

the basics

Building, Assessing, Sustaining, and Improving **Community Schools**



Limited Release Edition

A TOOLKIT

for SCHOOL AND COMMUNITY BASED STAFF and TECHNICAL ASSISTANCE PROVIDERS



JOHN W. GARDNER CENTER
for Youth and Their Communities



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John W. Gardner Center for Youth and Their Communities • National Technical Assistance
Center for Community Schools, The Children's Aid Society • Center for Community School
Partnerships, University of California at Davis

2009

The BASICS Toolkit is based on the Academy for Community Schools Development (ACSD) brought together five schools over three years to design and implement community schools in San Mateo County, California. ACSD and this toolkit were developed by The John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University, in collaboration with The National Technical Assistance Center for Community Schools at The Children's Aid Society (NTACCS), and the Center for Community School Partnerships at the University of California at Davis (CCSP). These efforts would not have been possible without the hard work and dedication of the five schools involved: Fair Oaks School, Hoover Magnet School, Kennedy Middle School, and Taft School in Redwood City, California and Cunha Intermediate School in Half Moon Bay, California.

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CCSP: (530) 752-1277

NTACCS: (212) 569-2866

“The school can be an immensely important institution at the heart of tomorrow’s community. It can contribute more than its share toward the important goal of social cohesion. But there are those in the educational world who believe that this-however desirable-is simply asking too much of the schools. I cannot agree. If the schools help to build community, the benefits will not all flow in one direction-from school to community. The task of building the larger community will revitalize and renew the schools themselves. It will pull them out of their insulated place in American life and make them a part of the vital mainstream.”

- John W. Gardner
Schools and Communities

ABOUT THE CREATORS



John W. Gardner Center for Youth and Their Communities At Stanford University (JGC)

JGC partners with communities to research, develop, and disseminate effective practices and models for youth development and community renewal. By bringing together community leaders and sharing new knowledge, they support the implementation of quality programs for and with young people. From 2003-2006, JGC developed Academy for Community School Development to support five schools in two communities (Redwood City and the Half Moon Bay vicinity) through a community schools development approach. Today, JGC continues to provide ongoing coaching and technical assistance to the school teams that participated in this three-year process. For more information on JGC please visit: <http://jgc.stanford.edu>



Center for Community School Partnerships At the University of California Davis (CCSP)

CCSP engages in research, evaluation, and technical assistance to connect schools and communities in ways that support student success, youth well-being, and collaborative community-school partnerships. Located in the UC Davis School of Education, CCSP was established as the Healthy Start Field Office in 1992. During the past decade, CCSP has served over 800 community school partnership sites across the state of California, and has provided national and international consultation in education reform and collaborative partnership policy. For more information on CCSP please visit: <http://ccsp.ucdavis.edu/>



The National Technical Assistance Center for Community Schools At The Children's Aid Society (NTACCS)

The Children's Aid Society (CAS) is New York City's oldest and largest child welfare and youth development organization and currently operates 21 community schools in partnership with the Department of Education. In 1994, CAS created a National Technical Assistance Center for Community Schools (NTACCS) which has helped thousands of professionals adapt the CAS model to the needs and strengths of their communities. The Center works to help public schools and community organizations work together in long-term partnerships that benefit children and families. NTACCS also actively contributes to advocacy efforts designed to advance the community schools movement and place this approach to educational improvement high on the nation's school reform agenda. For more information on NTACCS please visit: <http://www.childrensaidsociety.org>

TABLE OF CONTENTS

FORWARD

Acknowledgements	2
About the Creators of the Toolkit	4
Table of Contents	5

INTRODUCTION

Preface: A Note on Community Schools <i>by Milbrey W. McLaughlin</i>	6
Why Community Schools?	7
Creation of the Toolkit: The ‘Story’ of ACSD	8
How to use this Toolkit:	
Stages of Community School Development	11
What is Included in this Toolkit and Why	12
Ideas for Adapting the Toolkit	13

SESSION 1: COLLABORATION – Emphasizes the basic underpinnings of community schools, including the importance of developing collaborations to accomplish the work. 15

SESSION 2: ACADEMIC SUPPORTS – Focuses on the three common forms of after-school academic support systems available in community schools and the integration of these support systems with the school’s core instructional program. 19

SESSION 3: COMPREHENSIVE FAMILY AND YOUTH RESOURCES – Examines the value of bringing together a combination of core programs and services into schools. Community schools help free teachers to teach by streamlining and leveraging resources for youth and families in a more coordinated, cost-effective, and responsive way. 22

SESSION 4: SHARED LEADERSHIP – Participants in this session work with their teams to prepare themselves for incorporating shared leadership into their schools. 26

SESSION 5: YOUTH DEVELOPMENT – Explores how school climate and fostering a positive environment for learning and development can affect the engagement and motivation of youth, both in and out of school. .30

SESSION 6: ASSESSING RESULTS – With increasing emphasis on accountability and improved student outcomes, it is important for education reform initiatives to provide evidence of their success and effectiveness. This session provides participants with tools for incorporating assessments into their schools. 34

SESSION 7: SUSTAINABILITY – Provides a framework for participants to explore what schools can do beyond fundraising to support community schools, including constituency-building, advocacy, public relations, and human resources. 37

SESSION 8: LESSONS LEARNED FROM IMPLEMENTATION – Serves as an opportunity for community school teams to share successes and insights gained from the implementation strategies they used during the course of becoming community schools. 40

A Note on Community Schools

by Milbrey McLaughlin

The BASICS toolkit (Building, Assessing, Sustaining, and Improving Community Schools) brings together over ten years of knowledge from working in partnership with schools and experts in the community school field to develop and support community schools. John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University, with help from our partners, has documented the process and the resources gathered in this toolkit with the hope that others can learn from our work and that youth in other communities will benefit from it.

At the heart of the work of community schools is the ambitious goal of uniting the most important influences in children's lives – school, families and communities – to create a web of support that nurtures their development. Community schools support student success by focusing on the broad community context in which learning and social development happens. Young people who grow up in poverty confront the same developmental tasks as do more advantaged American youth. They must acquire the social skills, personal attitudes and intellectual competencies that will carry them to successful adulthood. But too many poor and low income youth must accomplish these goals in the context of inadequate medical care, poor nutrition, family dysfunction, unsafe neighborhoods and few opportunities for learning and development in their out-of-school time. While all youth benefit from schools that are an active part of thriving communities, it is the over 13 million American youth living in poverty for which community schools can make an essential difference.

Each partner in our project brought exceptional strengths and commitment to the collaboration that resulted in this Community School BASICS toolkit. Our five partner schools have been extraordinary in their willingness to share the challenges they faced as they worked to become a community school. Our partners in city and county agencies, and in community-based organizations have been tireless in their efforts to understand and respond to the complexities that schools faced as they struggled to use resources in new ways, create new relationships and new ways of 'doing school.' The Technical Assistance Center for Community Schools at Children's Aid Society in New York City (NTACCS) has worked with countless school sites around the country to implement community school models; their experience, perspective and collegiality provided strong and generous guidance along every step of our schools' journey to becoming community schools. The Center for Community School Partnerships at the University of California Davis brought knowledge of the California context and expertise in planning for success. JGC is proud to have served as a sponsor, facilitator, and convener in this effort.

To create this toolkit we have taken a moment to reflect back on all that occurred—the successes as well as the short falls-- between 2003 and 2006 when these partners came together in an initiative called the Academy for Community School Development (ACSD). We invite you to read about this work, try some of the things we tried, and use our learning to innovate on behalf of youth in your own schools and communities.

What Are Community Schools?

The Children's Aid Society offers the following definition of a community school:

“Community schools, sometimes called ‘full-service’ or ‘extended-service schools,’ are educational institutions that combine the rigorous academics of a quality school with a wide range of vital in-house services, supports, and opportunities delivered through school, family, and community partnerships for the purpose of promoting children’s learning and development.”

Furthermore, community schools provide the resources and supports for not only students to develop socially, academically, physically, and emotionally, but also enable their families to thrive and thereby the broader community.

How Do Community Schools Contribute to Student Learning?

Although community schools are intended to benefit the entire community, the community school approach has shown to be particularly effective in promoting student learning and development. This understanding as well as the Coalition for Community Schools¹ “Five Conditions for Learning” are the guiding principles for this toolkit. These conditions are:

1. Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.
2. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
3. Students are motivated and engaged in learning—both in school and in community settings, during and after school.
4. The basic physical, social, emotional, and economic needs of young people and their families are met.
5. There is mutual respect and effective collaboration among parents and school staff.
6. 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.

Finally, community schools at their core work to provide the services, supports, and opportunities necessary for communities to further support student achievement and learning as well as provide a host of activities and efforts that contribute to building healthier communities. These two intentions are necessarily interdependent and both critical to the principles underlying this toolkit.

¹ The Coalition for Community Schools is an alliance of national, state and local organizations in 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. The Coalition advocates for community schools as the vehicle for strengthening schools, families and communities so that together they can improve student learning. For more information you can visit their Web site: www.communityschools.org.

The 'Story' of the Academy for Community School Development (ACSD)

In the spring of 2003, the John W. Gardner Center for Youth and Their Communities (JGC) launched the Academy for Community Schools Development (ACSD) to support five public schools in San Mateo County, California in becoming community schools. These schools wanted to more effectively integrate existing local family, school, and community efforts as well as build regional capacity around this approach.

Several of the interested schools had a number of existing on-site programs and services resulting from partnerships with local and county agencies. Additionally, schools had family resource centers serving students and their families through Healthy Start, the school-linked services legislation passed in California during the 1980s. Ongoing discussions had surfaced with and between service providers at the schools and with instructional leaders about the need to better integrate the services so that a "seamless" system of supports and services for youth and their families was taking place throughout the school day and physically throughout the school campus.

ACSD was conceptualized to support the following four schools in Redwood City and a middle school in Half Moon Bay in becoming full-service community schools over a three-year period:

- Fair Oaks School (K-5)
- Hoover Magnet School (K-8)
- Kennedy Middle School (6-8)
- Taft School (K-5), and
- Cunha Intermediate School (6-8)

Early in the development of this work, JGC staff recognized that along with their expertise in research and youth development practices, the project needed experts in community-school partnerships and the integration of school-based services and supports. As ACSD took shape, it was evident that a community schools approach was the most promising direction. Consequently, two national leaders in the community schools development field emerged as collaborators in this effort: California Center for Community School Partnerships (CCSP) at the University of California, Davis and the National Technical Assistance Center for Community Schools at The Children's Aid Society (NTACCS) in New York City.

Throughout the summer and into the fall of 2003, JGC, CCSP, and NTACCS arranged regular planning meetings that would happen over the next three years in conjunction with the ACSD sessions. These meetings allowed partners to create the agendas and gather the resources necessary for each of the eight cross-site sessions. At each planning session, two key staff members from each organization brought together information and ideas from the participating school sites and current best practices from other community school sites to decide what activities would take place in, and between sessions. This planning team served as consultants, thinking partners, and advisors to the school sites as they moved towards becoming full-service community schools.

The eight day-long cross-site sessions that made up the ACSD were accompanied by ongoing professional development opportunities, site visits, and other supports on a site-by-site basis. In addition, Stanford University researchers collected information on the individual sites and the ACSD sessions. This toolkit does not attempt to be a comprehensive look at the ACSD effort as we recognize that this effort was specific to a time and place. Instead, this toolkit draws on the resources that were used during the eight sessions in the belief that this compilation of agendas, tools, and reflections will provide the core content of the sessions and be useful to other sites in their planning and development of community schools.

Stages of Community School Development

This toolkit is designed to assist community schools in varying stages of development. Accordingly, certain sessions may be more or less useful. In order to let you know what content from this toolkit will be useful to your site, we have provided the following overview of the stages of development that schools often travel through on the path to becoming community schools. **We recommend that the spectrum of stakeholders involved in launching a community school effort first explore and come to agreement on which stage of community school development most appropriately describes their effort.**

As you will read, the stages are categorized as exploring, emerging, maturing, and excelling. Schools in each stage are all considered community schools for the purposes of this toolkit. We believe that all stages are critical parts of the process—a process that encompasses seven domains: Management & Governance, Staffing, Programs & Services, Parental Involvement, Community Involvement, Evaluation, and Sustainability. If a school is able to identify its current stage of development in each of these domains, readiness for the next stage and the long-term success of the community school effort are more likely. Also, it's important to note that development may be uneven—that is, a community school may find itself excelling in one domain and emerging in another. Finally, this development is not always linear. For example, leadership changes may result in backward movement on one or more domains; this is a normal part of the growth process.

Summary of key features of stages:

Stage1 : Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
<p>This period is marked by discontent with the current ways the school operates and desire for improvement or change. This stage is marked by very grandiose thinking, tremendous optimism and magical thinking that “if only” X was in place, things would be significantly different. All this should be encouraged because out of these dreams and desires will emerge a shared vision.</p>	<p>This period is marked by a commitment to jump in and get started. A decision has been made to commence the transformation by introducing an initial level of services, securing some funding and beginning to develop partnerships. Programs are designed from a strengths-based perspective, using data from a formal or informal needs assessment. This period is marked by highs and lows, progress and frustration. To succeed in this stage, there needs to be a commitment to the shared vision, clear goals, good communication processes, clarity of roles and responsibilities, responsiveness to the needs, regular celebration. This period lasts about two years.</p>	<p>This period is marked by steady, intentional progress and the realization that CS development requires a tremendous amount of collaborative effort. As the vision of the CS becomes clearer to all partners, there is broader support for the strategy. Service utilization increases as interventions become more timely, relevant and of higher quality. Relationships between the CBO & school are deepened, administrative and programmatic integration becomes more natural, CBO & school jointly fund select programs. To succeed in this stage, one needs to keep the vision and programs fresh, tend the relationships, increase partnerships, continue to demonstrate added value, attend to sustainability.</p>	<p>At this level. The partners are implementing quality programs that are fully integrated into the fabric of the school. The CS strategy has influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education. The partners have established strong, relationships within the school, community and school district, and are valued as committed leaders. To succeed in this stage, one needs to take intentional steps to provide innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.</p>

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To assist with this assessment and planning process, schools using this toolkit are encouraged to explore the more detailed narrative and matrices on each of these stages crossed with the seven domains of a community school. These are available at: <http://johnwgardnertestsite.pbwiki.com/>

What is Included in the Toolkit and Why

In order to provide users the essential core content and tools we found most useful in supporting the implementation of community schools, the following components have been included in the toolkit for each session topic:

- **Brief Overviews** of the Session topic, rationale, purpose, and what took place. The overviews give the reader more of the ACSD story and a detailed account of what happened at each of the eight sessions.
- **Agendas with Session Tools** showing in detail the process and activities used to deliver the session content and providing the reader with a list of the actual tools, readings, and other materials used during the sessions. There are many resources available and they can be found online at: <http://johnwgardnertestsites.pbwiki.com/>

We recommend that you read the entire toolkit, reflect on the Stages of Development for your school (See page 11), and review closely the tools that you think might be most useful to you before deciding which portions to use.

The design of this initiative involved continuous reflection, revision, and adaptation. We have kept the tools and approaches as we used them but encourage you to experiment with them and adapt them to your particular group and setting.

This first edition will be tested during the coming 18 months. Any comments or suggestions about your use of this toolkit are greatly appreciated. To provide feedback via survey please go to the following Web site: http://gardnercenter.stanford.edu/test_form.html.

If you have any questions or would like to provide feedback via email, please contact Katrina Brink at kbrink@stanford.edu.

Ideas for Adapting this Content to Your Site

Although the eight full-day multi-site quarterly sessions are one way to work with sites, we believe this content can be used in a variety of ways to support community schools. Based on the experience of JGC, CCSP, and NTACCS, we have compiled a list of ideas that we think may be helpful in adapting and tailoring this content. As previously discussed, we do recommend that users match their use of the toolkit with their reflection on the stages of community school development (See page 11).

The following is a list of ideas to get you started in customizing this resource to meet your needs following your initial orientation to community schools and after you have agreed on a purpose for coming together with your stakeholder group.

If you want to introduce partners to the concept of community schools:

- **Pull out essential introductory pieces as part of an initial orientation to community schools:** The overviews and presentations for each session are intended to provide the user with core introductory content to community schools in each area. These tools can be used in initial convenings of potential or current stakeholders and partners to explore the concept of community schools, and can serve as a precursor to a more in-depth reflection on the stages of community school development before launching into a more comprehensive effort.
- **Shorten or break up the sessions to fit current opportunities:** Many schools and organizations have times set aside for professional development or other learning opportunities. Agendas from ACSD could be adapted into shorter sections to fit into one hour or half-day sessions and incorporated into regularly scheduled training opportunities. This method may help schools to make the connection between the work they're currently doing and how a community schools approach can help move their work to the next level in a specific area.

If you are ready to implement a comprehensive community school effort:

- **Consider planning a multi-year Academy for just one site:** ACSD was designed for five sites to come together eight times over three years. However, one site could consider pulling on the most useful elements in the agendas to explore with their supporting partners. Schedule time for these partners to come together for a set number of sessions over a period of time, with implementation activities and tasks between sessions.
- **Change the order and allow for more or less time between the sessions:** The more that the timing and sessions are customized the more useful they can be. Consider which sessions will be the most useful to a given site and rearrange the sessions, process, and content as needed. There are clear advantages to extending the meeting time between sessions in order to promote a deeper exploration of a particular topic and more time for reflection and implementation.

If you want to enhance your existing community school efforts:

- **Ask site participants on which areas they'd like to focus:** If you have a standing network of community school partners, you can explore areas they identify as needing improvement. Staff leaders can then review the toolkit and identify the most useful tools to conduct follow up technical assistance or training.
- **Implement a “train the trainer” model:** This method is recommended for sites in a maturing or excelling stage. ACSD was facilitated by staff from three intermediary organizations and used directly with staff and partners at local school sites. However, this content could also be used with other intermediary organizations, technical assistance providers, or existing community school staff ready and willing to take on a greater capacity-building role with their sites or others in their community.
- **Plan a multi-day retreat or conference:** While there are clear advantages to having time for reflection and action between sessions, some sites may be interested in exploring all of the content in a more immersive setting by planning a retreat or conference where all of the resources are explored and planning for implementation can take place.

Session 1: Collaboration

What is it?

Collaboration is the process by which people or organizations connect based on a willingness to shift individual courses of action to better the whole. It provides opportunities for partners to meet their individual and collective goals. Collaboration should be mutually beneficial and is essential and fundamental to all outcomes that are multi-faceted and sustainable across time and shifting resources.

Session 1's primary objectives were to:

1. Provide participants with a full introduction to community schools, which included:
 - a. Definition and description of community schools and their 5 conditions for learning
 - b. Different models of community schools (commonalities and differences)
 - c. The underlying research base of the community schools philosophy
 - d. National trends related to community schools
2. Introduce participants to the history of community schools in California.
3. Work with participants on the guiding principles of collaboration, options for shared decision-making, and a process for establishing a common vision.

Why is this important?

Community schools at their best represent the vision and voice of all stakeholders: youth, their families, the school, and the community. Schools alone cannot provide youth with the necessary resources and supports for academic success and healthy development (social, emotional, cognitive, physical, and moral). Collaboration is necessary for community schools to be successful, for families to thrive, and to ensure a healthy community in the future.

Why this module now?

Session 1 focused on the theme of collaboration in order to introduce participants to key concepts of community schools and the guiding principles of collaboration: shared decision-making, shared leadership, and a collective vision for developing a community school action plan. The session prepared participants to begin working together as school site teams, charting the course of their respective strategies for advancing a community schools model. At the onset, CCSP and NTACCS believed it was important to ground ACSD participants in a shared understanding of the definition of a community school and the principles of collaboration that would sustain their efforts over the course of the ACSD process and beyond.

What did we do?

Participants were provided with a deeper understanding of and appreciation for the importance of community schools as a responsive strategy to the increasing demands on schools. Leadership teams were first introduced to the concepts of the Developmental Triangle as a framework for understanding what all youth need. One side is the quality instructional program which schools provide. Strategic partnerships can provide the other sides of enrichment (cultural and educational) and support that removes barriers and promotes learning and development. Information was then presented on community schools history, various models of community schools, collaboration styles, vision building, and action planning.

The session concluded with a vision-setting exercise and action planning that prepared participants to go back to their sites and begin mapping strategies across their chosen community schools domain, including identifying responsible parties for implementation, charting a timeline for each strategy, identifying supports and resources necessary to implement the strategy, outlining the expected outcomes and results, and determining how the strategy will be evaluated in terms of success.

How did we do it?

- Presentation that provided a legislative history of community schools in California and examples of successful outcomes of community schools for students, families, and communities.
- Introduction to the collaboration module along with varying options for shared decision making. Participants were asked to create a personal timeline of their local collaboration along with benchmarks and challenges. Personal collaborative “journeys” were plotted on chart paper and posted on walls for Academy participants to view teams’ timelines and draw attention to highlights and major achievements.
- Shared vision-setting exercise that tasked teams with identifying: (1) the systems that would ultimately have to change, (2) how the system would change, (3) what it would take to make such changes, (4) who would need to make the changes (or establish agreements), and (5) how teams would gain long-term commitments or buy-in for the new community schools strategies.
- “Working Backwards from Success” community schools action plan.
- The session concluded with a debriefing (closing thoughts) and a discussion of the topic areas that would be covered in Session 2.

Reflections and Lessons Learned

- It was important to spend time at the beginning to introduce participants to key concepts and definitions, and frame the work to be undertaken at successive sessions. The session could have incorporated more real examples of successful community schools that are in operation around the country and in California.
- Session 1 was essential for introducing teams to one another and becoming better acquainted so as to foster the close relationships necessary to carry out the successive work.
- The session introduced Leadership teams to a large amount of conceptual information (Community School models, collaboration, and vision setting) that was shared primarily through presentations. Participant evaluations indicated that they would have preferred more team discussion time.
- It was important to spend time describing the roles, services, and contributions that each member of the Leadership Teams brought to bear on the collective effort. The vision-setting exercise as well as action planning helped to record some of this information as well as future commitments.
- As with all of the Academy sessions, it would have worked better to assign “homework” or schedule technical assistance site visits between sessions so as to achieve better continuity and more rapid progress.

Session 1: Academy Collaboration – ANNOTATED AGENDA

ACSD session held at Stanford University: December 2003

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
15 min	Arrival/Breakfast			
30 min	Welcome and Opening Statements	Host/TA providers/Partners as appropriate		
25 min	The Case for Community Schools: The National Perspective	Presentation on national community school movement	<ul style="list-style-type: none"> • PowerPoint Presentation • 6 quick reference guides with facts about community schools • 6 guides/articles/books on community schools 	Examined four different “snapshots” or definitions of community school, discussed commonalities and differences among the various community school models, reviewed the underlying research base of the community schools approach, and explored recent national trends related to community schools
10 min	Community Schools: The Local Perspective	Presentation on CA community school movement	<ul style="list-style-type: none"> • PowerPoint Presentation 	Included information on the outcomes CS improve, lists conditions for learning, list of related CA legislation, reference to early evaluations
25 min	Team Introductions			
10 MINUTE BREAK				
50 min	Furthering Collaboration and Our Collaborative Path	Presentation/Activity showing how partners at school/sites have come together over time and to raise potential challenges	<ul style="list-style-type: none"> • Template for handout to create timelines 	Also available online: notes on the barriers brainstormed by the Redwood City schools
45 MINUTE BREAK FOR LUNCH AND NETWORKING				

30 min	Personal Style Inventory	Activity to describe different skill sets each participant brings to the team	<ul style="list-style-type: none"> • Template for a handout with activity and diagnostic tool 	This template is for an activity where participants use shapes to represent their work styles
105 min	Establishing a Community School Vision for Success	Activity to develop a vision for each school/site: The goal is to create a vision that teams will 'work backwards from' together.	<ul style="list-style-type: none"> • Instructions for Planning Chart w/list of conditions for learning • Planning Chart with sample conditions • Diagram showing how CS elements are related: - Template for outlining an action plan to achieve a vision 	
45 min	Group Reflections, Evaluation and Next Steps	Opportunity to allow schools/sites to request specific supports. Informal debrief or opportunity for survey evaluation of session	<ul style="list-style-type: none"> • Sample survey 	Sample survey contains data on feedback from Redwood City schools

Session 2: Academic Supports

What is it?

This session focused on the three common forms of after-school academic support systems available in community schools and the need for understanding how the integration of these distinct support systems coordinates with the school's core instructional program. The three forms are:

Academic Remediation: This approach is used when students encounter difficulty mastering academic content and skills during their regular school day. Remedial approaches include one-on-one and small group tutoring, review classes, and computer-assisted instruction.

Academic Support: As the term implies, this category of programming is designed to support students' school success through such efforts as homework assistance and "test sophistication" training sessions.

Academic Enrichment: Enrichment may or may not be directly linked to what children are learning during the regular school day. What makes this kind of programming academic in its focus is that it provides young people with an opportunity to practice their academic skills - such as reading, writing, speaking, mathematical calculation, and scientific inquiry. It should incorporate three major elements-exposure (to something new); experience (hands on learning) and engagement (full, active participation).

Session 2's primary objectives were:

1. Participants will learn and apply child developmental domains, youth development, content standards, and effective after-school practice to better link school-day and after-school practices.
2. Participants will identify how after-school and school-day activities can be integrated in order to achieve maximum learning and development results.

Why is it important?

- Since publications like *A Matter of Time* and *A Nation at Risk*² were released, more attention has focused on what youth do during their out-of-school time.
- Ongoing research (e.g. *Beyond Schools and Time on Task*³) has added to our knowledge about how youth participate in constructive learning activities during non-school hours. Participation in these activities can contribute to success in school (e.g. higher school attendance, higher language re-designation rates, impact on homework completion and school grades). In addition, students excitement about school, self-confidence (especially in their academic ability), behavior in school, emotional adjustment, and peer relationships will also improve.
- The standards movement and Federal No Child Left Behind legislation have called attention to the achievement gap between higher- and lower-income students. Adding targeted academic supports to students' non-school hours is one proven vehicle for addressing this achievement gap. In addition, academic supports meet established criteria from major funding sources, such as the 21st Century Community Learning Centers program.

² 1983 Report by The Commission on Excellence in Education: http://datacenter.spps.org/sites/2259653e-ffb3-45ba-8fd6-04a024ecf7a4/uploads/SOTW_A_Nation_at_Risk_1983.pdf

³ Peterson, Penelope L, Swing, Susan R (1982). *Beyond Time on Task: Students' Reports of Their Thought Processes during Classroom Instruction*. *Elementary School Journal*, v82 n5 (May) 481-91.

Why this module now?

In the early stages of developing community schools, many partners are most focused on their priorities of improving achievement in schools. There is little understanding or knowledge of how the different types of academics provide for the needs of their students and how to provide the right support. This content also helps to clarify whose responsibility it is to provide which support. In many cases, there are unrealistic expectations on community-based organizations to provide remediation which they may not be qualified to do. This becomes an easy port of entry for many community schools that are in an exploring or emerging stage.

What did we do?

Leadership teams explored how to integrate the three kinds of academic supports outlined above with schools' core instructional programs, using several frameworks—child development domains, youth development, content standards, and effective after-school practice. After learning about these four frameworks, leadership teams had an opportunity to apply new knowledge to the specifics of their school and student populations.

How did we do it?

- Mini-lectures on fostering academic success by maximizing the potential of out-of-school time; on applying knowledge of child and adolescent development to program design; and on basing OST academic supports on California content standards.
- Team activities on identifying risks and opportunities during different developmental stages; on categorizing and analyzing current out-of-school time programs offered at each school according to the remediation/enrichment/support framework; and on creating a standards-based lesson plan for after school.

Reflections and Lessons Learned

- The five ACSD schools were at very different stages of planning and implementing after-school programs. Having a better sense of this variety before bringing partners together could have allowed planners to scaffold more and different types of opportunities to promote cross-site learning among the teams given their various stages.
- Most participants were unfamiliar with the research on out-of-school time and with the curricular resources available for out-of-school time programming. We found this orientation to just scrape the surface of the topic and subsequent workshops or additional mini-sessions could have been done here or could have been done on an ongoing basis.
- Some of the teams did not have enough teacher representation. Service providers had a sense that they could not align program activities with content standards without the support and expertise of teachers.
- This module did not involve parent and community involvement as much as other sessions and it may have been important to draw clearer connections between the interdependence and connection between this area and family and community.

Academy Session 2: Academic Supports – ANNOTATED AGENDA

ACSD session held at Stanford University: March 2004

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
30 min	Arrival/Breakfast/Welcome			
25 min	Framing and Overview of the Day	Mini-lecture: Effective programming for academic success through out of school time	<ul style="list-style-type: none"> • PowerPoint Presentation 	PowerPoint includes bullets for a quick review of Session I, description
10 min	Ice Breaker Activity	Problem solving in groups	<ul style="list-style-type: none"> • Handout with math game 	
20 min	Developmental Domains Framework for Risks and Opportunities	Mini-lecture to focus on development with a focus on ages 11-14 and how to apply theory to program development	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) • 3 Handouts with additional content on the developmental domains 	Chart on Adolescent Development across physical, emotional, social cognitive, and moral domains
45 min	Identifying Risks and Opportunities for Youth	Activity: groups brainstorm risks and opportunities for age groups 5-7 or 8-10	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) 	PowerPoint contains sample opportunities
10 MINUTE BREAK				
15 min	Examining Alignment between School Day and Afterschool Practices	Mini-presentation on school linkages practices from I.S. 218 (case study)	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) 	
45 min	Activity: Identify how current programs align with developmental domains	Activity (30 min in small group + 15 minute share out): To identify gaps in services around developmental areas	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) • Worksheet to facilitate needs assessment 	
45 MINUTE BREAK FOR LUNCH AND NETWORKING				
20 min	Best Practices in Afterschool	Mini-lecture including an overview of types of academic programs and examples of Pitfalls to Avoid	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) 	PowerPoint overview of Academic Remediation, Academic Support, and Academic Enrichment
15 min	Activity: Identify how current programs align with types of academic programs	** Sites look at their own after-school schedule and label them as Remediation, Support, or Enrichment		

20 min	The California Content Standards and Academic Enrichment	Overview of California Content Standards and how they can guide and inform afterschool practice	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) 	PowerPoint walks through 6 th grade Standards
10 min	Activity: Design a program activity that touches on multiple standards	Working in groups of 3-4	<ul style="list-style-type: none"> • Worksheet: Chart that links Standards to developmental domains 	
20 min	Academic Enrichment	Mini-lecture: How to build academic enrichment through non academic programs	<ul style="list-style-type: none"> • PowerPoint Presentation (continued) 	
10 MINUTE BREAK				
35 min	Application of domains, content, standards, and youth development areas	School groups explore how to enrich one of their current programs		
30 min	Next Steps by School Team	School groups meet and discuss next steps building on action plan from Session I		
10 min	Group Reflections, Evaluation, and Closing	Opportunity to allow schools/sites to request specific supports. Informal debrief or opportunity for survey evaluation of session	<ul style="list-style-type: none"> • Sample survey 	Sample survey contains data on feedback from Redwood City schools

Session 3: Comprehensive Youth and Family Resources

What is it?

Traditional schools are structured to primarily achieve academics goals. However, an increasing number of them find that before students can address those goals, some basic social, emotional, and health needs must be met. Bringing together a combination of core programs and services into schools, has helped fill these roles. Community schools free teachers to teach by streamlining and leveraging resources in a more coordinated, cost effective, and more responsive way to work with youth and families.

Session 3's primary objectives were to prepare participants to:

1. Relate the importance of coordinating and integrating services for youth and families as part of the philosophy of community schools, based on research identifying the most effective services with the best outcomes for youth that facilitate the five conditions of learning.
2. Identify the importance of partnerships and the attributes and skills needed for developing sustainable partnerships and resources for families and children.
3. Develop key strategies on promoting the importance of and increasing the parent involvement in their children's education.

Why is it important?

- Community schools show great promise as the best way to promote children's learning and development. Researcher Joy Dryfoos has synthesized a complex body of research on reducing risk and promoting resilience among children and adolescents and concluded that the single most effective intervention was the development and implementation of schools that integrate the delivery of quality education with needed health and social services.
- Children do better in school when their parents regularly support, monitor, and advocate for their education. Multi-year research has documented the importance of parental involvement in children's education as a key factor in promoting academic achievement.⁴
- Where key developmental influences work together, positive youth outcomes are enhanced. A 13-year study in ten varied communities by Francis Ianni found that child and adolescent outcomes were enhanced in communities where the key developmental influences (home, school, community resources) combined to provide consistent messages, opportunities, and supports for young people.⁵

Why this module now?

As teams of stakeholders work to turn traditional schools into community schools, they want to add supports, services, and opportunities that respond to the documented needs of children and families. In the sequence of understanding and planning for community schools, this topic comes early because it stands at the heart of the work—identifying resources and services that meet the needs of children and families, protect their well-being, promote overall development, facilitate learning, and are supportive of their educational success.

⁴ Report: Emerging Issues, A New Wave of Evidence, Diversity, and Readiness: Set of Four School, Family, and Community Connections Publications, can be ordered here: http://www.sedl.org/pubs/category_community.html.

⁵ 1993 Paper: Joining Youth Needs and Program Services by Francis Ianni can be viewed here: http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/91/f3.pdf

What did we do?

ACSD teams focused on how to develop comprehensive family and youth resources for their communities. To accomplish this task, each leadership team completed pre-assignments to document the existing services and resources available to youth and families in the community. In addition, specific strategies for effective partnerships were identified, as were strategies for authentic parent involvement.

How did we do it?

- Mini-lectures on essential components of Comprehensive Youth and Family Resources, creating a shared vision, and stages of partnership and relationship development.
- Mini-workshops on parent involvement and engagement and engaging parents in helping assess their children's learning.
- Team activities focused on using tools that helped teams to create a shared vision, assess their partnership quotient, and identify specific steps to take their partnership to the next level.

Reflections and Lessons Learned

- Working in site teams created deep opportunities for planning and creating a shared vision. However, participants may have benefited from more opportunities for cross-site learning because of the different stages of development they were in.
- The mini-workshop on engaging parents as partners in assessing student learning was received with mixed reviews. Some teachers expressed concern that this was not the role of parents or that this approach ventured too far into instruction. Some parents found it hard to connect with the material (although the content was translated into Spanish, it didn't seem to translate conceptually in a clear way). In addition, service providers found it hard to connect to it, many of whom had not had the experience of being involved in any aspect of student assessment. This content has been tested and found very effective with some sites, so success may depend on the experience and context at a school.

Academy Session 3: Comprehensive Youth and Family Services – ANNOTATED AGENDA

ACSD session held at Stanford University: June 2004

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
60 min	Arrival/Breakfast/Welcome			
90 min	Essential Practices of Coordinated and Integrated Services	What do we mean by comprehensive family and youth resources? How do effective coordination and integration look? Mini-lecture followed by site-based activities	<ul style="list-style-type: none"> • PowerPoint Presentation • 2 worksheets for visioning and 'taking partnerships to the next level' 	
90 min	Mechanisms for Meaningful Partnerships	How to choose a partner? What makes partnerships work? How would you assess partnership quotient? Mini-lecture followed by site-based activities	<ul style="list-style-type: none"> • PowerPoint Presentation • 2 tools to help assess what in what areas more partnerships should be developed 	
45 MINUTE BREAK FOR LUNCH AND NETWORKING				
135 min	Concurrent Sessions: Parents as key partners in Building Community Schools			
	Parents are Powerful	How do we define parent involvement? How does it look in our community	<ul style="list-style-type: none"> • PowerPoint Presentation • 2 documents from National Parent-Teacher Association on parent involvement • Tip sheet for parent involvement 	
	Parent Capacity For Student Leadership		<ul style="list-style-type: none"> • PowerPoint Presentation on Assessing Student Learning Needs • 2 Handouts with sample assessment tools • Handout: CS conditions for learning 	
60 min	Next Steps by School Teams, Evaluation, Closing		<ul style="list-style-type: none"> • Worksheet for schools to use in planning next steps. 	

Session 4: Shared Leadership

What is it?

Community schools are structured as partnerships among schools, families, youth, community members, and in some cases funding agencies. Shared leadership calls for true collaboration so that partners work together to coordinate and agree upon various planning, implementation, evaluation, advocacy, and decision-making responsibilities. In order for a community school to thrive shared leadership is a must.

Academy Session 4's primary objectives were to help participants:

1. Define shared leadership for use in community schools development at their schools.
2. Understand the concept of shared leadership and acknowledge how imperative it is for implementing successful community schools (locally and across sites).
3. See and understand models of shared leadership from other regions.
4. Create working agreements regarding next steps for building shared leadership at their community school in the following year.

Why is this important?

- Shared leadership is a necessary step in undertaking the stages of development of community schools (See page 11 for a description of the stages of development).
- "Leadership can and should be explored as a social process—something that happens between people. It is not so much what leaders do, as something that arises out of social relationships. As such, it does not depend on one person, but on how people act together to make sense of the situations that face them." From Shared Leadership by Michele Erina Doyle and Mark K. Smith.⁶ In this article, the authors explore the theory and practice of shared leadership and the significance of ethical practice.
- It is difficult for one administrator to serve as the instructional leader for an entire school without the substantial participation of other educators and partners that support a comprehensive view of young people's development and the partnerships needed to promote it.
- This session is also intended for existing community school stakeholders to re-examine their notions of what it means to be a leader, who is and should be a leader, and challenging conceptions of the various roles young people can play regarding various leadership functions in a community school, just as with parents, administrators, service providers, teachers, and other stakeholders.

Why this module now?

Session 4 was important to introduce Academy teams to the concept of shared leadership so administrators and Leadership Team members clarify what they are committed to doing together. To achieve this, teams had to arrive at a common definition for their team's function and responsibilities and explore the unique and shared functions that individual members have to play in a shared leadership approach. These principles are critical to the pursuit of the seven domains of a community school: Management & Governance, Staffing, Programs & Services, Parental Involvement, Community Involvement, Evaluation, and Sustainability.

⁶ Web site on Shared Leadership: http://www.infed.org/leadership/shared_leadership.htm

What did we do?

This session involved a carefully sequenced series of presentations, discussions and activities. A panel of cross-sector leaders from the SUN (Schools Uniting Neighborhoods) Schools in Multnomah County, Oregon was invited to share how they demonstrated shared leadership when developing and expanding community schools across their county. A fishbowl discussion, facilitated dialogue by teams with other teams observing on the perimeter, comprised of city, county, district, and community based organization leaders allowed team participants to learn more about how shared leadership evolved across sectors and what types of agreements were made to institutionalize and sustain their community schools effort. Leadership teams were then asked to reflect on and identify who has responsibilities and authority in decision making at their sites, examine the difference between the two, and how that works to promote or hinder effective decision making. A lunch discussion (Role-Alike Lunch) was designed that assigned participants to tables with SUN representatives who shared similar roles or positions to those of Leadership Team members. Teams then engaged in an activity where they charted their respective roles and responsibilities and then ranked the degree of decision-making authority and power that they had in their positions. Once introduced to the four stages of a community schools development process, Leadership Teams charted their own progress according to:

- Where are they?
- What do they most need to work on this year?
- Who will commit to work on what?
- What "in-between" work will they commit to do?

How did we do it?

- Presentation on a framework for shared leadership and its application to community schools.
- Fishbowl discussion presented the shared leadership experience of SUN School leader which was followed by a moderated discussion amongst Academy participants.
- A "Role-Alike" lunch offered teams the opportunity to sit with SUN School counterparts to discuss different aspects of leadership for a community schools effort.
- A team exercise permitted participants to discuss and chart the degree of authority and power school representatives held with respect to different areas and roles of responsibility.
- ACSD teams presented timelines for developing community schools strategies—from previous Academy sessions—to plan the development of a community school that addressed positive changes stressed by teams. Presenters outlined the key points of research and joint work for JGC and community teams and what they hoped to learn. Teams then brainstormed key outcomes and indicators.
- Presentation on the stages and domains of community schools development.
- Site team work: teams discussed their progress on the stages of development chart (Where are they? What do they most need to work on this year? Who will commit to work on what? What "in-between" work will they commit to do?).

Reflections and Lessons

- The fishbowl experience was particularly effective at providing teams with an opportunity to explore issues common to the community schools development process from the vantage point of veteran community school representatives.
- The Role-Alike lunch worked well in engaging participants in one-on-one discussions with counterparts from SUN Schools.
- Many participants raised issues around the struggles they had in gaining the authority and power to impact final decision-making.
- This session probably didn't impress enough upon participants the importance of developing a plan for establishing and sustaining a culture and expectation around shared leadership.
- A number of schools indicated in their session evaluations that they needed better consistency and follow-through from administrators in supporting the development of their community schools. Though the district superintendent was communicating to principals about this work, more discussions with ACSD school principals early on in the process may have helped make discussions during the sessions more useful. In addition, a more intensive set of sessions and conversations with both school administrators and also with district leaders could have further helped them explore barriers and strategies to support their site teams.
- According to the assessments done at the midway point, the constant communication between community liaisons and Leadership Team members was essential to the steady progress along the community schools continuum.

Academy Session 4: Shared Leadership – ANNOTATED AGENDA

ACSD session held at Stanford University: September 2004

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
45 min	Arrival/Breakfast/Welcome		Power Point with framework on shared leadership	
105 min	Shared Leadership for Community Schools: What does it take? How does it look?	Interactive panel led by SUN Schools team (Schools Uniting Communities) from Portland, Oregon followed by application exercises by teams and citywide leaders	<ul style="list-style-type: none"> List of SUN School Panelists 	
15 MINUTE BREAK				
30 min	Developing Community Schools: Moderated Discussion	Facilitate conversations between community school teams and the SUN Schools on challenges, lessons, and strategies for implementing community schools and building shared leadership.	<ul style="list-style-type: none"> Moderator questions for a Fishbowl with SUN school panelists 	
60 min	Role Alike Lunch	Small group discussions with SUN school counterparts to talk about current and potential strategies		
30 min	Shared Leadership: Taking it to the next level	Applications exercises by team focused using shared leadership to identify and address concrete site-specific issues	<ul style="list-style-type: none"> Activity for thinking about shared leadership and responsibilities 	
15 min	Moving forward on the Community School Continuum	Interactive exercise to celebrate our accomplishments and focus on growth areas for the coming year (homework).	<ul style="list-style-type: none"> PowerPoint presentation showing stages of Community School Development 	
60 min	Time for Teams to work Together			
15 min	Closing Thoughts			

Session 5: Youth Development

What is it?

Originally designed as a session on youth development, JGC, CCSP, and NTACCS broadened this session to be more encompassing of school climate and the role that youth engagement in and out of school plays in fostering a positive environment for learning and young people's overall development. Particular emphasis in the afternoon session was placed on the role of youth participation.

Session 5's primary objectives were to prepare participants to:

1. Critically examine their school's culture and how it responds to the needs of its children and youth.
2. Participate in a youth engagement process in which young people describe their perceptions of the school climate and culture.
3. Learn about effective youth development practices that respond to the needs of young people and build their resilience.
4. Assess and develop strategies for integrating these principles into the culture and climate of the school as a "whole school" application – with the use of youth participation as one of several practices.

Why is this important?

Session 5 was intended to impart to teams a youth development perspective and how it can be reinforced in a K-12 setting. Considerable research and an established literature have documented a number of common features that are associated with successful and effective youth development programs, i.e., physical/emotional/social safety, adult allies and supervision, adequate and welcoming space, and a positive and caring climate. Session 5 emphasized making the case for youth development principles as a means for strengthening teaching and learning as well as for a comprehensive view of young people's development.

Why this module now?

Session 5 was important to convey to Leadership Teams that youth engagement is an essential component of any program of instruction or participation, whether academic or recreational, psychological, social, emotional, intellectual, or physical. It is essential for successful teaching, coaching, counseling, parenting, and leadership. The session focused on the breadth and depth of the youth development approach within the context of community schools. It was also important to frame it in a school climate context and in language a broader group of stakeholders connect with, especially in a setting where "youth development" was not widely understood or seen as the work for after-school or other service providers exclusively.

What did we do?

The Community Network for Youth Development (CNYD)⁷ presented a framework for defining and better understanding what is meant by “youth development” and how schools can create a culture of engagement:

- Each student is known as a “whole child.”
- Students feel safe—emotionally and physically.
- Varied opportunities exist for students to feel competent and valued.
- Challenging instruction and support to meet high standards.
- High expectations and on-going feedback.
- Families are connected and involved.
- Teachers have professional learning communities and the opportunity to reflect on their practice.

A youth panel comprised of representatives from Youth Engaged in Leadership and Learning (YELL), a local youth development program that was developed by JGC and community partners, responded to prompts and questions regarding the best ways to partner with youth. The day concluded with a presentation on youth participation which covered: what it looks like, how we do it, and what are youth skills, attitudes, and benefits.

How did we do it?

- Milbrey McLaughlin, founder of the JGC, and staff from CNYD helped to frame youth development areas and why it’s an essential component of community schools.
- Participants engaged in a case study exercise to help situate their response to community school issues—typical versus a youth development approach.
- YELL youth panel addressed issues, youth data, and questions from their perspective on how schools could do a better job of addressing their concerns.
- Participants completed an “Adults as Allies” assessment and asked youth to define what an adult ally meant to them.
- CNYD presentation on Youth Participation and how schools can create a culture of youth engagement.
- Team action planning on youth development next steps—teams reflected on their program’s current strengths in youth participation and what they could do to strengthen this practice.

Reflections and Lessons Learned

- Leadership Teams needed more time in school team groups for team discussions to discuss next steps. Some participants expressed frustration with significant discussions taking place late in the afternoon.
- Participants liked the youth panel in which they could listen to youth and talk to them directly. The student panel provided insights into how much students have to contribute and how valuable their perspectives are.

⁷ The Community Network for Youth Development (CNYD) has served the Bay Area for the past twelve years as a youth development intermediary organization. In this role, CNYD offers support, training and capacity building resources to youth-serving organizations and programs. For more information: www.cnyd.org

- It was important for participants to hear what youth really want in order to better connect with other youth, parents, and teachers. The session offered insights into relationship building with youth.
- A number of participants expressed frustration with the fact that the singular focus on state standards make it difficult to feel that there is time for a variety of youth engagement opportunities due to faculty and student stresses and pressures from “No Child Left Behind.”
- In retrospect, the session needed to emphasize how race, class, and culture change the dynamics of the youth development field, and are significant factors for designing and adopting youth engagement strategies.
- The use of youth participation as the example leadership practice in the afternoon session was useful for the middle schools but challenging for the elementary schools as they struggled with identifying more age-appropriate activities and strategies for promoting youth participation for younger children. Furthermore, the youth leadership program panel left some participants thinking that the main or primary strategy for promoting youth development was youth leadership or youth participation and so they struggled to take more immediate action in implementing key strategies at their sites.

Academy Session 5: Youth Development – ANNOTATED AGENDA

ACSD session held at Stanford University: December 2004

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
30 min	Arrival/Breakfast/Welcome		Pair and Share Icebreaker Activity	
25 min	The Importance of Youth Development	Milbrey McLaughlin presentation on School culture and Youth Engagement	PowerPoint	
25 min	Session Framing: Whole school approach to creating positive community school climate	Interactive discussion of the hopes for the day, what school climate consist of, and how a youth development approach fits into a community school framework	<ul style="list-style-type: none"> • PowerPoint Presentation “Why Youth Engagement” 	
70 min	Youth Development Overview	CNYD's framework on the importance of youth development, including the school's perspective; discussion of how a youth development approach to a youth crisis would look.	<ul style="list-style-type: none"> • PowerPoint Presentation • Sample Fact Sheet on Youth Development • Youth Development Bibliography 	
15 MINUTE BREAK				
15 min	How to Partner with Youth in Community Schools		<ul style="list-style-type: none"> • PowerPoint Presentation 	
60 min	Student Perspectives on Community School Climate	An expert panel of youth leaders from YELL (Youth Engaged in Leadership and Learning) share lessons for partnering with youth in and outside the classroom	<ul style="list-style-type: none"> • Notes from Youth Panel 	Notes from discussion
45 MINUTE LUNCH BREAK (optional Role-Alike Lunch)				
70 min	Integrating Youth Development Practices at Your Site	Interactive exercises to explore and assess your youth development practices; developing strategies to strengthen youth participation at your site	<ul style="list-style-type: none"> • PowerPoint • Several tools for reflecting on youth development practice at your site 	Versions of Handouts in Spanish and English
15 MINUTE BREAK				
70 min	Team Time			
10 min	Final Thoughts, Closing	Discussion of what we've learned, ours school's track records, strengths and areas needing improvement; practical steps for implementation	Evaluation Result for this session	

Session 6: Assessing Results

What is it?

Session 6 allowed the leadership teams to revisit their previous work and focus on their desired outcomes and specific goals. In addition, they worked to identify indicators associated with these outcomes and goals.

Session 6's primary objectives were to prepare participants to:

1. Understand the basics of assessing program outcomes and consider their roles as partner and stakeholder in evaluation as it relates to becoming a community school.
2. Hear examples from community schools assessments.
3. Apply outcome thinking to advance team planning.

Why is this important?

With increasing emphasis on accountability and improved student outcomes, it is important for education reform initiatives to be able to provide evidence of their success and effectiveness. Community schools need to develop rigorous evaluation plans for demonstrating benefits and outcomes. Hence, Leadership Teams were provided with a working definition of evaluation:

Evaluation is the systematic gathering and presentation of information, which describes an effort or program and its effectiveness.

Why this module now?

Teams needed a deeper appreciation for and understanding of the power in using evaluation data for:

- Assessing and understanding the impact of programs.
- Informing program planning.
- Supporting fundraising and public relations efforts.
- Empowering everyone involved.

What did we do?

A basic background was provided to participants on assessment concepts, definitions, and case studies for developing a prioritized assessment plan. Teams were introduced to a working definition of evaluation followed by a presentation on constructing logic models. Teams subdivided by priority their own outcomes and were asked what measures or indicators they could use to demonstrate achievement of that outcome. Sample indicator cards were available for suggestions or ideas if teams needed them. A whole-group discussion centered on which indicators are most appropriate for each outcome. Groups then presented indicators and justification for them back to their teams.

How did we do it?

- A working definition of evaluation was presented for use during the rest of the session.
- Groups generated a list of the reasons for doing evaluations. The ways that evaluation can support the planning and implementation of strong programs were stressed.
- Introduction of a logic model as a thinking, planning, and assessment tool.
- Built an understanding of the components of logic models, using examples from community schools.

- Human Logic Model Activity—a practical application of key concepts: inputs, activities, outputs, outcomes, and indicators using real community school measures.
- Teams considered existing outcomes as well as other community school outcomes, and prioritized outcomes they wanted to work toward in their community school planning process.
- Teams subdivided by outcome priority and explored what measures or indicators they could use to demonstrate achievement of that outcome. Sample indicator cards were available for suggestions or ideas if teams need them. Open discussion of which indicators were most appropriate for each outcome. Groups then presented indicators and justification to their team.
- A case study from St. John’s Educational Threshold Center in San Francisco was presented giving strategies for using multiple evaluation outcomes to support on-going program development.
- Teams engaged in directed planning time. Teams then worked with planning templates to define key next steps with respect to each high priority outcomes and then reported out to the group at large.

Reflections and Lessons Learned

- In this one-day Academy session, it was difficult to provide participants with enough grounding in evaluation principles and practices without becoming too mired in technical jargon and details.
- The logic model session was probably an unnecessary exercise in order for participants to grasp key assessment concepts and connect them to their respective outcomes.
- Participants should have been exposed to some of the information earlier in the ACSD process (e.g., during Session 2 or 3) about setting overarching community school goals so that they would have an initial framing for thinking about identifying and tracking indicators of progress (for example, drafting a community school goal as part of each academy session and identifying some preliminary indicators of success as they went).
- Surveys of participants revealed that 20% rated the case study as not very helpful. This could have been due to a number of factors. Four of the five schools have a variety of services in place and the case study may have been too focused on service-delivery which some teams thought was already familiar. For many participants, the concept of deep engagement by all the stakeholders in some aspect of the assessment process was new to them since some of those systems were centralized across schools and so finding the relevance may have been difficult at the beginning. Building this topic across sessions, as suggested, may be another approach to take.
- Again, participants rated the time spent in site teams as the most helpful as it allowed them to reconnect on issues that may not have had been discussed since the last session.

Academy Session 6: Assessing Results – ANNOTATED AGENDA

ACSD session held at Stanford University: April 2005

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
40 min	Arrival/Breakfast/Welcome/ Introductions		PowerPoint where we are in the process – Agenda for the Day	
30 min	Why Assess Your Community School Results	Interactive discussion of what community school assessment involves, why we do them, and their value in the context of community schools	PowerPoint with definition of Evaluation and Activity for small group discussion	
50 min	Logic Model Introduction: Lessons from the Cheshire Cat	Presentation on national community school movement	<ul style="list-style-type: none"> • PowerPoint Presentation • 2 Worksheets to practice creating logic models 	
15 MINUTE BREAK				
30 min	Looking Back, Looking Forward	Teams place their visions, activities, and plans within their own logic model.	<ul style="list-style-type: none"> • Handout on data collection methods • Activity to align vision, outcomes and activities 	
20 min	Prioritizing Outcomes	Teams prioritize outcomes to reflect and direct their community school planning process	<ul style="list-style-type: none"> • Samples from pre-work and session work for ACSD sites 	
30 min	Our Data: What's the Evidence	What changes are you expecting? How can you measure those changes?	<ul style="list-style-type: none"> • Guide for Planning for Evaluation 	This is a complete guide to planning evaluation based on the Healthy Start work.
45 MINUTE BREAK FOR LUNCH with Gallery Walk of Team Models				
45 min	Live Case Study of Evaluation for Program Improvement		<ul style="list-style-type: none"> • Presentation from St. John's Thresholds Center in San Francisco • 2 Handouts for the case study 	
90 min	Further work on Community School Plans	Opportunity for work by community school team reflection on cross-site alignment	<ul style="list-style-type: none"> • 2 Templates for planning 	
25 min	Debrief, Final Thoughts, and Closing			

Session 7: The Road to Sustainability

What is it?

Sustainability is a system of strategic thinking and effective action designed to institutionalize supportive practices and to secure the range of resources needed to achieve specific results. Too often stakeholders perceive sustainability to be solely about finances and fundraising. They do not pay enough attention to other key elements, such as constituency-building, advocacy, public relations, and human resources. As applied to community schools, sustainability is a system of strategic thinking and effective action designed to institutionalize supportive practices and to secure the range of resources needed to accomplish desired results in promoting the well-being of children, families, and communities.

Sustainability is a system of strategic thinking and effective action designed:

- To institutionalize supportive school and CBO partnership practices.
- For the partners to secure the range of resources needed to accomplish the desired results of promoting children's learning and development by strengthening their key webs of support (schools, families, and communities).

Session 7's primary objectives were for participants to be able to:

1. Establish a definition of sustainability and a well-accepted framework that outlines the inter-related components of sustainability.
2. Apply concepts and tools to their respective sites.
3. Identify barriers that deter sustainability at each site.
4. Consider respective roles as partners in effecting sustainability at each site.
5. Learn about major current funding sources for community schools.
6. Learn about local, state, and national resources that support the sustainability of community schools.

Why is this important?

Too often, stakeholders wait until it is too late to begin thinking about sustainability. The Finance Project⁸ provides a comprehensive framework to look carefully at each component as part of completing an overall sustainability plan. According to The Finance Project, "good sustainability planning necessitates a clear understanding of what you are trying to sustain."

Why this module now?

This module was sequenced after vision-setting and program planning had occurred, so that teams had a clear idea of the supports, services, and opportunities that were core elements of their community schools.

What did we do?

It was important to broaden the understanding for all teams of what is entailed in sustaining their initiative beyond the financial aspects of securing funds. Using The Finance Project's framework the session provided eight clear steps that they could focus on and assess on how they were doing in each of these eight components of an overall plan for sustainability. It was critical that the teams learn how each

⁸ The Finance Project is a specialized non-profit research, consulting, technical assistance and training firm for public and private sector leaders nationwide. We help leaders make smart investment decisions, develop sound financing strategies, and build solid partnerships that benefit children, families and communities. For more information visit: www.financeproject.org

of them are accountable for sustainability and how they would apply the concepts as it related to what was happening at their own sites.

How did we do it?

- Site teams had homework to review their current site workplan.
- Mini-lecture on The Finance Project's sustainability framework (eight elements) and on what research says about sustainability.
- Facilitated team discussions on sustainability at each site and then had each of the teams do their own sustainability self-assessment.
- Additional mini-lecture on strategic financing, current funding sources, and analysis of financing approaches in Coastside and Redwood City.
- Academy teams had working time that to chart out their current and possible funding sources.

Reflections and Lessons Learned

- It was important that this session be tied to Session 6 as effective results assessment is key to sustainability.
- Participants learned the definitions and concepts of sustainability based on The Finance Project's framework. The application activities that required looking at site-specific data were helpful in directing teams to work on what needed to be done.
- Having the teams work in site-based self assessments gave them a clear sense of the work ahead, what gaps there were in creating a sustainability plan, and what other areas needed additional focus.
- Participants got clearer about roles and responsibilities, and began to understand sustainability as a shared responsibility. To support this, team facilitators took the lead in reviewing site data charts with their team in an effort to model the type of leadership that should happen when they are back at their sites.
- The evaluations of this session revealed that the allotted time for concentrated site team work was valuable and appreciated by participants.

Academy Session 7: Sustainability – ANNOTATED AGENDA

ACSD session held at Stanford University: September 2005

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
30 min	Arrival/Breakfast/Welcome/ Introductions			
25 min	Sustainability: What is it anyway?	Framing of sustainability and lessons learned from shared work	<ul style="list-style-type: none"> • PowerPoint Presentation • Quick reference guide on sustainability from the Finance Project 	
90 min	Sustainability Self Assessment - time for team discussions	<p>Teams use the Finance Project's Sustainability Self Assessment to begin applying new knowledge and focusing on broad aspects of sustainability.</p> <p>Prompts: -What does sustainability mean to our sites? - What would sustainability look like at our site? - What is core and must be sustained</p>	<ul style="list-style-type: none"> • 3 Worksheets to guide self-assessments 	
60 MINUTE BREAK FOR LUNCH/NETWORKING				
70 min	Sustainability Overview of Redwood City and Coast side Financing Approaches		<ul style="list-style-type: none"> • PowerPoint Presentation • Handout of Case Study 	PowerPoint contains information on ACSD Partner School's plans
100 min	Looking at the Data and Planning Next Steps	Groups looked at Research Data from Stanford Researchers and discussed next steps	<ul style="list-style-type: none"> • Funding your vision handout from CCS 	
10 min	Final Thoughts and Closing			

Session 8: Lessons Learned from Community School Implementation

What is it?

The Lessons Learned session was an opportunity for community school teams to share successes and insights gained from the implementation strategies they had used during the course of becoming community schools.

Session 8's primary objectives were to support participants to:

1. Learn about each others' most effective community school practices and identify key challenges they face in fully implementing these practices at their sites.
2. Identify key priorities and develop next steps for moving forward.
3. Celebrate their joint success to date.

Why is it important?

- Ongoing reflection by a community school team on their progress at various time points is critical to promoting accountability among the team and identifying areas for growth.
- Identifying "what worked" as well as "what didn't work" promotes a positive learning environment and a culture that values collaboration and continuous improvement.
- Highlighting and celebrating successes is an important aspect of recognizing the contributions of the team's individual and collective efforts and for motivating and energizing a group to continue moving forward.

Why this module now?

As the final session came to a close, it was important to continue promoting the practice of reflection with the teams that we introduced throughout the initiative. It was also important for teams to reflect on and celebrate what they had accomplished over three years as well as leave the session with both new insights from colleagues at other schools as well as identifying areas for additional work. All these exercises proved useful in supporting teams in making the transition from these intensive learning sessions to planning for how they would continue this work at their community schools.

What did we do?

This session was designed to provide an opportunity for teams to learn about each other's most effective community school practices and encourage them to identify key challenges they faced in attempting to fully implement those practices at their community school. We also encouraged them to identify key priorities and develop next steps for moving forward in their implementation. Finally, we built time in to celebrate our joint successes to date. Specifically, this process involved:

- Reflecting as a team on accomplishments and challenges to date.
- Highlighting a promising or successful practice or program they implemented.
- Sharing with their peers why it was successful, what challenges they faced, and how they overcame them as a way to identify key lessons for the entire group as they continue to grow and sustain their community school efforts.

How did we do it?

- Each team was asked in advance to come prepared with a brief 5-minute overview of their unique promising practice or program in whatever format they saw fit.
- The session began with an overall framing about the purpose of the session and the importance of constant reflection in implementing community schools as well as learning from successes and challenges we face.
- Team members participated in fishbowl discussions where they highlighted their promising practice, reflected on their successes and challenges and then took questions from the audience.
- As a large group, participants summarized common themes they had heard throughout the session about the lessons and challenges they faced in implementing a community schools approach.
- Participants divided up into various “study groups” with common challenges (identified in the morning session) and shared potential strategies with each other.
- Each group provided a brief report of their suggested strategies for each issue.
- Session presenters then reminded the participants about the stages of collaboration, shared tools for continuing their work together and provided some final handouts of things to keep in mind as they made decisions and continued their work as leaders of community schools.
- Finally, each team identified strategies they heard throughout the day that were helpful to them in taking the next steps they identified. Teams also listed areas where they were requesting continued technical assistance.

Reflections and Lessons Learned

- As with all the other sessions, participants found the site team time important and valuable. However, it would have been helpful to prepare them in Session 7 for the level of planning we were expecting them to reach before the last session. This may have provided a stronger sense of “readiness” to continue implementation beyond the last session.
- Although we asked teams to suggest areas for technical assistance, we could have been clearer about what capacity existed to provide additional support as well as take suggestions. This information could have been requested at Session 7 and we could have come back with a proposed plan for continued support at Session 8. Many participants in their evaluations for example expressed the need for continued ongoing information about effective practices as well as model community schools to read about and visit.
- Participants generally found the presentations by each school useful to learn about the effective practices and challenges overcome by their colleagues. Several participants thought identifying themes as a whole group took too long and facilitators could have proposed some general groupings for the study groups in the afternoon.
- Although we promoted cross-school interaction during the study groups, several participants found it difficult to translate that information back into school team conversations and didn’t think there was enough time to address the strategies, think about their site’s next steps as well as identifying technical assistance needs in the time frame provided.

Academy Session 8: Lessons Learned – ANNOTATED AGENDA

ACSD session held at Stanford University: March 2006

Time	Activity	Purpose / Description	Tools Available Online	Notes on tools
45 min	Arrival/Breakfast/ Welcome			
120 min	Site Discussions	Each team will present and describe their promising practice or program for 5 minutes followed by a fishbowl discussion on their accomplishments, challenges and strategies used to overcome them.	<ul style="list-style-type: none"> PowerPoint Presentation – Sample from one of the ACSD Sites 	This site partnered with and environmental organization
45 min	Reflections on Lessons Learned	As a large group, review common challenges raised by the discussion and share what research and experience tells us about building and sustaining practices		
60 MINUTES FOR LUNCH AND NETWORKING				
50 min	Cross-Site Study Groups	Small group discussions based on the morning - identify potential strategies		
25 min	Sharing Back	Small groups report out to the large group		
5 min	Additional Resources	Facilitator can introduce handouts on other strategies for continuing their collaboration beyond the session and in preparation for the team time to identify next steps.	A variety of handouts on the topic of collaboration and decision-making community schools can use when they go back to their sites.	
10 MINUTE BREAK				
60 min	Site Team Time	Each team has time to reflect on the strategies learned from the study groups and identify goals to incorporate into the next year's planning		
30 min	Closing and Next Steps with Celebration After!			

