A Framework for More and Better

LEARNING

through Community School

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Coalition for Community Schools
Because Every Child Deserves Every Chance

IEL Institute for Educational Leadership
Leading Across Boundaries

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A Framework for More & Better Learning through Community School Partnerships

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http://www.communityschools.org/betterlearning

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Introduction

Perhaps now more than ever, a national focus on student achievement and educational excellence is pushing educators and innovators to develop new and better approaches to helping students learn. Community resources, time, and teacher development are just a few of the assets education leaders are leveraging in support of *all* kids reaching higher standards.

The idea that schools alone can get us academic results for all students is becoming an outdated notion. If educators and community leaders responsible for young people know that a strong instructional program, family and community engagement, partnerships, and addressing barriers to learning are all essential ingredients for successful learning, then why aren't they mobilizing all of those resources? Education reform has largely focused on highly technical solutions that tend to put all the responsibility for learning

on teachers alone. What's missing is an intentional partnership strategy to support learning. Evidence and practice demonstrate that community schools are that strategy.

Learning has always been a central dimension of community schools. However, wraparound supports, family and community engagement, and a focus on process and structure often get most of the attention. This has led some to mistakenly critique that community schools aren't at their core about student learning. Let's be clear right from the start: Learning is central to the community school strategy. Community schools are schools, and their core mission is student learning. The partnerships they secure and the strategies they employ support this mission. One of the core principles of all community schools is setting high learning expectations for all.[1]

Learning is central to the community school strategy. Community schools are schools, and their core mission is student learning.

The Coalition for Community Schools is committed to uniting school, family, and community to address opportunity and achievement gaps and improve student learning. The Coalition promotes the convergence between holistic community-based approaches and efforts to increase educational equity in society by strengthening schools, families, and communities.[2] Strengthening learning through partnerships that mobilize all the assets of communities is the key to ensuring all children are ready for college, career, and citizenship.

This paper provides a learning framework from the Coalition, our partners, and the field of community school initiatives on how community schools systemically promote better learning through results-focused community partnerships.

We believe that quality learning happens more frequently and effectively if barriers to learning are addressed, when families and communities are engaged in ways that support learning, and when partners work with educators to expand and enhance learning opportunities. Community school leaders recognize that the barriers to learning are structural and widespread. Community schools maintain that in order to provide better learning experiences and outcomes, resources from both the school and the community must be leveraged and coordinated to address barriers to learning, meaningfully engage families and the community, and create enriching learning opportunities.

1 For a list of all community school principles, visit http://www.communityschools.org/aboutschools/faqs.aspx.

2 For more information about our equity framework, visit http://www.equityandcommunityschools.org.

What is a community school? What is a system of community schools?

Using schools as hubs, ***community schools*** bring together educators and community partners to offer a range of opportunities and supports to children, youth, families and communities. Community schools:

- create engaging learning experiences inside and outside the classroom that enable students to develop 21st century skills;
- ensure that young people, and their families, have opportunities for enrichment, mentoring, health and mental health services, nutritious meals, and more; and
- engage families and communities to help create a safe and supportive culture for learning in the school, at home and in the community.

Every community school responds to local needs and includes the voices of students, families and residents. Schools become centers of the community and are open to everyone—all day, every day, evenings and weekends. Community schools and their many partners develop the knowledge and skills for our young people to succeed in college, career, and life.

A ***system of community schools*** is a vertical network of schools from pre-kindergarten through grade 12 in a single attendance area, linked across one or more school districts. The networks use a community schools approach to align services, support, and enrichment opportunities with young people's development needs and the school system's academic objectives. They sustain these efforts through policy and financial support of the school district and its public and private community partners.

In 2006, the Coalition wrote about "community-based learning" as an essential element of the community school strategy. This paper extends the conversation about the important ways partnerships at the heart of community schools improve learning opportunities and outcomes.

We begin by centering the conversation on community school and learning principles and offer information about the conditions that are essential for better learning. Next, we articulate a community schools learning framework that relies on results-based school and community partnerships to create the health and social supports and services; expanded learning opportunities; and meaningful family and community engagement.

Throughout this paper, we refer to examples of ***Learning Partnerships in Practice***, which can be found on pp. 9 and 24–28.

Ultimately, we hope that this paper benefits:

- ***School and community educators and leaders*** at all levels who want to increase and strengthen their emphasis on better learning strategies through a partnership approach;
- ***Community and parent organizers*** who want to advocate for all the resources, especially better learning, that their children require;
- ***Community partners*** who want to support schools in better learning;
- ***Superintendents*** in the process of evaluating strategies to engage students, families, and community partners towards the goal of enhanced learning;
- ***National organizations*** that can inform their constituents about the value of community schools and the importance of more and better learning;
- ***Funders*** that want to support learning strategies that are implemented and sustained in a community school strategy that generates collective trust and is community supported; and
- ***Policymakers*** who are concerned with student performance and want a more comprehensive and sustainable approach to learning.

We encourage you to use this document in your communities. We welcome your feedback as we continue to work together to create meaningful, equitable, and effective learning experiences for all our youth.

In a community school, ***learning*** includes the development of cognitive, social-emotional, civic, and ethical competencies through partnerships. Quality learning happens more frequently and effectively if barriers to learning are addressed, when families and communities are engaged in ways that support learning, and when partners work with educators to expand and enhance learning opportunities.

Section I: Better Learning Principles

Approaches to effective learning practices abound. Typically, most of the responsibility for learning falls on teachers, as reflected in our current accountability systems. The teaching process commonly boils down to: teachers are trained to assess students, provide instruction aligned with standards, provide feedback, and to reteach. However, research and experience demonstrate that there are other dimensions of teaching and learning that are essential. We begin our framework for better learning by discussing the principles that are most important to learning from our experience and research.

A core belief of community schools, and one supported by academic literature, is that young people will take ownership of their education when they are learning something they feel is meaningful and when they can apply it to the world outside school. Thus, community schools' real-world pedagogy seeks to engage students in relevant, hands-on, project-based learning experiences rooted in the historical, environmental,

cultural, and economic contexts of their community. Learning focuses on understanding and contributing to the needs of the community, with the goal of influencing overall community vitality.

Students, adults, and teachers agree that real-world learning improves the quality of education in the United States. In contrast to a traditional school experience, community-based learning engages students by providing them with relevant, real-world activities that connect to their interest and passions. Central characteristics of community-based learning promote:

- ***meaningful content*** that is relevant to students in terms of place and the issues it considers;
- ***youth voice and choice*** as lead agents in the learning process with the ability to take an active role in their decision making;
- ***a community of practice among youth***;
- learning goals that connect personal achievement to ***public purpose***;
- ***conducting continuous feedback and assessment*** as an opportunity for youth to learn from successes and failures;[iii] and
- community partnerships as a way to increase the ***resources and relationships*** available for student learning and action.[i]

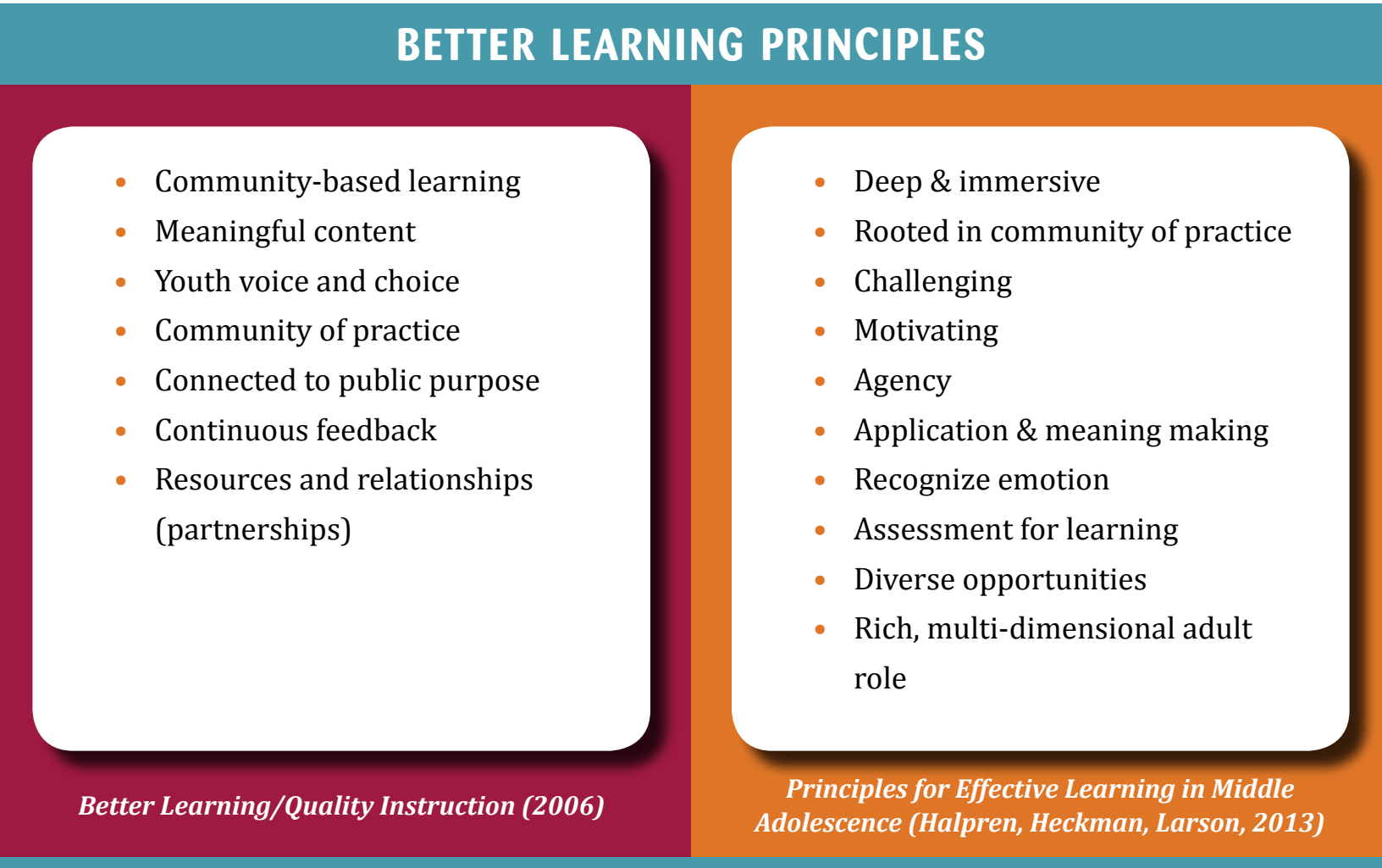
Community schools' principles for learning are consistent with research-based principles of effective learning (see Figure 1). Leading researchers on adolescent learning, Robert Halpern, Paul Heckman, and Reed Larson released, "Realizing the Potential of Learning in Middle Adolescence," a 2013 report that identifies ***ten principles for effective learning***. Much like community schools, these principles highlight the importance of learning experiences that are ***diverse as a whole, challenging, deep and immersive***, allowing youth to ***apply knowledge and make meaning of their experiences*** through question-driven inquiry. They add that educators should ***recognize the importance of emotion, motivation, and developmentally appropriate agency*** through shared learning and connections to other people, peers, and adults in a ***community of practice***, while being supported by an ***adult playing a multi-dimensional and mentoring role***.[ii]

In action, these principles demonstrate our commitment to creating meaningful learning that helps students succeed in all aspects of their life, not just on assessments. They represent our ideal for educating life-long learners who explore their own interests and are actively engaged citizens. Our view of learning is comprehensive and encompasses the type of education we believe each and every child deserves. Two examples illustrate how contemporary learning innovations—the Common Core State Standards and the growth mindset concept—are consistent with the community school learning principles.

With its articulation of the "Habits of Mind," the Common Core State Standards tackle the cognitive and non-cognitive developmental areas that are critical to a student's success in college, to being a productive citizen, and to developing of a successful career in a global economy. In such a model, the classroom extends to the community for well-rounded, rigorous, and hands-on learning experiences and becomes a promising vehicle for developing the Habits of Mind in all communities.

The mathematics and English language arts standards include a description of the knowledge, skills, and dispositions that should accompany academic content within the Common Core State Standards.[iii] In describing the capacities of a literate individual, for example, the Common Core State Standards stress the importance of their ability to: demonstrate independence; build strong content knowledge; adapt and respond to varying demands; comprehend and critique; value evidence; utilize technology and digital media

Figure 1. Better Learning Principles



proficiently; and understand diverse perspectives and cultures.[iv] The math standards state that an individual should be able to: persevere in problem-solving; reason abstractly and quantitatively; critique and construct sound arguments; apply tools strategically; make use of structure; and be precise and express regularity in reasoning.

While community schools operate in states where the Common Core may or may not have been adopted, on a national level our networks are strategizing about how to adopt Common Core-aligned strategies as part of college and career readiness work.

The concept of a growth mindset (beliefs about one's intelligence, talents, and qualities) is similarly consistent with our learning principles. Developed out of Stanford University psychologist Carol Dweck's decades-long research on student achievement and success, Dweck defines a fixed mindset as one in which people believe that their intelligence and talents are innate; on the opposite, individuals with a growth mindset view hard work and practice as essential to improving their abilities, productivity, and success. With the accumulating evidence of the brain's plasticity, the growth mindset is now the prevailing theory among cognitive scientists.

Cultivating the "growth mindset" helps students understand that intelligence is malleable, motivating them to take on challenges and healthy risks, persist through difficulties, and experience intellectual growth. In contrast, those with a "fixed mindset," even those who have historically been high-performers, tend to avoid tasks at which they might lose status or favorable opinion due to fear of failure. Growth mindset students, who see learning as a continuous process of improvement, routinely outperform even students who consider themselves "gifted," according to psychological studies.

Individuals with a growth mindset view hard work and practice as essential to improving their abilities, productivity, and success.

With proper implementation by educators and partners, community schools' emphasis on the importance of continuous assessment and feedback in order to give students the opportunity to learn from and celebrate their successes and failures aligns well with helping youth develop a growth mindset.

Now that we have illustrated what we mean by "better learning," we turn to an articulation of the community school framework.

Learning Partnerships in Practice

Bronx, NY

Fannie Lou Hamer Freedom High School in the Bronx has made learning the core of their partnership with the Children's Aid Society. According to recently retired Principal Nancy Mann, "Our commitment is to the academically-challenged…We have an idea of what the necessary components are to work with these students: comprehensive support and opportunities, strong relationships with teachers, and rigorous academic work. And it's working with our students." The community school works with the Helen Keller's Child Sight Program to provide visions screenings for all students. Other services ensure students are in the best situation to succeed. From the start of 9th grade students participate in a seminar to help them prepare for success. In 9th and 10th grades they participate in service learning and later take part in a required internship with non-profits and businesses. Students learn from these authentic community experiences. Students also partake in multiple extended day activities to enrich their learning and development. Students are also exposed to higher education through partnerships with universities and site visits. The community school was awarded a School of Opportunity designation by the National Education Policy Center in 2015 (*http://www.opportunitygap.org*).

Section II: A Framework for Learning through Community Schools

In community schools around the country, school and community leaders are uniting to create results-focused, partnership-based learning opportunities to help all students thrive. Site-based coordinators are sitting down with principals, teachers, and other school leaders to determine how partnerships can help the school achieve its primary goal: improved student learning. This site-based leadership team is reviewing school- and student-level data and identifying student needs from health to tutoring to extra learning opportunities. The coordinator is mobilizing partners who can bring resources that can address these learning approaches.

In this section we demonstrate how community schools use ***results-focused partnerships*** to support learning through three equally complementary areas (see Figure 2):

- health and social supports and services,
- family and community engagement, and
- an intentional focus on expanded learning opportunities.

Each of these categories relies on results-focused, school-community partnerships that make learning the shared responsibility of the school, its families, and its community before, during, and after the typical school day.

Results-Focused Partnerships

Community schools are planned and implemented with both system-level and school-based approaches that emphasize depth and breadth in the communities they serve, focusing on better learning through various partnerships across school, district, and community levels. Community schools highly value the local decision-making authority of both the schools and the community and the need to customize their approach in response to local needs and assets.

Results-focused partnerships are the foundation of the community schools framework for better learning. Local community school intermediaries

Figure 2. Framework for Better Learning Through Results-Focused Partnerships

establish networks of superintendents, principals, and community partners who are re-imagining the way schools and districts operate as a whole in order to remove barriers to learning, provide comprehensive supports for their students, and engage families and community members in student learning. Leaders form district and school-based partnerships around a mutually agreed upon and shared vision for results and accountability. This vision drives the community school's activities.[1] Formal agreements enable partners to hold each other accountable and help avoid miscommunication and disagreements about respective roles, scope, and resource sharing. Strong partnerships at the district level help ensure that community schools are aligned with the district's priorities and vision for better learning and student success.

At the school level, community school leaders, including principals, design practices that will best support students' healthy development. They provide engaging learning experiences connected to their local community context and resources, including civic and service-learning opportunities. Additionally, these experiences provide students with the diverse set of skills needed to succeed in college, their careers, and ultimately serve as productive citizens within their community.

The results schools and their community partners seek are where community schools start. How they achieve those results is the next question. Community school, results-focused partnerships work to provide health and social supports and services that remove barriers to learning. They work with families and communities to support a community where children can learn, and they provide more and better learning experiences during the typical school day and beyond. We turn to these three areas next.

Health & Social Supports & Services

Walk into a typical high-poverty urban or rural classroom and the teacher will quickly be able to identify the barriers to learning. Student hunger, homelessness, poor nutrition and sleeping habits, chronic absence, and mental health issues are just a few challenges that even excellent teachers face in their work. These schools often have fewer qualified and effective teachers, fewer financial resources, higher turnover, poor school climates , and high rates of chronic absence. A 2015 report demonstrated that over half of our public school students are poor.[v] These factors are realities that teachers, principals, students, and families experience daily.

Research has shown that basic physical, social, and psychological needs influence a child's edu-

1 For more information, visit http://www.communityschools.org/assets/1/AssetManager/F8%20logic%20model.pdf for the community schools results-based logic model and http://www.communityschools.org/assets/1/AssetManager/Results_framechart.pdf to see some of the results and indicators community schools work toward.

cational outcomes. These basic needs were described by Abraham Maslow in 1943 as a developmental triangle, built upon the most fundamental needs as building blocks for engaged learning.[vi]

For the purposes of this paper, barriers to learning refers to those student, school, and community elements that keep a child from learning to their full potential. At the student level, this may include health barriers, family factors, and access to social services. At the school level, this may include obstacles in opportunities to learn, such as time, quality of resources, and lack of access. At the community level, barriers may include the structural obstacles to providing a complete education.[vii]

Barriers to learning refers to those student, school, and community elements that keep a child from learning to their full potential.

Educational research shows a clear link between good health and better learning. To start, research is clear that nutritional deficiencies during childhood can negatively affect healthy brain development and have lifelong health consequences, including cognitive abilities.[viii] Specifically, nutrition has implications for students' academic performance. Undernourished children have been shown to have lower levels of school attendance, decreased attention span, and lower academic performance. They also experience more health problems compared to well-nourished children.[ix]

Physical activity also has been shown to have positive influences on concentration, memory, and classroom behavior, as well as a positive relationship with intellectual performance. Recent literature reviews on physical activity or physical fitness and cognition have all reached the conclusion that physical activity (or aspects of physical fitness) favorably affects cognitive functioning. Further, research shows that sports help children and youth feel better connected to school, attend school regularly, and connect with a more positive peer network.[x]

In a community school setting, the basic physical, mental, and emotional health needs of young people and their families are recognized and addressed as a core aspect of its work. The ultimate vision for community schools is to provide basic health and social services beyond what a school nurse can offer, including regular eye exams, mobile dental clinics, access to social workers and mental health professionals, and even co-located health clinics. Admittedly, some children learn despite these barriers. However, upon visiting most high-poverty schools one quickly realizes that barriers to learning are not excuses; they are realities that need to be addressed so that all students may thrive.

While many education experts accept these basic conditions and barriers to be true, public schools do not have the infrastructure in place to address these barriers alone. Moreover, "silver bullet" approaches and education reform models that ignore these realities are unlikely to be sustained or effective. Community schools, in contrast, have the expertise and infrastructure to identify assets and deploy extensive resources and partnerships to target barriers to healthy development and learning that could otherwise prevent youth from participating and thriving in academic and enrichment activities. The services and programming that result help ensure that the necessary conditions for learning are in place to support healthy development and well-rounded, quality learning experiences.

Effectively addressing barriers to learning is possible. The Coalition has argued that community schools create the "conditions for learning," those elements that must be in place in order to holistically meet students' educational and developmental needs (see Figure 3). Further, a recent review of research concluded that integrated student services that address barriers to learning shows promise in improving academic outcomes. [xi]

Family and Community Engagement

Family and community engagement is what separates community schools from reforms that focus solely on the classroom and those strategies that only provide wraparound services. Community schools recognize that learning happens not only inside school, but also in the home and in communities. Therefore, creating a community where learning can happen, where students feel safe and have the resources and supports they need, is essential to a community school learning strategy.

Strong ***family and community engagement*** increases the resources and relationships available to enable better learning. Community schools value the experiences of people from diverse backgrounds who are committed to the welfare of the community, and thus, work to identify and deploy numerous resources. These community assets include its residents and families, businesses and employees, faith-based institutions, institutions of higher education, and other local organizations. The community schools approach complements the framework developed by Johns Hopkins sociologist Joyce Epstein in recognizing the school, family, and community as three overlapping spheres of influence on student learning development. According to the framework, intentional partnership and coordination is required in order to create family and community-like schools and to achieve positive outcomes on a systematic basis.[xii]

Additionally, The Harvard Family Research Project (HFRP) researchers report community-school partnerships to be particularly beneficial in terms

of out-of-school time for youth, with such partnerships facilitating year-long learning, shared and therefore expanded resources for educators, and family engagement.[xiii] Statistics indicate that youth spend only 20% of waking time annually in classroom education; community-school partnerships can offer programming in the other 80% of the time, providing better engagement in out-of-school time and beginning to close achievement gaps. Research also shows that partnering with families is just as important as schools creating partnerships with their community organizations. Ideally, there is a three-way dialogue that develops, opening up pathways that best support youths' learning.[xiv] Finally, HFRP research also emphasizes the importance of reciprocity in school, family, and community partnerships, suggesting mutual benefits for schools, families, and community organizations as a key means toward sustainable partnerships.[xv]

Further, the National Education Association outlined 10 key strategies for effective partnerships, emphasizing the necessity of collaboration between schools and communities in connecting youth to their surroundings, creating high academic expectations, and targeting high-need students.[xvi]

The ways that partners are leveraged and the services they provide vary from one community school to another, but the goal of all partnerships is to promote a school climate that is safe, supportive, respectful, and that connects students to a broader learning community. Once partnerships are formed and the community is engaged, community schools work to ensure that there is mutual respect and effective collaboration among parents, families, and school staff.

Parents and guardians are a child's first teachers. Community schools and their partners work with parents to support them in creating a learning environment for their children. Being a parent is hard, even more so when you are poor, working multiple jobs, or feel uncomfortable with the English language or your own educational level. Community schools work with parents to improve literacy experiences and opportunities in the home, work with early learning providers to bring families into schools, offer parenting classes on how to support child learning, and more.

Examples of Health and social supports and services

- Health & mental health services
- Social services
- Dental & vision
- Early chronic absence interventions
- Mentoring
- Peer conflict resolution

Figure 3. Conditions for Learning

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, mental and emotional health needs of young people and their families are recognized and addressed.
5. There is mutual respect and effective collaboration among parents, families and school staff.
6. Community engagement, together with school efforts, promotes a school climate that is safe, supportive and respectful and connects students to a broader learning community.

Learn more about the specific studies supporting these conditions for learning in Making the Difference *(Chapter 2, page 15) at* http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf.

Community schools are hubs of the community and offer parents multiple opportunities to come into the school through activities, such as adult education classes (e.g., GED), use of the computer lab, and financial management classes.

Community schools also use their results-focused partnerships to engage the community in creating a learning-rich environment. They work with libraries and youth centers to align learning approaches. Community partners and residents are part of the school-site leadership team and align their strategies with the school's learning goals.

Increasingly, community members are organizing to start or expand community schools in their neighborhoods and cities. Parents and other members of the community, including teachers' unions, understand that schools require strong partnerships that provide the elements of the learning framework described above in order for children to thrive. Communities and families have organized at multiple levels for community schools as evidenced by the successful development of approximately 150 community schools in New York City and the advocacy of national organizations and coalitions such as the Journey for

Justice Alliance (http://www.j4jalliance.com) and the Alliance to Reclaim our Schools (http://www.reclaimourschools.org). In a community school system, learning is everyone's responsibility.[2]

Better Learning through Aligned Partnerships

Successful community schools make high-quality learning opportunities key aspects of their approach. As previously demonstrated, they work with partners to remove barriers to learning and engage families and the community. However, they also focus on ways to support learning during the typical school day and during times for expanded learning opportunities (e.g., afterschool and summer). In a community school, teachers and principals aren't alone in supporting a child's learning. If we value the ideal that our children are all of our responsibility, then that means community partners, residents, and family members all have important roles to play in educating our children. Community schools provide a vehicle for moving that belief to action. In the following sections, we highlight two areas of better learning through partnerships: quality instruction and engaged learning during the typical school day and expanded learning opportunities.

Examples of Family & Community Engagement

- Adult education
- Home literacy
- Teacher home visiting
- Academic Parent Teacher Teams
- Education organizing
- Parent leadership

Quality Instruction and Engaged Learning During the Typical School Day

Community schools set high standards for all stakeholders to contribute to a high-quality core instructional program with qualified teachers, a challenging curriculum, professional development, and high expectations for students. In addition, community schools' partnerships bring strategies to enhance their emphasis on college, career, and citizenship through cognitive and non-cognitive skill-building, including a focus on academically based community service, civic education, environmental education, place-based learning, service learning, and work-based learning opportunities.

Community schools use partnerships to create meaningful content that enables students to take ownership of their learning. These partnerships support teachers in their daily activities and are aligned with the school's improvement plan.

2 For more information about organizing and community schools, visit http://www.communityschools.org/organizing.

Better learning and quality instruction are not only based on cognitive outcomes, but also require an intentional focus on the development of social-emotional, civic, and ethical competencies. For example, social-emotional learning is the process of acquiring attitudes, knowledge, and skills that are essential to success in school, career, and being a productive citizen.[xvii] The Collaborative for Academic, Social, and Emotional Learning (CASEL) further defines social and emotional learning as "a set of interconnected competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making."[xviii] As we increase our understanding of how young people learn and grow, the more important social-emotional learning seems. Without explicit attention to these core competencies, better learning is not as likely to occur.

Another example of the ways community school partnerships support learning is through the growing ***linked learning*** and ***career academy*** approaches. Linked learning high schools are part of a college and career ready strategy that originated with pilot programs in California in 2011 and are now gaining traction across the country. These high schools emphasize rigorous academ-

ics, personalized supports, and career-based learning.[xix] The academic model at linked learning high schools includes English, foreign languages, history, math, and science as core curricular subjects that are connected to challenging programs of study within supported career pathways. These include biomedical and health sciences; construction and building design; agriculture and renewable resources; arts, media, and entertainment, and engineering. Each pathway includes a structured instructional program that includes academic courses and electives, technical courses, integrated units, and support services. The pathways are also connected to work-based learning opportunities, including mentoring, job shadowing, internships, and virtual apprenticeships. Further, business partners in the community provide work-based learning opportunities that help inform the school's curriculum for each pathway.

Linked learning high schools also focus on student supports, providing personalized counseling, transportation, and supplemental instruction in core subjects to build skill mastery in academic and technical content. There is also a focus on supporting students' transition to postsecondary institutions or training after graduation, including two- and four-year degree institutions, apprenticeships, or formal employment training.[xx]

A number of organizations support the linked learning and career academy approaches, including the Linked Learning Alliance (http://linkedlearning.org), the National Academy Foundation (http://www.naf.org), the College & Career Academy Support Network (http://casn.berkeley.edu), the Center for Powerful Public Schools (http://www.powerfuled.org), and Ford Next Generation Learning (https://www.fordngl.com).

In order for schools to move from a typical design to the more innovative model of linked learning high schools, they must go through an intentional process of re-imagining and re-designing the use of time and resources. Because partnership development, planning, and community-based learning approaches are core to their work, community schools are an effective implementation vehicle for scaling linked learning strategies at the high school level. Community schools take a common sense approach to connecting living and learning, and emphasizing the need for learning to happen in and out of traditional school time (see the earlier Oakland example for a description of a linked learning community school).

Expanded Learning Opportunities

Community schools value opportunities for student engagement in expanded learning as a part of their efforts to diminish barriers between community and the classroom, and to better connect in-school and out-of-school learning experiences. In order to ensure the availability of learning opportunities and essential services to students and

families, some community schools operate on a "7 a.m. – 7 p.m." schedule. This holistic approach meets the developmental needs of students and the scheduling needs of working parents. Expanded learning opportunities (ELO) often include a focus on ensuring that young people are becoming lifelong learners, productive contributors to the economy and civic life, and are connected with and invested in their communities.

In 2013, the Coalition developed a typology for ELOs, organizing them into four categories:

- ELO required for all students (i.e., expanded school day or year).
- ELO for some or all students to increase the number of school days (i.e., weekends, intersessions, school breaks, and summer).
- ELO for some/all students to increase time beyond the conventional school day (i.e., after school and before school).
- ELO for some/all students during the conventional school day.[3]

Each of these categories represents programs that are being used to varying degrees across the country. From our perspective, they each require partnerships and are best implemented when part of a broader and intentional results-focused community school strategy.

Research has shown positive outcomes of youth engagement in out-of-school time programming, with success outside the classroom as a key to student success inside the classroom. Specifically, participation in ELOs is correlated with better performance in school (as indicated by standardized test scores and grades), increased attendance, less disciplinary action, and better attitudes from students overall about school and the pursuit of higher education. After school programming has been shown to impact youth in terms of their social and emotional development as well as the avoidance of risky behaviors.[xxi] Notably, it is not only participation in after school programming that matters in terms of youth outcomes, but higher-quality programs are associated with social competence, better academic performance and fewer youth participating in risky behaviors. Youth who participated in low-quality programming had similar outcomes as students who participated in no programming at all.[xxii]

3 For the full ELO typology as well as examples from the field for each ELO type, visit http://www.communityschools.org/elo.

Conclusion

Community schools have a track record of supporting better learning. They are also on the cutting edge of new learning innovations, always ready to bring school and community partners together to maximize resources that may promote better learning. Looking forward, we challenge our field to continue addressing new learning innovations and to partner with implementing organizations as appropriate to local conditions. Some additional innovations we have identified are described below.

Reinvent Teacher Time and Coordinate Adult Learning via a Professional Learning Community

In partnering with community organizations, strong coordination between teachers and community educations is critical. As such, strengthening coordination by developing a strong professional learning com-

munity (PLC) becomes vital. The Annenberg institute for School Reform defines PLCs as "groups of educators, administrators, community members, and other stakeholders who collectively examine and improve their own professional practice." In addition to benefiting teacher practice, PLCs can promote community integration in schools. When such integration happens, community educators and partners are included in the learning community, resulting in a movement toward well-rounded and seamless learning opportunities throughout the day. Specific benefits to this model might include shared values and vision, collective creativity, collective learning and its application, shared and supportive leadership and decision-making, shared approaches to practice, and intentional and aligned approaches to targeting outcomes.

Finally, with community schools' strong emphasis on family involvement and engagement, community schools might also consider whether and how families serve as educators and as representatives in the learning community.

Integrate Competency-Based Learning and Assessment

Schools and systems that are embracing competency-based learning and assessment models are reforming how students earn credit toward graduation, shifting from traditional seat time as a requirement to a structure that allows for flexibility in pacing for how credit is awarded. These new pathways toward graduation take advantage of learning opportunities outside of school, often in combination with increased use of technology and innovative staffing models. Strategies involved in competency-based learning models include online and blended learning, community-based learning, and dual enrollment in college. Ultimately, competency-based courses intentionally seek to increase engagement by emphasizing relevance to student interests and personalized needs.[xxiii]

Harness Technology through Connected Learning

Connected learning is a "model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks."[xxiv] The core values of connected learning experiences are that they are equitable, social, and participatory. Such goals are achieved, in part, by leveraging technology and digital media to bridge in-school and out-of-school experiences. Teachers view themselves as facilitators and co-learners in promoting youth as leaders of their learning experiences, with the production of meaningful artifacts and real-world products of their skills and knowledge at the center of the

learning design. Youth are empowered as designers and experimenters, drawing from and contributing to a knowledge-rich ecology to promote learning and shared understanding among educators, families, and peers.[xxv] Thus, connected learning creates relevant, real-world experiences that are innovative and transformative to help youth become empowered, digital citizens and thrive in school and their careers.

In closing, community schools have always made improving student learning one of their most important goals. School and community leaders recognize that results-focused partnerships remove barriers to learning, engage families and communities to support places where learning happens, and enhance learning during the typical school day and beyond. Community schools are on the cutting edge of learning innovations and have created the foundation for new ideas and partnerships that can improve learning opportunities. Working in partnership, these leaders are focused on results and align their activities to ensure that children thrive physically, socially, emotionally, and academically. Once more schools and school systems take this comprehensive and coordinated approach, we will create the conditions where teachers can teach and children can learn to their fullest potential.

COMMON CORE ALIGNMENT

Federation for Community Schools (IL)

The Federation for Community Schools in Illinois is a statewide advocacy and capacity-building organization. While they work closely with the 100+ community schools in Chicago, they support and helped start community schools in more than 15 other communities across the state. Recognizing the importance of community schools to implementing the Common Core, and with the support of Boeing, they have offered a year-long series of trainings to their coordinators and partners on what's different about the Common Core and how partner programs can help schools thrive under the new standards. Partners and coordinators learn how expanded learning opportunities can reinforce what students learn under Common Core, how to work with teachers to align activities, ways to weave the standards in a range of activities and provide multiple ways to explore the standards, and how to communicate to parents about the new and oftentimes misunderstood standards, and help them develop strategies to support their children's learning. Coordinators have said that they value these alignment supports which have helped them better support school learning.

RESULTS-FOCUSED PARTNERSHIPS

Cincinnati, OH

Cincinnati's community learning center (CLC) coordinators, in partnership with educators, use data to identify students most in need of supports based on chronic absence, behavior, and academic achievement. Their results-based strategy is called R.E.F.O.R.M., which stands for **R**eview student data; **E**ngage community partners; **F**ocus on meeting individual students' needs; **O**ffer support to partners to support students; **R**eset services as necessary to ensure student progress; and **M**easure partnership outcomes and student success.

Coordinators then use relationships with over 445 community partners to provide a variety of learning supports, including tutoring, mentoring, college access, afterschool, youth leadership, health and wellness, and family engagement. This approach helps educators and coordinators ensure the most at-risk students receive targeted supports they need to succeed. During the 2012-13 school year, CLCs served 17,898 students across 34 schools. Initial data indicate that this results-focused partnership strategy contributed to academic improvement.

Multnomah County, OR

Results-focused partnerships are essential to the community school strategy in Multnomah County, OR. The countywide Schools Uniting Neighborhoods (SUN) initiative includes 85 community schools across six districts. SUN's intermediary, the county human services department, ensures that all partners and schools are collaborating toward results, especially supporting learning. SUN requires partners and schools to create annual plans that specify how they will work together to increase learning opportunities, implement strategies that promote better attendance, and provide additional health and other services to students and families. In their agreement to provide academic support and skill development for youth, partners must describe which strategies they will employ to boost reading, math, writing, or attendance, as well as what indicators they will use to measure progress. These annual plans are required by contractual agreements at multiple levels, which are signed by the intermediary, school district, principal, and lead partner agency requires these annual plans. To see these agreements and other tools that support results-focused partnerships, visit *https://multco.us/sun/sun-community-schools/sun-tools-and-resources*.

HEALTH & SOCIAL SUPPORTS & SERVICES

Cincinnati, OH

Recognizing the fundamental connections among student health, readiness to learn, and academic achievement, Cincinnati's Community Learning Centers (CLCs) partner with the Cincinnati Health Department to coordinate school-based health services so students can remain healthy and ready to learn. One of their CLCs, Oyler School, has received national attention for building one of the largest CLCs in the nation and for implementing a comprehensive, school-based health center providing primary care, dental care, and vision care services. Not only do they have the OneSight Vision Center, the Schiff Early Learning Center (for children ages six weeks through 5 years old), and the Delta Dental Clinic, but Oyler also partners with St. Aloysius, a community health mental provider with a team of mental health professionals and a supervising physician.

Tulsa, OK

Roy Clark Elementary is a community school in Tulsa leveraging community partnerships to comprehensively remove the physical and socio-emotional barriers to learning. The school partners with Family and Children's Services and the University of Oklahoma's Physicians Community Health Clinic to offer students and their families a comprehensive range of physical, mental, and emotional health care services. These available services include an on-site medical clinic, behavioral interventions provided by the school counselor, behavioral and speech therapists, and a school psychologist. The well-being of students is reviewed monthly at Student Assistance Team (SAT) meetings, and school faculty, the community school coordinator, and community partners continuously monitor the targeted behaviors of each student; they consistently evaluate their progress and offer wraparound supports and a health intervention plan wherever needed.

Vancouver, WA

Vancouver Public Schools' strategic plan lays the foundation for community schools to thrive in a suburban area experiencing rapid urbanization. Its six goal areas—Instructional Quality, 21st Century Flexible Learning Environments, Programs of Choice, Early Learning, Family Engagement, and Safe and Supportive Schools—mobilize partnerships in support of student learning. The district was one of nearly 50 school districts to earn an inaugural District of Distinction award from District Administration magazine for its network of 13 Family-Community Resource Centers (FCRCs). In the winter of 2014, a mass of 20-day vacate notices given to residents at a 151-unit apartment complex impacted three Vancouver schools. While the complex underwent much-needed renovations and repairs, the resulting rent increase shut the door on many families who once called the complex home. With education, housing, business, and faith-based partners working together, a fund was established to support rehousing residents and troubleshooting a rental market with a two percent vacancy rate. This work caught the attention of city officials, and the mayor created an affordable housing task force. Throughout the crisis, the district's FCRCs served as a hub for partner assistance. Coordinators at the centers helped families complete forms, read rental applications, and apply for housing aid, and they connected families to wraparound support such as food, moving supplies, and cleaning supplies. In addition, FCRC staff were available to assist children, creating a haven at school during a time of significant disruption and distress. Because the district invested in developing partnerships, it was able to mobilize a community of support for these displaced families and focus the community's conversation on the demand for low-income housing options.

FAMILY & COMMUNITY ENGAGEMENT

Albuquerque, NM

Albuquerque's community schools have created an innovative way to get parents into the school and support their child's

learning. They call it Homework Diner. The idea is simple: offer parents an opportunity to come into the physical school building and work with teachers and community partners on what children are learning in the classrooms, all while eating a dinner provided by a community partner. Parents have a way to connect with teachers in an informal way and to check in on their student's progress. They also show their children how much they care about their learning and have the supports on-site to help them help their children. Watch a video about Homework Diner at *http://www.nbcnews.com/video/nightly-news/54186952#54186952*.

Ogden, UT

In Ogden, Utah, parents and community organizations are central to Ogden United's mission of creating additional summer learning opportunities. The community schools initiative is led by a cross-boundary leadership team that includes the mayor, superintendent, school district Full-Service Community Schools leadership team, college and university presidents, the United Way, and prominent parent and community groups. The leadership team reached out to local youth-serving organizations (e.g., the YMCA, United Way of Northern Utah, Boys and Girls Club) to discuss effective summer programs for addressing summer learning loss in the city. Parents also participated in the decision-making process through focus groups and surveys. While the resulting programs have been run by community schools staff and partners, parents and community volunteers remain engaged by helping to organize, market, and teach at summer camps. Although the individual programs may have discrete themes and areas of emphasis, each program's morning schedule typically centers on individualized learning and academic enrichment opportunities for students.

New York, NY

With the 2013 mayoral race approaching in New York City, a group of parents organized to advocate for the resources their children needed to succeed. They developed a platform for the candidates that reflected what they felt needed to be changed in education. Parent leaders created the campaign, PS (Public Schools) 2013, and teamed up with two coalitions, NY-GPS (New York is for Good Public Schools) and A+ NYC, to mobilize for their issues. The PS 2013 campaign hosted 75 workshops throughout the city to find out what other parents wanted to change in schools. After compiling the results, it became clear that parents wanted more from the schools, including after school programs and greater parental involvement. The parents involved in the campaign decided that community schools could create the supports and learning opportunities they were seeking. Candidate Bill de Blasio, the eventual winner, embraced the platform and promised to create 100 community schools in his first term. Natasha Capers is a parent and the coordinator for the Coalition for Educational Justice. She described the broad perspective parents have for community schools. "We never want [community schools] to be a charity model. At the end of the day, community schools are still schools. And so, we hold the academics [in] as high regard, if not higher, than we do the services," she says. After advocating for community schools and winning, New York City's parent leaders continue to be engaged in the creation of many new community schools throughout the city.

EXPANDED LEARNING OPPORTUNITIES

Oakland, CA

As a full-service community school district, the Oakland Unified School District (OUSD) has made an intentional pledge to serve all of their youth through the community school strategy. OUSD's Social Emotional Learning and Leadership Development Office utilizes community partners to build classroom and school-wide community while developing students' social and emotional skills and competencies. Examples of partners include the Niroga Institute, a non-profit organization that provides in-class sessions for students and teachers on life skills, and Mindful Schools, a non-profit organization that offers professional training, in-class instruction, and other resources to support mindful-

ness in education. The district also utilizes programs such as Caring School Community, a nationally recognized, research-based K-6 program being implemented in 30 elementary schools across the district, and Roots of Empathy, a K-8 program that increases students' ability to empathize.

Los Angeles, CA

Community and parent leadership were critical to helping turn around Esteban E. Torres High School in East Los Angeles. Inner City Struggle (ICS), a community organizing group, fought hard to secure funding to build a new school to eliminate overcrowding and improve academics through partnerships. ICS supported the Los Angeles Education Partnership, a community partner that worked with teacher leaders to create engaging learning opportunities, in their bid to run the new high school. The school now includes five academies that focus on students' interests in performing arts, engineering and technology, social justice leadership, arts and technology, and urban planning. Partnerships are important elements of each of the academies and support the type of engaged learning that motivates students. For example, East Los Angeles College is partnering to support the STEM academy, and the Repertory Theater, LA Opera, and the Shakespeare Theater of Los Angeles support the arts and technology academy. The community school is mobilizing community resources to enhance learning.

Nashville, TN

Metro Nashville Public Schools supports 14 community schools as part of their Community Achieves initiative. One school, Glencliff High School, demonstrates how school leaders are using partnerships to support better learning for college and career readiness through the career academies approach. Glencliff has three academies: the Ford Academy of Business and Innovation (part of the Ford Next Generation Learning initiative), the Academy of Environmental and Urban Planning, and the Academy of Medical Science and Research. Each of the academies utilizes partnerships with businesses and community organizations to maximize and enhance learning opportunities. Students are able to learn about topics that are interesting to them and are bolstered by partner-provided health, mental health, and family engagement supports. These activities and the academy partnerships have helped improve graduation rates and school climate.

Boston, MA

Creating learning experiences that are relevant and meaningful to students is a core part of one Boston community school. Young Achievers Math and Science Pilot School (YA) is dedicated to creating a learning environment where students are empowered in social justice issues in their community. YA's leaders have more recently focused on environmental themes through field and community-based learning projects. Partnerships with community organizations are essential to YA's learning approach. These partnerships assist YA in providing students with environmental curricula, investigations of the local community, and multi-disciplinary study units, including yearlong retreats, field trips, and research projects. These learning partnerships involve over 50 local organizations, including Outward Bound, Boston Harbor National Park, Boston Nature Center, and the University of Massachusetts-Boston. At YA, each grade level's students are able to participate in a wide array of community-building activities and field-based learning experiences.

Florida International University

Florida International University (FIU) launched a new community school at Miami Northwestern Senior High School—previously one of the lowest performing schools in the Miami-Dade school district. FIU's strategy rests on three major goals: improving teaching and learning, enhancing parental and community engagement, and creating an environment conducive to student success that promotes pathways to postsecondary education. To achieve their goals, FIU facilitates opportunities for university students and faculty to create learning opportunities that are motivating and relevant to students, and which expose them to the university expe-

rience. One unique learning opportunity is a university-built aquaponics lab at the community school. Working with FIU's Department of Earth and Environment's Agroecology Program, students learn the science behind developing and sustaining biodiversity. The lab also addresses the lack of healthy food in the area, which is often referred to as a "food desert." FIU helps students apply their work with aquaponics to other areas. For example, FIU students studying hospitality and tourism work in the high school to provide culinary and nutrition lessons to students, who then teach the skills to their peers in elementary school. Students are also given the opportunity to participate in enhanced learning visits on FIU's campus. FIU's efforts are paying off; more students are graduating high school, pursuing careers in STEM, and even enrolling at FIU.

Oshkosh (WI) North High School

The Communities Program at Oshkosh North High School (WI) provides students with authentic learning opportunities through community partnerships. Students are engaged in experiential, community-based learning projects that fall into one of the following categories: advocacy, awareness, philanthropy, or service. One example of the "service" category occurred when social studies students interviewed veterans to piece together the narrative of war with first-hand accounts. Teachers and the coordinator enhanced the history curriculum with community partnerships to create quality and engaging instruction. Students not only learned the information required for a history class, but also developed interviewing skills and were able to communicate their findings to a relevant audience of more than 70 veterans. Participating students interact with core subjects in ways that expose them to skills necessary for employment—from handshakes to composing emails. Seniors even participate in an internship with a partner business or organization.

Baltimore, MD

In 2013, partners involved in the Baltimore community schools initiative—the City of Baltimore, the Baltimore City Public Schools, and the Family League of Baltimore—implemented a new Community and School Engagement Strategy to align community schools and out-of-school time programs. Under this new approach, children and youth in over 40 Baltimore community schools participate in afterschool, summer, and weekend opportunities to receive more academic and enrichment support and strengthen their competencies, learn new skills, and explore personal interests in athletics and the arts. Not only are ELOs a core component of the strategy, but three of Baltimore's community schools are also participating in the ExpandED Schools' National Demonstration Project, which allows schools to partner with community-based organizations and offer youth an extended school day. In the ExpandED Schools model, community partners work alongside principals and teachers to plan enrichment opportunities that link closely with the school day. Students in schools implementing both models have increased school attendance rates, decreased chronic absenteeism, and reduced suspensions and expulsions.

Oakland, CA

The Oakland Unified School District is a full-service community school district leveraging assets of local business and community organizations to integrate college prep academics, technical education, and work-based learning opportunities for their students. Through Linked Learning, a district-wide initiative to equip students with knowledge and skills necessary for postsecondary success, students can choose to join one of Oakland's 24 career pathways, where they engage in a rigorous curriculum of academics and hands-on work experiences. Community partners play a central role in making career pathways and Linked Learning possible by connecting students to opportunities, tools, and networks for their desired careers. Students participate in internships, job shadowing, and volunteer opportunities run by local business and community organizations. Community partners may also mentor Pathway Teachers, who lead the curriculum inside the classroom.

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Coalition for Community Schools Partners

Community Development & Building

Asset-Based Community Development Institute | Center for Community Change | The Center for Leadership Innovation | Harlem Children's Zone | National Council of La Raza | National Trust for Historic Preservation | National Urban League | Police Executive Research Forum | The Harwood Institute

Education

American Federation of Teachers | American School Counselor Association | ASCD | Citizen Schools | Council of Chief State School Officers | Council of the Great City Schools | Data Quality Campaign | Developmental Studies Center | Education Development Center | Elev8 | Learning First Alliance | National Association for Bilingual Education | National Association of Elementary School Principals | National Association of School Psychologists | National Associatio of Secondary School Principals | National Association of State Boards of Education | National Association of State Directors of Special Education | National Education Association | National PTA | National School Boards Association | National School Climate Center | Netter Center for Community Partnerships, University of Pennsylvania | Say Yes to Education | School Social Workers Association | School Superintendents Association | Schools in the 21st Century, Yale University

Family Support & Human Services

Alliance for Strong Families and Communties | American Public Human Services Association | Collaborative for Academic, Social and Emotional Learning | Child Welfare League of America | Children and Families First | Enterprise Community Partners | Harvard Family Research Project | National Center for Children and families | National Center for Family Learning | National Center for Family Literacy | The Educational Alliance | United Way Worldwide

Government

Local and State Government | National League of Cities | National Association of Counties | National Conference of State Legislatures | National Governors Association | The U.S. Conference of Mayors | Federal Government | Corporation for National and Community Service | 21st Century Community Learning Center Program | Centers for Disease Control and Prevention

Physical & Mental Health

American Public Health Association | American School Health Association | Center for Health and Health Care in Schools, George Washington University | Center for Social and Emotional Education | Mental Health America | National Mental Health America | School-Based Health Alliance | Society of State Directors of Health, Physical Education and Recreation | Trust for America's Health | UCLA Center for Mental Health in Schools

Funders

The Ford Foundation | KnowledgeWorks Foundation | Milton S. Eisenhower Foundation | Polk Bros. Foundation | Rose Community Foundation | Stuart Foundation | The Atlantic Philanthropies | The San Francisco Foundation | The Wallace Foundation | W.K. Kellogg Foundation

Policy, Training, & Advocacy

21st Century School Fund | Afterschool Alliance | Alliance for Community Teachers and Schools | Alliance for Excellent Education | American Association of Higher Education | American Speech-Language-Hearing Association | American Youth Policy Forum | Annenberg Institute for School Reform, Brown University | Center for Popular Democracy | Center for Strategic Community Innovation | Child and Family Policy Center | Child Welfare League of America | Children's Defense Fund | Committee for Economic Development | Communities in Schools | Council for Exceptional Children | Education Commission of the States | Education Development Center | First Focus | Foundations, Inc. | GLSEN (Gay, Lesbian and Straight Education Network) | Healthy Schools Campaign | Illinois Federation for Community Schools | Institute for Educational Leadership | Institute for Social and Education Policy, New York University | National Afterschool Assocation | National Center for Community Schools | National Center for Schools and Communities, Fordham University | National Child Labor Committee | National Partnership for Family, School, and Community Engagement | National Human Services Assembly | National Youth Employment Coalition | Partnership for Children and Youth | PolicyLink | Poverty and Race Research Action Council | Progressive States Action | Public Education Network | Save the Children | Say Yes to Education | The Finance Project | The Rural School and Community Trust | Young Elected Officials Network | YSA (Youth Service America)

School Facilities Planning

Concordia, LLC | Council of Education Facilities Planners International | Education Facilities Clearinghouse | New Schools/Better Neighborhoods | Smart Growth America | 21st Century School Fund

State Entities

California Center for Community-School Partnerships/ Healthy Start Field Office | California Department of Education | Child and Family Policy Center | Colorado Foundation for Families and Children | Education Leadership Beyond Excellence | California Consortium of Education Foundations | Georgia Family Connection Partnership | Illinois Community School Partnership/Voices for Illinois Children | Nebraska Children and Families Foundation | New Jersey School-Based Youth Service/Department of Human Services | Office of Family Resource and Youth Services Centers, Frankfort, KY | Ohio Department of Education | State Education and Environment Roundtable | Tennessee Consortium of Full Service Schools | Washington State Readiness-To-Learn Initiative

Youth Development

After-School All Stars | America's Promise Alliance | Association of New York State Youth Bureaus | Big Brothers, Big Sisters | Boys and Girls Clubs of America | California Afterschool Partnership/Center for Collaborative Solutions | Camp Fire USA | Families of Freedom Scholarship Fund | Forum for Youth Investment | John W. Gardner Center for Youth and Their Communities | National Center on Time and Learning | National Collaboration for Youth | National Summer Learning Association | National Institute on Out-of-School Time | National School-Age Care Alliance | Partnership for After School Education | The After-School Corporation | YMCA of the USA | Youth Development Institute (Beacon Schools)

Local Community School Networks

The Austin Project (TX) | Baltimore City Community Schools Initiative (MD) | Boost! (United Way) (CT) | Boston Public Schools (MA) | Brooklyn Center Community Schools District (MN) | Broome County Promise (NY) | Children and Families First (DE) | Children's Aid Society Community Schools (NY) | Children's Services Council Palm Beach County (FL) | Cincinnati Community Learning Centers (OH) | Closing the Gap- FSCS Initiative (NY) | CMSD Community Wrap Around Schools (OH) | CPS Community Schools Initiative (IL) | Cranston Family Center and COZ (RI) | Dayton Neighborhood School Centers (OH) | Des Moines Public Schools (IA) | Detroit Public Schools (MI) | Elev8 Baltimore (MD) | Elev8 Chicago- LISC (IL) | Evansville Vanderburgh School District (IN) | Fall River Public Schools (MA) | Family Service of Rhode Island, Inc. (RI) | Florida International University (FL) | Flowing Wells Full-Service Community Schools Program (AZ) | Gainesville City Schools (GA) | George Washington Community High School (IN) | Greater Lehigh Valley-COMPASS (PA) | Hartford Community Schools (CT) | Holyoke Public School District (MA) | Kent County Social Services Network (MI) | LA Education Partnership (CA) | Lancaster School District (PA) | Lincoln Community Learning Centers (NE) | Linkages to Learning (MD) | Local Investment Commission (MO) | Mercer Street Friends (NJ) | Metro Nashville Public Schools (TN) | Netter Center for Community Partnerships (PA) | New Jersey Community Development Corporation (NJ) | New York City Public Schools (NY) | Norwood Resource Center (AL) | Oakland Unified School District (CA) | Ogden School District (UT) | Ontario-Montclair School District (CA) | Pasadena Unified School District (CA) | Peoria Full Service Community School Initiative (IL) | Redmond School District Community Schools (OR) | Redwood 2020 (CA) | Rockland 21c Collaborative for Children and Youth (NY) | San Francisco Beacon Inititative (CA) | Santa Rosa City Schools (CA) | St. Louis Public Schools (MO) | SUN Service System and Community School (OR) | Thrive - Five Strategies (MT) | Tulsa Area Community Schools Initiative (OK) | Twin Cities YMCA (MN) | United Way of Asheville and Buncombe County (NC) | United Way of Greater Milwaukee (WI) | United Way of Greater Toledo - Schools as Hubs (OH) | United Way of Salt Lake City (UT) | United Way of the Bay Area (CA) | University of Tennessee-Knoxville (TN) | Vallejo Unified School District (CA) | Vancouver Public Schools (WA) | West Chicago School District 33 (IL) | West Contra Costa Unified SD (CA) | YMCA Dane County (WI) | YMCA of Long Beach (CA) | Youth Organizing Umbrella, Inc (IL) | Zion Elementary School District (IL)

Institute for Educational Leadership

Leading Across Boundaries

Coalition for Community Schools

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