Introduction to Community Schools: A Results Framework

OSSE Community of Practice November 13, 2020



History

- 1997 IEL becomes coordinating organization
- 1998 Coalition officially launched in DC
- 2004 National Steering Committee formed
- 2008 IEL Scale Up Guide released
- 2010 \$10 million for FSCS
- 2015 FSCS authorized in ESSA
- 2016 IEL releases CS Standards
- 2018 \$17.5 million for FSCS
- 2019 \$30 million for FSCS
- 2019 4 Presidential candidates promote CS
- 2020 CS on Biden/Harris education agenda
- 2020 IEL leads \$500 million request for FSCS



Purpose of Today

 To outline a rationale for the Community School as a primary vehicle for increasing student success and strengthening families and community

 To define specific results that community schools seek—both in terms of how they function and in relationship to the well being of students, families and communities.



Rationale for Community Schools

Prior to COVID-19, what factors made learning challenging for your students that have been exacerbated during COVID-19?

What desires do your families have for themselves and their community?



What advice would you give someone finishing high school this year?

Continue education or trade school

This too shall pass.

Breathe and be gentle with yourself.

try to stay focused

To continue their professional education. Enroll in college

Take a break

Take a break

You are so close and I know you can do hard things. Be patient and kind with yourself, and don't



be afraid to ask for help and to be seen trying.

What advice would you give someone finishing high school this year?

Stay focus, keep going with your education goals.

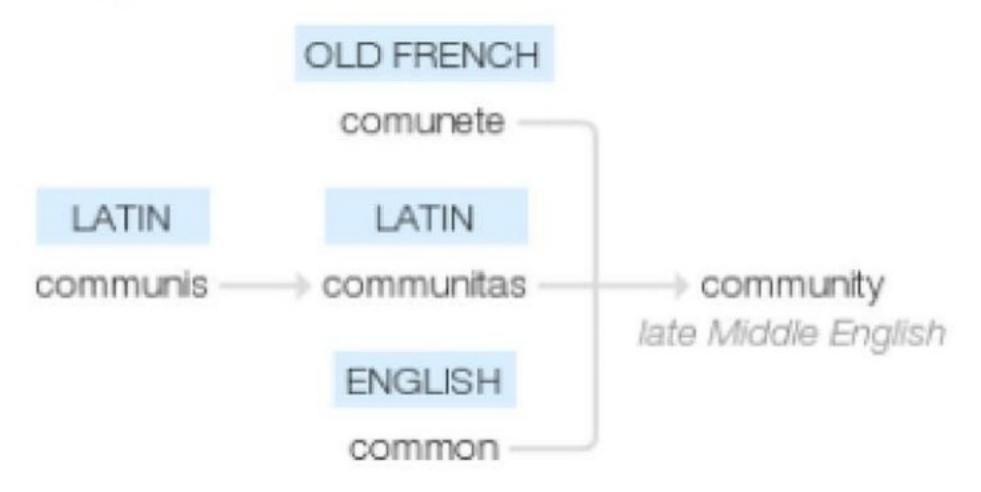
You are making history

Focus on your gifts





Origin



Etymology of "Community"

- Late 14th century derived from communis "common, public, general, shared by all or many"
- Old French comunité "community, commonness, everybody"
- English: Sense of "a society or association of persons having common interests or occupations" OLD ENGLISH: "community, fellowship, union, common ownership,"
- Websters Dictionary: "the people with <u>common</u> interests living in a particular area"



How would you define a Community School?





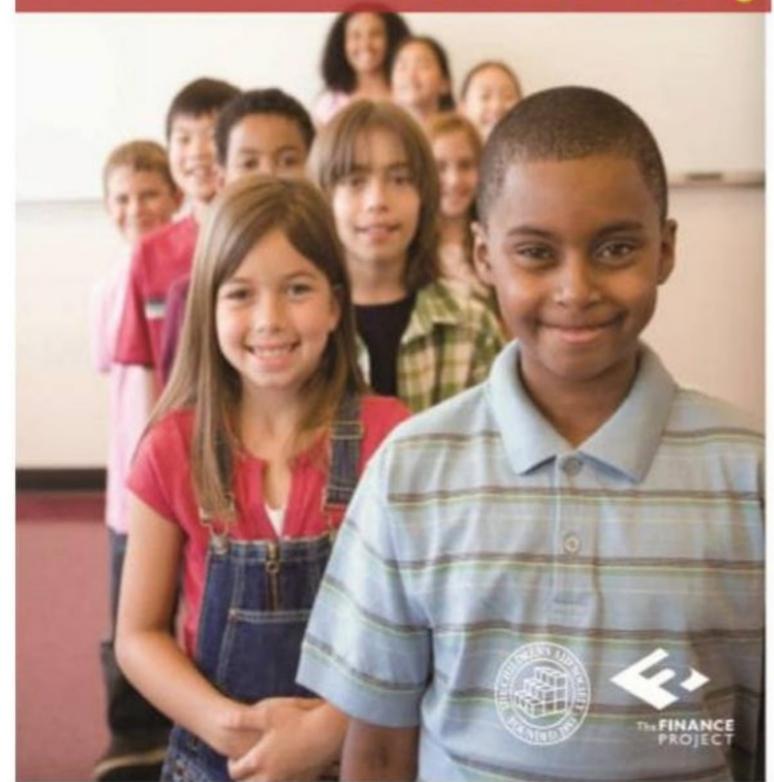
Community Schools are a Strategy not a Program

- Community Schools are a strategy that utilizes the communication power of a school to serve as a hub for coordinating community-designed development that advances the education, economic, and healthy well-being of its surrounding residents.
- What makes Community Schools unique is the coordination of four key pillars (or features) that together create the conditions necessary for students to thrive.

The Rationale for Community Schools

Measuring Social Return on Investment for Community Schools

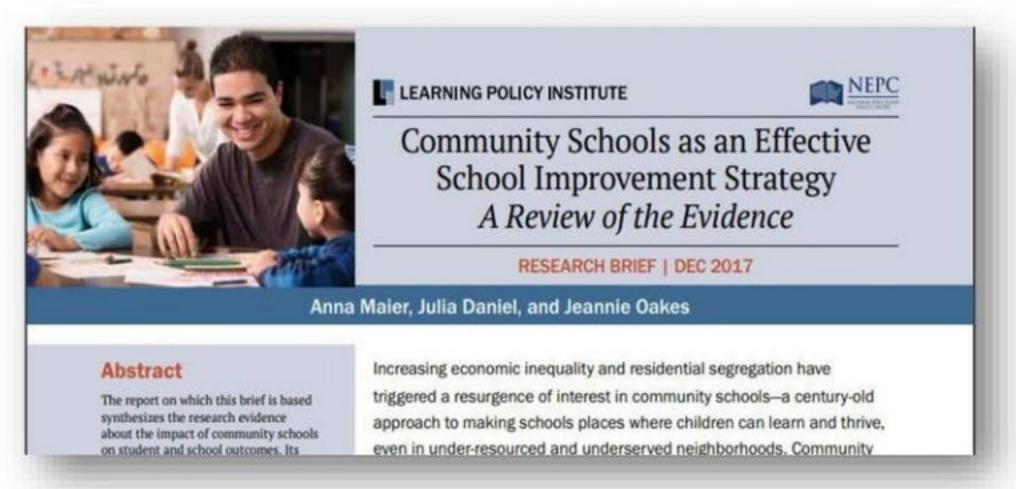
A Case Study





ROI = \$1,202,736 - \$148,258 x 100 = **711%**

Resulting in each \$1 invested in the coordinator returning approximately \$7.11 net benefits.



Results Framework

What is a "Result"?



Measuring Results

Results	Indicators	
Children are ready to enter school		
Students succeed academically	 Advancing to next grade level SRI Scores 	
Students are actively involved in learning and in their community	Attendance	
Students are healthy: physically, socially, and emotionally	 Survey results Insurance coverage Vaccinations 	
Students live and learn in stable and supportive environments	Student mobility	
Families are actively involved in their children's education	 Parent/Teacher Conf. Attendance Back to School Nights Classroom volunteering 	
Communities are desirable places to live	Mobility rates	

COMMUNITY SCHOOLS LOGIC MODEL

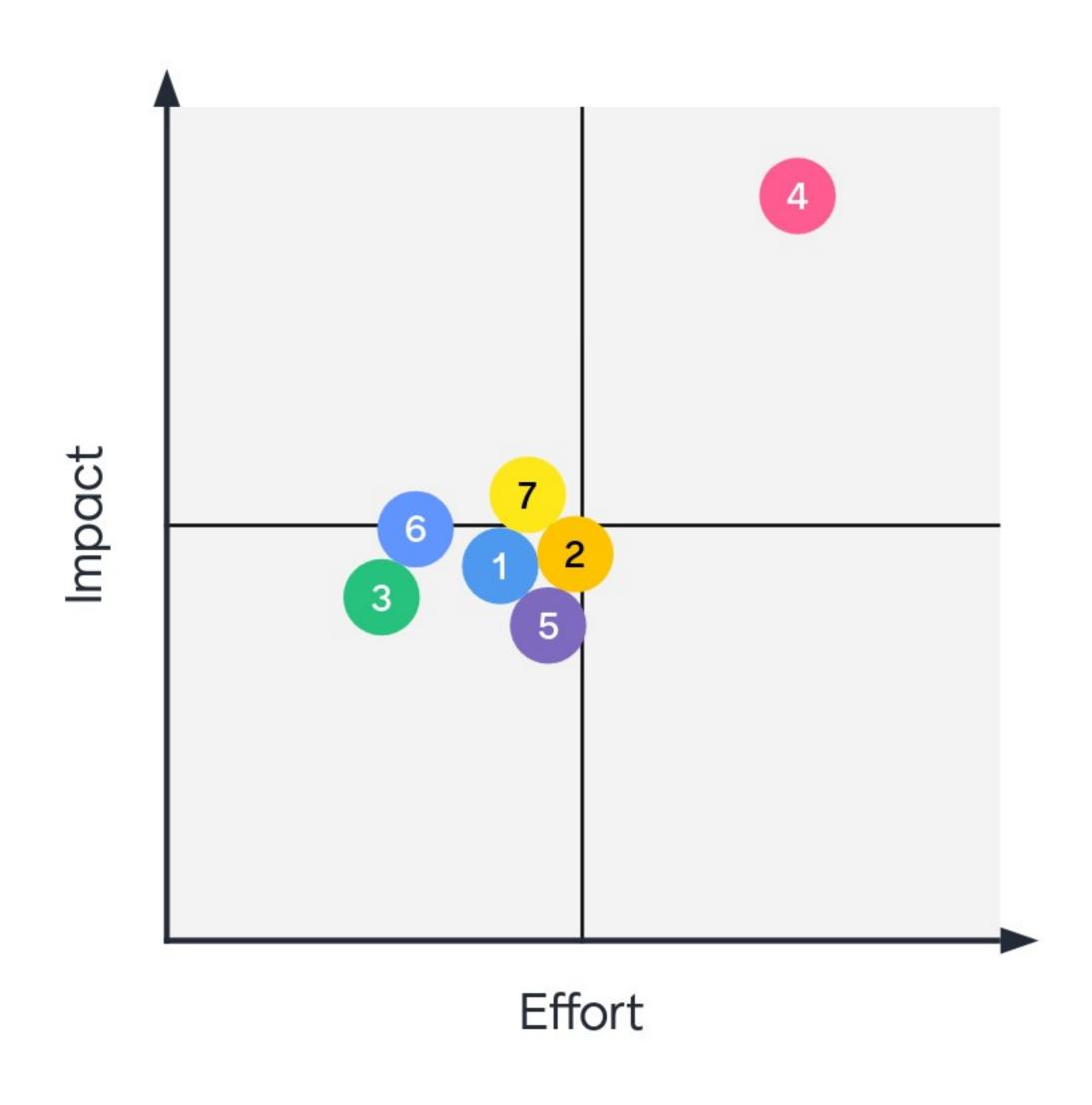
INPUTS	WHAT HAPPENS AT COMMUNITY SCHOOLS?	OUTPUTS	SHORT-TERM RESULTS (Proximal)	LONG-TERM RESULTS (Distal)	IMPACT
Community School Coordinator	Family Engagement (Adult Education)	Supported Families	Children Ready To Enter School	Students Succeed Academically	Students Graduate Ready for College, Careers, Citizenship
Sufficient Staff (Expertise + Availability)	Extended Learning Opportunities/Youth Development	Comprehensive Learning Supports	Students Attend School Consistently	Health Students— Physically, Socially, Emotionally	
Sufficient Resources (Funding, Facilities)	Family Support (Health, Mental Health, Social Services)	Integrated Academic Enrichment and Intellectual, Social, Emotional, and Physical Development	Students Actively Involved in Learning/ Community	Students Live/Learn in Safe, Supportive, Stable Environments	
Available/Relevant Partners	Social and Emotional Learning		Families Increasingly Involvedin Children's Education	Communities are Desireable Places To Live	
eadership and nitiative-Level nfrastructure	Early Childhood Development	High-Quality, Engaging, Instructional Programs	Schools Engaged with Families/Communities		
Linkages Between		Partner Inegration into School Day			
	Linkages Between Schools and Partners				



YOUR PLANNED WORK

YOUR INTENDED OUTCOMES

Which "Result" should we focus on?



- 1 Children are ready to enter school
- 2 Students succeed academically
- 3 Students are actively engaged in their community
- Students are health: physically, socially, and emotionally
- Students live & learn in stable and supportive environments
- Families are actively involved in their children's education
- 7 Communities are desirable places to live



How ready are you?



Leadership and Management

Key partners have agreed upon a clear vision and guiding principles for our Community School disagree Teachers view the efforts of community partners as supporting their work Trust is present among school administrators, teachers, parents, family members, and community partners. Strongly 4.3 Effective communications mechanisms are in place between school staff and community partners. The leaders of our community school facilitate honest conversations among students, families and residents from different ethnic and racial grass.

Strongly agree



Strongly agree

Relationships with Partners

Our community school welcomes diversity.

Parents, family members, and community residents play active and effective roles in our communityschool.

The decision-making group's members represent all key partners, including parents or family members, community partners and residents, school staff.

Community partners see our school as an inviting and productive place to provide programs and services.

Community residents use the school as a focal point for addressing community challenges and celebrations.

Strongly agree

Sustainability

Explicit practice and policy integration among programs and activities are designed toward site-level results.

All partners are aligning rules, resouces, and communications for a seamless effort regardless of organization affiliation.

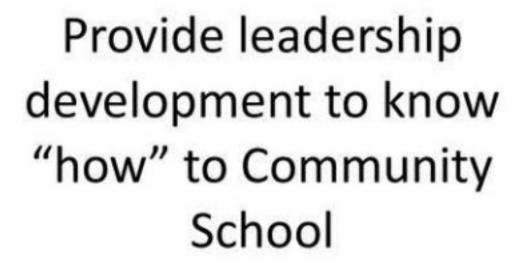
Community School leaders co-design, advocate for and enact policy changes in response to site-level engaement.

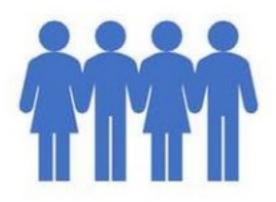
Our community school and its partners are working together on developing a financial plan

Our community school is the early stages of implementing a long-range financial plan.

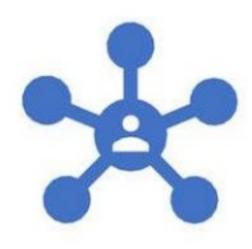
How can the Coalition support you?







Coach continuous improvement of your Community School



Connect you with other Community Schools



What squares with you?

