



Raising the Expectations for Education Outcomes Omnibus Act of 2012
Community Schools Advisory Committee
Report to Mayor Vincent Gray
as Required by Title IV, Section 403: Administration of Community Schools Incentive

As required by Section 403 of the Raising the Expectations for Education Outcomes Omnibus Act of 2012, the Community Schools Advisory Committee and the Office of the State Superintendent of Education are pleased to report to the Mayor our recommendations on how all public schools can become centers of their communities by opening school facilities for non-profit and community use and how to expand the Community Schools Model throughout the District of Columbia.

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Dear Mayor Gray:

The Community Schools Advisory Committee is pleased to submit to you the results of our work over the past nine months to contribute to the implementation of the Community Schools Incentive Act of 2012. We appreciate that your administration has been a fully involved participant in the work of the Committee including members of the city's education and health and human services leadership. We were also fortunate to have benefited from generous commitments of time and contributions of our non-governmental committee-members.

Members of the committee are pleased to have selected six recipients of \$166,667 each for the Community Schools Incentive Initiative. Recipients include consortia of schools, community organizations and government partners that are best positioned to pilot the community schools model in the District of Columbia. We selected these consortia out of a total of 17 applicants which included organizations across the city committed to partnering and collaborating for the benefit of our students.

Our Committee was charged with making recommendations for expanding the community schools model throughout the District of Columbia. The attached report provides a set of recommendations for thoughtfully adopting the model based on the experience of our initial grantees. Within our recommendations, we have considered the needs of both public and public charter schools; we have weighed the role of community organizations and government accountability; and we have balanced the importance of effective implementation with the desire to devote as many resources as possible to direct services to our students.

We will look forward to seeing the fruits of our committee's work through our grantees and their results. We hope that the lessons gleaned from their performance will help the city improve our educational offerings at community schools in the future.

Sincerely,

Kevin Clinton
Chair, Community Schools Advisory Committee



Members of the Community Schools Advisory Committee

Name	Title	Organization
Jesus Aguirre	Former Director	DC Department of Parks and Recreation
Dr. Amanda Alexander	Instructional Superintendent, Cluster III	District of Columbia Public Schools
Stephen T. Baron	Director	DC Department of Mental Health
Salvatore Joseph Bruno	President	Building Hope
Dr. Sheryl Brissett Chapman	Executive Director	National Center for Children and Families
Kevin J. Clinton, Chair	Chief Operating Officer	Federal City Council
Jen Comey	Senior Policy Advisory	Office of the Deputy Mayor of Education
Judith Ann Donovan	Director, Division of Preventive Services	DC Department of Health
Mary Wilson Filardo	Executive Director	21st Century School Fund
Nicole Helena Hanrahan	Chief Strategy Officer	Latin American Youth Center
Lisa M. Mallory	Director	DC Department of Employment Services
Christie Raquel McKay	Executive Director	Briya Public Charter School
Alexandra Pardo	Executive Director	Thurgood Marshall Academy Public Charter School
Scott Duff Pearson	Executive Director	DC Public Charter School Board
Nathan A. Saunders	Former President	Washington Teachers Union
Laura McGiffert Slover	Member, Ward 3	DC State Board of Education
Jeffery Travers	Director, External Relations	Fight for Children
Dr. Calvin Woodland	Interim CEO	University of the District of Columbia Community College

The Community Schools Model

According to the Coalition for Community Schools, a community school is both a place and a set of partnerships between a school and other community resources. The focus of a community school is on the integration of academics, health and social services, youth and community development and community engagement (1). Across the country, community schools have been successful in reducing absenteeism, improving the health and well-being of students and their parents/caregivers, and increasing the rates of high school graduation and college attendance. The model is most effective when community schools do not exist as isolated entities, but rather when the model is embedded in a geographical area such that the model is used in several schools throughout the area (2).

Partnerships between DC Schools and the Community

Many DC schools already engage in multiple partnerships with local universities, federal and local government agencies, non-profit organizations, and libraries. Powell Elementary School, for example, is a DC public school located in Ward 4 with a student population of which 99% qualify for free or reduced price lunch. The student body is 84% Hispanic/Latino and 12% Black. Powell is a community-focused school that offers a wide variety of programs beyond traditional academic programs to ensure their students' success. For example, Powell has afterschool programs focused on academic enrichment and participation in clubs and sports activities, in partnership with community based organizations such as Girl Scouts and American University Tutors, among others. For parents, they host weekly parent coffees with the Principal and family literacy workshops, as well as computer and English classes. In addition, they conduct a nine-week parent-training program that helps parents know what is needed to support their children's academic success (3).

There are other schools in DC which have fully embraced the community schools model including J.C. Nalle Community School and the DC Promise Neighborhood Initiative (DCPNI) which includes Neville Thomas Elementary School, Kenilworth Elementary School, and Cesar Chavez Public Charter Middle and High Schools. With support from the Freddie Mac Foundation, J.C. Nalle Community School in Ward 7 partners with the National Center for Children and Families to provide much needed services to the community. J.C. Nalle has an extended day program providing math and English tutoring, physical and mental health care, social services, cultural and recreational programs, summer programs, and parent involvement and adult education classes (4). The DC Promise Neighborhood Initiative, located in Ward 7 in the Kenilworth/Parkside community, is one of numerous Promise Neighborhoods across the nation. These neighborhoods, awarded federal grants by the U.S. Department of Education, provide children and families with a comprehensive pipeline of services and supports to ensure that they have what they need to succeed. Services offered at DCPNI include medical and dental care, after-school programming, GED preparation and workforce development, and financial literacy training (5).

While there has been some success in DC in regards to community schools, some of these efforts have lacked coordination and service alignment and thus have not been as successful as hoped. Establishing and sustaining a community school requires service coordination to address the

specific needs of students, parents/caregivers, and community residents. As such, please see the recommendations below for expanding the community schools model throughout the District of Columbia.

A Definition of Successful Community Schools for the District of Columbia

As defined by the District's Community Schools Incentive Act of 2012 (the Act), a community school is a public and private community partnership to coordinate educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving the skills, capacity, and well-being of the surrounding community residents. These partnerships represent consortia between a local education agency (LEA) and a number of community partners for the purpose of providing "eligible services" including:

1. Primary medical and dental care that will be available to students and community residents;
2. Mental health prevention and treatment services that will be available to students and community residents;
3. Academic-enrichment activities designed to promote a student's cognitive-development and provide opportunities to practice and apply academic skills;
4. Programs designed to increase attendance, including reducing early chronic absenteeism;
5. Youth development programs designed to promote young people's social, emotional, physical, and moral development, including arts, sports, physical fitness, youth leadership, community service, and service learning opportunities;
6. Early childhood education, including Head Start and Early Head Start programs;
7. Programs designed to:
 - a. Facilitate parental involvement in, and engagement with, their children's education, including parental activities that involve supporting, monitoring, and advocating for their children's education,
 - b. Promote parental leadership in the life of the school, and
 - c. Build parenting skills.
8. School-age child-care services, including before-school and after-school services and full-day programming that operates during school holidays, summers, vacations, and weekends;
9. Programs that provide assistance to students who have been truant, suspended, or expelled and that offer multiple pathways to high school graduation or General Educational Development (GED) completion;
10. Youth and adult job-training services and career-counseling services;
11. Nutrition-education services;
12. Adult education, including instruction in English as a second language, adult literacy, computer literacy, financial literacy, and hard-skills training; and
13. Programs that provide remedial education and enrichment activities.

In addition to the above, the Community Schools Advisory Committee has identified the following characteristics of a successful community school:

1. A strong collaborative relationship between the school Principal, the local School Advisory Board, and the community partners;
2. A full-time Community School Coordinator to facilitate effective implementation and maintenance of the community school including providing ongoing vision for the community school, securing and maintaining community partnerships, integrating eligible services into the school community and assuring that students are participating in these services, managing the budget, seeking additional funding sources, and conducting ongoing evaluation of the community school.
3. A budget which reflects the core concept of service coordination and integration and is sufficient to fund the Community Schools Coordinator and the eligible services;
4. A plan for obtaining ongoing funding;
5. A Community Advisory Board which includes representatives from school leadership, school faculty, parents of school students, community leaders, community-based organizations, and other community members;
6. A strong student and community involvement plan including a plan for seamless integration of the additional services into the school environment; and
7. A well-developed evaluation plan to assess the success of the community school in terms of services provided and improvements in health, academic, or social outcomes.

Community Schools Incentive Initiative Grantees

The Act provided, via the Community Schools Incentive Initiative, competitive grant funding to selected community schools with preference given to those schools with a focus on mental health prevention and treatment services; schools with a focus on adult education and training; and schools with a student population in which at least 75 percent of students qualify for free or reduced-priced lunch.

Six initial Community grantees (Appendix A) were selected to receive grants of \$166,667 each. These grantees were selected because the consortia submitted the applications that most closely adhered to the priorities set forth in the Act. The Committee's vision is that these six schools will serve as demonstration projects to elucidate the benefits and challenges of initiating and maintaining community schools. The six consortia are:

- Latin American Youth Center (LAYC) Community Consortium
- DC Scholars at Stanton Elementary School
- Partnership Achieve
- Roosevelt Community School
- Mount Pleasant Community School Consortium
- Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School

A Pathway for Deepening the Adoption of the Community Schools Model

Based on the lessons learned through the experience of these six schools, the Committee would like to recommend the following three-stage pathway for deepening the adoption of the Community Schools model and developing a citywide Community Schools Incentive Program that integrates collaborative efforts at the school level, the district level, and the community level at each step of the way over a four year period:

- Phase 1: Support and Learn (FY 2014 and FY 2015)
- Phase 2: Adjust and Expand (FY 2016)
- Phase 3: Citywide Adoption (FY 2017 and beyond)

The following table summarizes our recommendations at the school level, the District level and the community level at each stage of this process.

	Phase 1: Support and Learn (FY 2014 and FY 2015)	Phase 2: Adjust and Expand (FY 2016)	Phase 3: Citywide Adoption (FY 2017 and beyond)
School Level	<ul style="list-style-type: none"> Community Schools Incentive Initiative (CSII) grantees implement their programs with oversight and guidance from OSSE, attend three OSSE-sponsored trainings, host site-visits, and report to OSSE on their progress. CSII grantees will apply for continued support for FY 2015 and FY 2016 (contingent upon exemplary performance and demonstration of impact in FY 2014). CSII grantees will present at citywide Community Schools Summit in the spring of 2015. 	<ul style="list-style-type: none"> Original six CSII grantees will complete final year of grant funding. Four new Community School grants will be awarded to eligible consortia, with funding for three years. 	<ul style="list-style-type: none"> All DPCS and D.C. Public Charter Schools that agree to meet the criteria (Appendix C) will be eligible to become a community school.
District Level	<ul style="list-style-type: none"> OSSE will provide oversight of and training for the CSII grantees. OSSE will develop a position description for a Citywide Community Schools Coordinator (CCSC) and a search will be conducted. OSSE's CCSC will take over management of the CSII and will develop an evaluation framework to assess overall success of the grantees. OSSE's CCSC will develop an RFA (to include elements in Appendix B) for continuation of the CSII for FY 2015 and FY 2016 and oversee the grant award process. OSSE's CCSC will work with community agencies and stakeholders to develop a network of organizations interested in the model. OSSE will work to identify a stable funding stream capable of supporting Community School Coordinators in high need public schools. 	<ul style="list-style-type: none"> OSSE's CCSC will develop an RFA based upon the recommendations in Appendix B and an additional four community schools will be funded for three years each. OSSE's CCSC will continue to support CSII grantees in their efforts, and will assist them in locating other funding sources once grant funding ceases. OSSE's CCSC will work with community agencies and community stakeholders to develop a network of organizations interested in the community schools model. OSSE's CCSC will provide recommendations on staffing requirements for a Community Schools Office in order to fully support the continued expansion of the model. 	<ul style="list-style-type: none"> OSSE's CCSC and staff will be responsible for the citywide program including operations, training and technical assistance. OSSE's CCSC will work with agencies and community stakeholders to develop a network of organizations interested in the community schools model.

Community Level	<ul style="list-style-type: none"> • A new Community Schools Advisory Committee will be appointed to provide input on the CSII expansion. 	<ul style="list-style-type: none"> • The Community Schools Advisory Committee will continue to advise the Mayor and the Council on the program 	<ul style="list-style-type: none"> • The Community Schools Advisory Committee will provide an ongoing source of support for and input into the Community Schools program including recommending additional program adjustments or requirements.
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A Results-Based Framework for the Evaluation of Community Schools

According to the Coalition for Community Schools (6), there are seven results that are essential for student success:

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

The Community Schools Advisory Committee recommends that the Community Schools Results Framework and accompanying performance indicators (Appendix C) be adopted as the results-based framework for evaluating community schools in the District of Columbia. It will be the duty of the Citywide Community Schools Coordinator to develop specific threshold levels for the various outcomes measures. In addition, the Indicators of Capacity Form (Appendix D) should be utilized to determine the capacity of community schools to serve as community hubs.

Conclusion

This year, the District of Columbia has taken an important first step towards the adoption of the Community Schools program. With the selection of six grantees, the District has a tangible opportunity to learn about what works about the model in the District of Columbia; to make adjustments to the program based on the evaluation and success of its initial grantees; and to expand successful elements of the program – those elements that prove themselves to be key ingredients in the improvement of academic outcomes for students – so that all students in the city may benefit from schools that embrace the community in which they reside.

Appendix A: Community Schools Incentive Initiative Grantees

Name of Consortium	Consortium Partners	Ward(s) Represented	Services Provided	Contact Information
Latin American Youth Center (LAYC) Community Consortium	<ul style="list-style-type: none"> • The Next Step PCS • Youth Build PCS • LAYC Career Academy PCS • Mary's Center 	Ward 1	<ul style="list-style-type: none"> •Mental Health Care •Dental Care •Absenteeism Reduction •Health and Fitness 	<p>Lori Kaplan President/CEO, Latin American Youth Center 1419 Columbia Road, NW Washington DC 20009 (202) 319-8642 lori@layc-dc.org</p>
Partnership Achieve	<ul style="list-style-type: none"> • E.L. Haynes MS • E.L. Haynes HS • Mary's Center 	Ward 4	<ul style="list-style-type: none"> •Primary Medical and Dental Care •Mental Health Prevention and Treatment Services •Truancy Intervention •Youth Development 	<p>Joan Yengo, Vice President, Programs, Mary's Center for Maternal & Child Care Inc. 2333 Ontario Road, NW Washington, DC 20009 (202) 420-7007 jyengo@maryscenter.org</p>
Roosevelt Community School	<ul style="list-style-type: none"> • Roosevelt HS (Lead) • Georgia Avenue Family Support Collaborative <p><u>CBOs:</u></p> <ul style="list-style-type: none"> • Concerned Parents of Petworth • Senior High Alliance of Parents, Principals and Educators (SHAPPE) • Latin American Youth Center (LAYC) • New Heights Teen Parenting Program • District of Columbia College Access Program (DC CAP) • BUILD • Mary's Center 	Ward 4	<ul style="list-style-type: none"> •Primary Medical Care •Mental Health Care •Tutoring and SAT Preparation •Mental Health First Aid Training •Teen Suicide Prevention •Care Coordination and Diversion Program •Truancy Prevention 	<p>Karen Feinstein Executive Director Georgia Avenue Family Support Collaborative 4420 Georgia Avenue, NW Washington, DC 20011 (202) 722-1815 ext. 289 kfeinstein@gafsc-dc.org</p>
DC Scholars at Stanton Elementary	<ul style="list-style-type: none"> • DC Scholars Stanton ES (Lead) <p><u>CBOs:</u></p> <ul style="list-style-type: none"> • City Year • People Animals Love • Flamboyant Foundation 	Ward 8	<ul style="list-style-type: none"> •Mental Health Prevention and Treatment, •Academic-enrichment Services •Absenteeism Prevention •Youth Development Programs •Parental Involvement Initiatives •School-age Child-care Services 	<p>Jon Rybka, Managing Director/External Relations, DC Scholars at Stanton Elementary, 2701 Naylor Road, SE, Washington DC 20020 (202) 480-6108 jrybka@scholaracademies.org</p>
Mount Pleasant Community School Consortium	<ul style="list-style-type: none"> • Briya PCS (Lead) • Bancroft Elementary School • Mary's Center for Maternal and Child Care <p><u>CBOs:</u></p> <ul style="list-style-type: none"> • Flamboyant Foundation • DC Scores Soccer • Sitar Arts Center • Horizons Greater Washington 	Ward 1	<ul style="list-style-type: none"> •Primary Medical and Dental Care •Mental Health Treatment and Prevention Services •Early Childhood Education •Parental Involvement & Leadership Programming •Adult Education Programs •Financial Literacy Courses •Youth Development Programs 	<p>Christie McKay, Executive Director, Briya Public Charter School, 2333 Ontario Road, NW, Washington, DC 20003 (202)797-7337 cmckay@briya.org</p>
Name of Consortium	Consortium Partners	Ward(s) Represented	Services Provided	Contact Information

<p>Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School</p>	<ul style="list-style-type: none"> • Edgewood/Brookland Family Support Collaborative (Lead) <p><u>Partners/CBOs:</u></p> <ul style="list-style-type: none"> • DC Children’s Trust Fund • Family Preservation Services • DreamsWork, Inc. 	<p>Wards 5 & 6</p>	<ul style="list-style-type: none"> •Mental Health Prevention and Treatment Services • Youth Development Programs •Academic Enrichment Activities •Parent Involvement Activities •Youth and Adult Job-Readiness and Career Counseling Services 	<p>Sharon Crytzer Deputy Director Edgewood/Brookland Family Support Collaborative 801 7th Street, SW, Washington DC 20024 (202) 832-9400 scrytzer@bfsc.org</p>
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Appendix B: Areas of Consideration for Adjustments to the Community Schools Model

Among the adjustments that the District of Columbia should evaluate for adoption during the “Adjust and Expand” period of the program are the following set of commitments that community schools will be asked to make in exchange for certification as a community school and benefits that flow from that certification. Here is a sample of commitments that should be considered:

1. Agree to share data on student performance and outcomes with the city, including through RaiseDC;
2. Make itself available to the community for a defined set of civic functions such as elections, emergency shelter, ANC meetings and/or other community meetings;
3. Keep its doors open for a minimum number of hours/day;
4. Participate in small area planning meetings;
5. Make a minimum amount of space available (either inside or outside) to the public through a universal registration system; and
6. Participate in the DC Free Summer Meals Program as an open site (subject to some exceptions such as schools that are year-round schools).

In exchange for adopting these additional criteria, Community Schools will receive the following:

1. Promotional Items: Logo to use on website and other materials, banners, fliers, etc.
2. Funding: Funding should initially be awarded as grant funding renewable for two years, with consideration of ultimately incorporating funding into the UPSFF. The grant should be approved at a specified funding level (start with \$200,000) and limited to a three-year evaluation period to provide for short-term and long-term consideration.
3. Oversight and Technical Assistance: position within either OSSE or DME with oversight of the Community Schools designation process and with the resources necessary to implement the program, including reviewing applications, providing technical assistance, overseeing funding and compliance, and evaluating outcomes.
4. Support: Assign additional support staff in both the Department of General Services and the Department of Mental Health and Social Services. In particular, The District of Columbia will assign a point of contact in the Department of General Services and will make a common universal space reservation system available for all schools.

Appendix C: Community Schools Framework for Student Success

Exhibit 1. Community Schools Framework for Student Success
“Students Succeeding at School and in Life”

CONDITIONS FOR LEARNING	RESULTS	INDICATORS
Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.	Children Are Ready To Enter School	<ul style="list-style-type: none"> ◆ Immunization rates ◆ Blood lead levels ◆ Parents read to children* ◆ Children attend early childhood programs* ◆ Receptive vocabulary level ◆ Families connected to support networks/services
The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.	Students Succeed Academically	<ul style="list-style-type: none"> ◆ Standardized test scores ◆ Students demonstrate competencies via multiple modes ◆ Graduation rates ◆ Dropout rates ◆ Teacher attendance rates
Students are motivated and engaged in learning—both in school and in community settings, during and after school.	Students Are Actively Involved in Learning and the Community	<ul style="list-style-type: none"> ◆ Attendance rates ◆ Suspension rates ◆ Truancy rates ◆ Students reporting feeling connected to the school* ◆ Percent of students engaged in and contributing to community* ◆ Homework completion rates*
The basic physical, social, emotional, and economic needs of young people and their families are met.	Students Are Healthy Physically, Socially, and Emotionally	<ul style="list-style-type: none"> ◆ Percent of students demonstrating social and personal competencies* ◆ Percent of students demonstrating well-being on a range of health indices (e.g., immunizations, obesity, vision, hearing, asthma, STDs, pregnancy, substance abuse)* ◆ Students have access to good nutrition*
	Students Live and Learn In Stable and Supportive Environments	<ul style="list-style-type: none"> ◆ Percent of families whose basic needs are met* ◆ Student mobility rates ◆ Percent of students reporting relationship with caring adults* ◆ Incidence of bullying* ◆ Incidence of school vandalism*
There is mutual respect and effective collaboration among parents, families, and school staff.	Families Are Actively Involved in Children’s Education	<ul style="list-style-type: none"> ◆ Percent of families who report involvement with children’s education* ◆ Percent of families who participate in parent teacher conferences* ◆ Percent of families who report positive interactions with school* ◆ Percent of teachers who report positive interaction with families*
The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.	Communities Are Desirable Places to Live	<ul style="list-style-type: none"> ◆ Employment/employability rates* ◆ Rate of participation in adult education programs* ◆ Rate of participation at school events* ◆ Percent of residents with health insurance ◆ Neighborhood crime rates

* Denotes indicator that may need to be assessed using surveys or other self-report measures.

Appendix D: Indicators of Capacity

Exhibit 2. Indicators of Capacity

“Schools Function Fully as Community Hubs”

DIRECTIONS: Rate each of the following statements by circling the number that best represents your opinion.

KEY: 0=No opinion/information at this time; 1=Strongly disagree; 2= Disagree; 3=Somewhat disagree; 4= Neither agree/disagree; 5=Somewhat agree; 6=Agree; 7=Strongly agree

	No opinion/ information	Strongly disagree	Disagree	Somewhat disagree	Neither agree/disagree	Somewhat agree	Agree	Strongly agree
Leadership and Management								
1. Our principal provides supportive leadership.	0	1	2	3	4	5	6	7
2. A community school coordinator is present on a full-time basis.	0	1	2	3	4	5	6	7
3. Our coordinator facilitates close communication between the principal, school staff, and community partners.	0	1	2	3	4	5	6	7
4. The community school coordinator is an active participant on the school leadership team.	0	1	2	3	4	5	6	7
5. Key stakeholders have agreed upon a clear vision and guiding principles for our community school.	0	1	2	3	4	5	6	7
6. Teachers view the efforts of community partners as supporting their work.	0	1	2	3	4	5	6	7
7. Trust is present among school administrators, teachers, parents, family members, and community partners.	0	1	2	3	4	5	6	7
Results and Data								
1. Working with staff, families, and community partners, our community school has identified desired results.	0	1	2	3	4	5	6	7
2. Our community school has identified baseline indicators for measuring students, family, and community progress.	0	1	2	3	4	5	6	7
3. Our community school uses data-based methods to determine its priorities and assess progress regularly.	0	1	2	3	4	5	6	7
4. Our community school analyses data and reviews the results to adjust implementation strategies when appropriate.	0	1	2	3	4	5	6	7
Relationships with Partners								
1. Community partners see our school as an inviting and productive place to provide programs and services.	0	1	2	3	4	5	6	7
2. Effective communications mechanisms are in place between school staff and community partners.	0	1	2	3	4	5	6	7
3. Effective communications mechanisms are used regularly to inform parents, families, and residents, as well as community leaders and the public about the accomplishments and needs of our community school.	0	1	2	3	4	5	6	7
Planning and Decision Making								
1. A plan is in place for aligning and coordinating supports and opportunities from the school and the community in order to achieve specific results.	0	1	2	3	4	5	6	7
2. The plan demonstrates clear linkages between in-school and after-school curriculum.	0	1	2	3	4	5	6	7
3. A flexible, decision-making group guides the work of the community school.	0	1	2	3	4	5	6	7
4. The decision-making group's members represent all key stakeholders, including parents or family members, community residents, school staff, and community partners.	0	1	2	3	4	5	6	7
Parent and Community Participation								
1. Our community school welcomes diversity.	0	1	2	3	4	5	6	7
2. The leaders of our community school facilitate honest conversations among students, families, and residents from different ethnic and racial groups.	0	1	2	3	4	5	6	7
3. Parents, family members, and community residents play active and effective roles in our community school.	0	1	2	3	4	5	6	7
4. Community residents use the school as a focal point for addressing community issues and challenges and for celebration.	0	1	2	3	4	5	6	7
Sustainability								
1. Our community school has developed a long-range plan for financial sustainability.	0	1	2	3	4	5	6	7
2. Our community school is in the early stages of implementing a long-range financial plan.	0	1	2	3	4	5	6	7

Citations

- 1) Coalition for Community Schools. *What is a Community School?* Available at http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx.
- 2) Melaville, A., Jacobson, R., Blank, M.J. (2011). *Scaling Up School and Community Partnerships: The Community Schools Strategy*. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership.
- 3) Powell Elementary School Website. Available at <https://sites.google.com/a/dc.gov/powell-elementary-school/>.
- 4) The National Center for Children and Families Website. Available at <http://www.nccf-cares.org/community-based-services/jc-nalle/>.
- 5) DC Promise Neighborhood Initiative Website. Available at <http://dcpni.org/by-location/>.
- 6) Coalition for Community Schools. *Community Schools: Promoting Student Success, A Rationale and Results Based Framework*. Available at http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework_k.pdf.