



# The Madison Community School Framework

*November 2015*



# The Madison Community School Framework

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## Thank You

Approximately thirty-five community members came together to build The Madison Community School Framework. This Cross-agency Committee guided the Madison Metropolitan School District (MMSD) in developing a framework that incorporates national best practices to meet the local needs of our students and improve achievement for all students. The committee focused planning efforts on supporting low-income families, families of color, families with children with disabilities and English Language Learners. Thank you to all of the community members who worked to develop this framework. We also thank other school districts in Wisconsin and around the country that have shared their experiences and lessons learned.



Emily Barkei, *East High School Student*  
 Gwendolyn Baxley, *Wisconsin Center for Education Research*  
 Kshinte Brathwaite, *Goodman Community Center*  
 Teresa Carranza, *MMSD Office of Multilingual & Global Education*  
 Ron Chance, *Joining Force for Families*  
 Peg Coyne, *Madison Teachers Inc.*  
 Jeannette Deloya, *MMSD Mental Health*  
 Catherine Durante, *Madison Public Library*  
 Langston Evans, *Boys and Girls Club of Dane County*  
 Tonja Gallagher, *MMSD Early and Extended Learning*  
 Henry Gaylord, *MMSD Intern, Office of the Chief of Staff*  
 Krystal Gartley, *MMSD Strategic Partnerships and Innovations*  
 Anne Gillespie, *Boys and Girls Club of Dane County*  
 Joy Stieglitz Gottschalk, *Parent*  
 Nicholas Hammer, *West High School Student*  
 Monica Host, *City of Madison Accredited Child Care Centers*  
 Karen Kepler, *Principal, Emerson Elementary*  
 Seth Lentz, *Workforce Development Board of South Central Wisconsin*

Jennifer Lord, *Madison Out-of-School Time*  
 Karen Menendez Collier, *Centro Hispano of Dane County*  
 Mary Michaud, *Public Health Madison and Dane County*  
 Brenda McMiller, *Parent*  
 Michelle Miller, *Teacher*  
 Nichelle Nichols, *MMSD Family, Youth and Community Engagement Director*  
 Laura Noel, *City of Madison*  
 Chela O'Connor, *MMSD Full Service Schools Planner*  
 Eileen Otis, *Madison School & Community Recreation*  
 Deborah Ptak, *Principal, Whitehorse Middle School*  
 Karen Reece, *Justified Anger*  
 Kelly Ruppel, *MMSD Chief of Staff*  
 Nancy Saiz, *Parent*  
 Andrew Schilcher, *Urban League of Greater Madison*  
 Lesly Scott, *Public Health Madison and Dane County*  
 Kelli Simpkins, *Parent*  
 Becky Steinhoff, *Goodman Community Center*  
 Sally Zirbel-Donisch, *MMSD Health Services*  
 Edward Lee, *Urban League of Greater Madison*



## Introduction

The Madison Metropolitan School District (MMSD) vision is that every school will be a thriving school that prepares every student to graduate ready for college, career and community. The Madison Community School Framework sets up a structure to support a holistic and collaborative approach to help the whole community bring this vision to reality. When Madison joins together for student, family and community success, we can improve academic outcomes for all students, narrow opportunity gaps, and help ensure students are healthy physically, socially and emotionally.

The Community School strategy is a proven, research-based strategy in existence for over ten years in communities around the country. In Madison, MMSD convened a Cross-agency Advisory Committee to review research, analyze Community School structures, and develop a Community School strategy that is designed for Madison. Families, community members, organizations, students, and teachers also informed the development of this approach.

We believe that by putting families at the center and effectively coordinating with community partners we can meet individual student and family needs and student academic outcomes will improve. The Madison Community School Framework embodies a new way of working with each other to create cross-agency/systems communication and coordination to reduce barriers and increase access to support and services.

The goal of this document is to provide the Madison Board of Education and the community with an understanding of the research, best practices and core elements needed to successfully implement the Community School strategy in Madison.

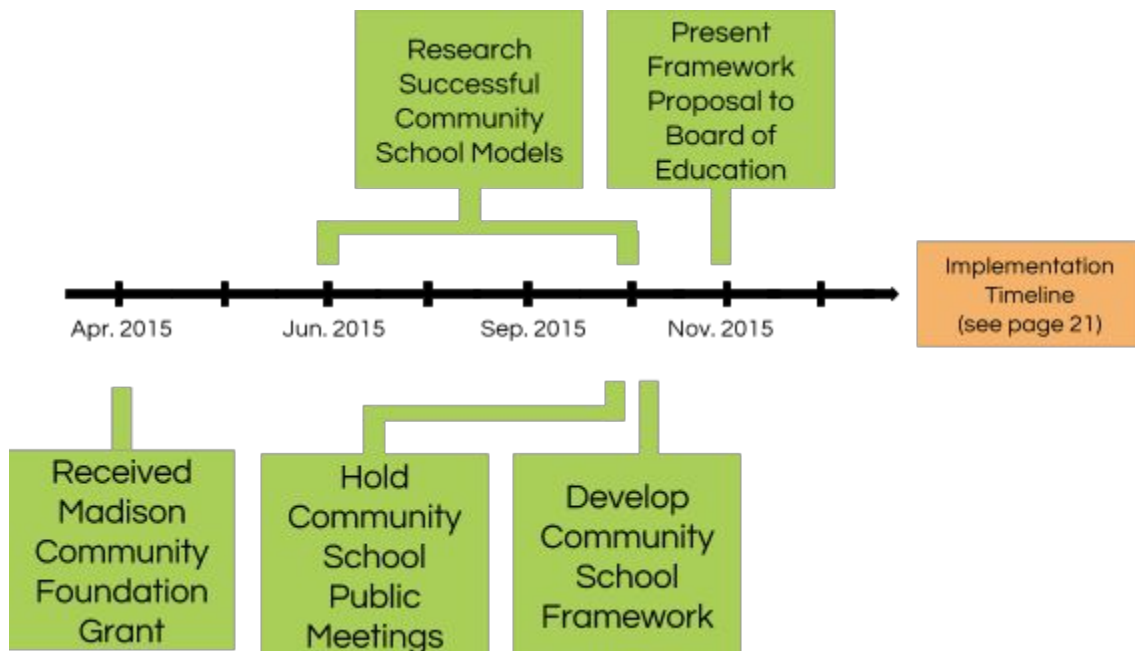


## Development of the Framework

The Madison Community School Framework was developed during the planning phase of the three-year grant awarded by the Madison Community Foundation in April 2015. The Framework aims to articulate the concept and structure that will support the selection of two MMSD schools as Community Schools in the 2016-2017 school year and contemplates two additional schools in the 2017-2018 school year.

As part of the planning process, a Community School Planner was hired in July 2015 and a **Community School Cross-agency Advisory Committee** made up of over thirty-five community members came together to: (a) review existing Community School models and research, (b) identify national best practices and understand the local context for a Madison model, (c) review and develop a framework for implementation, (d) review and develop an evaluation plan and (e) review and develop a structure for financial sustainability.

The Advisory Committee met five times between September and October 2015. In addition, MMSD staff and the Community Schools Planner met with over thirty additional individuals across the community to inform the collective strategy. Public meetings were held on October 21, 2015, and October 28, 2015.





# Community School Vision

## History

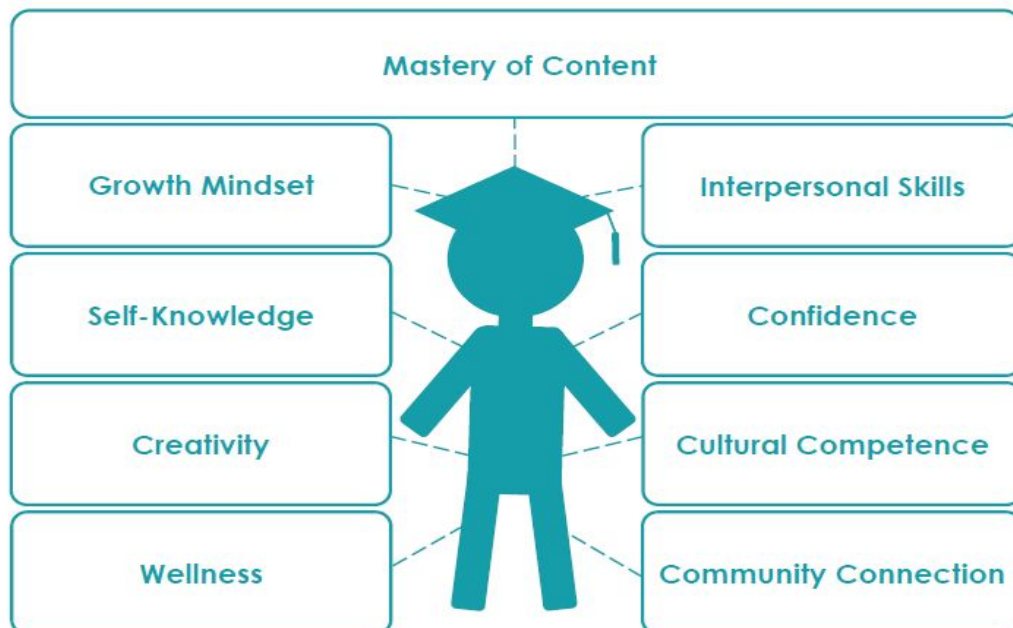
The Madison community and MMSD have been engaging in the Community School discussion for many years. In the 2012-13 school year, parent groups and meetings convened to discuss the potential of adopting the Community School strategy in response to persistent achievement gaps across the district. Notes from those meetings revealed that families and community partners wanted a voice in how schools could offer services to help meet the needs of students and their families.

In school year 2014-15, Superintendent Cheatham's Vision 2030 (see Appendix) development process revealed that a top priority for staff and families was for schools to help connect families to community resources, and to build on the assets of families and the community to support students. One participant suggested we, "bring the community into the schools and see the school as a community resource" (MMSD Vision 2030 Research Report, p.10).

Furthermore, community conversations asked for greater coordination and "breaking down barriers" to make services and systems more efficient and less duplicative. As one participant stated, "We're operating as distinct pods. Schools are working on equity, churches are working on equity, the Boys and Girls Club is working on equity, but we're not talking to each other." (MMSD Vision 2030 Research Report, p.10).

### Vision for College, Career, and Community Ready Graduates MMSD Scholars

Through the school year, the district engaged more than 2,500 staff, students, and community members in 88 meetings, all focused on articulating our vision for the skills and abilities our student need to be successful. This document summarizes the vision that emerged from those conversations.





Now in 2015-16, families, community members, governmental stakeholders and other community partners have joined together to discuss a Community School strategy as a result of the growing interest in our community and school district to work together to bring greater alignment to our parallel work and to create collective impact.

## The Need for a Community School Strategy

While the Madison community is often considered rich in resources, there is growing recognition that the available resources are not always well-aligned or coordinated in order to serve the true needs of the community. The growing need for improved coordination is evidenced in the schools by:

- Increasing time and resources required by school staff to attend to student and family needs beyond instruction.
- Overlapping and sometimes duplicative programs inside the school and throughout the community.
- Frequent targeting of services to the same groups of children, while other children are left without programming.
- Persistent opportunity and achievement gaps between students of color and their white peers.
- Need for improved engagement with families and community partners.

Today, school principals and their staff typically spend a portion of their week addressing non-instructional needs of students and/or families within the school setting. Programming partners knock on the principal's door to "sell" their programs and often have to fight for space within the school. Social workers, teachers and other school staff members then work tirelessly to address social service issues beyond the scope of their identified roles.

These circumstances challenge us to change the way we work within the community. They challenge us to provide opportunities for community members and our school families to determine their own needs in helping prepare students for college, career, and community and give families, parents, community members and students a voice and choice in identifying and meeting their needs in order to:

- Improve academic outcomes
- Narrow opportunity and academic achievement gaps
- Help ensure students are healthy physically, socially and emotionally

Tomorrow, under the Community School strategy, the community will come together to ensure the school in their community is a thriving school.





## Advantages of Community Schools

Research demonstrates that Community Schools have a positive impact on student and community outcomes (Blank, Melaville & Shah, 2003).

- Community Schools support the development and strategic use of resources and partnerships. Community School work is data-driven through comprehensive need assessments and community asset mapping to identify the highest needs and garner the community resources to address them (Blank et al., 2003).
- Community Schools reduce the non-academic demands on teachers and staff by creating a dedicated full-time position within the school whose sole responsibility is coordinating resources to meet the needs of the students and their families. This allows the teachers and principals to focus on instruction. (Blank et al., 2003).
- Community Schools increase student, family and community engagement. Community Schools partner with all key stakeholders — students, parents, families, community members — through a community-based leadership team to develop a shared vision which ensures that every school is a thriving school. In addition, Community Schools partner with a community-based organization to better connect and partner with community agencies (Henderson & Mapp, 2002; Dryfoos, 2002).
- Community Schools improve school climate. Community Schools bring people together and foster relationships which improves school climate. Many Community Schools see improvements within their climate surveys relative to trust levels, bullying and the culture of the school. Schools have seen reductions in behavioral incidents as well as increases in attendance. Furthermore, teachers report students being more engaged in class (Dryfoos, 2002).
- Community Schools reduce achievement gaps. Students in Community Schools have shown increased academic performance, specifically in math and reading (Dryfoos, 2002). Community Schools have shown reductions in graduation and student engagement gaps.

In the Appendices, you will find a nationwide best practice review of ten communities operating Community Schools representing over 550 Community Schools. The Appendices also include a Community School literature review from 76 sources and a special literature review aimed at finding research recommendations for closing achievement gaps for students with special needs.





## Core Elements of Successful Community Schools

While every Community School across the nation is unique, there are structural components that are considered the core elements of successful community schools:

- Every school has a Community School Committee (CSC) representing its families and community, which oversees partnerships and programs. The committee's role ranges from decision-making to advisory.
- Every school has a full-time Resource Coordinator who is responsible for the coordination of people, programming, services and space.
- There is a Lead Partner(s) organization(s) that agrees to provide additional financial and in-kind resources through a formal partnership agreement.
- Each Community School identifies and coordinates a defined set of core programs or services, informed by the needs assessment and asset mapping in the community.
- There is a sustainable funding model that allows the Community School to retain a Resource Coordinator and operate to meet the needs of that community.

## Opportunities for Alignment

Madison, like many rapidly growing mid-size urban communities, has our share of challenges. The "Race to Equity" report (2013), an analytic report prepared by the Wisconsin Council on Children and Families, reveals that racial disparities in Dane County, Wisconsin, are among the worst in the United States, amplifying the call for action to level the playing field for all children in our community. The report specifically calls out the school district role in providing a high-quality education for all of our students. The 2014-15 MMSD Climate Survey identified family engagement as one of the lowest ranking indicators in the annual survey of families. The district's Vision 2030 process clearly revealed that our families are demanding that our schools become more innovative and work more collaboratively with our community partners.

While faced with these challenges, Madison has the tools and resources within the community to make change. In response to these and other indicators of the challenges facing our community, Madison is already taking significant steps to address the issues around equity and accessibility of opportunity for all. Today, there is a perfect opportunity to align initiatives and collaborate across the City of Madison. The Madison Community School Framework aligns to both support and benefit from these endeavors. When implemented, the Community School strategy will serve as a vehicle to ensure that these city-wide collaborations are well-coordinated and effective within





- Over 300 job and skills training programs.
- Over 20 housing programs including purchasing, rental assistance and temporary housing.
- Over 85 food, community garden and meal service programs.
- Over 20 low-cost community health service programs.

While there is a large number of programs and services in and around our community, all may not have the capacity to meet the needs of specific populations or neighborhoods, and coordination is often a challenge. The Community School strategy more efficiently organizes these efforts around our students and families who need them the most.

## Community Schools In Madison

### Community School Definition and Description

Across the country and within local school districts, the definition of a Community School varies because it is truly defined locally, but all Community School definitions focus on a few common themes: “a place,” “partnerships” and “integration of resources.” The **Madison Community School Cross-agency Advisory Committee** helped to define a Madison Community School as:

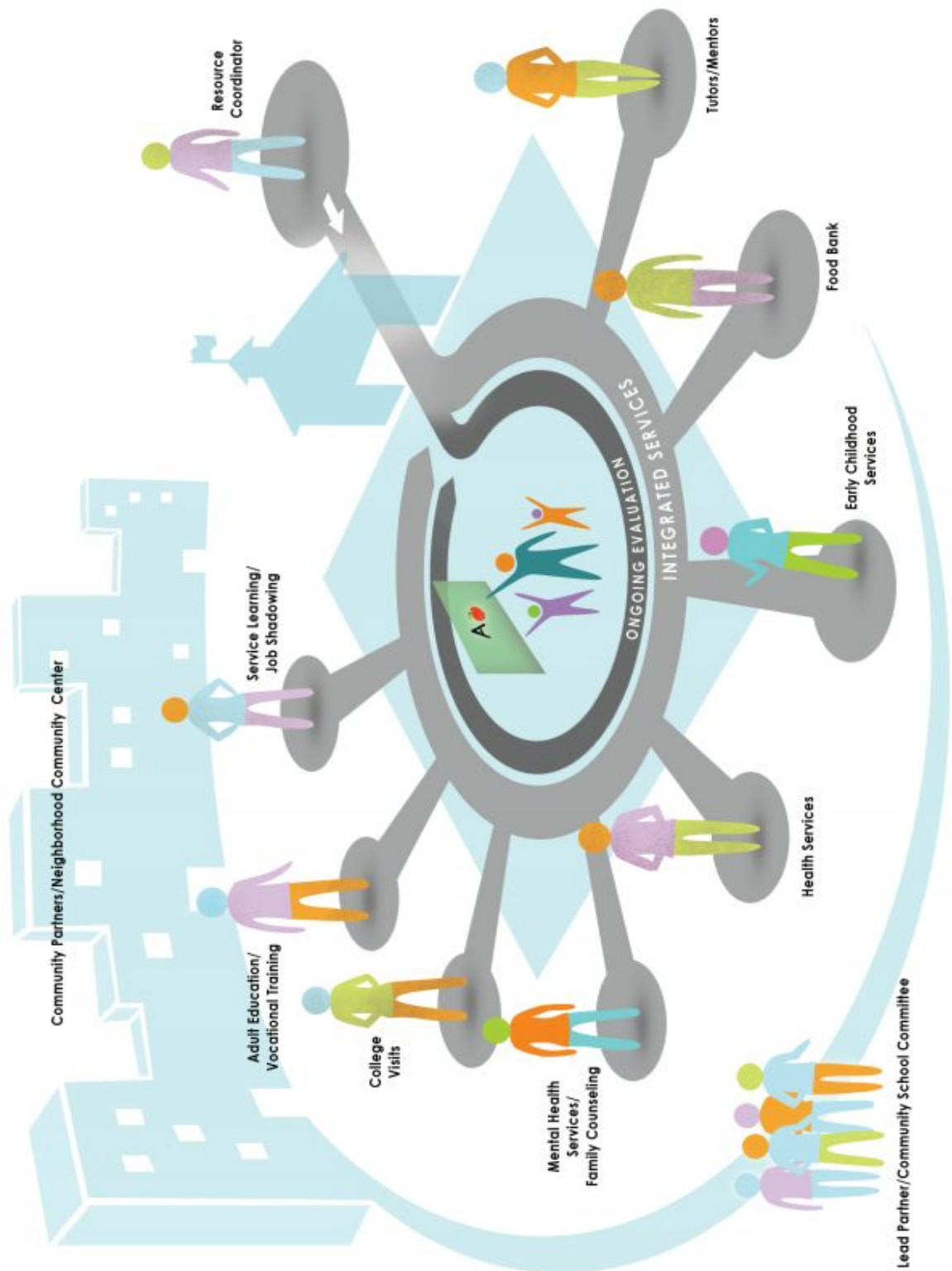
MMSD 2030 Vision  
Participant

“Bring the community into the schools and see the school as a community resource.”

***“A welcoming and inclusive place that builds on the assets of the community to help serve the identified needs of the students, families and community through well integrated and coordinated, strategic partnerships.”***

The Committee went on to describe a Community School as:

- A network of providers and partners who are organized and coordinated to identify the assets of the community and meet needs as expressed by the local community.
- A place where there are opportunities for everyone in the community to engage, collaborate, innovate and support student learning.
- A place where academics, health and social services, youth and community development are integrated through networking and lifelong learning.
- A thriving place where every student is prepared for college, career and community.





## Madison Community School Theory of Action

Community Schools allow services and programs to be organized and leveraged in ways that reach those that need them most. Community Schools provide a place to connect communities to existing services. Needs assessments and asset mapping within the school community provide the community both a voice and a choice in determining the services needed, and a role in coordinating those services in a way that best fits the needs identified.

### Statement of Belief:

We believe that by putting families at the center and effectively coordinating with community partners we can meet individual student and family needs and student academic outcomes will improve.

### If we:

Complete an asset map **building on the assets of the community**, and match those assets to the identified needs of the community

Dedicate a full-time staff member to **coordinate community organizations, members, and families** to partner with schools in response to identified needs of students and families

**Offer accessible opportunities** for families, students, and community members to partner with the School-based Leadership Teams (SBLT), providing them with a valued role in providing advice and make decisions

**Build family social capital** through networking, family leadership, and **family learning opportunities**

### Then we will:

- Improve academic outcomes
- Narrow opportunity and academic achievement gaps
- Help ensure students are healthy physically, socially, and emotionally



## Collaborative Leadership Structure

The Madison Community School Framework follows a collaborative leadership structure. The Community School Cross-agency Committee discussed each of the core elements of successful Community Schools and their expertise helped identify necessary core elements for a Community School strategy in Madison. The Committee concluded that the core elements should include:

- A Community School Committee
- A Resource Coordinator
- A Lead Partner(s)
- Core Programs and Services







## Community School Committee

While each Community School Committee (CSC) will be unique, it will represent the diversity of the community and be a balance of parents, students, community members, Lead Partner representative(s) and the principal. Additional CSC positions could be considered for a City of Madison Neighborhood Resource Team member, a Dane County Joining Forces for Families representative, and a local community center representative, if applicable, to aid in the coordination of resources.

The CSC's role is to:

- Assist in identifying and building on the assets of the community.
- Provide a network of communication and relationships.
- Guide, determine and evaluate the activities, services and programs coordinated on behalf of the community.
- Meet at least quarterly, preferably monthly, to review objectives, programming decisions and community needs.
- Annually conduct a community needs assessment and asset mapping of programs and services being offered in relation to their defined goals.

## Resource Coordinator

The Resource Coordinator will be responsible for coordinating the resources and partnerships of a Community School, working with the community to build community assets and convening the CSC. The Resource Coordinator will be employed by the Lead Partner and be funded in the first year with MMSD community service funds (50%) and from the Madison Community Foundation grant (50%). In subsequent years, MMSD will sustain 50% community service funding and a Lead Partner will contribute the remaining funding. This funding mix aligns with successful Community School practices around the country and allows the Resource Coordinator to access student-level data authorized by the District, as well as the flexibility to meet with families and community partners.

The Resource Coordinator will report to the Lead Partner and the school principal, while working collaboratively and supporting the CSC. An ideal candidate for the position of the Resource Coordinator will have qualities including, but not limited to, the following:

- Ability to build relationships and work cooperatively with people from all backgrounds while breaking cultural and generational barriers
- Ability to be flexible and responsive to students, staff and families
- Ability to organize and motivate stakeholders towards a shared vision of collaboration
- Ability to innovate, develop, implement and evaluate programs and services





## Lead Partner(s)

A Community School Lead Partner will be selected by a Request for Qualifications (RFQ) process. The Lead Partner relationship is a formal, mutually beneficial relationship developed between the Community School and Lead Partner. The Lead Partner will have the capacity and long-term commitment to support the Community School by collaborating with other organizations to provide services and/or programs. The Lead Partner will be selected through a school-level committee with support from the district, will go through the MMSD Partnership process and will have a formal MMSD Memorandum of Agreement (MOA). Partners are essential and integral members of the Community School team focused on serving the identified needs of the community.

Lead Partner attributes should include, but not be limited to:

- Commitment to the MMSD Strategic Framework vision that every school is a thriving school that prepares every student for college, career and community
- A clear vision and goals that align with the district and individual school goals
- A history of effective community collaboration and engagement
- Experience and expertise in providing high-quality identified services and programs
- Established, measurable outcomes and the demonstration of positive impact with programs and services that meet or exceed established standards
- A commitment to collaborate in bringing financial and in-kind resources to the Community School
- Demonstrated financial stability and sustainability, including a history in successful grant writing



## Core Programs and Services

Services and programs will be identified by the Community School Committee and the Resource Coordinator after completion of the asset mapping/needs assessment matching process. The programming and services provided are tailored to the community-identified needs and desires. Programs and services identified as needs by families, community members and school staff would be presented to the CSC for consideration for resource coordination and problem solving. The CSC will work with community coalitions to meet the community needs. For example:

- The Madison Out-of-school Time coalition (MOST) to help identify, qualify and recruit organizations that meet the out-of-school time needs
- Dane County Health Council to help identify and recruit organizations to meet identified health needs in the school community
- Tutoring Network to identify and establish effective and appropriate tutoring relationships

While all Community Schools would be unique, coordination of services and programs could include:

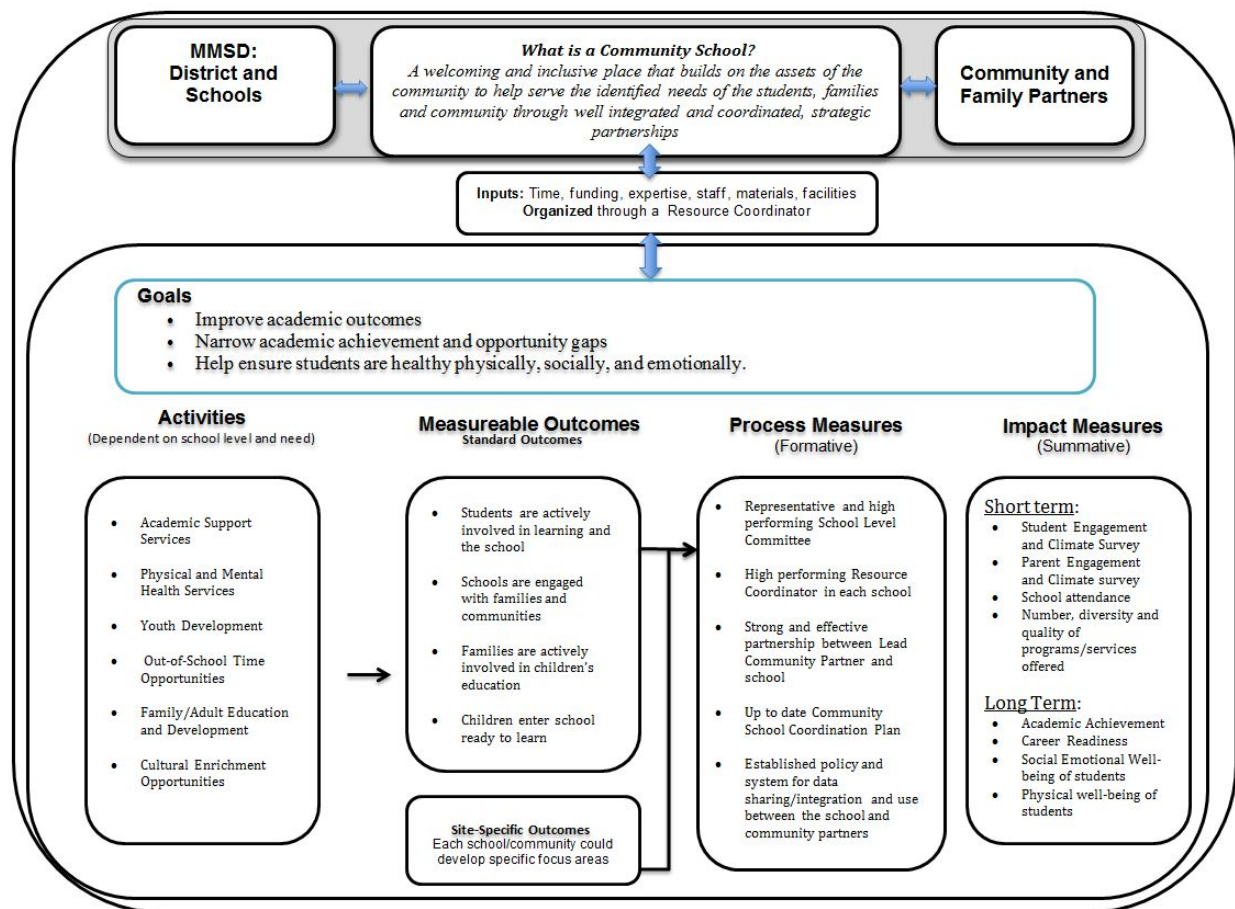
Academic Support Services	Physical & Mental Health Services	Youth Development	Out-of-school Time (OST) Opportunities	Cultural Enrichment Opportunities
Examples: ➤ Tutoring ➤ Mentoring ➤ ACT preparation ➤ Adult education	Examples: ➤ Vision & hearing screening ➤ Dental ➤ Immunizations ➤ Mental health screening ➤ Family support groups	Examples: ➤ Mentoring groups ➤ Community service opportunities	Examples: ➤ Recreation ➤ Internships ➤ Extended learning opportunities	Examples: ➤ Dance team ➤ Spoken word ➤ Writing workshops ➤ Fine Arts ➤ World languages



## Evaluating Impact on Intended Outcomes

A key aspect of any successful Community School strategy is a community-engaged, comprehensive evaluation plan that examines the implementation process, as well as short and long-term impact on intended outcomes. In the Appendices, you will find the community-engaged Evaluation Plan for Community Schools. This strategy includes an annual monitoring review and a three-year summative evaluation plan.

The Madison Community School Logic Model (below) lays an important foundation for effective evaluation by integrating program goals, inputs, activities, outcomes and measures.





# Madison Community School Funding

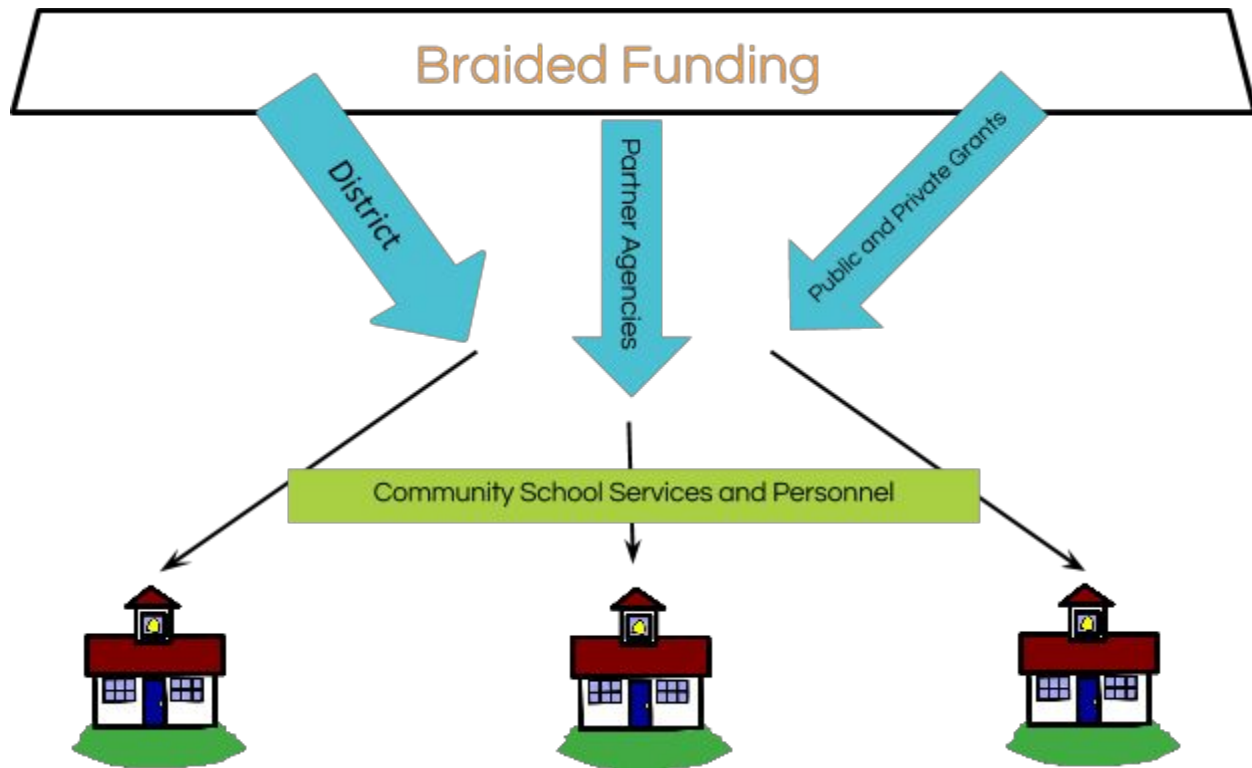
## Aligning Local Resources for Student Success

Financing a Community School requires aligning existing resources with a well-built partnership between public and private agencies. Successful Community Schools are structured around this intentional collaboration supporting student success through multiple components, always focused on the specific needs of each Community School.

A stable Community School is dependent on successful and sustainable funding. Research shows that a successful and sustainable Community School requires an alignment of government resources, existing school support services, and an annually assessed balance of public and private funding, varying from year to year. This happens through discussions, invitations and purposeful decisions on how best to work and support each specific and overall effort. The result is that each Community School partner agency achieves better outcomes as well as improved fiscal efficiencies by eliminating duplicative efforts. A Community School offers more effective programs and services than any one of its partners could offer on its own.

The research shows that the best way to reduce duplicative efforts is to align resources. This includes funding, time, personnel and other assets. While one or more partners may take the lead in bringing the group together, all must contribute. Time, money and resources are devoted by each program provider, absorbing and realigning expenses to create a more efficient, mission-meeting partnership. Funding sources are braided together, woven into the fabric of each Community School. The team collectively designs the infrastructure and sets goals and priorities. After assessing needs and assets and redeploying existing services, the team then tracks results and adjusts implementation using data-based decision-making.

Sustainability will not occur if the responsibility for funding the Community School strategy rests solely on the shoulders of the school district. Coordinating resources, or braided funding, is required among the school district, county and city agencies, private funders and future Community School partners. This is an investment that produces efficiencies, and all the players must be at the table early in the planning process.



## Community School Funding Assumptions

There are several key assumptions for the Madison Community School strategy that impact its long-term sustainability. The assumptions are as follows:

- The Resource Coordinator position is essential to the success of a community school. This position must be sustainable in order to achieve long-term outcomes and positively impact student success.
- Lead partners are an important and required part of the funding portfolio, allocating resources from their budgets to the Community School strategy.
- Through the Community School Coordination Plan, each school community will identify its assets, determine its unique needs and additional core services to meet those needs.
- Alignment of resources and collaboration are a priority for all community stakeholders to help serve students and families.
- Through a collaborative and coordinated process, there will be a collective impact approach to solicit new funding (grants, donations, etc.) to offer core services.



## Funding the Resource Coordinator

As the Madison Community School strategy is contemplated, MMSD has identified the following revenue sources for Community School Resource Coordinator.

- The Madison Community Foundation Grant provides 50% funding for a Resource Coordinator at each selected school for the first year of operation (two schools in 2016-2017, two schools in 2017-2018).
- Madison Metropolitan School District can provide 50% funding for a Resource Coordinator from Fund 80, Community Service Fund, at each selected school to help sustain this key position. Since Fund 80 has a capped revenue limit, Fund 80 resources will be reallocated from district-level Fund 80 spending. This reallocation will not affect MSCR.
- After the Madison Community Foundation Grant ends in year two of a Community School, MMSD would look to the Lead Partner of each Community School to provide for 50% of the Resource Coordinator position.

The chart indicates secured funding as green boxes and new funding as yellow.

Table: Resource Coordinator Funding Example

Resource Coordinator	2016-2017		2017-2018		2018-2019		2019-2020	
	Phase 1		Phase 2		Phase 3		Sustainability	
School 1	50% MMSD Fund 80	50% MCF Grant	50% MMSD Fund 80	50% New Lead Partner*	50% MMSD Fund 80	50% Lead Partner*	50% MMSD Fund 80	Sustained 50% Lead Partner support & sustainability plan to align grant writing, partner budget allocation, donations*
School 2	50% MMSD Fund 80	50% MCF Grant	50% MMSD Fund 80	50% New Lead Partner*	50% MMSD Fund 80	50% Lead Partner*	50% MMSD Fund 80	
			Pending Board approval					
School 3			50% MMSD Fund 80	50% MCF Grant	50% MMSD Fund 80	50% New Lead Partner*	50% MMSD Fund 80	
School 4			50% MMSD Fund 80	50% MCF Grant	50% MMSD Fund 80	50% New Lead Partner*	50% MMSD Fund 80	

\*Lead partner funding will be coordinated through re-allocation of resources, combined grant writing and a larger collective fundraising campaign



## Funding Core Programs / Services

The funding mix for core services will vary by school. However, below is a sample school program/services funding mix. Core program and services are an alignment of existing resources based on the needs of the community and may not necessarily require new funding.

Funding Source / Type	Service Funded	Percentage of Total Funding
Workforce Development Board of South Central Wisconsin	Adult Education / Vocational Classes & Employment	15%
Community-based Organization	English As a Second Language Adult Education	10%
MMSD - Title 1	Family Nights	5%
MMSD - IDEA	Family Support	5%
Community-based Organization	Tutoring Support in Evenings	15%
Dane County Department of Human Services	Family Support Services	30%
Department of Public Health	Immunizations, Dental Screening, Healthy Start	20%





## Sustainability

With more non-profit organizations per capita than any other U.S. city, Madison is uniquely poised to provide the wide range of opportunities and supports needed for children to succeed.

The first three years of Madison's Community School Framework (year one is a planning year) will utilize the braided funding technique to cover personnel, professional development, needs assessment/asset mapping, outcome evaluations, and programming implementation with the following strands of the braid:

1. Madison Community Foundation: \$300,000 over three years
2. Madison Metropolitan School District
  - a. Community Service Fund (Fund 80): approximately \$300,000 over three years
  - b. MMSD In-kind Personnel: \$150,000 over 3 years

Engaging in a collaborative process with community partners will require a multi-year, multi-phase combined fundraising campaign which will achieve the following:

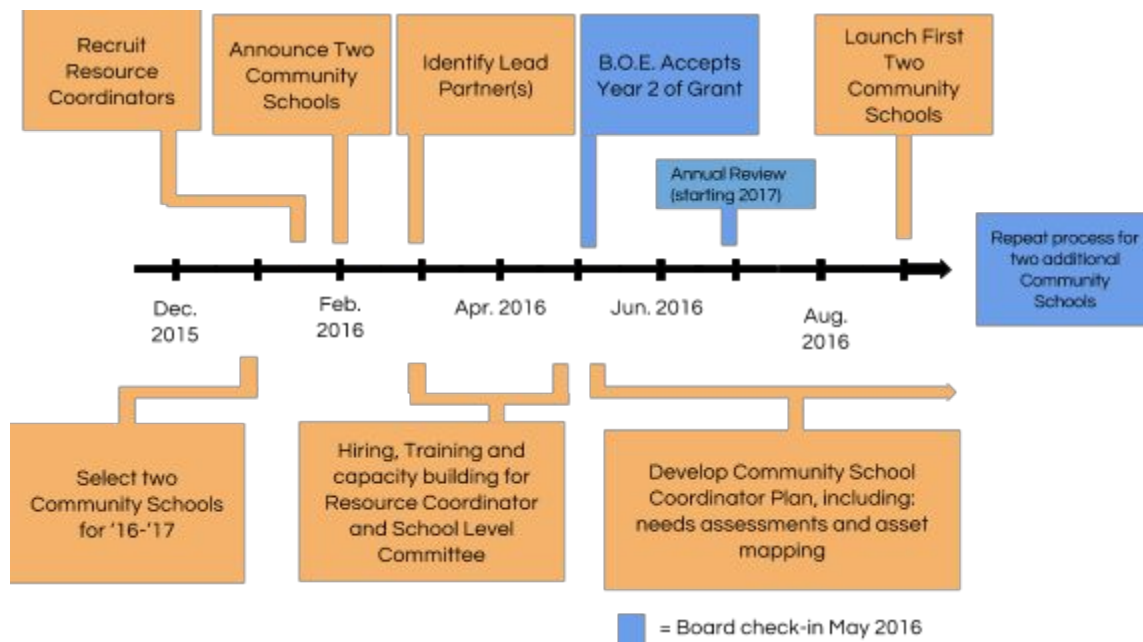
- Secure new grants, including federal grants
- Align partner budget allocations with community school sites
- Build capacity to begin a multi-year fundraising campaign

Based on the involvement of the Community School Cross-agency Advisory Committee, we are confident that prospective lead partners and governmental agencies will be willing to align efforts to create a long-term sustainability plan to fund Community Schools.



# Next Phase: School Selection and Capacity Building

## Timeline



## School Selection Criteria

The Community School Cross-agency Advisory Committee reviewed practices from around the country for selecting schools for Community School implementation. The Committee determined that a combined needs and school/community capacity review would ensure the best outcome for the success of the Madison community as well as the Community School strategy.

The Needs assessment will be based on data including:

### Demographics

- School Performance, including achievement gap data
- Physical and mental health indicators
- City of Madison neighborhood indicators and MOST indicators
- "Race to Equity" report neighborhood indicators



### Existing Resources

- Lack of services and programs in and around the school and community
- Quality and effectiveness of existing resources in and around the school and community

The Capacity assessment will be based on a school's application which will identify the desire of the school community to implement the community school strategy and will include:

- The level of commitment of the school staff and administration to a shared leadership model
- Identified work with family and community engagement
- Identified collaboration with community members and organizations
- The physical capacity of the school to provide space to a Resource Coordinator and identified programs/services
- Alignment of school policies, partnerships and relationships to the MMSD Strategic Framework

Schools that indicate high needs and meet this criteria will be invited to apply and asked to provide additional information regarding the school's capacity and readiness to become a Community School. The application process will be designed to encourage interested schools to begin engaging in the work necessary to support the community school strategy from a very early stage.

The goal is for every school in the district to have high levels of family and community engagement and to support the needs of the students. While many schools can implement some of the community school strategies without being labeled a "Community School," the application process will be designed to identify those schools in high-needs communities that need the formal, structural support, of a Community School to meet this district goal.

## Community School Coordination Plan

Once selected, each Community School will engage in a planning process similar to the one the district has undertaken to develop this Framework. The Resource Coordinator, supported by school staff, district staff, and guided by the Community School Committee (CSC), will develop a school-specific Community School Coordination Plan (CSCP), including a needs assessment and asset mapping process. The CSC will engage the community in identifying existing assets and the menu of programs and services which will be coordinated by the Resource Coordinator. In addition, each school will establish and implement an annual evaluation process.

Because each school is unique, every Community School Coordination Plan (CSCP) will be different. However, each plan will contain a minimum set of criteria including, but not limited to:

- Make-up and selection of the Community School Committee (CSC)
- Frequency of CSC meetings
- Needs assessment process
- Asset mapping process
- Evaluation process and frequency (minimum annually)
- Core set of programs and services
- Ongoing professional development and training around the Community School strategy for staff, families, community members and partners

## Capacity Building

Each CSC will receive initial training and support around the implementation of the Community School strategy. The Madison Community Foundation grant will cover the initial expenses of the CSC capacity building for the first year of each school. As additional schools are selected, a network of experienced Community School participants will be able to share best practices, lessons learned and support new Community School participants and communities.

In addition, the MMSD Department of Family, Youth and Community Engagement will support Community Schools in ongoing leadership development and capacity building among staff, families and community members. This work will be grounded in family and community engagement best practices.

Resource Coordinators and partner agencies will also work closely with the MMSD Department of Strategic Partnerships and Innovation to identify best practices in partnerships, including clarifying roles and responsibilities with the school and partners,



receiving support in connecting and partnering across Community Schools and city collaborations and sharing best practices across program providers.

## Ongoing Support

Community Schools will be supported by the district through the Department of Strategic Partnerships and Innovation as well as the Department of Family, Youth and Community Engagement. The district will provide guidance and tools as Community Schools develop partnerships, create the Community School Coordination Plan and engage the community in the work of Community Schools.

In addition, there are several national and statewide organizations dedicated to supporting the development and success of Community Schools around the country and in Wisconsin. These organizations provide, often pro bono, a variety of tools, templates and training to help Community Schools meet their potential. We thank them for their support to date, and for their continuing guidance.

<u><b>National</b></u>	<u><b>Statewide</b></u>
<a href="#">Annenberg Foundation</a>	Wisconsin Community School Network - In development
<a href="#">Coalition for Community Schools</a>	<a href="#">Wisconsin Center for Education Research</a>
<a href="#">Communities in Schools</a>	
<a href="#">Federation for Community Schools</a>	



## Final Summary

To successfully proceed with the implementation of the Community School strategy in Madison, we will do the following:

- ❖ The school selection process will review both need and capacity to identify schools that will experience the most positive impact and success under the strategy.
- ❖ Each selected school will have a Community School Committee (CSC) representative of the community it serves.
- ❖ Each selected school will have a full-time Resource Coordinator responsible for facilitating relationships, coordinating resources and engaging strategic partnerships.
- ❖ Each selected school will identify and develop strong and effective partnerships with community organizations and entities.
- ❖ Each selected school will receive ongoing strategic training and support from the district and from local and national organizations dedicated to supporting the Community School strategy.
- ❖ The Community School strategy will be supported and sustained by alignment, coordination and braiding of funding resources.
- ❖ Each selected Community School will annually review and evaluate performance and efficacy under the Community School Coordination Plan and MMSD Strategic Framework.



## Appendices

- I. [Frequently Used Terms](#)
- II. [MMSD Strategic Framework](#)
- III. [MMSD Vision 2030 Research Report](#)
- IV. [Evaluation Plan](#)
- V. [Logic Model](#)
- VI. [Nationwide Best Practice Research Summary](#)
- VII. [Community School Literature Review](#)
- VIII. [Research Summary on the Impact of  
Community Schools on Students with Special  
Needs](#)
- IX. [Research Sources](#)