>
</tr>
<tr>
<td>4. Frequent Data Cycles</td>
<td>Data protocols, 60 minutes weekly for teachers to review and analyze data</td>
</tr>
<tr>
<td>5. Targeted Teacher Development</td>
<td>60 minutes for common planning, lesson planning, professional learning</td>
</tr>
<tr>
<td><strong>6. Engaging Enrichment</strong></td>
<td><strong>90 minutes weekly based on student interest and choice</strong></td>
</tr>
<tr>
<td>7. Enhanced School wide Culture</td>
<td>Time for relationship building, celebration, positive behavior reinforcement</td>
</tr>
</tbody>
</table>
# Community-School Partnerships

<table>
<thead>
<tr>
<th>School</th>
<th>Community Partner</th>
</tr>
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<tbody>
<tr>
<td>Nathaniel Rochester - #3</td>
<td><strong>Boys and Girls Club</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td></td>
<td><strong>Center for Youth</strong> – provides social-emotional support</td>
</tr>
<tr>
<td></td>
<td><strong>Rochester Museum and Science Center</strong> – provides STEM enrichment support</td>
</tr>
<tr>
<td>Martin Luther - #9</td>
<td><strong>IBERO</strong> – provides bilingual support</td>
</tr>
<tr>
<td></td>
<td><strong>Mercier Literacy/Nazareth College</strong> – provides academic literacy support</td>
</tr>
<tr>
<td>Walter Cooper - #10</td>
<td><strong>Quad A</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td>Enrico Fermi - #17</td>
<td><strong>IBERO</strong> – provides bilingual support</td>
</tr>
<tr>
<td></td>
<td><strong>YMCA</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td>Abraham Lincoln - #22</td>
<td><strong>IBERO</strong> – provides bilingual support</td>
</tr>
<tr>
<td>Francis Parker - #23</td>
<td><strong>Rochester Memorial Art Gallery</strong> – provides arts enrichment support</td>
</tr>
<tr>
<td>Adlai Stevenson - #29</td>
<td><strong>Boys and Girls Club</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td>Louis Cerulli - #34</td>
<td><strong>Quad A</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td></td>
<td><strong>EnCompass</strong> – provides academic math and literacy support</td>
</tr>
<tr>
<td>Mary McCloud Bethune - #45</td>
<td><strong>Boys and Girls Club</strong> – provides recreational enrichment support</td>
</tr>
<tr>
<td></td>
<td><strong>Center for Youth</strong> – provides social-emotional support</td>
</tr>
<tr>
<td>Charles Carroll - #46</td>
<td><strong>Mercier Literacy/Nazareth College</strong> – provides academic literacy support</td>
</tr>
</tbody>
</table>
How to Ensure and Sustain Quality Partnerships

• Professional learning integrates all stakeholders
• Building a support network for collective impact

<table>
<thead>
<tr>
<th>Support Network</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Weikart Center</td>
<td>• Youth Quality Program Assessment</td>
</tr>
<tr>
<td>The United Way</td>
<td>• Community partner funding</td>
</tr>
<tr>
<td>Rochester Area Community Foundation</td>
<td>• Community partner funding</td>
</tr>
<tr>
<td>ROC the Future (modeled after STRIVE)</td>
<td>• Driver of policy change</td>
</tr>
<tr>
<td>Greater Rochester Summer Learning Association</td>
<td>• Summer learning funding</td>
</tr>
<tr>
<td>The Wallace Foundation</td>
<td>• Summer learning funding</td>
</tr>
<tr>
<td></td>
<td>• Summer learning evaluation</td>
</tr>
<tr>
<td>The Ford Foundation</td>
<td>• Funding Expanded Learning and Linked Learning</td>
</tr>
<tr>
<td>AmeriCorps</td>
<td>• Direct student support of our 3 key priorities</td>
</tr>
<tr>
<td>Rochester Educational Foundation</td>
<td>• Resource support for instruction (books and instruments)</td>
</tr>
<tr>
<td></td>
<td>• College access network</td>
</tr>
<tr>
<td>Eastman School of Music</td>
<td>• Music scholarship opportunities for students</td>
</tr>
</tbody>
</table>
Lessons Learned

★ Community support is essential—we cannot do it alone
★ Partnership is a journey, not a destination
★ Keep a mindset focused on continuous improvement
★ Transparency and open communication are essential
★ Value and respond honestly to feedback and input from all stakeholders
Together, We Will Treat Every Child Like One of Our Own

Building School-Community Partnerships in Rochester, New York

Dr. Bolgen Vargas
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