



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Community Schools Advisory Committee (CSAC)

Wednesday, May 19, 2021

10 a.m. - 12 p.m.

Virtual Meeting

Final Meeting Notes

1. Call to Order

- Chairperson John-Paul Hayworth called the meeting to order at 10:03 a.m.

2. Roll Call

- The following members were in attendance: Audrey Williams, DC Public Charter School Board (PCSB); John-Paul Hayworth, DC State Board of Education (SBOE); Kafui Doe, Department of Health (DOH); Natasha Herring, Department of Parks and Recreation (DPR); Carla Mike, District of Columbia Public Schools (DCPS); Megan Dho, Child and Family Services Agency (CFSA); Meghan Sullivan, Department of Behavioral Health (DBH); Kim Bookard, Far Southeast Family Strengthening Collaborative, Inc.; Mila Yochum, Deputy Mayor for Education (DME); Keith Gordon, Fight for Children; Shana Townes, Kid Power, Inc.; Sarah Elwell, Washington Teachers' Union (WTU); Erica Louison, United Way of the Nation's Capital (UWNCA); Rustin Lewis, Communities In Schools of the Nation's Capital, Inc. (CIS); Kristine DuPree, Edgewood/Brookland Family Support Collaborative (E/BFSC); George Garcia, Latin American Youth Center (LAYC); and Gail Sullivan, Parent of student in DCPS.
- The following staff from OSSE were in attendance: Jessie Harteis, Linda Sun, Melissa Harper-Butler, and Whitney Meagher.
- The following guests from Monument Academy PCS were in attendance: Katrice Whitaker, Dr. Jeffrey Grant, Anna Scudiero, Danielle Nelson, Ashley DeCruise, and Geron Cooper.

3. Ascertainment of Quorum

- A quorum was present for the meeting in terms of membership with 11 voting members present.
- Mr. Hayworth acknowledged that Dr. Sullivan (DBH) and Ms. Louison (UWNCA) were sworn in the previous day at a virtual District-wide ceremony hosted by the Mayor's Office on Talent and Appointments.

4. Adoption of the Minutes of the March 17, 2021 meeting
 - Motion made by Mr. Gordon (Fight for Children) and seconded by Ms. Williams (PCSB) to adopt the meeting minutes from March 17, 2021.
5. Jessie Harteis (OSSE) and Linda Sun (OSSE) provided an update about the current status of OSSE's distribution of federal relief funding.
 - Elementary and Secondary Emergency Relief Fund (ESSER) has been distributed through three separate grant programs.
 - The allocation of each program has increased over each previous grant.
 - The U.S. Department of Education (USED) has created policy that allows for a broad set of allowable uses for ESSER funding. OSSE's role is to ensure that LEAs who receive the funding are creating plans to spend the funding within the allowable uses, with the intention of ensuring that students are safely back to in person learning.
 - The third round of funding (ESSER III-ARP) has three additional requirements that did not apply to the first two rounds of funding. LEAs must reserve a minimum of 20% of funds to address learning loss through evidence-based interventions and ensure those interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. LEAs also must submit a safe return to in-person and use of funds plan. OSSE has streamlined the plan requirements into the 2021-2022 Continuous Education Plans instructions. Lastly, LEAs above a certain size threshold must comply with a maintenance of equity requirement.
 - Within the regulatory parameters of the program, LEAs have discretion to strategically use the funding. OSSE has assigned each LEA a grant manager that will support them throughout the process.
 - Stakeholder engagement is a key part of the process for LEAs and for OSSE. LEAs required to conduct stakeholder engagement when crafting their Continuous Education Plans. OSSE also must engage stakeholders to develop their ESSER III-ARP that will be submitted to the USED. There is also an expectation that LEAs' Continuous Education Plans need to be updated over time as the circumstances of the public health emergency also change and that stakeholders should be engaged throughout the update process.
 - Mr. Hayworth (SBOE) pointed out that Community Schools are one of the allowable uses for this funding.
 - Slide deck was made available for review during the meeting and attached.
6. Grantee Highlight: Monument Academy PCS Community School
 - The following guests from Monument Academy PCS shared during the grantee highlight: Director of Family Engagement and Community Outreach/Community School Coordinator Katrice Whitaker, Head of School and CEO Dr. Jeffrey Grant, Development Manager Anna Scudiero, Principal Ashley DeCruise. Information

about the operation of their community school and efforts to address learning loss due to distance learning was shared.

- Monument Academy PCS is a modified boarding school, where students live on campus while school is in session.
- The school operates on a trimester schedule year-round. Each trimester is structured to provide time for remediation or enrichment, based on student needs. They work closely with their community partners to provide this programming.
- An extended day schedule has been developed intended to address student learning loss experienced during distance learning.
- Slide deck was made available for review during the meeting and attached.

7. Goals Discussion

- Mr. Hayworth (SBOE) shared that the Committee's Letter was sent to the Mayor on April 29, 2021. There has not been a response. He led the Committee in a discussion about the goals outlined in the letter.
- The Committee discussed potential action steps on the goals:
 1. The CSAC will be urging the expansion of blended and braided funding between departments and city-wide organizations for establishing and sustaining the Community Schools Coordinator position.
 - The current grant is meant to provide new Community Schools with three years of funding to get started. After three years, the expectation is that they will have a plan in place to continue operating as a community school. But this can be challenging, especially because it can be hard to find funding for personnel.
 - The Committee could advocate for a new set of funding for the continued operation of established community schools, which could include stable funding for a dedicated CS Coordinator position.
 - Mr. Gordon (Fight for Children) suggested making it clear that there was a continuum. Most grants require you to demonstrate success before they will provide funding, but this can be difficult when there are so many ways to determine the success of community schools. He suggested having some sort of evaluation process to help determine an individual school's progress throughout the initial grant period. This would be helpful in determining if they qualify for the next phase of funding, how much they might qualify for and ultimately help outline their objectives along that continuum as they progress.
 - Mr. Hayworth (SBOE) suggested that OSSE, and others in similar roles, might be able to provide feedback about the best way to provide this type of funding. He will work with OSSE to create a

google doc to share with the Committee with draft language about the proposal.

2. The CSAC will create a marketing and communications toolkit for community schools including sample social media, text for newsletters and websites, etc.
 - Mr. Gordon (Fight for Children) and Ms. Williams (PCSB) volunteered to lead this project and will plan to report out at the Committee's next meeting.
 3. We believe that the concentration of integrated and aligned support services and opportunities in Community Schools is an important and potentially easily completed project.
 - How do you reach families that may not have Internet access?
 - The next version of the DC School Report Card will be coming out in December 2021. This year's report will not include the same information as in the past, because assessment testing will not be taking place this school year.
 - The Committee will discuss the most effective way to include information about community schools on the DC School Report Card at the next meeting.
 4. In order to continue to be successful, we must support these school heroes by providing consistent and regular professional development. It is also important that we foster peer to peer interaction and collaboration across community schools in the District.
 - We could talk about this as a part of the third goal. Providing families and community school personnel with information could be the same thing.
 5. First and foremost, we will focus on ensuring that schools and communities serving students that are designated as being part of at-risk populations should have access to a community school.
 - Ms. Townes (Kid Power, Inc.) suggested that talking to families, community leaders, and community partners is the best way to assess current need and develop responsive programs.
 - Ms. Dho (CFSA) shared that they work with families who sometimes need to change schools outside of the timelines set up through My School DC. It would be helpful. Would be helpful to have more flexibility for particular groups of students.
 - Mr. Hayworth (SBOE) suggested that OSSE invite someone from My School DC to present at the Committee's next meeting.
- Mr. Hayworth (SBOE) acknowledged that there has been some discussion in the chat about the need to include student voice. The Committee could consider asking the Mayor to add a student representative. However, it might be challenging for students to participate because the Committee meetings are held during school hours.

- Ms. Elwell (WTU) and Ms. Townes (Kid Power, Inc.) offered to think about ways to bring student voice to the Committee.

8. Membership Update

9. New Business

- Mr. Hayworth (SBOE) shared that the Mayor's FY22 budget will be submitted to Council next Thursday, with a hearing on May 28 where the Mayor will talk about her budget. This means that local budget hearings will take place in June.
 - Committee Members are encouraged to testify on behalf of their organizations but could also consider mentioning the importance of community schools and how to increase the effectiveness of the programs. They could reference the letter the Committee send to the Mayor, or attach it to their testimony.
 - Chairperson Jose Munoz (Coalition for Community Schools) was unable to attend today's meeting because he was asked to testify in front of the U.S. Subcommittee for the Departments of Labor, Health and Human Services, Education, and Related Agencies about the importance of funding for community schools. It is expected that this federal budget bill will be a part of an omnibus package with other funding that would also include more controversial funding like Medicare/Medicaid. Hope to see a budget by October 1, 2021, but this is not likely.
- Ms. Williams (PCSB) announced that that PCSB will be hosting the ["Ahead of the Curve" virtual conference](#) on May 26, 2021. The conference will focus on helping schools navigate the many facets of reopening and share ideas for what the future in this "new norm" of educating can look like. The conference is free, and all levels of school staff are encouraged to attend.
- Mr. Hayworth (SBOE) announced that at their public meeting later that day., The meeting will include representatives from Massachusetts, Nebraska and Louisiana, for a discussion about how state board can support LEAs beyond the accountability framework.

10. Opportunity for Public Comment

- No public attendees.

11. Adjournment

- Mr. Gordon (Fight for Children) made a motion to adjourn the meeting and seconded by Ms. Williams (PCSB). The meeting was adjourned by Chairperson John-Paul Hayworth at 12:06 p.m.

The next meeting will be held virtually on Wednesday, July 21, 2021, 10 a.m.-12 p.m.

Questions/Comments? Please contact Melissa Harper-Butler at (202) 478-2409 or Melissa.Harper-Butler@dc.gov.



Elementary and Secondary School Emergency Relief (ESSER) Funds:

Updates on K-12 Recovery Funding

Linda Sun
Director of Federal Programs and Strategic Funding

May 19, 2021

Overview of ESSER Recovery Funding

- The United States Department of Education (USED) has issued three rounds of Elementary and Secondary School Emergency Relief (ESSER) funds.
- These funds may be used to support local education agency (LEA) efforts now, to plan for the start of the 2021-22 school year and to continue the work of recovery over the next few school years.

	Overall Award	LEA Subgrants (90%)	SEA Reservation (10%) <small>Includes 0.5% for SEA administration</small>
ESSER III-ARP	\$386,317,154	<u>\$347,685,439</u>	\$38,631,715
ESSER II-CRRSA	\$172,013,174	<u>\$154,811,857</u>	\$17,201,317
ESSER I-CARES	\$42,006,354	<u>\$37,805,719</u>	\$4,200,635

ESSER Recovery Funding – LEA Use of Funds

- **Broad allowable uses:** All activities allowable in Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), Carl D. Perkins Career and Technical Education Act (Perkins), McKinney-Vento Homeless Assistance Act (MKV)
- **Focus on recovery and reopening** by safely reopening schools as expeditiously as possible this spring, sustaining the safe and healthy operation of school and addressing the significant academic, social, emotional and mental health needs of students
- **Address the many impacts of COVID-19 on students, including from interrupted instruction:** For ESSER-ARP, LEAs must spend at least 20 percent of funds to address learning loss through evidence-based interventions that address students' social, emotional and academic needs and address the disproportionate impact of coronavirus (COVID-19) on underrepresented student subgroups

Overview of DC LEA ESSER Grants

- Eligible LEAs are allocated ESSER funds based on the Title I-A formula

	LEA Subgrants (90%)	Application Status	Period of Availability*
ESSER III-ARP	<u>\$347,685,439</u>	Eligible LEAs will receive Grant Award Notice by May 24 and will complete second phase of application this summer	March 13, 2020- Sept. 30, 2024
ESSER II-CRRSA	<u>\$154,811,857</u>	Eligible LEAs are applying now	March 13, 2020- Sept. 30, 2023
ESSER I-CARES	<u>\$37,805,719</u>	All eligible LEAs have applied and received funding	March 13, 2020- Sept. 30, 2022

- Allowable uses, communications, and additional information on [OSSE recovery funding webpage](#)

ESSER Funds: SEA Reservation

- Each round of ESSER recovery funding includes 10 percent State education agency (SEA) Reservation to support emergency needs, response and recovery
- Most recent round (ESSER III-ARP) includes specific reservations for activities and interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups

	Overall Award	SEA Reservation (10%) <small>Includes 0.5% for SEA administration</small>
ESSER III-ARP	\$386,317,154	\$38,631,715 <ul style="list-style-type: none">– \$19,315,858 to address learning loss– \$3,863,172 for summer enrichment– \$3,863,172 for afterschool programs
ESSER II-CRRSA	\$172,013,174	\$17,201,317
ESSER I-CARES	\$42,006,354	\$4,200,635

Appendix

Additional Federal Recovery Funding

- Additional federal funding sources supporting LEAs and schools with emergency relief, and recovery and reopening managed by Systems and Supports, K-12

	DC Award <i>Amount received or expected</i>	General Purpose
Governor's Emergency Education (GEER) Fund	GEER I: \$5,807,678 GEER II: \$2,415,567	Assistance to LEAs, institutions of higher education, or other education-related entities
IDEA supplement	\$5,426,006	Through ARP Congress authorized additional funding for IDEA Part B 611, 619, and Part C
American Rescue Plan (ARP) - Homeless	ARP Homeless I: \$632,646 ARP Homeless II: \$1,897,937	Additional state and LEA funding to support MKV grantees and the needs of students experiencing homelessness
Emergency Assistance to Non-Public Schools (EANS)	EANS I: \$5,312,618 EANS II: \$4,533,977	Emergency support for eligible non-public schools

A photograph of four students standing in a school hallway. From left to right: a girl wearing a white face mask and a headband, a boy wearing a black face mask, a girl wearing a grey face mask and a pink headband, and a boy wearing a light blue face mask. They are all wearing dark blue polo shirts. The background shows blue and yellow lockers and a bright hallway. The entire image is framed by a thick blue border with rounded corners.

Monument Academy PCS

Weekday boarding school, serving grades 5 - 8 in Ward 6



Our Team

MONUMENT
ACADEMY
BUILDING OUR FUTURE

Dr. Jeffrey Grant, CEO/Head of School

Dr. Ashley DeCruise, Principal

**Katrice Whitaker, Chief of Student and Family Engagement/Community
Schools Coordinator**

Anna Scudiero, Development Manager

Our Community

MONUMENT
ACADEMY
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Current Partners

- SMILE Therapy Services
- Family Solutions
- BOKS
- Elaine Ellis Center of Health
- Junior Achievement
- Collins Education Associates

Coming Soon (June 1, 2021)

- DC127
- Life Enhancement Services

Community Supports

- PAVE
- Flamboyant

- **Monument Academy Public Charter School targets and serves at-risk/school dependent children and their families.**
- **Learning loss occurs in these households at a much greater rate than other subgroups over the summer months.**
- **It has been identified that children learn through relevant experiences and Tier 2 and Tier 3 vocabulary.**
 - **The agrarian calendar is obsolete and has been for quite a while.**

3 Trimesters per year - 190 Academic Days (Plus 10)

- **August 2nd through August 6th - School Opening Professional Development**
- **August 9th (First day of school for students) through November 11th - First Trimester**
 - November 8th through November 11th - Remediation or Enrichment; Student Field Experiences / Explorations
 - November 12th - PD Day
 - November 15th through November 19th - Student Engagement Week
 - **November 22nd through November 27th - School closed for students and 10-month staff members**
- **November 29th through March 10th - Second Trimester**
 - March 7th through March 10th - Remediation or Enrichment; Student Field Experiences / Explorations
 - March 11th - PD Day
 - March 14th through March 18th - Student Engagement Week
 - **March 20th through March 25th - School closed for students and 10-month staff members**
- **March 28th through June 24th (Last day of school for students) - Third Trimester**
 - June 13th through June 24th - Students Field Experiences and Explorations
 - June 27th through June 29th - End of Year Staff Professional Development
- **July 5th through July 15th - Extended School Year**
- **July 11th through July 15th - Summer School**
- **July 18th through July 22nd - Engagement Week**

Summer Programming 2021 and 2022

Extended School Year

- **Summer 2021**
 - **7/6 through 7/16**
 - **9:00am - 1:00pm**
- **Summer 2022**
 - **7/5 through 7/15**
 - **9:00am - 3:00pm**

Summer School

- **Summer 2021**
 - **7/6 through 7/16**
 - **9:00am - 1:00pm**
- **Summer 2022**
 - **7/11 through 7/15**
 - **9:00am - 3:00pm**

SY 21-22 Engagement Camps

Financial Literacy

HYPE Coding Camp

Band Camp

Dance Camp

Chef Camp

Solar Car Camp

Art Camp

Science Camp

Golf Camp

Basketball

Swimming

Track

Volleyball

Cheer

Football

Benefits to Students and Staff

- Scholars will have academic deficiencies addressed before they become further ingrained.
- Longer terms will give more opportunities to take deeper dives into the standards-based themes.
- Breaks are designed to enable students to refocus and re-energize more quickly.
- Staff members will be empowered to differentiate opportunities for students through the “Remediation / Enrichment” window.
- The planned breaks will decrease PTO requests.
- Breaks are designed to enable staff members to refocus and re-energize more quickly.

Daily Schedule - A-Day Grades 5, 6, 7*, CLC



Monument Academy Distance Learning Master Schedule Monday/Wednesday (Grades 5, 6, 7*, CLC)

Time	5A	6A	6B	7*	CLC
8:40am-9:00am	Transition(7)	Transition (8)	Transition (9)	Transition (1)	Transition (6)
9:00am-11:00am	ELA -Booker/Staves	Math - Rucker/Tarrance	Soc Stud -Murray/Moore	Science - Barrett/Law	7/8 Math - Hadley/Johnson 6/7 ELA Lewis/Ferguson
11:00am-12:00pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:10-12:40pm	ELA -Booker/Staves	Math - Rucker/Tarrance	Soc Stud -Murray/Moore	Science - Barrett/Law	7/8 Math - Hadley/Johnson 6/7 ELA Lewis/Ferguson
12:10-12:40pm	<p>Note: In- person Students will return to their morning classes after lunch. This time should be used for students to go over HW assignments for AM classes, clean their AM space, and transition to PM classes.</p> <p>Virtual Students: will have a break during this time or complete asynchronous work from earlier.</p>				
12:45pm-3:15pm	Soc Stud -Murray/Pearsall	Science -Barrett/Gunasinghe	ELA -Booker/ Pope	Math -Rucker/Marshall	7/8 Social Stud - Orange/Lewis 6/7 Science - Hadley/Johnson
3:15pm-4:00pm	Extended Day	Extended Day	Extended Day	Extended Day	Extended Day

Daily Schedule - B-Day Grades 5, 6, 7*, CLC

Monument Academy Distance Learning Master Schedule Tuesday/Thursday (Grades 5, 6, 7, CLC)*

Time	5A	6A	6B	7*	CLC
8:40am-9:00am	Transition(7)	Transition (8)	Transition (9)	Transition (1)	Transition (6)
9:00am-11:00am	Math - Rucker/ Marshall	Soc Stud - Murray/ Pearsall	Science - Barrett/ Gunasinghe	ELA Booker/ Pope	6/7 Math - Hadley/Johnson 7/8 ELA Lewis/Ferguson
11:00am-12:00pm	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:10-12:40pm	Math - Rucker/ Marshall	Soc Stud - Murray/ Pearsall	Science - Barrett/ Gunasinghe	ELA Booker/ Pope	6/7 Math - Hadley/Johnson 7/8 ELA Lewis/Ferguson
12:10-12:40pm	<p>Note: In- person Students will return to their morning classes after lunch. This time should be used for students to go over HW assignments for AM classes, clean their AM space, and transition to PM classes.</p> <p>Virtual Students: will have a break during this time or complete asynchronous work from earlier.</p>				
12:45pm-3:15pm	Science - Barrett/ Law	ELA - Booker/ Staves	Math - Rucker/ Tarrance	Soc Stud Murray/ Moore	7/8 Social Stud - Orange/Lewis 6/7 Science - Hadley/Johnson
3:15pm-4:00pm	DBT/SLC	DBT/SLC	DBT/SLC	DBT/SLC	DBT/SLC

Daily Schedule - A-Day Grades 7&8

Monument Academy Distance Learning Master Schedule Monday/Wednesday (Grades 7 and 8)

Time	7A	7B	8A	8B
8:40am-9:00am	Transition (2)	Transition (3)	Transition (5)	Transition (4)
9:00am-11:30am	ELA - Morris/ Pope	Math - Bolden/ Marshall	Soc Stud Jackson/ B.Reynolds	Science - McLaurin/ Gunasinghe
11:40am-12:00pm	Soc Stud - Jackson/ Moore	Science - McLaurin/Hector	ELA - Morris/ Staves	Math - Bolden/ Tarrance
11:40am-12:00 pm	Note- In Person students: This time should be used for student transition to PM classes, completing a Do Now, and getting ready for lunch. Virtual students: Will have a break and/or finish asynchronous work.			
12:00pm-1:00pm	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:10 pm-3:15pm	Soc Stud - Jackson/ Moore	Science - McLaurin/Hector	ELA - Morris/ Staves	Math - Bolden/ Tarrance
3:15pm-4:00pm	Extended Day	Extended Day	Extended Day	Extended Day

Daily Schedule - B-Day Grades 7&8

Monument Academy Distance Learning Master Schedule Tuesday/Thursday (Grades 7 and 8)

Time	7A	7B	8A	8B
8:40am-9:00am	Transition (2)	Transition (3)	Transition (5)	Transition (4)
9:00am-11:30am	Math - Bolden/ Tarrance	Soc Stud - Jackson/ Moore	Science - McLaurin/ Hector	ELA - Morris/ Staves
11:40am-12:00pm	Science - McLaurin/ Gunasinghe	ELA - Morris/ Pope	Math - Bolden/ Marshall	Soc Stud - Jackson/ B. Reynolds
11:40am-12:00 pm	<p>Note- In Person students: This time should be used for student transition to PM classes, completing a Do Now, and getting ready for lunch.</p> <p>Virtual students: Will have a break and/or finish asynchronous work.</p>			
12:00pm-1:00pm	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:10 pm-3:15pm	Science - McLaurin/ Gunasinghe	ELA - Morris/ Pope	Math - Bolden/ Marshall	Soc Stud - Jackson/ B. Reynolds
3:15pm-4:00pm	DBT/SLC	DBT/SLC	DBT/SLC	DBT/SLC

How Our Community Will Help

MONUMENT
ACADEMY
BUILDING OUR FUTURE

- Recruitment
 - Connect families to Monument Academy
- Student & Family Intake
 - Elicit student family demographic information to properly address student needs and student groupings
- Mental Health Awareness
 - Connect families to the proper supports
 - Ensure that students and families are prepared to engage in their children's' education
 - Ensure that students and families are prepared to reenter the physical school space
- Physical Wellness
 - Citywide COVID protocol awareness
 - COVID Testing and COVID vaccinations
 - Nutrition
- Access to Resources
 - Tangible resources - food, clothing, transportation, etc.
 - Parent advocacy
 - Assistance in navigating through the city's various systems

Overall, our students and families will get what they need throughout the summer to be fully prepared for SY 21/22.

April 29, 2021

Muriel Bowser, Mayor
John A. Wilson Building
1350 Pennsylvania Ave, NW
Washington, DC 20004

Dear Mayor Bowser:

On behalf of your Community Schools Advisory Committee (CSAC), I am pleased to share the following information and goals that the CSAC has developed over the past year. Before getting to these goals, I also want to extend our gratitude to you for your leadership and support for community schools in the District of Columbia. Especially now, our students need the type of supports that community schools provide including: behavioral health, individualized case management, attendance interventions, basic necessities and opportunities for family learning.

As you know, the current Community Schools Incentive Initiative (CSII) grant program funds a partnership or “consortium” established between a local education agency (LEA) in DC and one or more community partners for the purposes of establishing, operating, and sustaining a community school. The funding provides not only funding for program activities, but the consortia must designate a paid Community School Coordinator¹ to facilitate effective implementation and maintenance of the community school. There are currently 17 CSII grantees spread across the city, but focused on schools in economically disadvantaged communities. These grantees provide medical/dental services, mental health services, out-of-school time activities, academic support and a host of other programming that is identified based on a needs assessment for the particular school and community.

We believe that the five goals below provide the CSAC with a firm foundation from which to expand and develop our efforts in line with the order that established the CSAC. We are hopeful that the goals will not only help us but also serve as inspiration for you and your team as you approach future budget cycles and program decisions.

First, the most fundamental need for the establishment and continuation of community schools in the District of Columbia is stable and consistent funding. ***The CSAC will be urging the expansion of blended and braided funding between departments and city-wide organizations for establishing and sustaining the Community Schools Coordinator position.*** It is clear to us, through the mayor’s order establishing the CSAC, that you understand this need for cross-government partnerships as you ensured that the directors of a number of agencies participate in the CSAC. The Community School Coordinator is tasked with leveraging partnerships that align with the unique needs of their school community. Without the commitment of stable funding for this crucial and essential position the supportive needs of students and families will likely go unaddressed.

¹ The CSAC uses the term Community Schools Coordinator to refer to the position at a school that is responsible for assessing a school’s needs, identifying partnerships to serve those needs and tracking outcomes from their work. In some schools, the position is called Community School Manager, Connected School Manager or Site Coordinator.

One of the most important roles of a community school is to ensure that the school community (families, students and staff) know what a community school is and how to access the programs provided. This requires an understanding of the ways that information flows best through the school community and marketing/communications ideas. ***The CSAC will create a marketing and communications toolkit for community schools including sample social media, text for newsletters and websites, etc.*** It is our intention for this toolkit to be a resource for all District community schools as well as provide information for schools considering becoming a community school.

During our recent CSAC meetings, we discussed the need for a centralized, accessible list that Community Schools Coordinators or other school staff could use to bring services to their schools. ***We believe that the concentration of integrated and aligned support services and opportunities in Community Schools is an important and potentially easily completed project.*** We envision that the listing may even be part of existing websites like the DC School Report Card to minimize development costs. Primarily, the function would be a database of services and opportunities for partnership including contact and program information as well as data about existing work in DC schools.

Community School Coordinators, principals and teachers are the linchpin for success or failure of a community school. ***In order to continue to be successful, we must support these school heroes by providing consistent and regular professional development. It is also important that we foster peer to peer interaction and collaboration across community schools in the District.*** We have found firsthand that these connections serve to strengthen and grow successful programs in multiple schools, including the very successful partnership between Mary's Center and Tubman Elementary School.

Finally, CSAC is committed to the goal of expanding community schools in the District. ***First and foremost, we will focus on ensuring that schools and communities serving students that are designated as being part of at-risk populations should have access to a community school.*** These students deserve and need the support that a community school brings. We know that even pre-pandemic, far too many of our students faced deep trauma and the pandemic has only added to these emotional burdens carried by each young person.

Mayor Bowser, we appreciate the charge that you have given us in the Community Schools Advisory Committee. We will keep you informed of our progress.

Sincerely,

Community Schools Advisory Committee