



RESEARCH BRIEF

Community Schools

Implementation, Offerings, and Assessment

District Leadership Forum

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1) Executive Overview

Key Observations

Collaboration between school districts and community organizations facilitate the development and implementation of a community school model.

At **District A** and **District B**, district administrators and local stakeholders (e.g., county officials, business owners) jointly selected the community school model as a strategy to improve local students' academic performance. Contacts share that because both groups participated in the selection of the model, both were highly involved in implementing the model (e.g., securing initial partnerships). In contrast, community members independently proposed the adoption of a community school model to **District C** administrators. Because the selection of the model was not a district effort, community members and school officials implemented the model with limited district assistance.

Profiled school districts base community schools' key offerings on needs assessment results. Contacts at profiled districts share that while some components (e.g., health clinic, mental health staff) are common to community schools across the country, new community schools should not automatically incorporate them into their schools. Instead, school or district leadership should conduct a needs assessment to gauge what students, families, and the community lack and develop offerings that align with the identified resource gaps. Contacts at **District B** add that ongoing needs assessments allow the district to adapt its offerings as student and community needs change.

Community school coordinator positions prove integral to the success of the model. During the community school model implementation, the community school coordinator helps to identify and meets with potential partners. The community school coordinator then develops partnership agreements and works to nurture the school's relationships with partners. Additionally, the coordinator organizes school programming and communicates with families and the surrounding community. Contacts share that the majority of the investment required to transition to a community school model is dedicated to funding this position.

Community schools diversify revenue streams to ensure the stability of the model. The Coalition for Community Schools studied the finances of a sample of community schools to determine their primary sources of funding. The report found that on average three-fifths of community school funding originates from state, federal, and district sources, while one-fourth comes from private foundations and the city. Contacts at profiled school districts share that the diversification of revenue streams allows leadership to better adapt to unexpected cuts in funding (e.g., state funding cuts).

Profiled school administrators assess the community school model to ensure continued district and community support and to encourage district administrators to expand the model to additional schools. Contacts share that school leaders measure changes in student performance, attendance, behavior, and graduation to demonstrate the impact of the model over time. Additionally, administrators may collect data on student and family participation (e.g., mental health services usage, event attendance) to determine the impact of specific offerings on student performance, attendance, behavior, and graduation.

2) Implementation and Logistics

Adoption

Community, District, and County Leaders Led Community School Model Transitions at Profiled Districts

At **District B**, leadership initiated and then sought the help of the county to transition the entire school district to a community school model. Contacts explain that the superintendent led the charge, and that the small size of the school district facilitated the full transition. District and county leadership initiated the community school pilot together from the start. The coalition selected **Elementary School A** as the pilot community school due to its existing partnerships with the community, and its strong track record with data collection. In contrast, at **District C**, community members proposed and advocated for the adoption of the community school model at **Elementary School C**, specifically. Contacts share that the school's declining performance threatened the property values and vitality of the surrounding community, worrying even non-parents in the community and leading to the proposal.

Key Advocates of Community School Model Adoption at Profiled School Districts



Superintendent:

In 2007, a rapid influx of immigrants and refugees into **District B's** local community began to impact local schools' atmosphere (e.g., increase in language and cultural barriers) and performance (e.g., decrease in assessment scores). District B's administrators recognized the school district's responsibility to address non-academic barriers (e.g., lack of English skills, trauma from experience in war-torn countries) that prevented students from concentrating and effectively learning in the classroom. The district's superintendent collaborated with local stakeholders (e.g., county officials, business leaders) to identify a strategy to address these issues; the group determined that the community schools model could successfully address student needs. In 2011, the District B's superintendent met with the district school board to create official policy for the community school model. Contacts highlight the importance of official policy in ensuring continued support for the community school model even in the case of leadership turnover.



School district and county advisory group:

In 2003, a local advisory group comprised of representatives from county agencies, **District A** administrators, and local non-profit leadership researched potential models to improve local school performance. After selecting **Elementary School A** as the pilot site, county and district leadership pledged resources and support for the pilot. Contacts share that the collaboration between county and school district leadership from the inception of the pilot allowed for the model's success.



Community group:

In 2014, a group of concerned community school members proposed that **Elementary School C** adopt a community school model. The district approved the proposal, but contacts share that because this was not a district-led effort, school leadership and community members led the transition to and continue to drive the operations of the community school model with little district support.

Assess Student, Family, and Community Needs Prior to Determining Community School Offerings

Once schools opt for a community school model, leadership must determine what components and offerings the model will include (e.g., health services, parent engagement opportunities). Contacts at all profiled districts emphasize that leaders must consider their own specific populations when determining community schools' central components. While many community schools across the country share similar components, not all schools require the same services. Contacts recommend conducting needs assessments to gauge community, family, and student needs.

At **District B**, district leaders partnered with the local county's research and analytics team to conduct a community-wide needs assessment. The assessment results led administrators to focus on health services first. Only after the development of the district's onsite clinic did district leadership expand their efforts to other components (e.g., after-school activities, parent engagement). Contrastingly, the needs assessment at **Elementary School C** led leadership to decide against an onsite clinic. Contacts at **Elementary School A** explain that even when basing programming on a needs assessment, leadership should not expect all families to participate in all activities. Students and families gravitate towards different components of the community school; some families will utilize onsite health services, while some primarily participate in the after-school activities.

Select a Team to Lead Community School Model Implementation and Planning Process

Contacts at **District B** emphasize the importance of involving key stakeholders (e.g., parents, community members, teachers) in the initial planning stage. For example, early buy-in from teachers ensures student referrals to the school's new services.

Because the adoption of a community school model at **Elementary School C** was driven by community members, the district did not have a designated team to lead the implementation and planning process. Contacts share that the only individual in the district with any knowledge about community schools was the school's principal who studied the concept in college. In contrast, **District B's** and **District A's** district administrators participated in the community school model implementation process; district administrators appointed a leadership team, conducted a needs assessment to identify resources gaps, developed programs and initiatives to address those gaps, and identified partnerships. More specifically, district administrators at **Elementary School A** worked with representatives from major partnerships, the local advisory group's board members, school leadership, and parents to implement the model. District B partnered with the county's research and analytics team to complete a planning process guide (adapted from United Way of Greensboro's Bridges to Success Model) for the implementation of the model. The graphic below outlines the process.

Overview of *District B's* Process Guide

Initial Planning

1. Complete a needs assessment and a resource inventory to identify resource gaps
2. Select or confirm leadership team participants
3. Define leadership team roles and responsibilities
4. Identify all potential stakeholders (e.g., state department of education, school board)
5. Identify who could support the planning process and create a project planning team
6. Identify and commit funding for the planning process
7. Prepare for a project planning meeting (e.g., select and confirm a site for the meeting, identify a meeting facilitator, send out invitations, prepare all background information for team members, create template for addressing issues, order supplies and food for the meeting, complete site preparation)
8. Conduct a project planning meeting (e.g., identify and document mission, vision, barriers, and goals and set program priorities)
9. Communicate meeting summary to leadership team, sponsors, and key stakeholders
10. Obtain commitment agreements for resources from sponsors and key stakeholders
11. Draft project charter
12. Obtain approval of charter from sponsors and project leadership team
13. Host a project kick-off celebration

Program Development and Implementation Planning

1. Conduct a survey of parents and community to validate priorities
2. Evaluate demographic and school data in light of survey input and identify priorities
3. Conduct asset mapping
4. Establish specific school-level goals and objectives of implementation and identify specific strategies to address goals
5. Complete proposed implementation plan including plans for research/training, service provision, staffing, funding, and activities
6. Determine measurement/evaluation criteria for success or expected outcomes
7. Obtain approval of implementation plan from key stakeholders
8. Obtain key agency commitments for meeting program priorities
9. Hire needed staff based on priorities and funding
10. Develop formal communications plan
11. Develop reporting/accountability process and communicate to all participating parties
12. Prepare project budget
13. Send regular updates to faculty, staff, parents, students, and community to build support

Implementation Plan

1. Develop master schedule for all identified events and activities
2. Create overlay with school calendar to maximize participation in activities
3. Identify responsible party for each event or activity and linkage to service provider
4. Develop planning document with key milestones for each program
5. Review plans with key stakeholders
6. Develop feedback process for parents, students, and staff
7. Implement programs with on-going reporting and feedback
8. Measure results

Leverage Community School Model Advocates' Connections to Secure Initial Partnerships

After identifying students' and the community's central needs, school and district leadership partner with business and community organizations to address those needs. Contacts report that partnerships should be symbiotic, meaning both the schools and the organizations should derive benefits from the arrangements. Contacts note that many organizations that provide services in the local community choose to partner with schools because the partnerships provide organizations with direct access to families.

Contacts at all three profiled districts share that school, district, and community leaders secured initial partnerships through personal connections. The community group that proposed the community school transition for **Elementary School C** introduced the school's community school coordinator to all their personal connections in the political and business communities. These connections led to the majority of the school's large partnerships. For example, a woman in the community connected the school with a local business that now sends approximately nine staff members to the school to provide tutoring to third-graders during the school day. Because **Elementary School A** did not have a designated community school coordinator at first, members of the school district and local county advisory group led independent projects and leveraged personal connections to support them. Similarly, committees comprised of local county agencies, businesses, and organizations developed programs and secured partnerships in key areas identified in **District B's** needs assessment (e.g., parent engagement, city collaboration, health, support services, family resources). Contacts share that the partnerships secured in the first year compose 80 percent of the district's current 100 programs and partnerships.

Conduct Ongoing Needs Assessments and Asset Mapping Exercises to Identify and Fill Resource Gaps

District B administrators execute ongoing needs assessments to determine remaining resource gaps. Leaders then conduct an asset mapping exercise to determine if any current partners can fill the gaps. Contacts estimate that nine out of 10 times, existing partners can leverage their resources to provide a new service. If none of the district's existing partners can fill a gap, district leaders network with partners to identify new businesses and organizations that may prove helpful. Contacts report that the district does not ever post announcements to seek additional partners. Contacts at the other two profiled districts (i.e., **District A**, **District C**) employ a variety of strategies to secure additional partnerships when needed; the graphic below outlines three of those strategies.

Strategies Employed by Community School Leaders to Expand Number of Partnerships at Profiled School Districts



Seek out small partners: Small partners may not be able to provide the same resources or staff as large partners, but contacts emphasize their importance for smaller tasks. Contacts at **Elementary School C** explain that small partners often provide quick solutions to emergency situations. Because these partners do not need to navigate bureaucracy to commit additional resources or time to the school, they are more flexible partnerships.



Transform vendor relationships into partnerships: Contacts at **Elementary School A** share that many vendor relationships evolve into partnerships. Businesses that have a positive experience with the school and see its impact on students often decide to go beyond their original agreement with the school (i.e., provide additional staff time and services at a discounted price or for free).



Assist local non-profit organizations with grant writing: Contacts at **Elementary School A** share that the community school coordinator supports the grant writing process at local non-profit organizations if the funds will lead to partnership opportunities that will benefit Elementary School A students.

Staff and Funding

Hire a Dedicated Full-Time Community School Coordinator to Manage Logistical Aspects of the Model

Contacts at all profiled school districts emphasize the importance of a community school coordinator position for each individual community school site. Community school coordinators typically maintain community partnerships, secure additional partnerships, and coordinate all programming (e.g., organize staff and personnel for events). Additionally, community school coordinators communicate services available through the community school to families and students. Contacts at **Elementary School C** highlight that the individuals in these positions must maintain a strong work ethic and be self-starters. **Elementary School A** evolved from no community school coordinator, to a part-time coordinator, to a full-time coordinator position. Contacts express that their experience with all phases of this implementation revealed the importance of the position's role in the logistical operation of the community school.

Overview of Community School Coordinator's Central Duties at District B

- Support the implementation and expansion of the community school model
- Communicate about community school programs to all stakeholders
- Organize parent engagement opportunities
- Coordinate community outreach to increase volunteer support for school
- Participate in community events to increase community engagement efforts
- Provide family and engagement support for staff and teachers
- Identify and recommend additional resources
- Support topic-specific committees (e.g., student support team, health clinic team) through coordination of services and partnerships

- Engage in joint planning and communication with principals and key community stakeholders
- Conduct ongoing resource mapping and needs assessments
- Research, analyze, and synthesize data to provide suggestions for programmatic decisions
- Attend meetings and training sessions

Secure External Funding for Community School Coordinator and Additional Staff's Salaries and Benefits

Contacts identify staffing as the most expensive aspect of the community school model, and the aspect that may deter profiled districts from adopting this model in additional schools. Contacts at **Elementary School C** share that **District C** does not allow the school to utilize Title I funds to pay for the community school coordinator position. The district financed the position for the first few years of the community school model, but in 2016, asked the school to secure alternate funding for the position. As a result, school leadership negotiated with one of the school's partners to arrange for the sponsorship of the position (i.e., the partner expensed the position). Contacts share that school leaders employed impact reports to demonstrate the return on investment of the position. Similarly to Elementary School C, **District B** arranged for partners to expense the initial project manager's time during the model's first few years. When the district added the Director of Community Schools and Engagement role, partners also expensed that position's time. Contacts note that the superintendent also donated a portion of his salary to cover the expenses of these positions. **Elementary School A** initially employed 21st Century Community Learning Center grants to fund the full-time community school coordinator position. Because of the community school's strong outcomes, **District A** leadership voted in 2011 to absorb the salary of the community school coordinator in the district's budget.



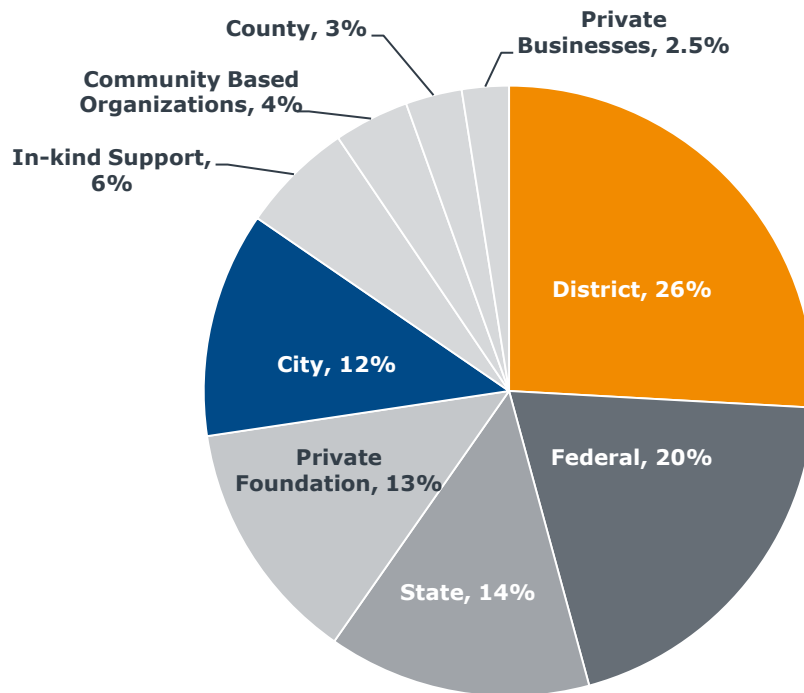
Adjust District Policies to Ease Ramifications from External Funding for Community School Coordinator Position

Contacts at **Elementary School C** warn of unexpected obstacles that result from external funding for the community school coordinator position. Once a partner began to fund the position for Elementary School C, the coordinator lost access to master keys and campus internet. Additionally, because a district employee must be present at all before and after-school programming, the loss of the coordinator as a district employee led to a large increase in time commitment from other school administrators.

Diversify Revenue Streams to Ensure Continued Support for Community School Model

The Coalition for Community Schools studied the finances of a sample of community schools to determine the sources and uses of their funding. The [report](#) highlights district, federal¹, and state resources as the top three sources for profiled community schools, collectively constituting 60 percent of funding. Profiled institutions further leveraged funding from private, faith-based, and community based organizations to build the depth and quality of their programs.

Sources of Community School Funding²



Contacts at profiled schools districts share that similar sources of funding drive their community school efforts. Contacts emphasize that leadership must diversify funding sources to ensure that schools can adjust as revenue streams change.



An Example of Funding Adaptability at *Elementary School A*

Between 2005 and 2016, **Elementary School A** utilized 21st Century Community Learning Center grant funding to finance a part-time after-school coordinator and after-school activities. In 2016, the school did not receive the grant. To continue to provide students with the same opportunities, school leaders wrote several mini-grants to cover a portion of the programming and asked long-time vendors to provide their services at lower or no costs. The district also allocated a small portion of its budget to subsidize afterschool academic support services.

¹ Pages 41 and 42 of the Coalition for Community Schools report provide a list of major federal funding opportunities.

² [The Coalition for Community Schools](#)

3) Examples of Community School Offerings

Health and Social-Emotional Support

District B Collaborates with Partners to Maintain an Onsite Community Health Clinic

When **District B** transitioned to the community school model, leadership immediately sought to establish an onsite community health care clinic. A local health care system funded the remodeling of the space. At the clinic, partners offer free and low-cost medical, dental, vision, and mental health services to students and non-student community members under the age of 19. The school district works with United Way to secure grant funding to ensure families see low costs for health services that partners cannot offer for free. Partners and district leadership meet once a month to review clinic and service utilization and discuss any issues. Contacts report that these monthly meetings allow district leadership to nurture and improve partnerships.

Lack of Available Space Seen as Common Obstacle for Onsite Services

District B was able to dedicate two science classrooms within the secondary school to house the onsite clinic. Declining enrollment afforded the district this option, but for most schools available space is a luxury. Contacts advised that leadership be open about space for non-clinic offerings (e.g., academic support, mental health services) as they do not require dedicated, permanent spaces. Administrators may assign different services and offerings to the same space throughout the day and week (e.g., counseling during the day, tutoring after school, and community events in the evenings).

Health Services Offered at *District B's* Onsite Community Health Care Clinic

Medical services:

- Free walk-in medical services two afternoons per week
- Sexual health services appointments twice per month

Dental services:

- Restorative and preventive care for insured and uninsured (on a sliding scale discount program) students



Vision services:

- Free monthly eye exams

Mental health services:

- Free services for insured and uninsured patients

Health Care assistance:

- Assistance with health insurance applications one afternoon per week

Elementary School A Partners with County Department of Human Services for Health Care Needs

The local county's Department of Human Services assigns a full-time nurse to **Elementary School A** as part of their partnership with the school. Because the nurse works for the county, the nurse can provide additional services than a typical school nurse (e.g., complete home visits). Furthermore, the onsite Department of Human

Services position allows students and families to access county services more easily because the nurse inputs their information into the county information system when she/he makes a referral. Contacts note that in the past year the nurse made 214 health education, 89 medical, 40 vision, 14 dental, and nine hearing referrals.

Examples of the Department of Human Services Full-Time Nurse's Duties at *Elementary School A*



- Complete home visits
- Offer after-school appointments for parents
- Meet with after-school staff
- Link uninsured families with insurance programs
- Provide health education opportunities
- Coordinate family produce
- Serve as case manager

Profiled Schools without an Onsite Health Clinic Host Mental Health Experts Three to Five Days per Week

The local county's Department of Human Services also funds a school-based mental health therapist at **Elementary School A**. The mental health therapist works three and a half days per week. Similarly to the school's nurse, the therapist inputs the students and families who work with her/him into the county's Department of Human Services system. The central duties of the therapist include the following:

- Community awareness
- Prevention programming
- Individual and family therapy
- Consultations
- Behavior management planning
- Teacher trainings (e.g., how to work with students with trauma)
- Liaison to community services (e.g., immigration support)

One of **Elementary School C's** partners provides an on-campus counselor five days per week to respond to students in crisis. Contacts share that administrators must receive parental permission for students who meet with the counselor to ensure that the partner receives payment for their services from the state. Additionally, contacts note that if students receive other mental health services outside of the school, the provider may not be able to receive insurance payments for their work.

Mental Health Services Utilization at *Elementary School A* in 2014-2015

Type of Service	Utilization per School Year
Prevention (e.g., consultations, pre-screenings)	129 students
Early intervention	86 students
Treatment (e.g., individual therapy, family therapy, case management)	10 students (approximately two hours per week)

After-School Activities

At **Elementary School C**, community members fundraise to pay teachers to manage after-school programs or supervise students while a partner leads a program at the school.

One Profiled District Hires an After-School Coordinator to Manage All After-School Activity Logistics and Operations

Contacts at profiled school districts report that parents view after-school programming as one of the most important pillars of the community school model. At **Elementary School A**, students participate in over 25 different after-school activities and tutoring programs either at the school or at two other off-campus learning centers. After-school activities at Elementary School A change each session (i.e., fall, winter, spring). Because of the high volume of and demand for after-school activities at Elementary School A, contacts emphasize the usefulness of an after-school coordinator. This position creates club registration forms, distributes to and collects them from students, records student participation in an internal database, manages the clubs' waitlists, communicates with parents, oversees programs, monitors attendance, and coordinates transportation. Students pay five dollars per club per session to secure their spot. Contacts share that the fee's primary purpose is to ensure commitment from parents.

Examples of After-School Programming at Profiled Community Schools



Elementary School A partners with the local soccer organization to provide after-school soccer programming to students. Coaches receive youth development training and collaborate with teachers to incorporate students' school academic and social experiences into the after-school soccer programming.



Elementary School C partners with a local arts council to provide after-school arts programming to students. Contacts share that this leaders of this activity along with others (e.g., Boy Scouts, chess club) hosted tables during this year's open house to publicize their offerings.

Elementary School A Administrators Employ Parent Surveys to Determine Parent Programming

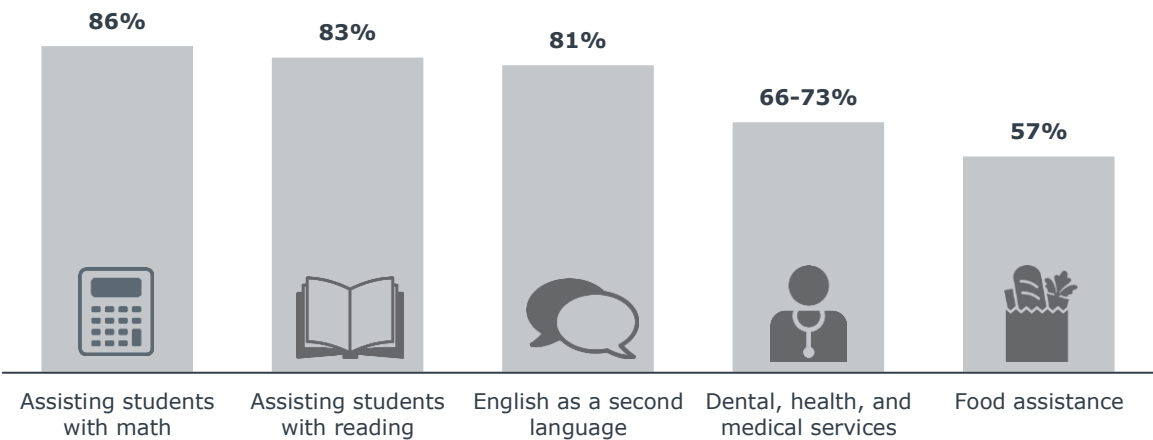
Leadership at **Elementary School A** administers parent surveys (i.e., needs assessments) each year to determine what types of parent and family programming see the highest demand. In 2014, math and reading assistance received the highest levels of parent interest.



Resources for Parents at District B

District B parents may access basic needs (e.g., food, clothing, housing assistance) through family resource rooms in each school building. Additionally, parents may access computers and attend parenting classes hosted by the school.

Parent Interest in Community School Programming
Elementary School A, 2014



Examples of Family Engagement Programming Offered at *Elementary School A* during the 2014-2015 School Year

Program Title	Description	Hours of programming	Participation
Program 1	This program teaches parents and kids (ages 18 months to 5 years old) how to learn together.	57 hours over 38 weeks	21 families
Program 2	This program offers quarterly education workshops hosted by school leaders and community partners.	8 hours	43 families
Program 3	This program provides English, workplace, and digital literacy skills to parents.	180 hours	16 families

Program Title	Description	Hours of programming	Participation
Program 4	This program teaches immigrant parents how to navigate the American school system.	12 hours over 6 weeks	37 families
Program 5	These markets occur once per month and offer families the chance to obtain free produce, participate in health and wellness activities, and attend healthy cooking demonstrations.	15 hours	74 families on average per month

4) Assessment of the Community School Model

Impact Assessment

Measure and Demonstrate Impact of Community School Model to Ensure Continued and Expanded Support

Contacts at profiled school districts emphasize the importance of assessment; community school and district administrators must measure and demonstrate the impact of the community school model to encourage district and partner stakeholders to continue and expand the model (i.e., implement at additional schools).

Overview of Key Metrics Tracked to Assess Community School Model Impact at Profiled School Districts

Student metrics



School attendance



Academic indicators



Behavior reports



Graduation status



After school participation



College enrollment



Tutoring attendance



Health and mental support usage

Parent metrics



School events participation



Skill workshop attendance



Volunteer involvement

Overview of Community School Model's Continued Impact at *District B*

Metric	Data point in 2009-2010	Data point in 2013-2014
Senior graduation rate	74 percent	87 percent
Students who enrolled in an in-state college or university (excluding those who enrolled out of state or enlisted in the military)	61 percent	78 percent
Student absences at the secondary school	9,000 absences	6,500 absences
Behavioral referrals	5,113 referrals	2,495 referrals

Evaluate the Relationship between Program Participation and Student Performance and Attendance

School leadership at **Elementary School A** maintains an internal database with student and parent demographics and participation. The community school coordinator evaluates the data annually and writes an extensive evaluation report every other year. In the 2014-2015 report, leadership found that 64 percent of K-5 students and 87 percent of students in grades 3-5 participated in after-school activities and tutoring. During the same year, 66 percent of parents of students in grades 1-5 attended at least one content related event. The table below summarizes the correlation between student and parent participation and absenteeism, behavior, and academic performance.

Impact of After-School Participation and Parent Involvement on Absences and Performance at *Elementary School A*

Independent variable	Dependent Variable	Relationship
Regular after-school participation (i.e., 30 or more days)	Academic improvement	75 percent of regular participants saw academic improvement (compared to non-regular participants' 68 percent)
	Attendance	Average of 9.2 absences (compared to non-regular participants' 12.4 absences)
High parent involvement (i.e., parents who attend two or more educational events)	Homework completion	67 percent (compared to 58 percent for students with less involved parents)
	Class participation	82 percent (compared to 71 percent for students with less involved parents)
	Academic improvement	79 percent (compared to 74 percent for students with less involved parents)
	Attendance	Average of 8.5 absences (compared to 10.5 absences for students with less involved parents)

5) Research Methodology

Project Challenge

Leadership at a member school district approached the Forum with the following questions:

- What components did the contact district include in its multi-year implementation plan for the community schools model?
- What goals did the contact district delineate for the first years of the community schools model?
- How did the contact district secure initial partnerships for the community schools model?
- What sources of external funding support the contact district's community schools model?
- What obstacles did the contact district face during the initial years of the community schools model?
- What advice would the contact district offer a district in the initial phases of a community schools model implementation?
- How, if at all, does the contact district offer support to students in the following five areas:
 - Health support
 - Social-emotional support
 - After-school activities
 - Parent involvement and engagement
 - Academic support and access to technology
- What partnerships does the district leverage to provide support in these five areas?
- Which offerings do contacts view as the most impactful for students and families?
- What unique challenges, if any, do contacts associate with each of these areas?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- The Coalition for Community Schools (www.communityschools.org)

Research Parameters

The Forum interviewed community school coordinators, school principals, and district community engagement administrators at the following school districts:

A Guide to Districts Profiled in this Brief

Institution	Location	Students	Community Schools
District A	Mid-Atlantic	25,000	Elementary School A (~600 students)
District B	Midwest	2,500	Entire district
District C	South	41,000	Elementary School C (~200 students)

Appendix: Elementary School A 2014-15 Partnerships

Partner	Service
Partner 1	Funding for a camp
Partner 2	Donation of food for family market cooking demonstrations
Partner 3	After-school program
Partner 4	School-based savings branch and financial literacy
Partner 5	School-based health and mental health staff
Partner 6	On-site summer camp and physical activities
Partner 7	School supplies, event volunteers
Partner 8	Grants, Community School advocacy
Partner 9	Reading promotion, field trips, family outreach
Partner 10	After-school soccer program
Partner 11	Summer school scholarships
Partner 12	Nutritious snacks for after-school programs, family markets
Partner 13	School supplies donations
Partner 14	Star student incentives
Partner 15	School supplies and clothing
Partner 16	Community school advocacy
Partner 17	After-school creative theatre programs
Partner 18	Nursing student support for clinic
Partner 19	School-based troops
Partner 20	School news and volunteer recruitment
Partner 21	School support
Partner 22	After-school program
Partner 23	Summer enrichment scholarships
Partner 24	Clinic supplies
Partner 25	After-school environmental education
Partner 26	Nursing student support for clinic
Partner 27	Science enrichment support
Partner 28	On-site developmental playgroups
Partner 29	Classroom storytellers
Partner 30	School supplies and clothing
Partner 31	School supplies
Partner 32	Clothing
Partner 33	Garden club support, cooking demonstrations
Partner 34	Hand-knit scarves and mittens for students